

**EDUCATIONAL PROJECT 2023-2027**  
**Leonardo da Vinci Academy**  
**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: Principal Nadia Sammarco; Vice-Principal Laetitia Kachmar; Interim Vice-Principal, Joseph Carlucci; Daycare Technician, Francesca Muro; Behaviour technician, Nadia Rossi as well as the LDVA Staff Council.*

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The following groups were consulted in the development of this project: Parents and Guardians of Leonardo da Vinci Academy, teachers, support staff (including daycare, childcare workers, secretaries, caretakers, lunch monitors), professionals (school psychologist, speech and language pathologist, occupational therapist, special education consultant), students currently attending Leonardo da Vinci Academy.

## SCHOOL PROFILE

Leonardo da Vinci School was built in 1981 under the former C.E.C.M. In the early 1990s the school program changed from Core English to Bilingual. In 1998, the English sector of the C.E.C.M. merged with three other English school boards to form the English Montreal School Board. Today, L.D.V.A. is part of the E.M.S.B. still offering the bilingual program. As of July 6, 2009, our school was granted the status of an academy and became Leonardo da Vinci Academy. Our school focuses on math offered daily, science, technology (robotics and digital citizenship) and music as a highlight of what makes us unique as an academy. Our school is also proud to promote physical activity and considers ourselves a "Force 4 Physically Active School". The benefits of keeping children physically active has been proven to bolster their academic success and the ability to focus on learning. That is why, in addition to 3 recess periods (a.m., lunch and p.m.) per day, all students have physical education class 120 minutes per week and physical activity is also incorporated into the regular teaching curriculum, as well as the daycare program before and after school.



The school also has integrated a lunch time “Filles Actives” program for our grade 6 students. It has been proven that once in high school, fewer girls remain physically active. We are looking to change those statistics! By introducing them to various physical activities, our goal is that more girls will continue to stay physically active as they move on to high school so that they can stay healthy, focused and feeling good about themselves. We have also integrated a fitness club for grade 6 students during lunch time to encourage training and living a healthy lifestyle through various physical challenges!

Our school is currently composed of 460 students from pre-k to cycle 3. Roughly 90% of our population is of Italian descent from at least one parent. The remaining 10% reflect the Montreal multi-cultural English community.

While most of the students are of second or third generation immigrants, most of their families have retained strong ties with their ethnic roots. Most of our students are exposed to three languages (English, French, and Italian.) We provide a bilingual program as of kindergarten and offer an inclusive school environment. Since 2020, we offer a government funded pre-k program. Furthermore, we offer 60 minutes of Italian Heritage Program (PELO) during lunch time to students whose parents have given consent, in grades 1 through 6.

LDVA offers various extracurricular activities right here at the school thanks to our partnerships with various community organizations. Parents can choose to register their child for these activities and simply pick them up later. Some of those activities offered include Karate/Kickboxing, soccer, jewelry making, cooking, cookie decorating and more!

Approximately 60% of our students attend our LDVA Base Daycare. The daycare is truly an extension of the school and supports the development of social skills such as respect, co-operation, and openness to others while respecting and encouraging the values of the school. Homework is supervised by the educators every afternoon as of grade 1. After the homework period, all groups are involved in educational activities and recreational projects that contribute to the children’s overall development. Incorporated in the daycare is a Recess Champions Program where senior students are trained to organize games for junior students during the various recess and after school periods in the day. We also offer a Champions For Life Program to our junior students. This program instills a love for keeping physically active through learning new games and being active during morning and after school daycare. Furthermore, LDVA Base Daycare also offers a program called Daycare Explorers to students in grades pre-k to grade 6. This program encompasses the fundamental values in social skills, teamwork, and self-awareness through organized play, problem-solving, communication and physical activity.



On pedagogical days there are either planned activities for the children within the building or planned outings. Our pedagogical days are always planned around specific themes and all activities that day center around that theme.

Our school has a strong belief that the more activities students have to look forward to, the more eager they will be to attend school and learn. Therefore, there are always activities planned for the students. Some examples include, welcoming day, smile day, carnival day, antibullying week, LDVA's Got Talent, nutrition month, Neuro Fundraisers, Fun Day, music concerts, intramural sports, sports club where students compete against staff and so much more! Students also compete in robotics tournaments and various sports tournaments, and GMAA activities sports as well.

Our school prides itself in being a family. That is why we have a buddy program where a grade 6 student is paired with a kindergarten student at the start of the year. The senior students write a welcome letter to their buddy, and throughout the year they participate in various activities together such a running together during our Terry Fox Run, Buddy Reading and so much more!

LDVA prepares our students for tomorrow! Grade 6 participates in an entrepreneurship project every year. They decide what personalized items they will sell, how they will market them as well as learn about financial accountability, order forms and distribution. They also select a non-profit organization to give all their profits to. Throughout the years, our students have opted to raise funds for the Neuro, The Leukemia Association, various animal shelters and so much more!

Finally, students are constantly exposed to various educational fieldtrips and experiences that enhance their learning such as being directly involved in various fundraisers for organizations such as Terry Fox and the Neuro. We teach them that even a small person can make a big difference if they just try.



Parent participation is encouraged and valued at LDVA and there is a very strong presence. Our governing board is made up of 9 parent voting representatives. Furthermore, we have a home and school association with well over 75 members who volunteers regularly and work in synergy with the school administration to enhance the lives of students through various activities and offer funds to continue making this school incredible. As a result of their wonderful fundraising activities, the LDVA Home and School Association offers Fun Day with many different inflatables for the students to enjoy, as well as a delicious lunch on this special occasion,. They also organizes Halloween festivities, offer a special breakfast with Santa to students and staff alike, decorate the hallways during the various holidays and have contributed to the renovations of our beautiful library and gymnasium, all while supporting our robotics, music and art programs as well.

## MISSION AND VALUES

The mission of Leonardo da Vinci Academy is to provide students with diverse education in a supportive, caring, and inclusive environment that fosters self-esteem, life-long learning, and personal fulfillment.

Leonardo da Vinci Academy's mission is to enhance learning using technology and music. It will facilitate our students' integration into society and prepare them to become responsible citizens.

We recognize that every student is different and has different learning styles and needs. Therefore, we strive to provide the support required, encouragement and positive reinforcement in order to help them achieve success. The ultimate goal at LDVA is to create a positive and safe environment where students are motivated and happy and are prepared to deal with an ever-changing world.

As part of this mission, Leonardo da Vinci Academy adopted the RULER program in 2020. This program is not only in place during the school day but has been implemented in the daycare as well. RULER is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER supports the entire school communities in:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining positive school climates



Every single classroom has a mood meter to help students recognize their emotions, verbalize these emotions, and acknowledge that it is ok to feel different emotions so long as we acknowledge them and deal with them in a healthy manner.

As another way to support our various learners, we implemented a phonics program in both English and French that supports students in grades 1 through 5. This will ensure they have a solid foundation in the languages to be able to master their reading and writing skills which then leads to strong reading comprehension skills.

Finally, furthering our mission, and supporting our youngest learners, in 2022 we implemented a program together with our speech and language pathologist and occupational therapist to encourage vocabulary, communication skills, as well as fine and gross motor skills through play.

## THE CONSULTATION

Our consultation process for this educational project began in October 2023. First, our group was developed in order to ensure representation from various staff members that make up our school. Next, this team selected the questions that would be sent out during our consultation to our various stakeholders. Questions were developed for parents/guardians, for teaching staff, support staff, professionals, and students alike. A google form was created for each of the groups being consulted. Reminders were sent out by an official letter sent hardcopy, by email, weekly bulletin, as well as with the Remind App to encourage them to take the time to offer us feedback.

Dates:

October 22: Staff meeting- all were advised of surveys that will be sent via google form to complete re: our consultation for educational project.

October 27, 2023:

-Email and remind app sent to staff to advise survey is open and will close at the end of the day on November 3, 2023 via google form.



- Weekly bulletin was sent to all staff members with the October 30 date highlighted to complete survey.

October 30:

-Reminder email to staff to complete survey as well as an announcement on the intercom.

- Email sent to all parents that a google survey will be sent on November 2 to provide feedback. A message was sent on our parent remind app as well.

November 1:

Email sent to all parents that a google survey will be sent on November 2 to provide feedback. A message was sent on our parent remind app as well.

Reminder email to staff to complete survey

November 2:

- Email was sent with the link to survey informing them that it would remain open until Friday, November 3 at noon.
- Reminder email to staff to complete survey

November 6:

School Team met to review results

November 7:

- Feedback to staff from results of consultation to each of the different groups in staff meetings. As well as parent feedback. Discussion.

November 9:

- Grade 6 student council students completed google form surveys during lunch hour on individual laptops.

\*\*Item has been on the governing board for every monthly meeting as of October 2023, keeping them abreast of the process.



Results of the consultation:

Students:

Recommended that the school introduce new games at recess (we responded by creating the Recess Champions Program).

Feel extremely supported by staff and would not change anything.

Feel extremely safe when at school.

They love most: interactive learning, principals, teachers and the fact we have a student council. They also highlighted that we truly feel like a family here and welcomed.

Parents:

- Very satisfied with the school's communication
- Would like more help with homework
- Appreciate all the opportunities for extracurricular activities
- Highlighted the excellent rapport and communication with admin, teachers and daycare team.
- Feel their students are well taken care of.
- Would like to participate more but many said it is because of their hectic work schedule that they cannot.
- Highlighted that there is "always something going on" at the school so students are eager to attend daily.
- Enjoy the focus on physical activity and robotics.





#### Support Staff:

- Feel well included and part of the school team
- Feel they are listened to and consulted
- Feel comfortable to see the administration for support
- Feel they have solid connection with students
- Feel that the school has a welcoming environment

#### Teachers and Professionals:

- Feel well included and part of the school team
- Feel comfortable to see the administration for support
- Feel it is a positive and warm work environment
- Feel they sometimes lack parental support when it comes to homework
- Feel they have good communication with parents
- Feel they have a strong rapport with students
- Work well as a team and good communication

## 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)**

	<b>2019</b>	<b>2022</b>	<b>2023</b>
<b>Leonardo da Vinci Academy</b>	<b>62%</b>	<b>63%</b>	<b>75%</b>
<b>EMSB</b>	68%	55%	68%

Source: Lumix, GPI, 2023

**Interpretation:** This is the first year we are looking at situational problems (C1) rather than mathematical reasoning (C2). C1 is traditionally, the competency more students struggle with as it requires multi-step problem solving skills. Our success rate is much higher in mathematical reasoning. In 2019, students had a very difficult time relating to the questions which impacted their success. Also, the cohort of students in 2019 had more difficulties in problem-solving. In 2022, it is important to mention that this was the first year students wrote an EOC exam since they never wrote one in grade 4 due to the pandemic. Nevertheless, in situational problems, our students performed better than other students in the school board as of 2022, consistently improving in each year. In the coming year, we will monitor this result as we will have a smaller cohort graduating. Our item analysis data shows that our students had difficulty connecting concepts in multi-step problems to reach the solution and final answer.

**Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 75 % in 2023 to 79 % by 2027.**

We will expose them to various multi-step problems using various mediums such as online tools, group activities and individual activities.



## 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: Leonardo da Vinci Academy 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%	100%
School Writing Component	97%	100%	100%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source:

**Interpretation:** In reviewing our school data, we looked at the end of cycle 3 English Language Arts exam success rates in two competencies, that is, the competencies of reading and writing. In reading, our students have consistently performed better than students in our school board except for 2022. In 2022, this was the first-year students wrote an EOC exam since they never wrote one in grade 4 due to the pandemic. They were quite anxious and required support and reassurance throughout the exam. Furthermore, in 2022, we had several students that could not relate or make connections to the story that was presented that year.

For the last 3 years, our students have had a success rate of 97% or 100% in writing. This success is in part due to having the students work in centers, scaffolding their knowledge, brainstorming as a class and having writing group discussions.

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination at above 95%% until 2027.**

We will continue offering the phonics program from grades 1 to 5 in order to build on the fundamental skills required to decode. We will also continue the use of online reading comprehension tools to support reading.



**Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination at above 95% until 2027.**

Students will be exposed to various writing styles, tools to brainstorm, graphic organizers to organize their thoughts and sequence events. Students will continue to work in writing centers to brainstorm together and share ideas.

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

**EMSΒ'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: Leonardo da Vinci Academy AND EMSΒ Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
School Reading Component	84%	NA	100%
School Writing Component	78%	NA	100%
EMSΒ Reading Component	87%	NA	83%
EMSΒ Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

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

Interpretation: Our results since 2019 have significantly increased and we are doing much better than the EMSΒ average. Please note that there is no result in 2022 as the exam was omitted for that academic year. Our success is due, in part, to the fact that students are regularly exposed to a variety of different forms of text in French. They also work in centers, they practice scaffolding their knowledge, brainstorm ideas as a class, have writing group discussions and practice grammar skills.

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at above 95% until 2027.**

Continue offering the phonics program from grades 1 to 5. Implement a French reading comprehension program to support grade 6.



**Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at above 95% until 2027.**

Students will be exposed to various writing styles, tools to brainstorm, graphic organizers to organize their thoughts, practice sequencing of event. Students will continue to work in writing centers to brainstorm together and share ideas.

## 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: Leonardo da Vinci Academy Student Perceptions of Selected School Climate Factors (%)**

Factor	Leonardo da Vinci Academy		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	24	31	28	31	29
School Safety	64	69	60	59	61
Anxiety	29	27	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.

***We are very pleased to add that we received the results for 2023 and the results show the following improvements:***

***Bullying and Victimization: 17%***

***School Safety: 69%***

***Anxiety: 26%***

We believe these improvements are in part due to the fact that this year, a program was in place to read the questions to the students. Also, since the implementation of the RULER Program and the use of the mood meter, students are better able to verbalize their feelings and emotions and have a better communication with the adults as well as other students in the class. Also, through our newly introduced Recess Champions Program, there are more positive interactions amongst peers during unstructured time through learning new games.

**ADDITIONAL GOAL: Increase girls' participation in sports from 69% to 72% in 2027.**

Although our average of 69% in 2023 is still above the Canadian norm of 51%, we would like to approach that percentage to that of the boys in our school which is 89% (Canadian norm is 65%). We will continue implementing our Filles Actives group with our grade 6 girls and expose them to different competitive sports as well as non-contact sports which they seem to enjoy.



## 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.

AT LDVA we believe that the school and parents must work together in order for the student to succeed. Below, you will find various opportunities for parents to engage and be involved in their child's educational and social journey:

1. Orientation Day: New pre-k parents come with their child for a welcome to pre-k session. Students meet their future teachers and experience a day in the life of a pre-k student while parents learn more about the school and how to support their child.
2. Curriculum Night: Teachers take the time to meet and explain the curriculum, expectations and routines to parents.
3. Halloween festivities: Parents run various stations for the students to enjoy.
4. Breakfast with Santa: Parents serve breakfast to the children and accompany them to meet Santa and take a picture with Santa.
5. Play-based sessions: With the facilitator, students experience various play-based sessions and then parents are invited to a workshop to learn how to play interactively with their child at home.
6. Offered workshop to parents: Routines and Healthy Habits for our young students. This workshop was presented by our safe school consultant.
7. Pre-K teachers have created a parent zone on Google Classroom so parents have access to various resources they can use with their child. The teachers also post pictures and activities



that the students participated in each day to help parents open the communication with their child and ask about their day.

8. Fun Day: Parents volunteer their time as we have various inflatables and stations for the children to enjoy themselves. Parents run each station.

9. Welcoming Day: With the help of the organization Beyond Fun, parents are trained to execute and lead various team-building games that the students participate in.

10. Pre-K Celebration of Learning: This occurs in June as a “moving on” ceremony as we prepare students for kindergarten. Students perform and interact with their family.

11. 2 music concerts per year: Parents attend and see their little ones perform on stage!

12. Mystery Object Presentations every week: Students, together with their parents at home, choose an object that begins with the letter of the week, and prepare a few sentences to present their “mystery object”. They then present at school, and their “detective friends” try and guess what their object is based on their clues!

13. Jolly Phonics letter cards and songs: Students learn actions associated with the letters to help build phonics skills. Videos and songs are shared with parents on Google Classroom to continue the learning at home.





## 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.

At LDVA, technology is at the forefront of our learning. Technology is not only incorporated into the curriculum, but it is also an actual course taught from kindergarten to grade 6. We also have a robotics facilitator who supports the technology teacher to prepare for various robotics tournaments.

The school board has been providing our teachers much support and excellent professional development. We have an excellent IT consultant. She provides valuable assistance by ensuring teachers have the necessary resources and equipment to support their teaching. She is available to answer questions and to meet with teachers to discuss projects and to help them better understand the digital competency framework. The IT department provides teachers with different PD opportunities and release time.

In October 2023, our technology teachers attended a workshop on Artificial Intelligence. They regularly receive notifications regarding the different webinars offered such as: SMART, Microbits, Makey Makey, ThingLink, etc.

In December 2023 they attended a Minecraft education workshop.

Our technology teachers are also part of the TIF Google Classroom which includes examples of classroom activities, TIF projects, and the various resources available to us.

At school, the junior students use: Kidpix, ScratchJr, Code.org, Book Creator, PowerPoint, Google Slides and BlueBots. With the help of these programs/tools, the teacher can reinforce what they are learning in class: vocabulary words, math concepts, numbers and letters, etc.

Senior students have had the opportunity to learn with new technologies such as AI tools (Magic school, Diffit, ChatGPT and Magic Studio Canva).

We are using iPads for stop motion, coding programs for robotics such as Scratch, etc.

Cycle 3 students are also using Canva.

Teachers use AI tools to help create classroom materials such as study notes for various subjects, quizzes, and rubrics.

## 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 exam (C1) from 75 % in 2023 to 79 % by 2027.</b></p>	<p><b>We will expose them to various multi-step problems using various mediums such as online tools, group activities and individual activities.</b></p>
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination at over 95% until 2027.</b></p>	<p><b>Continue offering the phonics program from grades 1 to 5 in order to build on the fundamental skills required to decode. Also, continue the use of online reading comprehension tools to support reading.</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 at over 95% until 2027.</b></p>	<p><b>Students will be exposed to various writing styles, tools to brainstorm, graphic organizers to organize their thoughts and sequence events. Students will continue to work in writing centers to brainstorm together and share ideas.</b></p>
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at 100% until 2027.</b></p>	<p><b>Students will be exposed to various writing styles, tools to brainstorm, graphic organizers to organize their thoughts, practice sequencing of event. Students will continue to work in writing centers to brainstorm together and share ideas.</b></p>



<b>To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at over 95% until 2027.</b>	<b>Continue offering the phonics program from grades 1 to 5. Implement a French reading comprehension program to support grade 6.</b>
<b>To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at 100% until 2027.</b>	<b>Continue offering the phonics program from grades 1 to 5. Implement a French writing program to support grade 6.</b>
<b>Increase girls participation in sports from 69% to 72% in 2027.</b>	<b>Continue implementing the Filles Actives activities at lunch time in cycle 3 and exposing them to various ways of keeping physically active.</b>