

EDUCATIONAL PROJECT 2023-2027
Willingdon Elementary
English Montreal School Board



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included:

- The principal
- Two vice-principals
- Five teachers

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- Teachers
- Support staff
- Daycare staff
- Professional staff
- Parents at large
- Community Representatives
- Governing board
- Grade 6 students

SCHOOL PROFILE

Willingdon Elementary School has 521 students from pre-kindergarten to grade six. The Junior Campus hosts 377 students, and the Senior campus hosts 144 students. The Junior Campus hosts students from K4 to grade 4. The Senior Campus hosts students in cycle 3 (grades 5 and 6). These 2 campuses allow for growth at Willingdon and preserve the authenticity of our strong specialists' programs. The school is situated in an urban area, located in the Notre-Dame de Grâce / Côte-des-Neiges borough. As the school's territory is large, 6 school buses provide transportation services to our students. Furthermore, a shuttle service between campuses is offered to facilitate drop off and pickups for parents.

Daycare services are offered at the Junior Campus for students from both campuses. Approximately 250 students make use of daycare services throughout the day. Approximately 80% of the children in the school were born in Quebec and 90% use English as the main language spoken at home.

The celebration of diversity of the student population is an important ingredient of the programme at the school, both in the academic and cultural aspects of the students' curriculum. Our programmes encourage students to develop and celebrate mutual respect and a strong sense of community. The poverty index for the school is 4, with 10 being the maximum according to the IMSE Index issued by the MEES.

The school offers a French Immersion program where K4 and K5 are taught only in French and 90% of the curriculum is taught in French in Cycle 1. In Cycle II and III, the students receive instruction in both English (50%) and French (50%). The subjects taught in French at the Cycle II and III levels are : Français, sciences humaines, éthique et culture religieuse, éducation physique et santé, musique et arts plastiques. The subjects taught in the English

language are English language arts, mathematics and science and technology. The Immersion schedule of the Cycle II and III students alternates whole days for each language; the fifth day is shared with instruction in both French and English. An equalization day schedule exists to make up for PED Days and holidays to balance instruction.

As of September 30th, 2023, the school staff is comprised of one principal, two vice-principals, 40 teachers including 1.6 bilingual resource teachers, 12 attendants, 5 behavior technicians, 9 BASE Daycare educators, 10 lunch monitors, three secretaries and four caretakers. In addition to the attendants and behavior technicians, the Complementary Service Team from the Board includes a psychologist, a spiritual and community animator, an occupational therapist, a special education consultant and a speech and language pathologist. A document technician is present three days a week, and four tutors are hired to support classroom learning both inside and outside the classroom. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and continuously strives to develop a strong and cohesive school climate where students feel like they are part of a caring community.

At Willingdon, parental involvement is important. Relationships between teachers, parents and students are supportive and collaborative. The members of the Governing Board are actively involved in working to support school improvement. The Home & School meets regularly and is very involved in school life. Some parents volunteer daily, attend meetings and support school wide events and activities. We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner.

The student population in the school is quite varied in socio-economic status, behavior, and academic needs. Approximately 21% of our student population has an Individualized Educational Plan (IEP) with 60 coded students and 23 are waiting to be assessed by the Complementary Service Team from the Board. In addition, 20% of students in the school receive additional support for learning, social or emotional challenges from the attendants and behavior technicians. The staff is proficient in their understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, yearly school themes that focus on helping the children to reach their potential, relieve emotional pressures and anxiety, as well as provide inspiration to fully develop their self-esteem and well-being. Moreover, students have access to a full-time safe space, to seek support and engage in mediation practices in the event of conflicts. The social and emotional development of our students is a top priority. There is ongoing professional development in this area in collaboration with the entire school community.

Willingdon School prides itself on providing several courses in the curriculum that are taught by specialists. Science is a focus in school. A large science classroom set up like a lab is where the science specialist teaches Cycle II and III students to be inquisitive and discover by experimentation. Digital tools are integrated throughout the program. Instruction includes many neighborhood outings where hands-on learning takes place. Willingdon has honeybee hives on the roof and every aspect of the honey production process is integrated into the science curriculum. Every year, Cycle III students prepare projects for the annual science expositions.

Music education inspires our students to succeed in their lives and it is an integral part of our school. It is taught by a music specialist who is a professional musician and composer. Music is taught to all children in our school. Early musical training has an effect on brain development to produce long-lasting changes in motor abilities, brain structure, supports better study habits and improved self-

esteem. Music education facilitates student academic achievement. Music fosters a feeling of community. Ultimately, music education develops the creative capacities for lifelong success. Students in the junior grades learn to play many different instruments: such as the metallophones, xylophones, triangles and other percussion instruments. In the senior grades they play the recorder, electric guitar, electric bass, electric piano and drums. Cycle 3 students use the music lab to compose music and listen to music from diverse cultures for music appreciation. Students from all grades perform in school concerts. Students are included in the creation process and may participate in extra-curricular activities like music club, choir, and other related activities. Field trips provide our students the opportunity to perform outside our school to support local causes: Montreal Symphonic Orchestra, Bell Center, The Montreal children's Hospital to name a few.

Willingdon School offers a vibrant physical education and health program taught by several specialists for all levels. Students use the gym, mini-gym, outdoor space, and other learning spaces for lessons. The objective of the Physical Education and Health program is to encourage all students and Willingdon families to adopt a healthy and active lifestyle. Students are taught the importance of physical as well as emotional health and safety. Students are introduced to a wide variety of physical activities such as diverse team sports, track and field, cross country skiing to name a few. The focus is on the development of skills with a focus on the process it takes to get there as opposed to a focus solely on the end result. Students are encouraged to set a goal, get out of their comfort zone and help each other achieve their individual goal. The cornerstones of physical and health education at Willingdon are resilience, hard work, respect, and the importance of offering a helping hand.

Teachers and staff use a variety of digital tools in everyday practices. From Smartboards to laptops; Chromebooks to iPads, staff continue to explore new methods of teaching with these tools.

The school has a library in each campus supported by a document technician on a part-time basis.

The schoolyard at the Junior Campus has been recently greened and redesigned. This adds to the existing play structure, climbing wall and outdoor classroom. The Senior Campus yard is adjacent to the Loyola park which gives plenty of green space for students to explore, play soccer and cross-country ski. Willingdon School also has a variety of extra-curricular lunchtime activities; leadership groups, green committee, music club, choir, Zen lunchroom, garden club and intramural sport activities such as soccer, ball hockey, volleyball and basketball. There are also intermural sporting events offered by the physical education teachers. Many of our Cycle 2 and 3 students participate in team sports with the GMAA and participate in various tournaments.

Some services are offered at the school by the local Centres intégrés de santé et de services sociaux (CISSS) including a nurse and a social worker present at school for one day per week.

The OurSCHOOL Survey is administered once a year to grades 4, 5 and 6 students. It provides feedback to administration about student perceptions of their daily lives. While many students reported feeling safe at school and report a strong sense of belonging to the Willingdon community, we continue building awareness and setting up structures to help identify and prevent bullying.

The school holds regular activities for the families of students: a welcome back corn roast, a pancake breakfast, an end-of-year Fun Fair and graduation ceremonies just to name a few. Establishing contact with the local high schools has proven to be very valuable in assisting students with the transition to secondary 1. The school offers a specialized *Transition to High*

School Program offered by *Épique*, comprised of 4 sessions in addition to a parent workshop. Cycle 3 students visit a high school science fair and receive visits from various high schools' students and staff in the community.

MISSION AND VALUES

Our Mission

Willingdon School promotes the intellectual, social, emotional, physical and moral development of its students in a safe learning environment, to enable them to become responsible, agentic members of society. At Willingdon, we strive to foster academic excellence and a love of learning, stimulate intellectual curiosity, creativity and critical thinking, respond to innovation and enhance the partnership between parents and educators. At Willingdon School, the students, teachers, parents and staff come together as educational partners to initiate and to build upon the learning process of all students. We strive to respect the fundamental human rights and freedoms of everyone. At Willingdon, we foster social awareness and respect of others and we actively provide our students with positive leadership opportunities.

Our Values

- Collaboration
 - The successful education of our students depends upon the partnership of home, school and the students themselves, with all members working in a collaborative manner and fulfilling their respective responsibilities.
 - Engaging our students in meaningful learning situations using critical thinking and collaborative approaches to solve problems.
- Citizenship
 - To maintain a harmonious school culture, we promote respect for self, for others and for the school environment. We foster the celebration of diversity, inclusion, empathy, local and global awareness and giving back.
 - To cultivate healthy interpersonal relationships by providing an environment rich in social interactions and opportunities for self-reflection.
 - To promote environmental awareness, we engage our students in a diversity of sustainability practices.
 - To encourage students to use their voice for positive change and advocate for those who are silenced.
- Development of Well-rounded Students
 - Our goal is to guide all students in achieving their full potential as responsible and contributing members of society. We support their intellectual, physical, social and emotional development.
 - We support multiple intelligences across the curriculum and value the creative contributions of all students.
 - To teach a growth mindset where students are encouraged to take responsibility for

- their actions and reframe their mistakes as learning opportunities.
- To foster pride and proficiency in their abilities to express themselves in both French and English and to wholeheartedly embrace both cultures.
- Promotion of a Healthy and Active Lifestyle
 - To encourage our students to adopt a healthy lifestyle, we provide information and guidance to help students make well-informed, healthy choices regarding nutrition, mental health and physical activity. We believe in creating a culture of mindfulness, empowering them to build their self-confidence, self-esteem, resilience and self-regulation skills.

THE CONSULTATION

In order to determine the objectives for the Educational Project, Willingdon Elementary School held three consultations for its community. The first was a consultation with Grade 6 students to gain feedback from them. The second consultation was held with all staff members. Lastly, the Governing Board members and members of the parent community at large were consulted. The parent and staff at large survey was done online and the student and Governing Board consultation was done in person.

The consultation revealed several key themes that reflect the community's aspirations for the school's development. One prominent theme centered around the desire for more social-emotional learning (SEL), with an emphasis on incorporating conflict resolution skills into the curriculum. Stakeholders expressed a need for increased classroom support for special-needs and neurodivergent students, emphasizing the importance of increasing human resources and professional development for staff in these areas. Additionally, there was a collective call for more structured play, recognizing the role it plays in fostering social skills and overall well-being. The stakeholders also highlighted the importance of expanding the offerings of sports teams and clubs, underscoring the value of extracurricular activities in promoting holistic student development. The need for an update in technology equipment and an increase in integration of technology in teaching and learning was also a recurring theme amongst stakeholders.

The consultation also identified several strengths and positive attributes of Willingdon Elementary School. Stakeholders acknowledged the school's excellence in hands-on learning, specialist programs, and fostering empathy and care among students. The school's commitment to collaboration, teamwork, and maintaining positive relationships was also commended. The consultation reinforced the appreciation for the partnership with parents and the school's community-based approach, fostering a supportive and respectful environment. Other strengths included the school's emphasis on a growth mindset, effective communication strategies, a whole-child approach to education, and the provision of various educational experiences, such as field trips, that contribute to a well-rounded learning experience for students. Overall, these findings provide a comprehensive overview that will guide future

initiatives and improvements at Willingdon Elementary School.

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 1A: Percentage of End of Cycle 3 Students
Demonstrating Proficiency on the Uniform Exam (C1)**

	2019	2022	2023
Willingdon	66%	82%	88%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: The 2022 and 2023 results are significantly higher than in 2019 likely due to the restructuring of the situational problem exam (C1) combined with the Ministry document that prioritized what learning needed to be highlighted because of COVID pandemic school schedule disruptions.

Objective 1.1: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) at 88% until 2027.

**Table 1B: Percentage of End of Cycle 3 Students
Demonstrating Proficiency on the Uniform Exam (C2) (70% and above)**

	2019	2022	2023
Willingdon	55%	76%	86%
EMSB	47%	58%	70%

Source: Lumix, GPI, 2023

Interpretation: The 2022 and 2023 results are significantly higher than in 2019 likely due to the restructuring of the mathematical reasoning exam (C2). Instead of solving six application word problems, students were asked to solve three. In addition, one of the strategies in the last Educational Project was to focus on our areas of concern which were mental computation, composing and decomposing of numbers, using a number line, sequence of operations and volume.

Objective 1.2: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C2) at 86% until 2027.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMS B's Objectives:

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

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2A: Willingdon AND EMS B Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
Willingdon School Reading Component	95%	71%	97%
Willingdon School Writing Component	100%	97%	100%
EMS B Reading Component	93%	87%	92%
EMS B Writing Component	96%	95%	93%

Interpretation: Overall, the results were consistently high and above the EMS B success rates. The 2022 reading component anomaly can be explained by the higher proportion of students with dyslexic profile in this cohort and the lack of services they received during the COVID pandemic school schedule disruptions, namely the Wilson Program implemented in Cycle 2 for non-readers.

Objective 2.1: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination at 97% until 2027.

Objective 2.2: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination at 100% until 2027.

Table 2B: Willingdon AND EMS B Average grade on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
Willingdon School Reading Component	75%	71%	73%
Willingdon School Writing Component	82%	79%	79%
EMS B Reading Component	72%	71%	71%
EMS B Writing Component	76%	76%	72%

Interpretation: Overall, the results were consistently high and above the EMSB success rates. Despite the anomaly of the success rate in 2022 due to the higher proportion of non-readers, the average grade in 2022 is consistent which indicates that the rest of the students were more proficient in this component.

Objective 2.3: To increase the average grade of elementary students on the end of Cycle 3 English Reading component of the June examination from 73 % in 2023 to 75 % in 2027.

Objective 2.4: To increase the average grade of elementary students on the end of Cycle 3 English Writing component of the June examination from 79 % in 2023 to 80 % in 2027

** The projected increases are conservative due to the increase of the needs of our students. There are also discrepancies between the learning tools and adaptations used throughout the year as directed by the students' IEPs and how they students are evaluated by the MEQ end of cycle exam at the end of the year.

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

	2019	2022	2023
Willingdon School Reading Component	96%	NA	100%
Willingdon School Writing Component	96%	NA	99%
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 are consistently higher than in 2019 and higher than the EMSB results.

Objective 3.1: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at 100% until 2027.

Objective 3.2: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at 99% until 2027.

Table 3B: Willingdon AND EMSB Average Grade on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
Willingdon School Reading Component	84%	NA	93%
Willingdon School Writing Component	83%	NA	83%
EMSB Reading Component	77%	NA	76%
EMSB Writing Component	79%	NA	76%

Source: Lumix GPI, 2023

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

Interpretation: The results are consistently higher than in 2019 and higher than the EMSB results.

Objective 3.3: To maintain the average grade of elementary students on the end of Cycle 3 French Reading component of the June examination at 93% until 2027.

Objective 3.4: To maintain the average grade of elementary students on the end of Cycle 3 French Writing component of the June examination at 83% until 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: Willingdon Student Perceptions of Selected School Climate Factors (%)

Factor	Willingdon			EMSB			Canadian Norm		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Bullying and Victimization	29%	25%	23%	28%	31%	NA	28%	28%	30%
School Safety	55%	64%	65%	60%	59%	NA	65%	65%	62%
Anxiety	16%	31%	25%	22%	31%	NA	22%	22%	29%

Source: OURSCHOOL Survey (The Learning Bar), 2023-2024

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.

Looking at the increase in reported anxiety levels between 2019 and 2023, it is clear that the pandemic had a serious impact on the mental health of our students. The community at large has been impacted similarly and addressing this continues to be our priority.

Objective 4.1: To decrease the rate of Willingdon students’ victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 23% in 2023 to 18% in 2027.

Objective 4.2: To increase the rate of Willingdon students’ feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 65% in 2023 to 70% in 2027.

Objective 4.3: To decrease the rate of Willingdon students’ moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 25% in 2023 to 22% in 2027.

Table 4B: Willingdon School Student Perceptions of Selected School Climate Factors (%)

Factor	Willingdon			EMSB			Canadian Norm		
	2019	2022	2023	2019	2022	2023	2019	2022	2023
Advocacy at School	60%	57%	58%	NA	NA	NA	64%	64%	63%

Source: OURSCHOOL Survey (The Learning Bar), 2023-2024

Interpretation: Table 4B shows that the percentage of students who reported feeling they have someone at school who consistently provides encouragement and can be turned to for advice has decreased slightly since 2019.

Objective 4.4: To increase the percentage of students who report feeling they have someone at school who consistently provides encouragement and can be turned to for advice from 58% in 2023 to 65% 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.

Willington School undertakes to involve parents of pre-school students in various ways. Notably, they are invited to participate in different classroom activities and educational excursions throughout the school year and are contacted to volunteer in various community events. More specifically, the following invitations are extended to the K4 parent community.

- 1) *Welcome to Preschool Orientation event*
- 2) *Welcome Back Corn Roast*
- 3) *Meet the Teacher / Curriculum Night*
- 4) *Parent-teacher Interviews*
- 5) *Fun Fair*
- 6) *Graduation*
- 7) *Family Day*
- 8) *Holiday Baking*
- 9) *Parent –child workshop*
- 10) *Neighbourhood walk and park*

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 Willington, our school team has been diligently working to integrate the digital competency into the curriculum. Every student benefit from the use of a mobile cart of digital devices that allows our team to facilitate the integration of technology into their curriculum. Teachers have successfully incorporated interactive educational software and apps to engage

students in fundamental digital literacy skills. In older grades, the focus is on more advanced concepts, such as research skills, online collaboration, and responsible digital citizenship.

In addition to regular extracurricular enrichment opportunities, teachers design and implement lesson plans that seamlessly integrate technology to enhance learning experiences. For instance, interactive whiteboards, educational websites, and digital storytelling tools have been employed to make lessons more engaging and relevant. Students showcase their digital competency through various projects, including multimedia presentations, digital artwork, and collaborative online research assignments. These projects not only demonstrate technical proficiency but also emphasize critical thinking and creativity in using digital tools.

Our teaching staff regularly benefits from professional development opportunities focused on digital competency. For example,

- Attending workshops presented by the EMSB’s ICT team during regional ped days
- Attending workshops at teacher conferences (e.g. QPAT, LEECCQ)
- Peer-to-peer sharing of tech tips during staff meetings and regular PLC meetings
- Participating in tech orientated subject-specific projects supported and led by EMSB subject- specific consultants
- Staff members who act as technology integration facilitators (TIF) These TIF teachers are released to attend schoolboard workshops and to assist teachers in integrating digital tools in their teaching and learning strategies.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	STRATEGIES
Objective 1.1: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) at 88% until 2027.	<ul style="list-style-type: none"> - Modeling different ways to solve a problem - Using a checklist outlining the steps to solve a problem - Focus on math vocabulary
Objective 1.2: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C2) at 86% until 2027.	<ul style="list-style-type: none"> - More practice of mental computation - Using reading strategies to understand the problem
Objective 2.1: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June	<ul style="list-style-type: none"> - Ask questions to deepen understanding of text, and work in teams to increase proficiency in their

<p>examination at 97% until 2027.</p>	<p>response to literature (meaning, connections, structures & features).</p> <ul style="list-style-type: none"> - Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data <ul style="list-style-type: none"> o Vocabulary o Inference o Response to literature o Reaction to text
<p>Objective 2.2: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination at 100% until 2027.</p>	<ul style="list-style-type: none"> - Model and apply the different stages of writing: brainstorming, drafting, editing, publishing. - Teach proofreading skills.
<p>Objective 2.3: To increase the average grade of elementary students on the end of Cycle 3 English Reading component of the June examination from 73 % in 2023 to 75 % in 2027.</p>	<ul style="list-style-type: none"> - Ask questions to deepen understanding of text, and work in teams to increase proficiency in their response to literature (meaning, connections, structures & features). - Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data <ul style="list-style-type: none"> o Vocabulary o Inference o Response to literature o Reaction to text
<p>Objective 2.4: To increase the average grade of elementary students on the end of Cycle 3 English Writing component of the June examination from 79 % in 2023 to 80 % in 2027</p>	<ul style="list-style-type: none"> - Model and apply the different stages of writing: brainstorming, drafting, editing, publishing. - Teach proofreading skills.
<p>Objective 3.1: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at 100% until 2027.</p>	<ul style="list-style-type: none"> - Students will be given more opportunities to practice reading comprehension questions. - Students will practice on past EOC exams.
<p>Objective 3.2: To maintain the success rate of elementary students on the end of Cycle 3</p>	<ul style="list-style-type: none"> - Focus instruction on sentence structure (development of simple and

<p>French Writing component of the June examination at 99% until 2027.</p>	<p>complex sentences).</p> <ul style="list-style-type: none"> - Read texts aloud that model quality writing that demonstrate fluency, rhythm, and structural patterns in language. - Use graphic organizers to help students organize their thoughts in prewriting.
<p>Objective 3.3: To maintain the average grade of elementary students on the end of Cycle 3 French Reading component of the June examination at 93% until 2027.</p>	<ul style="list-style-type: none"> - Students will be given more opportunities to practice reading comprehension questions. - Students will practice on past EOC exams.
<p>Objective 3.4: To maintain the average grade of elementary students on the end of Cycle 3 French Writing component of the June examination at 83% until 2027.</p>	<ul style="list-style-type: none"> - Focus instruction on sentence structure (development of simple and complex sentences). - Read texts aloud that model quality writing that demonstrate fluency, rhythm, and structural patterns in language. - Use graphic organizers to help students organize their thoughts in prewriting.
<p>Objective 4.1: To decrease the rate of Willingdon students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 23% in 2023 to 18% in 2027.</p>	<ul style="list-style-type: none"> - Ongoing professional development will be provided to teachers, support staff, lunch monitors and parents. - To provide students with leadership opportunities in social justice in order to develop empathy, agency and citizenship through ECAs, clubs and activities.
<p>Objective 4.2: To increase the rate of Willingdon students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 65% in 2023 to 70% in 2027.</p>	<ul style="list-style-type: none"> - Workshops with lunch monitors on active supervision - Schoolyard champs bulletin board next to the gym to recognize proper

	<p>behaviors</p> <ul style="list-style-type: none"> - Develop strong leadership groups (student leaders) at both campuses. - TANDEM (feat. Joseph Lambert) is an initiative offered by the NDG-YMCA and hopes to provide students with some important skills to navigate their school life and the world.
<p>Objective 4.3: To decrease the rate of Willingdon students’ moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 25% in 2023 to 22% in 2027.</p>	<ul style="list-style-type: none"> - SEL programs (zones of regulation, social thinking, safe space). - Mindfulness and breathing breaks. - Workshops for families on mental health
<p>Objective 4.4: To increase the percentage of students who reported feeling they have someone at school who consistently provides encouragement and can be turned to for advice from 58% in 2023 to 65% in 2027.</p>	<ul style="list-style-type: none"> - Implementing a school-wide campaign <i>I’m Here for You</i> to raise awareness about who to turn to in a time of need: posters, role play, presentations, workshops, professional development.