

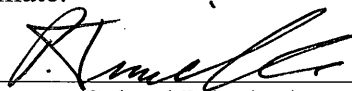
RESOLUTION TO APPROVE EDUCATIONAL PROJECT:

WHEREAS the Ministry of Education in Quebec has required each school to update their Educational Project during the academic year 2023-2024;

WHEREAS the Educational Project has engaged in a thorough and inclusive strategic planning process, involving consultation with all stakeholders to effectively address current and future challenges and opportunities;

WHEREAS the new project goals align to the EMSB's Commitment to Success Plan and includes objectives, indicators, and targets that align with the Ministry's strategic indicators and priorities;

BE IT RESOLVED THAT the governing board hereby approves the revised Educational Project for the period 2023-2027 as presented and acknowledges its importance in guiding the development and decision-making processes towards improving student outcomes and school climate.

  
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School Principal

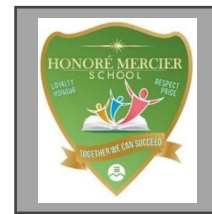
Date: Feb. 5, 2024

  
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Governing Board Chair

## **EDUCATIONAL PROJECT 2023-2027**

**Honoré Mercier**

**English Montreal School Board**



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

### **LEGAL FRAMEWORK**

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

## **COMPOSITION OF THE SCHOOL TEAM**

This educational project was created by a school team that included:

- The Governing Board
- The school team, composed of a few staff members, led by the principal

## **GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT**

- Students in Cycle two and three
- The Governing Board
- The school's parent community at large
- Staff, including, teachers, professionals, support staff and daycare personnel

## SCHOOL PROFILE

Honoré Mercier School has approximately 270 students from kindergarten for 4 year old's to grade six. The school offers a Bilingual program where students have English and French instruction on alternate days and on the Friday, they spend half their day in English and the other half in French. A STEAM framework is embedded in our teaching, allowing students to explore Science, Technology, Engineering, the Arts and Mathematics. This allows students to develop and exercise inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.

The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. We offer resource support to our struggling learners as well as social skills groups to improve students' social interactions and behaviours. With 21 coded students and 59 at-risk students, approximately 29% of our student population has an Individualized Education Plan. This plan maps out the goals set for the students and any special support needed to help them reach those goals. Teachers continue to receive appropriate professional development to help in differentiating the curriculum and instruction to best meet the needs of all students.

The school is situated in an urban area, located in the Saint-Leonard borough. As the school territory is small, 3 school buses provide transportation for our students. Approximately 150 students use our Daycare services throughout the day. Approximately 94% of the children in the school were born in Quebec. 80% use English as the main language spoken at home. The community is homogeneous, predominantly of third or fourth generation Italian descent. As such, the school offers an optional 60-minute Programme d'enseignement de langue origine (PELO) Italian heritage program, during the lunch hour once a week for students from grades one through six. The goal of this program is to provide opportunities for students to practice and master the language of origin of their parents and grandparents.

The school staff is comprised of one principal, twenty teachers, one behaviour technician, two attendants, nine daycare staff, two secretaries and two caretakers. What makes our staff so unique is their commitment, enthusiasm, warmth and how they care for every child. Our teachers have deep knowledge and passion for their subject matter, which is reflected in their lessons and activities. Teachers continue to attend professional development that allows them to integrate an innovative STEAM framework to promote problem solving, creativity and analytical thinking.

Music, Arts and Physical Education are very important at Honoré Mercier. We have two Physical Education teachers. As part of our high-quality physical education program, students are prepared to participate yearly in the Halo Road Race, and as a result our students have won many medals throughout the years. There are also extracurricular activities scheduled at lunch for students who wish to join. Over the years professional athletes have come to speak to our students on the importance of motivation and commitment. We have a Music teacher. Our music program has gained particular attention in the last few years as our school has participated and won the CBC Music Class Challenge. The students perform two concerts per year that always leave our parents and guests in awe. We have an Art teacher. Our Art teacher works closely with

the classroom teachers to develop cross-curricular projects that are carried out in cycles and school wide. Our Resource team provides struggling learners with the tools they need to be

successful in the classroom. They work alongside the classroom teachers to adapt instruction so that it meets the needs of all students.

Students have access to a Fitness Room, a Games Room and a Mindfulness/Sensory Room. The purpose of the of the Fitness Room is to expose students in grades 3 to 6 to overall fitness, how to target specific muscle groups using different equipment such as agility ladders, stationary bikes, jump boxes and Bosu balls to name a few. Also, students will discover how they can use resistance training using their body weight to improve fitness levels. Improved fitness helps student improve their overall health and has been demonstrated to improve self-esteem and lower anxiety.

The purpose of the Games Room is to encourage students from different grades to socialize and explore their interests in a stimulating, unstructured environment. Access to the Games Room is an earned privilege. The purpose of the Mindfulness/Sensory Room is to help reduce anxiety, raise self-awareness, and provide a safe space where students can breathe and relax. There is a variety of computer equipment that is available for teachers and students (Smartboards, iPads, laptops) and the staff continues to explore new methods of teaching using these tools. The school has a library technician two days a week and the students can check out books weekly. The school has an expansive yard and two playgrounds for pre-school students.

Relations between teachers, parents and students are supportive and collaborative. The members of the Governing Board are actively involved in working to support school improvement. The Home & School Association meets regularly and is embedded in school life. Many parents volunteer daily in the library and at various events.

Some services are offered by the local CIUSSS including a nurse for one full day a week as well as an oral hygienist once a year. We also offer a range of extracurricular activities students can join after school such as, but not limited to, Karate, Hockey, Jewelry Making, Band and Kid-Chef. In addition, we have a partnership program with whom our grade 6 students are given the tools needed to transition to High School.

The Our School survey is administered twice a year to our level 4-6 students and provides feedback to administration and staff about student perceptions of their daily life at school. Students are rewarded monthly through virtues. At each monthly assembly, students are explained one of the virtues (Peacefulness, Sportsmanship/Leadership, Kindness/Courtesy, Acceptance, Cooperation/Friendship, Generosity, Responsibility, Empathy, Perseverance, and Honesty) and are provided examples. At the following assembly, we highlight those students who have embodied these virtues and they are rewarded.

Honore Mercier students participate yearly in intramural sporting events offered to the Physical Education Department by the GMAA.

## MISSION AND VALUES

Honoré Mercier Elementary School is committed to offering a Bilingual program, within a STEAM framework, guiding each of its students as they grow and develop as complete human beings. We offer quality education that focuses on students owning their learning and contributing to their community in a safe environment. The recognition of cultural diversity and community involvement is an important aspect of their learning. The school works to help them build upon their mental, intellectual, physical, spiritual and social capabilities, and to aid them in realizing their fullest potential as lifelong learners.

Our vision is to enhance the school's educational environment through technology-based learning where children acquire knowledge by interacting with computers and learn through the use of SMART boards.

We truly are committed to **teaching tomorrow's leaders, believing in tomorrow's leaders** and **building tomorrow's leaders**.

## THE CONSULTATION

We consulted all our stakeholders (teachers, support staff, daycare monitors, parents, Governing board members, students) and recorded responses via OurSchool Survey and Microsoft forms. The school team went through the results of the responses from all our stakeholders.

Both parents (including those on Governing Board) and Staff indicated the need for **smaller class sizes** and **more resource support** for our students.

We raise these concerns here as larger class sizes may lead to teachers not being able to provide more personalized support to students who are struggling. Furthermore, staff and parents suggest that our struggling students need more support through aids or Resource teacher support. Resource support offers more specialized teaching and assistance. Although class sizes are set in collective agreements and resource allocation at the Board level, our stakeholders mention these as important issues. Additionally, these two issues may negatively impact our Academic objectives.

All stakeholders indicated that the staff is one of our greatest contributing factors of success. Despite much praise for our staff, both parents (explicitly) and students (implicitly through *Our School* results about feeling safe at school) indicate the need to improve our school climate. It should be noted, however, that only a few students indicated bullying as an issue in the open-ended questions. Furthermore, all stakeholders commended the school's sense of community, collaboration, and the teacher dedication to their children's development.

## ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

### END OF CYCLE 3 MATHEMATICS

#### EMSB's Objective:

To increase the proportion of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

**Table 1: Percentage of End of Cycle 3 Students Demonstrating Proficiency on the Uniform Exam (C1)**

	2019	2022	2023
Honore Mercier	72%	68%	74%
EMSB	68%	55%	68%

Source: Lumix GPI

**Interpretation:** We have continued to improve our proficiency rate. The 2022 year results (68%) were markedly lower than our most recent results. This was the first set of exams after the pandemic, and we attribute our results to this. We have returned and bettered our pre-pandemic results.

**Objective 1: To maintain our proficiency rate of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1).**

### END OF CYCLE 3 ENGLISH LANGUAGE ARTS

#### EMSB's Objectives:

To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027

**Table 2: Honore Mercier AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	100%	82%	99%
School Writing Component	99%	97%	99%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Source: Lumix, GPI, 2023

**Table 2a: Honore Mercier’s Proficiency Rate on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	68%	52%	73%
School Writing Component	81%	78%	71%

Source: Source: Lumix, GPI, 2023

**Interpretation:** We saw a difference in our 2022 results for reading attributed to the disrupted school schedule during the pandemic. Although we are happy with our impressive success rates, we recognize that we want more of our students to improve their proficiency. Our writing proficiency is in decline despite the majority of our students passing the exam. However, we see that our students are improving their proficiency in reading.

**Objective 2.1: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination.**

**Objective 2.2: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination.**

**Additional Goals:**

**Objective 2.3 To increase the proficiency rate in the EOC ELA writing exam from 71% to 75% by 2027.**

**Objective 2.4 To increase the proficiency rate in the EOC ELA reading exam from 73% to 77% by 2027.**

**END OF CYCLE 3 FRENCH SECOND LANGUAGE:**

**EMSB’s Objectives:**

To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

**Table 3: Honore Mercier AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
School Reading Component	<b>93%</b>	NA	<b>90%</b>
School Writing Component	<b>100%</b>	NA	<b>93%</b>
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source:



Interpretation: Our past results show that our students' results have improved and have met the EMSB's goal for the past few years in both reading and writing. As a bilingual school, we would like to see our writing success rates improve.

**Objective 3.1: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 90 % in 2023 to 94 % in 2027.**

**Objective 3.2: To maintain our success rate on the FSL writing component on the End-of-Cycle above 90%.**

## SCHOOL CLIMATE

### EMSB's Objectives:

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

**Table 4: Honoré Mercier Student Perceptions of Selected School Climate Factors (%)**

Factor	Honoré Mercier		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	20%	35%	28%	31%	29%
School Safety	71%	60%	60%	59%	61%
Anxiety	20%	39%	22%	31%	30%

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

### Interpretation:

The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

It is worth noting that the Board's Commitment to Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day. The percentages in the table concerning this factor include student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

It is also important to note that reported anxiety levels almost doubled between 2019 and 2022. The impact of the pandemic on the well-being/mental health of our students is undeniable in these numbers. Addressing these concerns is of great importance.

**Objective 4.1:** To decrease the rate of Honore Mercier students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 35% in 2022 to 27% in 2027.

**Objective 4.2:** To increase the rate of Honore Mercier students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 60% in 2022 to 65% in 2027.

**Objective 4.3:** To decrease the rate of Honore Mercier students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 39% in 2022 to 29% in 2027.

## PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

- *Meet the Teacher: In the spring (May) prior to the student entering K4*
- *February Friendship Festival- various activities for students and parents in the classroom and gymnasium*
- *Literacy- I Love to Read Week: Parents are invited to read with the students*
- *Universe of Play Workshop*
- *Mother's Day Breakfast*
- *Kinderfest K4: Parents participate in physical activities with the students.*
- *Around the holidays, parents were invited to meet the preschool consultant, make gingerbread houses with their child, participate in various classroom stations, and watch the children perform.*
- *End of the year celebration, where the students, along with their parents and siblings, participated in carnival themed activities.*

## DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions.

Teachers have begun implementing their digital competencies. Teachers support students on STEAM projects. Each year, they are exposed to new technology, such as Robotics, 3D printing and Cricut machines. Other examples include creating shadow puppets with technology. Teachers have also created video capsules (2022) for the Unvers Social class. Students in Pre-K have worked with BlueBots .We anticipate growing a TIF committee in upcoming years. As we develop our abilities and our student abilities, we also plan on providing a media literacy week as well as workshops for digital citizenship and cyber-bullying.

This year, the Principal, Ms. Tummillo, attended a week-long conference titled “Future of Education Technology.”

## APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<p><b>Objective 1:</b> To maintain our proficiency rate of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1).</p>	<ul style="list-style-type: none"> <li>- Expose students to more situational problems in the classroom.</li> <li>- Explicitly teach the skills needed to create appropriate memory-aids/checklists.</li> <li>- Modelling different ways of solving the problem.</li> </ul>
<p><b>Objective 2.1:</b> To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination.</p>	<ul style="list-style-type: none"> <li>- Implementation of UFLI (University of Florida Literacy Institute) for literacy- This is a literacy/ pre-literacy program designed to improve students’ decoding and linguistic comprehension.</li> <li>- Expose students to reading a variety of different genres of texts</li> <li>- Play-based Learning</li> <li>- Read alouds and sharing ideas</li> </ul>
<p><b>Objective 2.2:</b> To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination.</p>	<ul style="list-style-type: none"> <li>- Implementation of UFLI (University of Florida Literacy Institute) for literacy- This is a literacy/ pre-literacy program designed to improve students’ decoding and linguistic comprehension</li> <li>- Expose students to different genres of texts (poems, picture books, various novels, etc.) and have students engage in classroom discussions as well as written responses.</li> <li>- Play-based learning</li> <li>- The teachers will put extra emphasis on vocabulary and inference</li> </ul>
<p><b>Objective 2.3</b> To increase the proficiency rate in the EOC ELA writing exam from 71% to 75% by 2027</p>	<ul style="list-style-type: none"> <li>- Have students create different types of narrative texts by reinforcing the writing process (pre-writing, drafting, revision, editing and publishing).</li> <li>- Play-based learning</li> <li>- Offer opportunities for daily writing to occur.</li> </ul>
<p><b>Objective 3.1:</b> To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 90 % in 2023 to 94 % in 2027.</p>	<ul style="list-style-type: none"> <li>- Implementation of UFLI (University of Florida Literacy Institute) for literacy- This is a literacy/ pre-literacy program designed to improve students’ decoding and linguistic comprehension.</li> <li>- Encourage exposure to French reading at home.</li> <li>- Assignment of weekly current event articles (students read and respond to literal and inferential questions).</li> </ul>

<p><b>Objective 3.2:</b> Objective: To maintain our success rate on the FSL writing component on the End-of-Cycle above 90%.</p>	<ul style="list-style-type: none"> <li>- Exposure to different written texts: poems, songs, picture books, chapter books, articles, etc.</li> </ul>
<p><b>Objective 4.1:</b> To decrease the rate of Honore Mercier students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 35% in 2022 to 27% in 2027.</p>	<ul style="list-style-type: none"> <li>- Social groups -run by the school's behavior tech- addressing friendships and conflicts among students (board game sessions, social stories, etc).</li> <li>- Designate an adult in the school (administrator, teacher or behavior tech) that they can speak to if students are feeling worried or unsafe.</li> <li>- Kindness Day Workshops and EmpowHERment workshops provided by FearlesslyKind</li> <li>- Leadership program/Peacekeepers: have older students support/play with younger students during unstructured time.</li> <li>- Ensure that students know they have an outlet/designated adult (teacher, administrator, behaviour technician) if they are feeling victimized</li> <li>- Introduce a mediator for conflicts.</li> </ul>
<p><b>Objective 4.2:</b> To increase the rate of Honore Mercier students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 60% in 2022 to 65% in 2027.</p>	<ul style="list-style-type: none"> <li>- Ensure that students know they have an outlet/designated adult (teacher, administrator, behaviour technician) if they are feeling unsafe</li> <li>- Therapy Dog</li> <li>- Sensory/Calm Room</li> <li>- Working with the Community Liaison police officer on how to help students feel safe.</li> </ul>
<p><b>Objective 4.3:</b> To decrease the rate of Honore Mercier students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 39% in 2022 to 29% in 2027.</p>	<ul style="list-style-type: none"> <li>- Stress balls and weighted lizards to help reduce anxiety</li> <li>- Therapy Dog</li> <li>- Sensory/Calm Room</li> <li>- EmpowHERment workshops provided by FearlesslyKind</li> </ul>