

EDUCATIONAL PROJECT 2023-2027
Westmount Park 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 Principal, Vice-Principal, Resource Teachers, Teachers, and Daycare Technician.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- The governing board
- The school's parent community at large
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

SCHOOL PROFILE

Westmount Park School (WPS) has 663 students from K4 to grade six. The school offers an English Core program. The students complete 68% of their course work in English and 32% in French. Our school building opened in 1913, first as Westmount High School. In 1961, the school closed for two years so that it would be transformed from a high school to an elementary school. WPS reopened as an elementary school in 1963. Once again, in 2019, the school underwent a massive renovation. The infrastructure (electrical, plumbing, heating, and ventilation), as well as the interior of the building were replaced and updated to meet current standards. As of July 1st, 2019, Westmount Park School was housed in two locations for major renovations to the building: Marymount Academy in NDG and the former St. John-Bosco in Ville-Émard. Students returned to Westmount Park School at the start of the 2021 school year, with most of the building being available for academic purposes. At the start of 2022-2023 school year, the entire building was available for school use. The renovations have allowed Westmount Park School to service more students.

As of October 15th, 2023, there are 42 homerooms at WPS, including three K4 groups, five K5 groups, six grade 1 groups, five grade 2 groups, four grade 3 groups, three grade 4 groups, four grade 5 groups, four grade 6 groups, and eight specialized classes (descriptions below).

The school is situated in an urban area, located in the city of Westmount. Our school territory covers Downtown Montreal, St. Henri, Griffintown, Ville-Émard, Pointe St. Charles and Notre Dame de Grace east of Decarie. As the school's territory is large, 11 regular school busses and 10 special needs busses provide transportation to our students. Approximately 160 students make use of daycare services throughout the day.

Approximately 28% of students attending Westmount Park were born in Quebec and use English as the main language at home. Most of our families are in Quebec on temporary stays. They arrive at any time during the year and not just at the beginning of the school year. Upon arrival their level of knowledge of both English and French varies greatly from no language acquisition to possible conversational ability, but much lower in written competencies.

Our families represent many different countries of origin, particularly Korea, India, China, Saudi Arabia, Ukraine, Russia, Columbia, Brazil, and Japan. The celebration of cultural diversity of the student population is an important ingredient of the programs at the school, both in the academic and cultural aspects of the curriculum. Our programs encourage students to celebrate their cultural heritage while building mutual respect and a strong sense of community.

The poverty index for the school is 8, with 10 being the maximum according to the IMSE index issued by the MEES.

Our school serves a large special needs community. Currently 15% of students are identified with Special Needs. Approximately 32% of our students have an IEP. To answer the needs of our students, we currently have 8 specialized classes. These classes include two Early Stimulation (ES) classes for kindergarten (K5) students and four Working on Individual Needs to Grow and Succeed (WINGS) classes ((K4 Pilot, Junior (cycle1), Intermediate (cycle 2) and Senior (cycle 3)). We also have two Reaching Individual Students in Education (RISE) classes at the cycle 2 and cycle3 levels.

In addition, FSL and ESL tutoring has been added to support students. The staff supports the needs of the students by providing quiet classroom corners and differentiated instructions. Furthermore, there are three full-time behaviour technicians who run social skills programs and behaviour intervention plans to help support students.

With the help of outside organizations, the school is also offering a mentoring program with The Big Brothers and Big Sisters of Greater Montreal, chess (Math and Chess Association), and math and literacy workshops (Building Block Tutorials) to further support our students' social and academic growth. The school partners with the SPVM socio-community officers to provide safety and anti-bullying/cyber-bullying workshops. Through the CLSC, we also partner with a nurse and social worker who are present at WPS once a week. Our community partners also include the Tyndale St-Georges Community Centre which provides empowering educational after-school programming for our students and the Greene Avenue Community Center which also provides quality social, cultural and recreational after-school services.

The school staff is comprised of a principal, 1 vice-principal, 56 teachers, 12 special education technicians and 18 attendants, 12 daycare staff, 10 lunch supervisors, 2 secretaries, and 3 and 1/2 caretakers. There are 2 full-time resource teachers and 1 (80%) French resource teacher. In addition to the attendants and special education technicians, the Student Services team from the EMSB includes a psychologist, a spiritual and community animator, a speech and language pathologist, an occupational therapist, an autism consultant, and a special education consultant. They each come to the school generally one to two days per week.

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) meets once a month. They are highly active and engaged in school community and fundraising, including a monthly pizza lunch. We also have other individuals volunteering during the day in the classroom. Volunteers have come to help with our Book Fair, Breakfast with Santa, Black History Month celebrations, and Movie Nights.

Science, technology, engineering, arts and mathematics (STEAM) is a focus of the school. Westmount Park has 2 science specialists as well as a music specialist. The science room is equipped with robotics equipment, a 3D printer and other material that can enhance the student experience. The music program is offered in the auditorium and equipped with various instruments.

MISSION AND VALUES

Westmount Park School is a multicultural and multi-ethnic school that celebrates our community's diversity. Our school is committed to offering a program of quality education that focuses on rights and responsibilities. The recognition of cultural diversity of the student population is an important ingredient of our program, both in the academic areas as well as in the cultural aspects of the curriculum.

At Westmount Park School we value:

- The individual child's right to develop in an educational environment that is free from fear and prejudice;
- The child's right to have the best possible educational experience;
- The right and the necessity of parents to be active partners in their child's education;
- The need and right of the child to be a life-long learner.

We use the 5 Rs to maintain our focus:

- Respect for all the members of the school community
- Rights of the child and members of the school community to a positive and enriching educational environment
- Resources to meet the broad spectrum of learning, social and emotional needs of our students
- Responsibilities to ensure our continued development as lifelong learners
- Recognition of individual and group achievements.

THE CONSULTATION

An email survey was sent to the entire Westmount Park community (parents and teachers) using our mass-communication system in the fall of 2023. The main concern across stakeholders was more support in the class for special needs students.

Grade 6 students from WPS were consulted on issues regarding school climate. The main concerns were safety during transitional periods, and safety to and from school.

A committee of administrators, teachers and childcare workers worked on the Educational Project before its presentation to the Westmount Park Governing Board.

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
Westmount Park School	34%	58%	46%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

Except in 2022, the average results for Westmount Park are below the average results of the school board. In 2022, the Westmount Park average results were above the average results of the school board. These results are likely due to the disruptions caused by the renovation move of the school, the Covid-19 pandemic and the fluctuation of our population during the 2021-22 school year. It is important to mention that Westmount Park has a high percentage of students on temporary stays, whose first language is not English. The student population is transient and as such, results may vary from year to year.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 46% in 2023 to 56 % by 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: Westmount Park School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	84%	79%	85%
School Writing Component	91%	91%	87%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source:

<p>Interpretation: <i>The results have been consistent over the time span of the educational project. The results are generally in line with those of the school board over the same period. We are satisfied with these results when considering our student population, as outlined in our school profile.</i></p>
<p>Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 85% in 2023 to 90% in 2027.</p>
<p>Objective: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 87% in 2023 to 90% in 2027.</p>

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

	2019	2022	2023

School Reading Component	69%		57%
School Writing Component	78%		76%
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 decreased over the 2019 school results. The school results for both components are lower than the school board results for 2023. WPS is an English core school. The emphasis is mostly placed on conversational French. Furthermore, many of our students are learning French for the first time. It is also important to note that very few of our students have opportunities to practice French outside of school.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 57% in 2023 to 66% in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 76% in 2023 to 85% in 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: Westmount Park School Student Perceptions of Selected School Climate Factors (%)

Factor	Westmount Park School		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	15	23	28	31	29
School Safety	60	54	60	59	61
Anxiety	25	28	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.

Objectives:

To decrease the number of students who report feeling bullied or victimized from 23% in 2022 to 15% in 2027.

To increase the number of students who report feeling safe at school from 54% in 2022 to 64% in 2027.

To decrease the number of students who report feeling anxiety from 28% in 2022 to 20% 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 curriculum night, 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. The school also encourages parents to attend classes with their children during the 4-day progressive entry period. The Parent Participation Organization (PPO) hosts many activities, such as movie nights, story reading for literacy week, pizza lunches, and a spring Bazaar, which welcomes parent volunteers and participants.

DIGITAL COMPETENCY

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

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions. Schools will report anecdotally on how the competency is being developed and the number of PD events that staff attend. In the 2023-2027 school years, staff will be attending workshops on robotics, microbits, visual arts and engines, design, and Mozaik.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
To increase the proportion of end of cycle 3 students demonstrating proficiency on the uniform exam (C1) to 56% through 2027.	Ongoing professional development for teachers on teaching strategies leading to student success on Math C1. Working closely with the elementary math consultants to develop Math C1 materials for linguistically challenged students.
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.	Ongoing professional development for teachers on teaching strategies leading to student success in ELA Reading competency. Early Literacy Program In-class tutor support
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.	Ongoing professional development for teachers on teaching strategies leading to student success in ELA Writing competency. In-class tutor support

<p>To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 57% in 2023 to 66% in 2027.</p>	<p>Providing additional in-class tutoring support. Ongoing professional development for teachers on teaching strategies leading to student success in French Reading competency.</p>
<p>To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 76% in 2023 to 85% in 2027.</p>	<p>Ongoing professional development for teachers on teaching strategies leading to student success in French Writing competency. In-class tutor support</p>
<p>To decrease the number of students who report feeling bullied or victimized from 23% in 2022 to 15% in 2027.</p>	<p>Workshops & presentations from various organizations on bullying prevention and intervention Support & interventions from Behavior Technicians Referral to community support services (SPVM)</p>
<p>To increase the number of students who report feeling safe at school from 54% in 2022 to 64% in 2027.</p>	<p>Workshops & presentations from various organizations on safety at school measures Support & interventions from Behavior Technicians Increase supervision during transitional times</p>
<p>To decrease the number of students who report feeling anxiety from 28% in 2022 to 20% in 2027.</p>	<p>Workshops & presentations from various organizations on supporting mental health Support & interventions from Behavior Technicians Referral to community support services (SPVM)</p>