

## **EDUCATIONAL PROJECT 2023-2027**

**École Gardenview Elementary  
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

The development of this educational project involved collaboration among a school team consisting of the principal, vice-principal, grade 6 teachers specializing in English and French, and a childcare worker.

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

In crafting the education project, input was sought through consultations with teachers and support staff. Furthermore, insights on student success were gathered through surveys conducted with grade 6 students and the broader Gardenview parent population.

## SCHOOL PROFILE

Gardenview School, situated in the northern central region of Montreal Island, attracts a diverse student body primarily hailing from St. Laurent and Nouveau St. Laurent. Evolving with the times, we transitioned to a French Immersion school in the 1970s, anticipating the changing landscape and equipping students for careers in Québec. Gardenview School boasts a richly diverse student population, with students hailing from various cultural backgrounds and collectively representing 21 different languages spoken at home. This multicultural environment not only reflects the global diversity of our students but also enhances the richness of our educational experience, fostering an inclusive and welcoming atmosphere where students can learn from and appreciate each other's unique cultural perspectives.

Presently, Gardenview accommodates 694 students spanning from Pre-Kindergarten to Grade 6. Approximately 5% of the student population is born outside the province of Québec or attends Gardenview as a temporary Québec resident. Forty six percent of our students rely on our 10 school buses for transportation. Two hundred fifty-seven students avail themselves of daycare services on a regular basis and ninety-nine students attend daycare on a sporadic basis. The dedicated staff comprises a principal, a vice-principal, 45 teachers, 3 special education technicians, 3 attendants, 3 secretaries, 3 caretakers, and 33 personnel overseeing daycare and lunchtime supervision. Additionally, our team includes a school psychologist, nurse, spiritual and community animator, speech and language pathologist, and occupational therapist who share their expertise across multiple schools.

In 2022, Gardenview school proudly introduced its first preschool class, expanding our educational offerings. Building on this success, we continued to grow by adding another preschool class in 2023, enhancing our commitment to early childhood education.

Emphasizing fundamental skills development, Gardenview prioritizes digital citizenship, collaboration, communication, and problem-solving. The school instills values of maximum effort, positive work habits, and personal pride, reinforced by a uniform policy and a behavior code promoting responsibility, respect, and self-discipline. Noteworthy aspects include the accelerated French Immersion program. Immersion students complete 100% of their coursework in French in Pre-School and 90% in Cycle I, with 10% of English language instruction per week. In cycles II and III, students receive 51% of their instruction in French and 49% of their instruction in English.

Approximately 13% of our student population at Gardenview School follows an Individualized Education Plan (I.E.P.), with thirty-six students identified under a difficulty code. To address the unique needs of these students, our school employs a comprehensive approach, combining the two-table model and small group instruction for resource and tutor support. This tailored strategy allows us to provide individualized assistance, ensuring that each student on an I.E.P. receives the support necessary to thrive academically and overcome challenges. Gardenview School is committed to fostering an inclusive and supportive learning environment for all students, acknowledging and addressing their diverse learning needs.

Gardenview School is among the first in the English Montreal School Board to implement the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach to education. Our classrooms are outfitted with modern technology, including computers, internet access, and Smart Boards, providing students with dynamic tools to engage with their subjects. Additionally, we have portable laptop and iPad labs readily available to further augment the students' educational journey. To integrate technology seamlessly into the curriculum, we conduct weekly computer lab and makerspace sessions for students in Cycles II and III. These sessions serve as a platform for students to explore and apply technological concepts across various subjects, enriching their understanding and fostering practical skills. Moreover, in Cycle III, students benefit from regular Chromebook use, allowing them to delve deeper into their studies and collaborate effectively on projects and assignments. This hands-on approach equips our students with the digital literacy and proficiency needed to thrive in an increasingly technology-driven world.

The school's Arts program fosters a love for music, drama and the visual arts. Students are exposed to diverse music and instruments and encouraging expression through various mediums and techniques. The Science program sparks curiosity and familiarizes students with experimental methods. Our Physical Education program promotes team spirit, cooperation, physical fitness, and a healthy lifestyle, complemented by lunchtime team sports and school-wide activities. Gardenview students take part in cultural school outings that enable them to explore the diversity of events and locations infused with Québécois culture, offering them valuable opportunities to immerse themselves in meaningful cultural experiences.

Gardenview actively champions student enrichment by collaborating with the consultant for Gifted and Exceptional Learners from the English Montreal School Board. This collaboration results in the provision of a diverse range of enrichment programs tailored for students from Kindergarten to Grade 6, who exhibit high potential in giftedness. These specialized programs are designed to nurture and challenge the intellectual capabilities of these students, ensuring that they have opportunities to thrive and excel academically. The collaboration with enrichment specialists underscores Gardenview's commitment to recognizing and supporting the unique talents and abilities of its students. In 2023, Gardenview School implemented a range of enriching programs to nurture holistic development among its students. The Destination Imagination initiative focused on Kindergarten to Grade 3, fostering skills like teamwork, literary analysis, and problem-solving, enhancing cognitive and social-emotional growth. The Caribou Mathematics Competition engaged students from grades 3-6 in mathematical reasoning and competition, promoting proficiency and a competitive mindset. Additionally, the Global Issues Problem Solving program, tailored for grades 5 and 6, encouraged research and application of problem-solving processes to real-world challenges, fostering critical thinking. Lastly, the Debate/Public Speaking Program provided grades 5 and 6 students a platform for refining communication skills and intellectual discourse, culminating in a board-wide debate experience following the Canadian Parliamentary model, enriching their educational journey.

Senior students at Gardenview School are actively encouraged to participate in the school leadership program, the G.R.E.A.T Committee. This committee embodies the values of Gardenview as Respectful, Empathetic, Accepting, and Tolerant. Through this committee, cycle 3 students assume diverse leadership roles, serving as recess animators for younger students, elevate school spirit, champion respect, and foster a strong sense of belonging among our student body. This is in line with the English Montreal School Board's RESPECT campaign. This student-led initiative is instrumental in cultivating a positive school culture as an impressive 86% of respondents expressed having positive relationships and trusted friends at school in the Our School Survey. The experiences gained through the G.R.E.A.T Committee contribute to the overall growth and readiness of students as they approach high school. By taking on leadership responsibilities, students learn to navigate various challenges, collaborate with peers, and positively influence the school community.

Parents play a pivotal role in fostering excellence by engaging in the Governing Board and the Gardenview Home and School Association. Through their active involvement, these parents work in partnership to ensure that all students receive the best possible learning opportunities and ensure that fundraising initiatives significantly elevate the overall educational journey for our students and promote a sense of community at Gardenview School. The Gardenview Home and School Association provides a diverse range of extracurricular and enrichment opportunities, expanding the horizons of our students. These offerings encompass a dynamic Robotics program, Choir, Comic Book Creation to nurture creativity, Kid Chef, and more. This extensive array of activities serves to further enhance and enrich the overall student experience at Gardenview School.

## MISSION AND VALUES

Gardenview's mission is to provide a meaningful, challenging learning experience in a caring and positive environment in which students can reach their full potential while acquiring the tools to be successful as 21st-century learners in a bilingual society.

Gardenview School values making learning an enriching experience by nurturing academic, physical and social skills and by instilling in our students a love for learning. We value fostering a sense of belonging, recognizing, and nurturing each child's individual abilities and providing unique, challenging, and relevant opportunities for all students to reach their highest potential.

## THE CONSULTATION

The development of the Educational Project for École Gardenview stemmed from a comprehensive consultation process involving various stakeholders within our school community. To gather valuable insights, Gardenview parents actively participated by completing an online survey through the Google Form platform. Simultaneously, school staff members were invited to contribute their perspectives through online surveys or traditional paper formats. Students, during designated class time, also provided their input through a paper survey. It is important to note that all responses were treated with utmost confidentiality. Subsequently, the survey findings were deliberated upon in a governing board meeting, with a dedicated discussion and question session. The outcomes of these three distinct consultations were then shared with the entire school staff during a dedicated staff meeting. The school team, led by the principal, identified the common challenges and positive aspects from all three groups to assist with the composition of the educational project.

According to feedback from the parent survey, parents expressed the importance of Gardenview ensuring the safety, happiness, and robust support for students. They believe the school provides a stimulating curriculum and commended the dedication of teachers and staff to children's education and well-being. Parents appreciated the school's prompt attention to matters and the readily available assistance for both parents and children. The emphasis on French as the language of instruction, coupled with a strong early literacy program, was noted. The school's zero-tolerance policy towards bullying was highlighted. Additionally, there is a commitment to fostering open communication and collaboration among parents, teachers, and the school to enhance the educational journey of children. Parents noted a collective "we are in this together" team spirit, creating a sense of security for students. The active involvement of students in extracurricular activities, such as leadership, the G.R.E.A.T. Committee, robotics and other enrichment programs offered during the days, was acknowledged as contributing to a more comprehensive and enriching learning experience. Parents highlighted the importance for the afterschool and online tutoring services currently in place, for fostering academic growth and aiding their children in achieving success. Additionally, they suggested providing more opportunities specifically tailored for accelerated learners.

## 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
École Gardenview	87%	41%	74%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

### Interpretation:

Similar to the Board, Gardenview's student proficiency rates dipped in 2022. Our rates began climbing back up this past school year. We believe that this drop was fueled by the various aftereffects of the pandemic (quarantines, reduced time in class, teacher retention) and the effects that this had on our students (no exposure in grade 4 to similar types of exams, COVID-anxiety, etc.) More specifically, our grade 6 cohort in 2022 faced a rotation of substitute teachers until a stable teacher was hired in mid-October. This had a significant impact on these students especially during the first term.

The 2023 cohort showed a 33% increase in proficiency (percentage of students who scored above 70%) in Competency 1 for Mathematics, thanks to proactive measures. Gardenview implemented strategies like virtual and in-school tutoring, mental health workshops, and the use of planning aids from the Ministère de l'éducation du Québec. The school focused on essential competencies and skills outlined in these documents, leading to improved proficiency rates. Students were given access to support measures such as Net Math, Math Help Services. They were also provided with opportunities to practice the exams and participate in enrichment activities which contributed to their success.

Gardenview's collaborative efforts addressed the pandemic's impact on student proficiency through targeted interventions, mental health support, and strategic planning, resulting in significant improvement in the 2023 cohort's performance.

**Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform Mathematics exam (C1) from 64% in 2023 to 76% by 2027.**

*The referenced baseline was calculated using the average of the results from the last two years at 64%. The MEQ has prioritized an increase in the proportion of end-of-cycle 3 students scoring between 70% and 100% on the June exam competency from 66% in 2023 to 75% in 2027.*

**Additional Goal :**

**To increase the use of conceptual math via digital platforms in cycle 3.**

Gardenview remains committed to promoting the utilization of digital math platforms among students for additional practice at home. This includes leveraging resources such as ERPI student access, Net Math, and Math Help Services, particularly in grade 6. Our objective is to deliver training sessions and workshops for educators, facilitating increased integration of these platforms within their classroom settings. We aim to monitor student engagement and utilize the data generated by these platforms to refine instructional approaches effectively. Furthermore, we plan to offer parents access to tutorial videos on these math platforms, empowering them to better assist their children with home learning. To facilitate this, we will conduct demonstrations and training sessions for parents during Curriculum Night, providing an overview of the platforms and their functionalities.

## END OF CYCLE 3 ENGLISH LANGUAGE ARTS

### EMS B'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: École Gardenvue AND EMS B Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	93%	86%	93%
School Writing Component	98%	96%	96%
EMS B Reading Component	93%	87%	92%
EMS B Writing Component	96%	95%	93%

Source: *Source: Lumix, GPI, 2023*

### Interpretation:

Success rates of students on the reading and writing components of the English Language Arts June Examination have remained consistently high, with an average success rate above 90% from 2019 to 2023. The success of students at Gardenvue School can be attributed to a multifaceted approach comprising several strategies and programs. These include initiatives such as increased at-home reading and journal writing, intervention programs like the Wilson Intervention Program, and the hiring of tutors. Additionally, students benefit from access to devices and assistive technology, exposure to diverse texts in various formats, engagement with current events, and utilization of online resources like Storyline Online. Practical experiences such as practicing with previous exams and participation in storytelling events further contribute to their achievement. The integration of targeted interventions, technology, diverse reading materials, and practical writing experiences has played a pivotal role in students' success, emphasizing the importance of continued adaptation and refinement of these strategies to support future achievements.

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination in the 90% range through 2027.**

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination in the 90% range through 2027.**



**Table 2A: École Gardenvue AND EMSB Average Grades on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2023
School Reading Component	69%
School Writing Component	71%
EMSB Reading Component	71%
EMSB Writing Component	72%

**Objective: To increase the average grade of elementary students on the end of Cycle 3 English Reading component of the June examination from 69% in 2023 to 72% in 2027.**

**Objective: To increase the average grade of elementary students on the end of Cycle 3 English Writing component of the June examination at 71% in 2023 to 72% in 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: École Gardenvue AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
School Reading Component	98%	NA	96%
School Writing Component	98%	NA	96%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

\*Please note: there is no data available for 2022.

**Interpretation:**

In both 2019 and 2023, Gardenvue students consistently achieved success rates exceeding 95% in the reading and writing components of the French Second Language June examination. This accomplishment is attributed to our French immersion approach, which commences in Pre-School. Language exposure is prioritized through various means including literature, cultural activities, virtual and in-person presentations. Early intervention strategies are implemented based on results from the GB+ benchmarking process, which aim support students' language development. Targeted reading programs like Graphone are introduced as early as cycle 1. Additionally, newcomers to Quebec receive support from French second language tutors, aiding in the acquisition of skills

necessary for success in an immersion setting. Students experience diverse French texts in various formats, aided by digital media and access to laptops and iPads.

A combination of both traditional and modern approaches to formative evaluations are used, such as quizzes/exam, Google Forms and Kahoot. Teachers provide quick feedback through the Google Classroom platform. In writing, early intervention and diverse activities, such as journal writing and Art and Ethics sessions, enhance skills. Collaboration between English and French teachers ensure consistency, and the use of previous exams prepares students for the end-of-cycle 3 French June examination.

It is worthy to note that Gardenview students also demonstrated high proficiency rates\* in the end-of-cycle 3 French Reading (92%) and Writing (81%) components, showcasing the success of the French literacy instructional approach.

\*students who score 70% and above

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at above 90% through 2027.**

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at above 90% through 2027.**

## 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: ÉCOLE GARDENVIEW Student Perceptions of Selected School Climate Factors  
(data reflects the perceptions of students in Grades 4, 5 & 6)**

Factor	École Gardenview		EMSB		Canadian Norm	
	2019	2022	2019	2022	2019	2022
Bullying and Victimization	30%	34%	28%	31%	28%	29%
School Safety	56%	61%	60%	59%	64%	61%
Anxiety	19%	33%	22%	31%	22%	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.

Key interpretations of the data for École Gardenview School:

École Gardenview School has observed an increase in reported instances of bullying and victimization from 30% in 2019 to 34% in 2022, aligning with regional and national norms. To address this, the school has implemented various anti-bullying measures, collaborating with community stakeholders such as the SPVM and Ometz, along with guest speakers and writers, to foster a safer environment. Ometz is a charitable organization that conducts workshops for students, educators, and parents. These workshops cover a wide range of topics, including school system

culture and climate, child development, psychosocial development, and many other relevant areas. Despite the challenges posed by the pandemic, efforts to combat bullying and victimization have remained a priority, with virtual workshops and interventions adapted to the online learning environment.

On the positive side, perceptions of school safety have improved from 56% to 61% during the same period, attributed to Gardenview's comprehensive approach, including teacher training, parental involvement, and student workshops promoting resilience. However, there has been a concerning rise in student-reported anxiety levels from 19% to 33% over the years, likely exacerbated by the pandemic's impact on mental health. To combat this, the school offers workshops focusing on stress and anxiety management, both for students and parents, emphasizing a holistic approach to student well-being and fostering a collaborative school community amidst the challenges of the pandemic. Table 4 demonstrate that the increase in anxiety levels was a consistent trend for Gardenview, EMSB and the Canadian Norm.

**ADDITIONAL GOAL:**

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 33% in 2023 to 30% 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.

Gardenview School places a strong emphasis on fostering a collaborative and supportive community by actively encouraging parental involvement in the pre-school experience. The journey begins with a special "Welcome to Kindergarten Event" held in June before the start of the school year. During this event, parents are warmly welcomed to the school and children are immersed in engaging hands-on activities, providing a glimpse into the structured and enjoyable environment of pre-school.

As the school year progresses, Gardenview continues to facilitate parent-school communication and connection. In August, during the progressive entry to pre-school, parents are invited to a virtual Teams meeting where they have the opportunity to meet the dedicated pre-school team. This meeting serves as an informative session about the pre-school program, allowing parents to inquire about the general functioning of the daily routine.

September brings the eagerly awaited "Curriculum Night," a key occasion for parents to meet their child's teacher and pose questions specific to the pre-school curriculum. The school's commitment to comprehensive child development is further exemplified through a partnership with Ometz, offering parents three workshops in January, February, and March. These workshops cover crucial topics such as the Importance of Play, Emotional Self-Regulation, and How to Raise a Resilient Child.

Gardenview extends the invitation for parental involvement into the spring months, with students participating in workshops with their parents with organizations such as Bricks 4 Kidz and Tortue Berlue. Parents are invited to actively participate in related classroom activities, strengthening the bond between home and school. Additionally, the school recognizes and appreciates parents' dedication by providing opportunities for them to actively participate during classroom craft activities on two separate occasions.

Through these carefully planned initiatives, Gardenview School not only values but actively cultivates a collaborative partnership between parents and educators, ensuring a rich and supportive pre-school experience for both children and their families.

## 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 primary objective is to foster the development of digital competency within the educational community, empowering our staff and students to be self-sufficient and exercise critical judgment in utilizing digital technologies. Therefore, adapting teaching practices and programs to integrate digital competency is crucial, ensuring that our students are well-prepared for emerging challenges. As part of this initiative, teachers throughout Gardenview actively participate in the annual Aquops Workshops. These workshops have provided teachers with insights into incorporating technology as a regular part of their instruction. In more recent professional development sessions, teachers have been exploring effective ways to use AI as an educational tool. Students are also benefiting from training programs offered by Ometz, the SPVM and well-known members of the media to enhance their understanding of how to exercise ethical citizenship in the digital age, develop research strategies that help them determine true information from false information. Since the pandemic, teachers have been fully immersed in the online learning environments. They have received instruction on the Google Classroom platform and have learned to maximize the benefits of collaborative tools such as the Google Suite.

## APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<p><b>To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform Mathematics exam (C1) from 64% in 2023 to 76% by 2027.</b></p>	<ul style="list-style-type: none"> <li>• In-school tutoring</li> <li>• After school and online tutoring support</li> <li>• Mental health workshops for students</li> <li>• Increase use of digital platforms (ERPI, Net Math, Math Help Services)</li> <li>• Practice final exams</li> <li>• Offer more math-based/problem solving enrichment opportunities</li> </ul>
<p><b>To increase the use of conceptual math via digital platforms in cycle 3.</b></p>	<ul style="list-style-type: none"> <li>• Training for teachers</li> <li>• Training for parents</li> </ul>
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination in the 90% range through 2027.</b></p> <p><b>To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination in the 90% range through 2027.</b></p> <p><b>To increase the average grade of elementary students on the end of Cycle 3 English Reading component of the June examination from 69% in 2023 to 72% in 2027.</b></p> <p><b>To increase the average grade of elementary students on the end of Cycle 3 English Writing component of the June examination at 71% in 2023 to 72% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Encourage at-home reading and journal writing</li> <li>• Wilson Intervention and Ufi Program</li> <li>• In-School tutoring</li> <li>• Access to devices and use assistive technology</li> <li>• Exposure to diverse texts in different formats</li> <li>• Practice with previous exams</li> <li>• Participation in storytelling events</li> </ul>
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at above 90% through 2027.</b></p>	<ul style="list-style-type: none"> <li>• Encourage at-home reading and journal writing</li> <li>• Graphone reading program for cycle 1</li> <li>• In-School tutoring</li> <li>• French second language tutor</li> <li>• Access to devices and use assistive technology</li> </ul>

<p><b>To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at above 90% through 2027.</b></p>	<ul style="list-style-type: none"> <li>• Exposure to diverse texts in different formats</li> <li>• Practice with previous exams</li> <li>• Participation in storytelling events</li> </ul>
<p><b>To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 33% in 2023 to 30% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Implement Mental Health Programs</li> <li>• Promote Mindfulness Practices</li> <li>• Parental Involvement</li> <li>• Create Safe Spaces (CALM Room)</li> <li>• Peer Support Programs</li> <li>• Regular Check-ins</li> <li>• Promote mental and physical wellness through workshops</li> <li>• Collaborate with the school psychologist</li> </ul>