



EDUCATIONAL PROJECT 2023-2027

EAST HILL ELEMENTARY SCHOOL

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:

Ms. Ficca (teacher), Ms. Clarizio (teacher), Ms. Cirella (daycare technician) Ms. Daher (behavior technician) Ms. Excellent (vice-principal) Mr. Rebelo (principal).

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT:

The following groups were consulted in the development of this educational project: Teachers, Daycare Educators, Support Staff, Parents & Students.

SCHOOL PROFILE:

Territory:

East Hill School is part of the English Montreal School Board (EMSB). The school is located in Rivière-des-Prairies. The district territory is comprised of the streets located to the East of Marien Boulevard and North of Highway 40.

History:

East Hill Elementary school traces back its origins to Nesbitt Annex which was started in 1994. Nesbitt Annex was located on 16th avenue in Rivière-des-Prairies. At the time, Nesbitt Annex was offering a French Immersion Program and housed 150 students. After a few years of a steadily increasing school population, a larger building was needed. In 1998, East Hill Elementary School was opened in its current location at 10 350 Perras Boulevard in Rivière-des-s Prairies.

Population:

The current school population is 374 students. Although, the majority of the students have an Italian heritage, the main language spoken at home by our students is English at 86.9%. The second language most spoken at home is French at 9.89%. Furthermore, 98.93% of our students were born in Quebec.

Programs:

East Hill Elementary School offers the French Immersion Program. Starting in Kindergarten 4-Year-Old until Grade 2, all subjects are taught in French except for English Language Arts in cycle 1. The program aims at developing the mastery of French literacy, numeracy and provides early exposure to the French language and culture. From Grade 3 to Grade 6, students follow a bilingual program where they receive half of their instruction in French and the other half in English. The weekly timetable for Grade 3 to 6 is divided into two days of French instruction and 2 days of English instruction. One of the days is split between French & English.

East Hill has adopted the STEAM philosophy as a part of its educational approach. STEAM is a multidisciplinary learning approach that promotes creativity, curiosity, critical thinking, communication and high levels of student engagement as students collaborate on a number of discovery-based projects.

The school offers several complementary academic programs:

Italian:

Italian instruction is offered as part of the regular curriculum. The aim of the program is for students to acquire basic communication skills in Italian as well as to discover and foster an appreciation for an Italian cultural heritage.

Media and Technology:

This program provides our students with 21st Century Skills such as creativity, critical thinking, communication, and collaboration as well as increasing Digital Literacy Skills. The program is designed to progress from a general overview of how to operate media devices to a specific examination of the different forms of media including computer programming (Coding), Robotics (offered at lunch time) as well as becoming familiar with the etiquette and ethics of the online world (Internet Safety & Cyber bullying).

Music:

Our music program fosters creativity and favors teamwork. Students explore basic music theory and notation. Students learn to appreciate and sing several styles of music and are exposed to basic performance techniques. They also explore the recorder, world drumming and keyboard pianos.

Resource:

The aim of this program is to help students who are experiencing academic difficulties. Through an integrated remedial program, the focus is on both the students' individual strengths as well as the areas they need to improve upon. In certain cases, an individualized educational plan will be put in place in order to identify educational strategies as well as individual goals and objectives for a particular student.

School Staff:

The administrative staff is comprised of a principal and a vice-principal, a school secretary and a secretary.

The teaching staff is comprised of 12 French teachers, 5 English teachers, 6 subject-specialists and 1.4 resource teachers.

The daycare staff is comprised of a daycare technician and 9 daycare educators.

The support staff is comprised of 2.4 behavior technicians, 2 attendants and 10 kindergarten 4- year-old support staff.

Board Staff & Community Partner Services:

The school receives a professional services allocation from school board staff comprised of a school psychologist, speech pathologist and an occupational therapist.

The school receives additional services from community partners. The school has access to a nurse, dental hygienist, and social worker through our local CLSC on a consultative basis.

Parental Involvement:

The school has a Home and School Association.

MISSION AND VALUES

We believe that East Hill School is

- welcoming and conducive to learning
- where children are taught to be lifelong learners
- where children can grow intellectually and emotionally in a safe environment
- where children are encouraged to strive to meet their greatest potential
- where everyone feels a sense of belonging
- a school that places a high value on the respect of oneself and others

East Hill Elementary School prepares students for life-long learning within a caring, safe and inclusive community. We are committed to raising competent and confident children through challenging learning opportunities where the academic learning process is valued and where self-esteem becomes the basis of a child's healthy, emotional, and intellectual growth.

Our goal is to nurture the development of each child - academically, socially, culturally, and physically. Each child shall be encouraged to reach his/her potential in all areas.

Through all aspects of school life, children will be taught moral values to become caring, responsible, and self-confident individuals and be respectful of the rights and property of others. In a mutually respectful environment, children will learn the inter-personal skills they will need in school and later as adults. These skills will enable them to live and work harmoniously in a multicultural society. With pride, East Hill School seeks to uphold its mandate by preparing its students to one day emerge as creative and critical thinkers contributing to the welfare of their families and society.

It is especially important to us to create a learning environment where self-esteem is fostered in every individual by offering pedagogical activities that promote each student's individual success. This is achieved through our French immersion educational program and reinforced with our enriched media, music and physical activity disciplines.

THE CONSULTATION

The following groups were consulted through an online survey: parents at large, the governing board, the school's staff & grade 6 students.

The survey yielded the following results:

Survey Results:

Participants were asked for their input on certain statements about the school. They were asked to rate the statements on a scale of 1 to 5, where 1 indicated they strongly disagreed and 5 indicated they strongly agreed with the statement. They were also asked for feedback on a particular question.

Statement 1: Our school offers our students a program of study that meets their educational needs.

The average result for this statement was 4.3 on 5.

Statement 2: Our school offers a co-curricular program (ie: the activities, workshops, presentations and support services offered to our students) meet their personal, social and emotional needs.

The average result for this statement was 4 on 5.

Statement 3: Our school offers a welcoming, safe and caring environment.

The average result for this statement was 4.6 on 5.

Question: What new programs, activities, facilities or services would you like to see introduced at the school?

The following elements were identified:

- 1) increase media and physical education instructional time
- 2) increase both lunch and after school activity offerings

Survey Results Student Portion:

Students were asked for their feedback on particular questions.

Question 1: What do you really like about your school?

The following elements were identified:

- 1) recess
- 2) various academic programs
- 3) school activities & field trips

Question 2: If there is one thing you could change about your school, what would it be? The following elements were identified:

- 1) recess (increase)
- 2) activities & field trips (increase)

The results of the survey were analysed by the Educational Project Team. As a result of the analysis, the following orientations have been elaborated.

Orientation # 1: Increase the offering for lunch and after school activities

Orientation # 2: Explore the possibility of increasing the number of school activities and field trips in relation to the school's curriculum and co-curricular plan.

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 MEQ exams serve 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
EAST HILL	77%	54%	81%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: *Except for the 2022 school year the results are above the average results of the school board. In 2022, both the school and board results were significantly lower than in 2019 and in 2023. These results are likely due to the disruptions caused by the Covid-19 pandemic during the 2021-22 school year.*

Objective: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) above 80% through 2027.

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: EAST HILL AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	99%	92%	97%
School Writing Component	99%	98%	91%

EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source:

Interpretation: *The results have been consistent over the time span of the educational project. The results are in line with those of the school board over the same period.*

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

Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above 90% through 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: EAST HILL AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	85%		100%
School Writing Component	97%		97%
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: *The results in 2023 for the School Reading Component have significantly increased over the 2019 school results. The school results for both components are higher than the school board results for 2023.*

Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination 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 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: EAST HILL Student Perceptions of Selected School Climate Factors (%)

Factor	EAST HILL		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	16%	18%	28	31	29
School Safety	61%	65%	60	59	61
Anxiety	14%	29%	22	31	30
Advocacy	5.1	5.5			6.3

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.

Objective: To decrease the number of students who report feeling anxiety from 29% in 2022 to 24% 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.

The school holds several activities with regards to parent outreach. In addition to 2 parent teacher conferences and the orientation evening, parents have the opportunity to attend events such as the "Welcome to Pre-School Day" "Family BBQ Day" as well as a number of other events planned by the school and/or the Home & School Association. The school also plans to hold thematic meetings on such topics as literacy, numeracy and health & well being throughout the year.

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.

East Hill Elementary School has a media program that is offered to all our students. Part of the content that is covered and the competencies that are taught integrate the 12 dimensions of the MEQ Digital Competency Framework.

Objective: To have 100% of our teaching staff trained on how to integrate the 12 dimensions of the MEQ Digital Competency Framework in their practice by 2027.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	STRATEGIES
<p>Objective: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) above 80% through 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Acceleration Program in Math - In-class tutor support
<p>Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination above 90% through 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Reading Remediation Program - Early Literacy Program - In-class tutor support
<p>Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above 90% through 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Reading Remediation Program - Early Literacy Program - In-class tutor support
<p>Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination above 90% through 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Reading Remediation Program - Early Literacy Program - In-class tutor support
<p>Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination above 90% through 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Reading Remediation Program - Early Literacy Program - In-class tutor support

<p>Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination above 90% through 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Reading Remediation Program - Early Literacy Program - In-class tutor support
<p>Objective: To decrease the number of students who report feeling anxiety from 29% in 2022 to 24% in 2027.</p>	<ul style="list-style-type: none"> - Workshops & presentations from various organizations - Support & interventions from Behavior Technicians - Animal Therapy Program - Referral to community support services
<p>Objective: To have 100% of our teaching staff trained on how to integrate the 12 dimensions of the MEQ Digital Competency Framework in their practice by 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development for teachers. - Identification & sharing of best practices through teacher led professional learning communities. - Collaboration with TIF Teachers