

EDUCATIONAL PROJECT 2023-2027
Coronation Elementary School
English Montreal School Board



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

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

LEGAL FRAMEWORK

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

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

The educational project must:

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

COMPOSITION OF THE SCHOOL TEAM

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

- Governing Board members
- School staff members and led by the principal

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- The Governing Board
- The school's parent community
- The Community Worker (CIUSSS)
- All staff, including teachers, professionals, and support staff

SCHOOL PROFILE

Coronation Elementary School is the only English language neighbourhood school in the Côte-des-Neiges area. In September 1999, St. Kevin School and the existing Coronation School amalgamated to form the present-day Coronation. Currently, Coronation co-habitates with Mile-End High School and The Côte-des-Neiges Daycare Center (CPE). The school is centrally located and easily accessible by bus (routes 124, 161, 160) and the Plamondon Metro station (Orange Line) across the street. For students who qualify, the English Montreal School Board (EMSB) provides free busing to and from the school. Coronation School is also adjacent to the Côte-des-Neiges Sports Center where we have preferred access to the swimming pool, the soccer field, and other facilities.

Our multicultural school community, composed of 261 students and 49 different ethnicities provides a richness to the school. This ethnic, cultural, and religious diversity supports the development, respect, and an understanding of other cultures and their traditions. This better prepares our students for living and working in a diverse and inclusive Canadian society.

The extraordinary faculty at Coronation School reflects the diversity of the student population. The dedicated staff is professional, caring, and involved in all aspects of the children's education. They incorporate current and innovative practices through project-based learning (PBL), Flexible Seating, and Robotics. Teachers go above and beyond to offer enriching extra-curricular activities throughout the year such as basketball, soccer, yearbook, astronomy, Kids4Social Change, and the Best Buddies program. These activities not only provide our students with a well-rounded education, but also help enrich their lives and offer a more global approach to life and learning.

Through these activities, our students have the opportunity to explore different interests, develop important life skills, and broaden their horizons.

Additionally, Coronation is one of the first schools to implement STEAM. *STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics for guiding student inquiry, dialogue, and critical thinking. The goal is to cultivate students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.*

Uniquely, Coronation offers students a two-stream program. One stream is Core English which offers primarily instruction in English and daily French classes. The French immersion stream is also where students are only taught in French from Kindergarten (K5) to grade two whereby 150 min of ELA is taught in Cycle 1. As of grade three, instruction is offered in both languages, with mathematics being taught in English. Additionally, Coronation offers full-time K4 classes where children learn through play-based activities.

Coronation School is proud to have four specialized WINGS classes offering services to children with special needs. There are four classes for students with Autism Spectrum Disorder (ASD); junior, intermediate, and senior as well as an Early Stimulation class (ES) made up of pre-kindergarten and kindergarten students. These are small classes with seven students or less, taught by a qualified teacher and a behaviour technician. In addition to those classes, approximately one-fourth of our students who are coded or require special services, are fully integrated into the regular classrooms. They are supported by childcare workers (CCWs), tutors, resource teachers, and behaviour technicians. Coronation students have access to a Sensory Room which is a specially designed room which combines a range of stimuli to help individuals develop and engage their senses. These can include lights, colours, sounds, and sensory soft play objects, all within a safe environment that allows the student using it to explore and interact without risk.

According to l'Indice de milieu socio-économique (IMSE), Coronation is a Category 2 school. This inner-city status designation entitles the school to receive additional funds to support educational and cultural projects. As such, we continue to receive this additional financial support from le Ministère de l'éducation et de l'enseignement supérieure (MEES) via two organizations: A Montreal School for All (AMSFA) and Inner-city Organizational Resources (ICOR). These extra subsidies allow the students to take part in cultural field trips, participate in school events, benefit from a breakfast program, snack program, and subsidized lunches.

Also offered are Steel Pan classes, art therapy classes, tutors, a chess program, and after-school homework assistance. The *Culture in the Schools* program is designed to produce citizens who are actively involved in cultural life by increasing the number of cultural experiences offered to students. The program achieves this through collaboration with cultural resources listed in the *Répertoire culture-éducation*. This unique directory includes artists, writers, and cultural organizations who work alongside our student population on special projects. Coronation School aims to provide access to a multitude of activities and programs for all students to develop their individual talents and to flourish in society. As such, there are several other educational activities offered at our school. The Cycle 3 students benefit from The Life Skills program spear-headed by a Centre Intégré Universitaire de santé et services sociaux (CIUSSS) Agent Pivot/Community Worker. This community worker collaborates with Cycle 3 students to help develop skills centered on focus and self-control, perspective-taking, communication, and critical thinking. She also helps students prepare for their transition to high school and often brings in guest speakers to share their experiences.

Although parents may not always be physically present in the school on a day-to-day basis, their commitment to attending special activities such as concerts and talent shows, and volunteering for various initiatives (Book Fair, Chocolate Fundraisers, etc) significantly contributes to the vibrant and supportive atmosphere at our school. Their dedication showcases a shared belief in the importance of a collaborative and engaged school community, ultimately benefiting the students and fostering a positive learning environment. One notable aspect of parental involvement is their enthusiastic attendance at special events such as the talent show, music concerts, and plays. These occasions provide a platform for students to showcase their skills and talents, and the presence of parents not only boosts the morale of the young performers but also enhances the sense of community within the school.

Coronation School is truly a warm, caring, and wonderful environment for learning and growing and for preparing students to become life-long learners. The school community takes pride in its achievements and works hard at providing quality academic and social education for all.

MISSION AND VALUES

The Coronation atmosphere is based on trust, respect, and security. The Coronation Family shares the responsibility for the education of our children. Teaching must be adapted to meet individual needs, fostering a successful learning experience and inspiring lifelong learning while cultivating the talents and skills of all students. Coronation Elementary School is a community of diverse peoples and cultures. Our family of parents, community, and staff is committed to the personal, academic, and spiritual growth of each individual. Our mission is that our students become confident lifelong learners and responsible citizens.

THE CONSULTATION

The consultation process was conducted online and in school. The various stakeholders took part in completing the short questionnaire of three to five questions. These included parents, Governing Board members, teachers, support staff, and Cycle 3 students (grades 5 and 6). A Google form was created for each stakeholder's questionnaire. The questionnaire was sent out to the respective recipients, and they were given a deadline to complete it. The Educational Project School Committee met and read through each stakeholder's questionnaire. They extracted the common points that emerged and noted issues that can be met through the goals of the EMSB's Commitment to School Success Plan and the MEQ Strategic Plan.

Some of the issues that emerged were:

- increase the rigor of academics in each subject area in cycle 2 and 3 (numeracy and literacy)
- increase students' ability to use effective strategies in conflict resolution between students,
- increase level of support available for improving mental health and relationships among peers for students (playground etiquette),
- provide support for parents and students suffering from school and personal life anxiety

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 percentage 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
Coronation School- CORE	42%	40%	43%
Coronation School- IMMERSION	40%	30%	57%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: *Describe changes in the results from 2019 to the present. Are the results above or below the Board's results? Is there any additional information that may give more context to these results?*

Over the past three years, the school's proficiency for C1 in mathematics on the uniform exam has remained the same at approximately 40% in the level of proficiency. This level of proficiency is below the EMSB's level by 28%. The level of proficiency for the IMMERSION cohort took a dramatic dip in 2022 which may be attributed to the effects of the pandemic isolation. The school put some strategies in place to provide more intensive instruction in this area to fill in any major learning gaps. As such, there was a significant rise in proficiency levels in 2023.

Objective: To increase the percentage of end of Cycle 3 CORE students demonstrating proficiency on the uniform exam (C1) from 43 % in 2023 to 50 % by 2027.

Objective: To increase the proportion of end of Cycle 3 IMMERSION students demonstrating proficiency on the uniform exam (C1) from 57 % in 2023 to 65 % by 2027.

(Please note: your goal could also be to "maintain" if your proficiency is high.)

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

	2019	2022	2023
School Reading Component CORE	91%	71%	90%
School Reading Component IMMERSION	100%	42%	71%

School Writing Component CORE	90%	90%	90%
School Writing Component IMMERSION	100%	95%	71%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

Interpretation: *Describe changes in the results from 2019 to the present. 2019 results can help to give an indication of what the school's results were like pre-pandemic.*

Over the past three years, the school's success rate for the CORE reading and writing components of the ELA June uniform exam have remained stable at 90%. This success rate is similar to the EMSB's success rate.

The results of the success rate in 2023 are in line with results in 2019 pre-pandemic and have remained unchanged.

Over the past three years, the school's success rate for the IMMERSION reading and writing components of the ELA June uniform exam have declined by 30% from 100% success rate to 71%. The decline in the school's success rate may be attributed to a combination of factors, with the effects of the pandemic and a lack of exposure to English instruction in cycle 2 being prominent contributors.

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

Objective: To maintain the success rate of elementary CORE students on the end of Cycle 3 English Writing component of the June examination in the 90% range in 2027.

Objective: To increase the success rate of elementary IMMERSION students on the end of Cycle 3 English Reading component of the June examination from 71% in 2023 to 81% in 2027.

Objective: To increase the success rate of elementary IMMERSION students on the end of Cycle 3 English Writing component of the June examination from 71% in 2023 to 81% in 2027.

Additional Goals: *(If your success rates are in the 90s range, it would be easy to add a goal to look at proficiency in one or both components. Simply add another table called 2A and label it, Average Grade instead of Success Rate. Your consultant can help with this.)*

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

	2019	2022	2023
School Reading Component CORE	48%	NA	81%
School Reading Component IMMERSION	80%	NA	71%
School Writing Component CORE	88%	NA	90%
School Writing Component IMMERSION	100%	NA	100%
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: *Describe changes in the results from 2019 to the present. Schools that have Immersion and English Core will need to show separate tables for each program.*

Over the past 3 years, the school's results on the end of Cycle 3 CORE French reading and writing component of the June examination have increased. A significant increase of 33% was observed for the Reading component. This increase may be attributed to the implementation of targeted interventions that include providing additional support for students who have fallen behind, offering remedial programs, and focusing on creating a supportive and engaging learning environment.

Over the past 3 years, the school's results on the end of Cycle 3 IMMERSION French reading component success rate has declined by 9%. This can be attributed to the effects of the pandemic and virtual learning, affecting students' ability to fully grasp and apply reading strategies in the French language. The writing component of the June examination has remained the same at 100%.

Objective: To increase the success rate of elementary students on the end of Cycle 3 CORE French Reading component of the June examination from 81% in 2023 to 88% in 2027

Objective: To increase the success rate of elementary students on the end of Cycle 3 CORE French Writing component of the June examination from 90% in 2023 to 92% in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 IMMERSION French Reading component of the June examination from 71% in 2023 to 80% in 2027.

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

Additional Goals: *(If your success rates are in the 90s range, it would be easy to add a goal to look at proficiency in one or both components. Simply add another table and label it, Average Grade instead of Success Rate. Your consultant can help with this.)*

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: CORONATION Student Perceptions of Selected School Climate Factors (%)

Factor	CORONATION			EMSB		Canadian Norm (2022)
	2018	2022	2023	2019	2022	
Bullying and Victimization	36	35	27	28	31	29
School Safety	48	51	44	60	59	61
Anxiety	33	33	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.

The levels of bullying and victimization as well as those of Anxiety have decreased in 2023. This may be attributed to a greater emphasis on positive school climate, characterized by respectful interactions, positive relationships between students and staff, increased school-wide assemblies, and a focus on social and emotional learning. The percentage of students feeling safe attending school have decreased by 7%. This decrease can be attributed in part to students not feeling safe going to and from school.

If there is anything that you want to add in this section to share about the school climate in returning to school since Covid, feel free to do so here. All schools will be working to monitor school climate, are there programs that you have adopted that might serve as a strategy for improvement? You can write about it here.

Coronation's Objectives:

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 27% in 2023 to 23% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 44% in 2023 to 50% 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 27% in 2023 to 23% 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.

Reporting on this goal is anecdotal in nature. Every year, you will be reporting on the 10 events planned for parent outreach. In this document, list examples of events that your preschool has already done or is planning to do this year.

Listed below are the planned events for our Preschool families.

- 1. Parent Information Session*
- 2. Progressive Entry Orientation*

3. *First Communication parent evening*
4. *Term 1 Parent-Teacher Interviews*
5. *Preschool and end-of year celebration*
6. *Holiday-Themed celebrations and in-class presentations in ERC for Black History, Diwali, Christmas and Kwanza, EID, etc.*

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.

1. *Robotics in class and after-school program*
2. *Introduction to Scratch*
3. *IT integration in Core and secondary subjects*
4. *Bee-Bots in K5*

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
To increase the proportion of end of Cycle 3 CORE students demonstrating proficiency on the uniform exam (C1) from 43% in 2023 to 50% by 2027.	1. Teachers will put emphasis on identified areas of concern: <ul style="list-style-type: none"> • Arithmetic: skills in all computation tasks 2. Students will be given more opportunities to practice situational problems.
To increase the proportion of end of Cycle 3 IMMERSION students demonstrating proficiency on the uniform exam (C1) from 57% in 2023 to 65 % by 2027.	

	<ol style="list-style-type: none"> 3. Teachers will further develop intra-cycle communication to ensure consistency of math teaching goals and to attempt to bridge the identified inter-cycle gaps. 4. Regular remediation will be scheduled during the Resource Period for students who are struggling in math. 5. Students will be given opportunities to practice basic math skills and to review concepts using interactive math application such as Net Math, Mathletics, as well as board games and centers. 6. Tutors and/or resource teachers will offer math clinics during school time and after school to selected students.
<p>To maintain the success rate of elementary CORE students on the end of Cycle 3 English Reading component of the June examination in the 90% range in 2027.</p>	<ol style="list-style-type: none"> 1. Implementation of a research-based reading program for Cycles 1 and 2 that covers phonics, vocabulary, and comprehension, ensuring no gaps in learning.
<p>To increase the success rate of elementary IMMERSION students on the end of Cycle 3 English Reading component of the June examination from 71% in 2023 to 81% in 2027.</p>	<ol style="list-style-type: none"> 2. School-wide implementation of DIBELS to evaluate the acquisition of literacy skills. These measures can be used to regularly detect risk and monitor the development of early literacy and early reading skills. 3. Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data <ul style="list-style-type: none"> • Vocabulary • Inference • Sustained reading 4. Teachers will explore vocabulary found in class novels, independent reading novels, and class vocabulary/spelling lists in order to expand the students' general vocabulary repertoire. 5. Teachers will continue to work on analyzing texts with students to see how authors use a variety of strategies, such as structures and features, to enhance their writing. 6. The teachers will read aloud and model the use of graphic organizers and written prompts to record thoughts and ideas pertaining to the text.
<p>To maintain the success rate of elementary CORE students on the end of Cycle 3 English Writing</p>	

<p>component of the June examination in the 90% range in 2027.</p>	<p>1. Teachers will focus on reading aloud texts that model good writing that demonstrate fluency, rhythm, and structural patterns in language;</p>
<p>To increase the success rate of elementary IMMERSION students on the end of Cycle 3 English Writing component of the June examination from 71% in 2023 to 81% in 2027.</p>	<p>2. Teachers will work on pre-writing skills such as generating ideas and organizing them in a coherent paragraph.</p>
<p>To increase the success rate of elementary students on the end of CORE French Reading component of the June examination from 81% in 2023 to 88% in 2027.</p>	<p>1. Teachers will teach vocabulary explicitly and focus on key words.</p> <p>2. Promote active engagement of students in new vocabulary, using new words in discussion and conversation</p>
<p>To increase the success rate of elementary students on the end of Cycle 3 IMMERSION French Reading component of the June examination from 71% in 2023 to 80% in 2027.</p>	<p>3. The teachers will put extra emphasis on vocabulary and inference, as well as reading Comprehension (Fiction and Non-Fiction)</p> <p>4. Students will be given more opportunities to practice EOC exams.</p>
<p>To increase the success rate of elementary students on the end of Cycle 3 CORE French Writing component of the June examination from 90% in 2023 to 92% in 2027.</p>	<p>1. Teachers will provide templates for students to practice writing varied texts and will give feedback through conferencing.</p> <p>2. Teachers will read aloud a shared text and then model writing a reading response based on it.</p>
<p>To maintain success rate of elementary students on the end of Cycle 3 IMMERSION French Writing component of the June examination above 95% in 2027.</p>	<p>3. Teachers will focus on the components of writing such as grammar, vocabulary and sentence structure.</p>
<p>To promote positive school climate: reduce student anxiety and incidences of bullying and victimization and foster a safe school environment.</p> <p>To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 27% in 2023 to 23% in 2027.</p> <p>To increase the rate of elementary students' feeling safe at school, as reported by the</p>	<p>1. We will ensure that students know they have a contact person that they can go to in any situation (i.e. a teacher, the principal, behavior technician, the CCW...)</p> <p>2. Social groups have been created to accommodate children who need to learn social skills in a more focused setting. This will help children differentiate between conflict and bullying.</p> <p>3. Lunch activities (basketball, soccer, chess, Board Game club) are being offered to structure playtime to minimize inappropriate behaviors.</p>

<p>students, on the OURSCHOOL Survey from 44% in 2023 to 50% in 2027.</p> <p>To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 27% in 2023 to 23% in 2027.</p>	<p>4. Consult on particular situations with professional staff such as the behavior tech, psychologist, and social worker.</p> <p>5. Kids for Social Change is a team of students whose activities promote local and global community involvement; the focus on others will help them become better citizens.</p> <p>6. Monthly school assemblies to highlight students who demonstrate positive virtues.</p>
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Cut and paste all of the objectives in the order they appear in this document.

In the column on the right, you'll be able to include any strategies you might currently be using, or plan to use, towards achieving the goal. You do not need to list many- the column is for special initiatives that you may want to monitor for the next 4 years. Listing a strategy here means that you will need to monitor how effective the strategy has been.