

EDUCATIONAL PROJECT 2023-2027
Dalkeith 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 school Principal, cycle teachers and members of the special education team including a childcare worker and behavioural technician

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Staff Council, Governing Board and Parent Participation Committee (PPO), as well as, Parents Community at Large and Special Education Committee (ARC), Teaching Staff, Support Staff (CCW, Daycare, Lunch, Office, Caretaking), Professional Staff, and Cycle 3 students.

SCHOOL PROFILE

Our History: Dalkeith Elementary was opened in 1961 as an English school teaching French for 30 minutes a day. In September 2003, the school implemented 30% French program which increased the French instruction to 90 minutes daily. Dalkeith Elementary is recognized by the EMSB as a Core English School servicing the English population in the North-East end of the city.

Between 1973 and 1999, Dalkeith Elementary continued to grow as a result of a series of mergers with other schools that were closing in the area, the last of which was Tara Hall.

Our Territory: Dalkeith serves students from Anjou, Montréal East, Montréal North, St-Léonard and Rivières- des- Prairies.

Our Population: Our school is currently comprised of approximately 160 students from Pre-K (K4) to Cycle 3 year 2 (Grade 6). Generally, we have seen a gradual decrease in our population as many eligible families have moved off island. Whereas Dalkeith has seen a decline in overall enrollment, in the past few years we have had an increase in enrollment in students with identified special needs and students whose parents have opted to register them in the English core program, as programs of this nature tend to have reduced class sizes and a more favourable student : adult ratio. Many parents made the choice to transport the students to our school daily as they reside on island but out of Dalkeith's bussing zone given the level of support they feel we can offer their child. At the time of writing this report approximately 30 of our families are ineligible for territorial bussing and opt for daily pick up and drop off with or without the use of our daycare services.

Dalkeith Elementary spearheaded the integration of special needs students into regular classes from its opening in 1961, a program which continues to this day. Dalkeith firmly believes in inclusive education and that each child has the potential to learn. Currently, approximately 50% of our student population has been identified as either 'special needs' or 'at risk'. These students are on an Individualized Education Plan (IEP) or an Action Plan (AP) to help overcome their challenges.

Dalkeith benefits from AMSFA (A Montreal School for All) and Inner City Operation Renewal (ICOR) extra funding because of its low-income. Dalkeith Elementary consistently ranks in the lower to middle range of the Underprivilege Index (CGTSIM) and lack of access to English services for students with special needs from the local CLSC and other social services in the eastern portion of the island. Whereas, Dalkeith prides itself on inclusive special education, we recognize that some students required a more specialized class prior to integration. As such, Dalkeith currently runs two (2) classes dedicated to students who's needs require a more adapted environment. These classes are typically populated by students who are or will be following a modified curriculum or are on a behavioural objective plan.

Though numbers from year to year may fluctuate slightly, currently Dalkeith staff consists of over 20 full time teachers, 20 childcare full time workers or technicians, and 3-5 Daycare educators. Dalkeith also shares part-time specialist with other schools including a Psychologist, Occupational and Speech Therapists as well as part time Special-Ed and Autism Spectrum consultants. Dalkeith continues to offer an inclusive environment where all students are given the opportunity to learn, grow and develop to their upmost potential.

MISSION AND VALUES

Our mission is to provide a quality inclusive education where all students have the opportunity to learn, grow and develop.
Our vision is to create an environment where all students feel that their potential is being nurtured.
Our school believes in “Fostering Potential” in all students.

THE CONSULTATION

The various stakeholders were sent electronic surveys. These groups included the parent/guardian population at large, the parents of Governing Board and Parent Participation Organization (PPO), teaching and support staff as well as our older student population through the OURSCHOOL survey.

The electronic surveys received a response rate between 7%-15% depending on targeted population. This is in keeping with previous electronic surveys the school has sent out in the past.

The responses were overwhelmingly thoughtful and positive. Many questions meant to elicit constructive criticism or point to areas of weakness were answered accordingly or left blank in many instances. Only a small sample of responses were reflective of individual grievances.

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
Dalkeith Elementary	56%	38%	41%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

Whereas Dalkeith's Proficiency Rate remains lower than that of the EMSB, it should be noted that we have a student cohort of approximately 25 students. Year to year, each single student represents a potential of approximately a 5% swing in results.

It is important to note that our 2022 cohort returned to school after 2 years of inconsistent learning (i.e. virtual, homeschooling, or frequent class/school closures) due to COVID. We feel that this negatively impacted our overall proficiency and success rate.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 41 % in 2023 to 51 % by 2027.

ADDITIONAL GOAL: Increase the success rate of students on an IEP to from 60% in 2023 to 65% in 2027 for solving a situational problem.

Given the population of Dalkeith and the grade of registration, staff and parents tend to measure success differently. Example: Student X (on IEP) arrives to Dalkeith in grade 4 lacking motivation and confidence and is unable to write an evaluation independently. By the end of grade 6 the same student X is not statistically 'Proficient', however, can work independently and succeed with a result of 60% vs a blank page.

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

	2019	2022	2023
School Reading Component	88%	92%	88%
School Writing Component	96%	92%	85%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

Interpretation:

Whereas we see this result as a positive, we will continue to promote reading across all subject areas and maintain our extra support directed to this goal.

Whereas Dalkeith's Proficiency Rate remains lower than that of the EMSB, it should be noted that we are a sample size of approximately 25 students. Year to year, each single student represents a potential of approximately a 5% swing in result.

It is important to note that our 2022 cohort returned to school after 2 years of inconsistent learning (i.e. virtual, homeschooling, or frequent class/school closures) due to COVID. We feel that this negatively impacted our overall proficiency and success rate.

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 88 % in 2023 to above 90% in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 85 % in 2023 to above 90% in 2027.

ADDITIONAL GOALS: Find ways to make reading and writing more relevant in the students' daily life. With competition of internet and social media, we have noticed that reading for pleasure seems to be declining in our population. NB. Reporting data will be anecdotal and observational at the time of submission we have yet to decide on valid indicators of this goal.

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

	2019	2022	2023
School Reading Component	96%	NA	65%
School Writing Component	96%	NA	83%
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:

Whereas Dalkeith's Proficiency Rate remains lower than that of the EMSB, it should be noted that we are a sample size of less than 25 students. Year to year, each single student represents a potential of approximately a 5% swing in result.

It is important to note that our 2022 cohort returned to school after 2 years of inconsistent learning (i.e. virtual, homeschooling, or frequent class/school closures) due to COVID. We feel that this negatively impacted our overall proficiency and success rate.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 65 % in 2023 to 70 % 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 83 % in 2023 to 85 % in 2027.

ADDITIONAL GOAL: Increase the success rate of students on an IEP to communicate in French from 60% to 65%

Given the population of Dalkeith and the grade of registration, staff and parents tend to measure success differently. Considering the amount and nature of the special needs students and Dalkeith's status as an English Core school, our aim for their French speaking abilities is to ensure they feel at ease communicating in the language with basic sentences in their daily interactions. NB. Reporting data will be anecdotal and observational at the time of submission we have yet to decide on valid indicators of this goal.

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: Dalkeith Elementary Student Perceptions of Selected School Climate Factors (%)

Factor	Dalkeith Elementary		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	32	38	28	31	29
School Safety	55	67	60	59	61
Anxiety	26	34	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.

Extrapolations from Dalkeith's OURSCHOOL Survey results

- Levels of Anxiety are increasing and beginning at a younger age
- Contradictory data emerging from Student Surveys be it interview vs questionnaire; Ex According to the OURSCHOOL Survey results, 3/4 of the students feel they have positive relations with the staff, yet only 50% feel that they have adults advocating for them.
- Instances of bullying requiring office intervention are decreasing but number of repeat single source occurrences are increasing.
- Social development (interactions) impacted by Covid measures. We are however seeing a more normal pre-Covid routine being established.
- Students are reporting that most incidents of conflict or bullying occurs during unstructured and transitional time (hallway, recess and bus). This can be confirmed by incident reports at school and data from OURSCHOOL Survey.

Observational data from parents and adults working in schools have noticed that they are seeing Social Media having an increase impact on school life.

ADDITIONAL GOAL: Increase the number of students who feel they have an adult advocating for them from 50% to 75% 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.

Dalkeith will aim to welcome parents and families, over the course of a year, to the following events at the school.

Welcome to Pre-School Orientation (Prior to entry in June)

Progressive Entry Orientation (Aug. / Sept.)

Parent Teacher Interviews and Goal Progress Meetings (2x)

*Thanksgiving ****

*Halloween ****

Holiday Breakfast

*100th Day celebrations ****

Winter Carnival

*St. Patrick's Day ****

*Earth Day Planting ****

Year-in-Review / Vernissage

Kinder-fest

Carnival

**** Parents chose one or two events to help with activities*

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. Dalkeith staff will attend PD on Ethical Digital Citizenship, developing technological skills related to assistive technologies' integration into pedagogy and developing students' information literacy competencies.

Ethical Digital Citizenship

- Teaching and supporting students to keep their digital information confidential
- Common Sense Education (reflecting on the ethical implications of laws and regulations governing digital technology.)

Developing Technological Skills

- Using digital tools to improve and support reading, writing and comprehension.
- Google Read and Write
- Word Q (Special needs students)
- Online Dictionary / Thesaurus
- Google Translate

Developing Information Literacy

- Teaching students how to differentiate the validity and credibility of online sources regarding the accuracy of the information when working on project-based assignments.

- Modeling how to research information and sort through the best sources online.

Collaborating via Digital Technology

- Providing students the opportunities to communicate, ask questions to teachers and peers (Google Classroom, Google Docs, Emails) to enhance their learning and understanding in school.

APPENDIX A: 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) from 41 % in 2023 to 51 % by 2027.	Increase academic support via tutoring Identify students who struggle and put support measures in place Use of digital resources for students who require it
Increase the success rate of students on an IEP to from 60% in 2023 to 65% in 2027 for solving a situational problem.	
To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 88 % in 2023 to above 90% in 2027	DIBELS pilot project + RAZ Kids digital reading passes
To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 85 % in 2023 to above 90% in 2027.	DIBELS pilot project + RAZ Kids digital reading passes
To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 65 % in 2023 to 70 % in 2027.	Increase academic support via tutoring Identify students who struggle and put support measures in place Use of digital resources for students who require it
To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 83 % in 2023 to 85 % in 2027.	Increase academic support via tutoring Identify students who struggle and put support measures in place Use of digital resources for students who require it

APPENDIX B: Other School Initiatives addressing School Climate or Student Engagement

Dalkeith has many programs aimed at creating a positive school climate for the students including:

- Inter-mural House Program promoting school belonging and reinforcing positive interactions
- Breakfast Club Canada snack program daily
- Asista Facility Service Dogs Kira and Jessie
- Movement and Activity Events
- The Three "R"s of Dalkeith [Reason, Respect, Responsibility] at the center of reflective work
- Asista Facility Service
- Google Classroom learning environment
- Peer Mediation
- Student "Oasis" safe zone for emotions and discussion
- SPVM guest speaker for Cycle 2-3 on hate crimes and cyberbullying
- Pre-school Orientation Day
- Year-in-Review Annual Event
- Transition to High School / Teen Anxiety Parent Workshop