

EDUCATIONAL PROJECT 2023-2027
Elizabeth Ballantyne School
English Montreal School Board



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

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

LEGAL FRAMEWORK

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

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

The educational project must:

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

- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included the principal, two teachers, two behaviour technicians, and one attendant.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Students, parents, teachers, and attendants were consulted

SCHOOL PROFILE

Elizabeth Ballantyne School is situated in the town of Montreal West. In addition to serving the community of Montreal West, most students come from Western N.D.G., the southern sections of Cote St. Luc, and from Ville St. Pierre, and Lachine. Approximately 60% of our students are eligible for school board bussing, and although our school is situated in a middle to upper class neighborhood, we have many families affected by the issue of poverty. According to "A Pictorial History of the Town of Montreal West" by Mr. D. Watson, the School Board bought a parcel of land on Northview Avenue in 1921, for forty-five cents per square foot. Construction was started on the first wing of the school, containing eight classrooms. The school was completed in March 1922 and was named Elizabeth Ballantyne School, after Miss Elizabeth Gordon Wat Ballantyne, who taught for thirty years for the Protestant Board of School Commissioners and was a sister of then Mayor James Ballantyne. Due to changing demands and declining enrolment, in 1993 the school was granted alternative status to give parents an option other than private or French Immersion programs.

While maintaining a strong English First Language program, French instruction time was increased. A parent-sponsored program addressed remediation and enrichment. The amalgamation of the school boards in 1998 solidified three French programs. Our school adopted an "English Core" program, and we no longer required alternative status. Elizabeth Ballantyne offers an English Core program which emphasizes early English language instruction and a strong program in French as a second language. EBS presently has Smartboards in every class. A Makerspace has been operational since 2019, as well as a calming room which is designed to help any student in distress. All grades have access to a portable computer lab as well as iPads. All students continue to have weekly visits to the Montreal West Children's Library, which is housed in the school building.

Currently, Elizabeth Ballantyne School is comprised of approximately 200 students from Preschool to Grade Six. Our student population is diverse and includes 20 different cultural groups, including students from other Provinces within Canada. More than two-thirds of our students have a special need code. Greater than 40% percent of our students have an IEP. Close to 60% of students take the school bus. Approximately 20% of the student population makes use of before and after-school care. The school facilities are used for many extra-curricular activities for our students, both, during the day and in the evening and on weekends.

The school team is made up of, the principal and a teaching staff of twenty-five teachers, including three full-time specialists for Music, Science, and Physical Education.

Elizabeth Ballantyne School also employs three full-time Resource Teachers who facilitate the implementation of Individualized Education Plans (IEPs). Four Special Education Technicians and seventeen Child Care Workers provide support to at-risk students and students with special needs. In addition, the school is complemented by a school psychologist, school nurse, occupational therapist, speech and language pathologist, and a spiritual and community animator, who share their time with other schools. We have one full-time secretary, as well as a part-time (50%) document technician, eight daycare & lunchtime supervision staff, and two caretakers who support the administrative team.

Our Music program provides students with an opportunity express themselves creatively. Students are exposed to various cultures and traditions, broadening students' understanding of different musical styles, genres, and historical periods, while promoting awareness and diversity. Confidence and self-esteem are developed through focus, patience, practice and perseverance.

A key feature to providing a holistic educational experience is the availability of a Science program in cycle 2 and 3. Science promotes and supports students' inquisitiveness and curiosity, this allows critical-thinking and problem solving skills to be developed. Real world relevance and hands on learning fosters life-long learning and connecting knowledge to life experience.

Active lifestyle and increased movement are at the core of our Physical Education program. Teamwork, positive life habits and self-esteem development help to contribute to a healthy lifestyle and reduce stress and anxiety.

Our extra-curricular and enrichment offerings include a Fencing Club, a Student Leadership group, Environmental Club, Intermural Lunch Sports, Language Heritage Classes in Spanish and Hebrew, and many more.

Our student population is a reflection of families with varied socioeconomic status situations, differing abilities, and a mix of home situations. Our school team offers a variety of resources for students who have learning difficulties or social-emotional challenges.

Our behaviour technicians offer small group clubs that have an emphasis on conflict resolution, emotional regulation and social skill building. A safe space corner is designated in all classrooms for students who may need extra time and opportunity to regulate emotions and deal with frustrations.

Resource teachers spend time working with students in need within the classroom in a collaborative approach that emphasises foundation skills while providing opportunities to elevate students to be at-level. Smaller groups are used to support at-risk students who require more of a one-on-one approach.

Tutoring is offered during school hours at no charge to parents. Tutors work with subject and resource teachers in order to target support for students who may require additional assistance to develop competency. Flexible seating is offered in all classes and is recommended through consultation with the school occupational therapist.

MISSION AND VALUES

Elizabeth Ballantyne School provides a safe learning environment for students when on school property or on school sponsored activities off-site.

The school is a place in which students are encouraged to freely express their views, opinions and beliefs. At the same time, students are expected to accept the views, opinions and beliefs of others, no matter how different from their own, without malice or prejudice. At Elizabeth Ballantyne School, we:

Encourage all individuals to have pride in their uniqueness and in their accomplishments.

Respect the rights and property of others.

Attend school, be punctual, and be prepared to work to the best of our ability.

Contribute positively to establish and maintain a safe and healthy environment for all to learn and succeed.

Conduct ourselves in a manner that brings credit to ourselves, the school, and the community.

At Elizabeth Ballantyne School, we believe that each child is a unique individual with the potential to succeed in both a social and educational setting. We foster self-esteem, pride and achievement which lead to the development of children who are active, independent and productive members of the school, their family and society.

Every child is important, but no child is more important than any other. We expect our students to act safely, intelligently, and courteously. We believe that the core characteristics of trustworthiness, respect, responsibility, fairness, caring, and citizenship develop through the co-operative support of staff, students, and visitors.

The school is a place in which we encourage students to listen to the views, opinions and beliefs of others, no matter how different from their own, without malice or prejudice.

THE CONSULTATION

We consulted our parent and staff populations with an online survey.

We used the Our School survey to consult our grade 4, 5 & 6 students. The survey was administered by a staff member who supervised students who completed the survey online.

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
Elizabeth Ballantyne School	87%	47%	44%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: Our data indicates that our students have performed below the rest of the EMSB for the last two years. Table 1 shows that the proficiency rate fell dramatically since 2019. We attribute this discrepancy to the COVID pandemic and are committed to recovering. We will monitor the results to ensure that we show continuous improvement.

Objective 1: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 44 % in 2023 to 55 % by 2027.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB's Objectives:

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

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

Table 2: Elizabeth Ballantyne School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	100%	62%	63%

School Writing Component	100%	74%	88%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: PowerBI

Interpretation: Data from Table 2 indicates that our students have performed better in 2023 than 2022. The success rate decreased significantly since 2019. We attribute this discrepancy to the COVID pandemic and are committed to recovering. We will monitor the results to ensure that we show continuous improvement.

Objective 2A: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 63 % in 2023 to 70 % in 2027.

Objective 2B: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 88 % in 2023 to 90 % in 2027.

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.

In working with Educational Services, we have determined that setting a goal in this particular area is not feasible at this time. This decision is based on the lack of sufficient data and the need for further expertise with the evaluation measures. The school will collect data from the June 2024 results and set appropriate goals at a later date.

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: ELIZABETH BALLANTYNE SCHOOL Student Perceptions of Selected School Climate Factors (%)

Factor	Elizabeth Ballantyne School		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	13	34	28	31	29
School Safety	69	47	60	59	61
Anxiety	23	30	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 School 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.

At Elizabeth Ballantyne School, we have implemented a social emotional learning (SEL) program throughout the school. Each class has standardized kits for students to have access to tools that enable them to self-regulate and gain perspective when dealing with stresses or anxiety. In addition, each classroom has a dedicated space where students can go to be able to process emotions and bring themselves to a state of stasis or equilibrium where learning

can happen. We will continue to develop the SEL strategies offered to students and staff in order to help increase a sense of well-being, safety and a reduction in stress and anxiety.

Objective 4A: To decrease the rate of Elizabeth Ballantyne School students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 34% in 2023 to 24% in 2027.

Objective 4B: To increase the rate of Elizabeth Ballantyne School students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 57% in 2027.

Objective 4C: To decrease the rate of Elizabeth Ballantyne School students' moderate to high percentages of anxiety, as reported by the students, on the OURSCHOOL Survey from 30% in

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.

Preschool marks a significant milestone for children and parents alike, making it an ideal time for schools to cultivate strong relationships with new families. Building these connections early can establish trust, open lines of communication, and create a supportive partnership throughout the child's educational journey. EBS offers a variety of events to new parents. The following list provides a selection of what our staff has been developing in this area.

1. Welcome Back Orientation
2. Meet the Teacher/Curriculum Night
3. Terry Fox Run in the Community
4. Holiday Concert
5. Mother's Day Celebration
6. Father's Day Celebration
7. Bookfair
8. Spring Music Concert
9. Pre-K Orientation

- 10. Preschool Graduation
- 11. End of Year BBQ

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 Elizabeth Ballantyne School, integration of the digital competency ensures that students acquire essential skills.

Educators have effectively taken advantage of multiple mobile carts stocked with digital devices, a resource that empowers our team to seamlessly incorporate technology into their educational curriculum. As students progress to higher grades, the emphasis shifts towards more advanced concepts such as research skills, online collaboration, and the cultivation of responsible digital citizenship.

In addition to regular extracurricular activities that promote coding and robotics, teachers actively design and implement lesson plans that organically integrate technology, elevating the overall learning experience. Utilizing tools such as interactive whiteboards, educational websites, and digital storytelling platforms, educators ensure that lessons become more captivating and pertinent. Students showcase their digital proficiency through diverse projects, including multimedia presentations, digital artwork, and collaborative online research assignments. These projects serve as tangible demonstrations of technical competence while also underscoring the importance of critical thinking and creativity in utilizing digital tools.

Here are some examples of professional development teachers have access to in order to further develop their digital competency and be better able to integrate them into everyday pedagogy:

- Workshops presented by the EMSB's ICT team
- Workshops at teacher conferences (e.g. QPAT, LEECQ)
- 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

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
Objective 1: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 44 % in 2023 to 55 % by 2027.	<ul style="list-style-type: none"> • Teachers will place extra emphasis on identified areas of concern, identified from item analysis data from common formative assessments. • Students at all grade levels will be familiarized with various elements of situational problems
Objective 2A: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 63 % in 2023 to 70 % in 2027.	<ul style="list-style-type: none"> • Students will undergo testing for benchmark reading levels to provide a more targeted approach, and to measure progress. • Targeted resource and tutor support will be made available to all students reading below grade level. • As a school, we will promote literacy and harness our students' love of reading through annual initiatives and by inviting various authors to read to the students.
Objective 2B: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 88 % in 2023 to 90 % in 2027.	<ul style="list-style-type: none"> • Our teachers, in both English and French, will work together to establish and reinforce effective routines for the preparation of written texts for all students. • Cycle 3 students will be taught how to interpret and use the MEQ writing rubric as a guideline for their writing.
Objective 3A: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 26 % in 2023 to 40 % in 2027.	<ul style="list-style-type: none"> • Reading or recreating stories to peers or younger level students. • Our French teachers will focus on specific vocabulary and helping students to identify words of the same family to help them become

	<p>more independent readers. They will continue to practice reading comprehension with shorter texts and model how to read a question and identify keywords to look for</p>
<p>Objective 3B: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 29 % in 2023 to 40 % in 2027.</p>	<ul style="list-style-type: none"> • Use of a daily word to use in a sentence to help expand students' vocabulary. • Our French teachers will focus on specific common areas of concern, as identified through PLCs, they have observed in French writing. • Our French teachers will continue to encourage written work to be peer-edited before submission, as well as limit length of written work to focus on quality instead of quantity.
<p>Objective 4A: To decrease the rate of Elizabeth Ballantyne School students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 34% in 2023 to 24% in 2027.</p>	<ul style="list-style-type: none"> • Awareness campaigns to reinforce school culture and values • Weekly Social Skills Group led by our behaviour specialist about empathy • In-class workshops from external organizations (i.e. SPVM)
<p>Objective 4B: To increase the rate of Elizabeth Ballantyne School students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 57% in 2027.</p>	<ul style="list-style-type: none"> • House System allowing students to contribute to the general sense of community and belonging • School-wide SEL program (Zones of Regulation)
<p>Objective 4C: To decrease the rate of Elizabeth Ballantyne School students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 30% in 2023 to 20% in 2027.</p>	<ul style="list-style-type: none"> • House System allowing students to contribute to the general sense of community and belonging • School-wide SEL program (Zones of Regulation)

Listing a strategy here means that you will need to monitor how effective the strategy has been.