

EDUCATIONAL PROJECT 2023-2027
Académie John Caboto Academy
English Montreal School Board



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

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

LEGAL FRAMEWORK

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

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

The educational project must:

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

COMPOSITION OF THE SCHOOL TEAM

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

The principal and four teachers

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- Teachers
- Parents

SCHOOL PROFILE

John Caboto School first opened its doors in 1964 and later became an academy in 2010. The school was part of the Montreal Catholic School Commission until 1998 when the Government established linguistic boards thus eliminating any religious affiliations. The school's boundaries went through several changes consequently re-defining our student population from mostly Italian backgrounds to still a more ethnically diverse population.

Our population for 2023-2024 is 163 students from Pre-K to Cycle 3 (including 3 closed classrooms). All students follow a bilingual program (50% English, 50% French). All of our students are integrated into regular classes (with the exception of the ES and ASD classes) and they receive bilingual resource in English Language Arts, French Language Arts and Mathematics.

With the changing demographics over the last few years, our school's socio-economic index has increased. As a result, we still receive some funds from ICOR (Inner-City Operation Renewal) but we are no longer considered an AMSFA (A Montreal School For All) school. This has had an impact on the funds available to the school for various activities.

The parents of our community are involved in various activities related to the school. We have a very active PPO (Parent Participation Organization) and Governing Board. Other parents volunteer as monitors, classroom readers, organizing school events amongst other endeavours.

Our school is also used for various other community activities: city-run groups and in-school and after school activities.

Characteristics of our school:

- *Have a well-rounded academic and cultural program of studies – bilingual program (Pre-K, K, Cycle 1, Cycle 2, and Cycle 3) with a strong grounding in literacy, Math, STEAM, art, drama and sports*
- *Since September 2017, we have added three specialized classrooms*
- *Expanding students' use of technology by teaching the students how to use word processing programs, the Internet as an effective tool for research, 3D printing, coding and robotics*
- *In keeping with the QEP, our Cycle teachers (French, English) often choose one or two common themes so that the students can develop a bilingual research project, thus helping the children understand the value of learning two languages*
- *The creation of a team-building room to foster camaraderie and build team spirit*
- *Participation in helping various charities (Foundation of Stars, CTV's Spirit of Giving, Sun Youth etc.)*

Programs available in our school:

- *Bilingual Program*
- *After school homework assistance*
- *After school activities*
- *A variety of innovative projects through the dynamic BASE Daycare Program*
- *Greater emphasis on science at all levels (STEAM, robotics, coding)*
- *Enhanced bilingual literacy program*
- *Drama and art program*

Special Events/Activities:

- *Fundraising for diseases affecting children (Foundation of Stars, Spirit of Giving, etc.)*
- *Media Events (Global News, The Beat 92.5)*
- *Theatre productions*
- *Colour Run*
- *Reading Week*
- *Science Fair*
- *Book Fair*
- *Fun Day*
- *Carnival events*
- *GMAA activities*
- *Various educational field trips*
- *Community Events (Holiday Fair, JCA Movie Night, etc.)*
- *Partners with École Montréalaise and Culture à l'École*

Parent Participation:

Parents are involved in the following organizations/groups:

- Governing Board
- P.P.O
- Parent Reading Volunteers
- School Productions/Events (shows, exhibits, drama plays, Fun Day, Reading Week, Community Day)
- Field Trip Volunteers
- Decorating and beautifying the school

MISSION AND VALUES

Our Mission

At John Caboto Academy (JCA), we recognize that each child is a creative individual who possesses innate talents and qualities; and that all children want to succeed. Therefore, JCA makes it its mission to create a caring learning environment for all that fosters academic excellence, personal growth and success while promoting an intrinsic desire to learn. JCA emphasizes, as well, the establishment of strong, positive links amongst the students, parents, staff and community at large.

Our Values

We are committed to:

- fostering academic excellence and lifelong learning
- fostering discipline, self-regulation and cultivate intellectual curiosity
- promoting inter-racial harmony and respect for cultural differences
- promoting higher education and raising students' future academic interests

THE CONSULTATION

- The Educational Project committee was established and met several times to review and adjust the two separate surveys that went out to teaching staff and the parent community.
- These surveys were developed on a Google form and sent out via email
- The committee met to review and discuss the following concerns:
 - Low participation in completing the survey (both parents and teachers)
 - Lack of student independence
 - Parent support with academics
 - Low literacy skills
 - More in-class support (academic & socio-emotional)
 - Higher levels of anxiety
 - Too much screen time (at home) that negatively affects student success

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 |
|-------------------------------------|------|------|------|
| Académie John Caboto Academy | 88% | 80% | 95% |
| EMSB | 68% | 55% | 68% |

Source: Lumix, GPI, 2023

Interpretation: *The results are consistent. These results are based on a small number of students (average of 20). All 3 years, we performed above the Board's results.*

Objective: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1).

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: Académie John Caboto Academy AND EMSB Success Rates on the End of Cycle 3
English Language Arts June Examination by Component (%)**

| | 2019 | 2022 | 2023 |
|--------------------------|------|------|------|
| School Reading Component | 100% | 75% | 90% |
| School Writing Component | 100% | 100% | 100% |
| EMSB Reading Component | 93% | 87% | 92% |
| EMSB Writing Component | 96% | 95% | 93% |

Source:

Interpretation: *Our results are consistent with the Board's results with the exception of the reading component in 2022 in which we performed lower. These results are based on a small number of students (average of 20).*

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 90 % in 2023 to 95 % in 2027.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination.

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

| | 2019 | 2022 | 2023 |
|--------------------------|------|------|------|
| School Reading Component | 71% | NA | 71% |
| School Writing Component | 94% | 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: *The results for our reading component stayed the same but were below the Board's results. In writing, the results increased and were above the Board's average. These results are based on a small number of students (average of 20).*

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 71 % in 2023 to 78 % in 2027.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination.

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: Académie John Caboto Academy Student Perceptions of Selected School Climate Factors (%)

| Factor | Académie John Caboto Academy | | EMSB | | Canadian Norm (2022) |
|----------------------------|------------------------------|------|------|------|----------------------|
| | 2019 | 2022 | 2019 | 2022 | |
| Bullying and Victimization | 22 | 26 | 28 | 31 | 29 |
| School Safety | 62 | 55 | 60 | 59 | 61 |
| Anxiety | 26 | 29 | 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.

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.

Please note that our enrolment for Pre-K this year is only 4 students, and they are in a combined class with K5 students. We have planned the following:

- *Progressive Entry to ease transition to the classroom*
- *Storytime with Parents*
- *Parent/Teacher conferences*
- *Annual Holiday Fair*
- *JCA Movie Night*
- *Individual parent meetings*

We are planning the following for the rest of the school year:

- *Parent workshops*
- *Welcome to Pre-K/K*
- *Pic-Nic outing*
- *End of year celebration (Moving Up Ceremony)*

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 competency is being developed in the following manner:

- *Cyber bullying, website reliability, copyright awareness (Exercising ethical citizenship)*
- *Robotics and programming languages (Developing and mobilizing technological skills)*
- *Educational games and applications, computer assisted writing tools and resources (harnessing the potential of digital resources for learning)*
- *Online libraries, search engines, media literacy (Developing and mobilizing information literacy)*
- *Collaborative writing projects and file sharing (Collaborating via digital technology)*
- *Email, Google Classroom (Communicating via digital technology)*
- *Podcast videos, 3D printing (Producing content via digital technology)*
- *Assistive technology tools for students with learning difficulties (Using digital tools to foster inclusion and address diverse needs)*
- *Tutorial videos (Solving diverse problems using digital technology)*

APPENDIX: OBJECTIVES AT A GLANCE

| OBJECTIVE | Specific Initiatives Towards Improvement |
|---|---|
| To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1). | <ol style="list-style-type: none"> 1. Students will be given more opportunities to practice application questions. 2. In mathematical reasoning, teachers will put extra emphasis on identified areas of concern: fractions, mental computations and statistics. 3. Regular remediation will be scheduled during the Resource Period for students who are struggling in math. 4. Continued use of manipulatives and math games for computational fluency 5. Use of math journal/reference book to develop concepts, reasoning, and problem-solving skills. 6. Differentiate 7. Regular cycle and inter-cycle monthly meetings to plan effective/new strategies to implement in the classroom as well as to plan curricular material to be covered. |
| To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 90 % in 2023 to 95 % in 2027. | <ol style="list-style-type: none"> 1. Guided reading strategies in place 2. Regular cycle and inter-cycle monthly meetings to plan effective/new strategies to implement in the classroom as well as to plan curricular material to be covered 3. To teach vocabulary explicitly by focusing on key words and engaging students in word activities. 4. Continued modeling of good reading that focuses on structure and fluency. 5. Guided reading strategies in place 6. Daily 5/Two-table model 7. Literature Circles/Book Clubs 8. Wilson and UFLI Programs 9. Continued assessment/benchmarking |

| | |
|---|--|
| <p>To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination.</p> | <ol style="list-style-type: none"> 1. Use of 6 Traits of Writing 2. Regular cycle and inter-cycle monthly meetings to plan effective/new strategies to implement in the classroom as well as to plan curricular material to be covered 3. To teach vocabulary explicitly to enhance writing content 4. Continued modeling of good writing that focuses on structure and fluency. 5. Use of graphic organizers and outlines to plan writing. 6. Daily 5/Two-table model |
| <p>To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 71 % in 2023 to 78 % in 2027.</p> | <p>See strategies for ELA reading</p> |
| <p>To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination.</p> | <p>See strategies for ELA writing</p> |