

EDUCATIONAL PROJECT 2023-2027
École Gerald McShane 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:
The School Principal, teachers and support staff on the School Leadership Team (SLT).

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- All teachers from each cycle
- Support staff
- Daycare and lunch staff
- Professionals staff
- Parent community
- Cycle 3 Students

SCHOOL PROFILE

Gerald McShane Elementary School has a current enrolment of 255 students from pre-kindergarten (K4) to grade 6. The school offers French Immersion program. Students follow a bilingual program in K4, a 100% French program in K5, 90% French/10% English program in Cycle 1, and a 50/50 Bilingual program in Cycles 2 and 3. The school is classified as an inner-city school, located in Montreal-North, and serving students coming from Montreal-North, St. Leonard, and Rivière-des-Prairies. The school is currently serviced by 4 regular school busses, with approximately 90 eligible bus users. Approximately 100 students make use of daycare services regularly or sporadically.

The current (2023-2024) socio-economic index for the school is 10 (on a scale of 1 to 10), with 10 being the maximum disadvantaged socio-economic level according to the IMSE index issued by the MEQ. The school receives funding and support from AMSFA (A Montreal School For All) and ICOR.

The student population is diverse, but with a sizable group of students of Italian ancestry. In addition to numerous lunchtime extracurricular activities, the school offers Italian PELO classes at lunch. Additionally, the school has a Community Learning Centre (CLC), a daily milk and breakfast program (in partnership with the Breakfast Club of Canada), a Sports Concentration Program from Grade 3-6, a highly developed visual arts and music program, and the BASE daycare program.

Although the number of special needs students has remained stable. Currently 8% of students are identified with a coded Special Need, while there is an additional 13% of students who are not coded but works with an Individualized Education Plan (IEP). Less than 1% of the student population are temporary stay students who can speak English, but not French.

To support our students' learning journey, we have 1.4 resource teachers, additional teacher remediation during recess and lunch, and tutors. Starting in 2024-2025, the school will have a structured reading program called Empower Reading, which will serve as a 3rd-tier early intervention strategy to improve English literacy skills. With the help of outside organizations, such as Ometz and Building Block Tutorials, the school works to support our students' social and academic growth. The school also partners with the SPVM socio-community officers of Station 39 (Montreal-North) to provide safety and anti-bullying/cyber-bullying workshops.

The school staff is comprised of a principal, a staff assistant, 22 teachers, 6 special education technicians and attendants, 12 daycare staff, 10 lunch supervisors, 1.5 secretaries, and 2 caretakers. The school's Student Services and professionals team includes a psychologist, a spiritual and community animator, a speech and

language pathologist, an occupational therapist, a documentation technician and a special education consultant, all of whom work 1-2 days per week at the school.

Relations between teachers, parents and students are generally supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) is very active and meets once a month. Volunteers have come to help with our Book Fairs, Breakfast with Santa, Family evenings, Movie Nights and other initiatives designed to foster a sense of family and community.

MISSION AND VALUES

At Gerald McShane School we are committed to making learning an enriching experience. The staff is dedicated to fostering academic excellence through the development of the whole student: physically, intellectually, and socially. We also emphasize the importance of friendship; we instill in our students a sense of belonging and provide them with a positive learning environment to motivate them to achieve their own personal success.

THE CONSULTATION

Various groups of stakeholders were consulted in the development of this Educational Project. A formal survey was sent via Google Form to each group: teachers, daycare/lunch, support staff, professional staff, and parents. Informal talks with the principal took place with some Cycle 3 students.

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
Gerald McShane	81%	65%	75%
EMSB	68%	55%	68%

Source: Lumix GPI, 2023

Interpretation: The COVID pandemic from 2020-2022 had a profound impact in the learning and teaching process, hence the lower result in 2022. By placing emphasis on improving reading skills and vocabulary, we are raising our success rate in Competency 1 back to pre-COVID levels.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from **75%** in 2023 to **82%** by 2027. This represents an increase of at least 3 students who will demonstrate proficiency.

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

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

Source: Lumix GPI, 2023

Interpretation: There have very little changes in success rate between 2019 and 2023. Our school has always generally had high success rates in ELA. Our challenge has been to increase proficiency rates.

Objective: To **maintain** the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination at **100%** from 2023-2027.

Objective: To **maintain** the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from **96%** or more from 2023-2027.

Additional Goals: To increase **proficiency rate** of students on the end of Cycle 3 English June examination from 69% in 2023 to 75% in 2024 in both components (reading and writing).

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: Gerald McShane AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	97%	NA	100%
School Writing Component	91%	NA	94%
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 school exceeds the success rate targets of the EMSB. However, since there is no data for 2022, it is difficult to establish if this trend will continue. As such, the school's objective is to maintain success rates above 95% in both components and monitor the results. If the success rates are consistent, the school will begin to look at Proficiency Rates in French.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at **97% or more** from 2023-2027.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at **94% or more** from 2023-2027.

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: Gerald McShane Student Perceptions of Selected School Climate Factors (%)

Factor	Gerald McShane		EMSB		Canadian Norm
	2019	2022	2019	2022	2022
Bullying and Victimization	35	30	28	31	29
School Safety	66	67	60	59	61
Anxiety	22	26	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.

The school has a special focus on social and emotional well-being of students. Students who do not feel valued or safe are not able to learn. The school employs a variety of strategies to ensure a safe, welcoming and inclusive learning environment. We acknowledge that the school can always do better in this area. We therefore continue to research and implement best practices in social-emotional learning, such as: social skills workshops in Pre-School, presentations from the SPVM, pet therapy, wide offering of extracurricular activities at lunch and after school, building and fostering strong student-adult relationships, and workshops in health and well-being with the CIUSSS health network.

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 preschool holds events to engage and encourage parent participation, including:

- Welcome Back to School family night
- Ice skating initiation program
- Welcome to Kindergarten orientation
- Spring Fling Family Evening
- Movie Nights
- Curriculum / Meet-the-teacher evening
- Annual musical
- Celebration of the Arts evening

Throughout the application of this educational project, more events will be added.

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 school has appointed a Technology Integration Facilitator (TIF) to work with staff to increase the use of educational technology in the teaching and learning process.

All teachers are informed of technology-driven pedagogical workshops offered by the school board or other external partners. However, the current challenge of releasing teachers exists to a great extent given the shortage of substitute teachers.

Our school will have three goals:

1. To increase the number of class projects and activities that make use of technology and other digital tools, not only for the teacher but for students as well.
2. To increase students' use of coding for educational and didactic purposes.
3. To increase the number of teachers participating in technology-focused PD.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<p>Math Competency 1 <i>To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 75% in 2023 to 82% by 2027. This represents an increase of at least 3 students who will demonstrate proficiency.</i></p>	<ul style="list-style-type: none"> • Building block tutorials exam prep • Math club • Math tutors • Teachers offer exam prep • Situational practice from 2 to 3 per term • Teaching problem solving skills • Teaching of basic computational skills
<p>English Language Arts</p> <ol style="list-style-type: none"> 1. <i>To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination at 100% from 2023-2027.</i> 2. <i>To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 96% or more from 2023-2027.</i> 3. <i>To increase proficiency rate of students on the end of Cycle 3 English June examination from 69% in 2023 to 75% in 2024 in both components (reading and writing).</i> 	<ul style="list-style-type: none"> • Working in small group centres • Focus on phonics, reading fluency early cycle 1 • Literacy weeks • Participate in EMSB Storytelling • Empower Reading program starting 2024-2025
<p>French</p> <ol style="list-style-type: none"> 1. <i>To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at 97% or more from 2023-2027.</i> 2. <i>To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at 94% or more from 2023-2027.</i> 	<ul style="list-style-type: none"> • Working in small group centres • Regularly preview vocabulary before major projects • Collaboration with French consultant on a 3-tier intervention strategy.
<p>School climate</p>	<p>Social skills workshops in Pre-School, presentations from the SPVM, pet therapy, wide offering of extracurricular activities at lunch and after school, building and fostering strong student-adult relationships, and workshops in health and well-being with the CIUSSS health network.</p>
<p>Preschool Education Program</p>	<p>Digital Learning PD specific to pre-school learning</p>
<p>Digital Competency</p>	<ul style="list-style-type: none"> • Require each teacher to use a digital tech with their class • Easy access to EMSB username and password • Release time for TIF