

**EDUCATIONAL PROJECT 2023-2027**  
**Roslyn 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: the principal, the vice principal, the school psychologist, a behavioral technician, the resource teachers, and classroom teachers.

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The Governing Board, the Home and School Association, parents at large, school staff including, professionals, caretakers, support staff and teachers, a focus group of grades 5 and 6 students, three community partners – YMCA Westmount, Tyndale St-Georges and Centre Greene.

## SCHOOL PROFILE

Roslyn Elementary School located in Westmount. At the time of its inauguration in 1908, it served mainly the Westmount community, but the territory it serves has been expanded to include St. Henri, Little Burgundy, Pointe St. Charles, Côte-des-Neiges, and Montreal. Because of this diverse socio-economic population, Roslyn has inner-city school status. In the late 1960s, Roslyn pioneered the design and implementation of the French Immersion model developed by the Protestant School Board of Greater Montreal and in use since 1998 by the English Montreal School Board (EMSB). We are one of the larger elementary schools in the EMSB with a population of 573 students, and we offer a highly successful French Immersion Program for students in Pre-school (K4) through Grade Six. The pre-school program focuses on the global development of the child through play-based activities and provides a place of intellectual stimulation, where children discover the pleasure of lifelong learning.

Roslyn School is presently attended by a diverse student population. As a result, it strives to offer an environment conducive to social interaction and cultural awareness. Roslyn's primary focus is to foster academic success and to increase mindfulness and kindness in all students. To serve our socio-economically diverse population, Roslyn is the recipient of additional funding from the Inner-City Operation Renewal budget (ICOR) due to its inner-city status. This budget provides students with the opportunity to have access to resources and experiences equivalent to those of a non-inner-city school. We enjoy an excellent reputation, and our central location makes our school a choice for international students. Our enrollment has remained steady. Roslyn is also home to approximately 65 international students and out of province students, making up 12% of our population. These students benefit from an in-school tutor and are provided access to language learning resources allowing them to develop the French language skills required to adapt to the Quebec Education Program. Roslyn is fortunate to offer an enclosed classroom comprised of a classroom teacher and a behavior technician servicing students on the Autism Spectrum. These students follow their regular grade level program in a differentiated environment with the goal of becoming fully integrated in the regular classroom with the rest of their peers.

The school located in a residential area in the heart of affluent Westmount. The school is bordered by the borough of Côte-des-Neiges to the North, downtown Montreal to the East,

the borough of St-Henri to the South and the borough of Notre-Dame-de-Grace to the West. Since the school's territory is quite large, 14 school buses in the morning and 14 school buses in the afternoon provide transportation to most of our students. Roughly 100 students make use of after-school programs offered through the Home and School Association and approximately 100 students attend off-premises after school daycare services (Tyndale, YMCA, Greene Center) and 50 students attend morning daycare services offered through the YMCA (hosted at Roslyn). All these centers provide an empowering educational program for our students. The aim is to ensure that each student can develop their skills to realize their potential.

Approximately 22% of our school population has an Individual Educational Plan with 55 coded students and 20, as of September 2023 waiting to be assessed. These numbers do not include our newly arrived students nor our English Second Language (ESL) international or temp-stay students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle.

The school staff is comprised of one principal, one vice-principal, forty-one teachers, eight attendants, three special education technicians, one special education technician for the closed class, three secretaries (one part-time) and three caretakers (one daytime, two evening). There is one French resource teacher and one English resource teacher. The resource teachers work in a variety of ways including the two-table model of resource instruction or, instruction in their own designated room. Some members of the Roslyn team have also received training in Response to Intervention (RTI) which involves using early intervention strategies targeting students' individual learning needs and levels by focusing on specific skills and bridging any learning gaps. All teachers, attendants and behavior technicians have received training on how to apply a set of social and emotional related skills that help direct students and enable them to succeed in school. Social Emotional Learning teaches students to develop self-awareness, self-regulation and interpersonal skills that are vital for school and life success.

In addition to the attendants and special education technicians, the complimentary service team from the school board includes a psychologist, a spiritual and community animator, an occupational therapist and a speech and language pathologist. They each come to school one day a week. Roslyn has also hired a full-time student support technician and playground coordinator with a focus on social and emotional development. The school staff works well as a cohesive unit always focusing on the students' best interests. We endeavor to educate each child as an individual to allow them to recognize their strengths and needs and to nurture their individual learning styles. Through working and communicating with parents and all community stakeholders, we continue to foster an environment in which learning, and kindness can flourish.

For over one hundred years Roslyn has upheld a tradition of providing quality education. Enrichment Programs are offered for students in grades 1-6 in STEAM, Math, English Language Arts (Battle of the Books, Debating and Public Speaking, Global Issues and Problem Solving) and Science. Our school playground coordinator provides a safe and structured recess environment in the morning, afternoon and during lunch time outdoor play period to facilitate meaningful and productive child-initiated play during outdoor play time. The playground coordinator assists in the maintenance of an orderly, safe, inclusive and pleasant atmosphere on the playground by supervising and assisting students and staff during the recess periods in the morning, afternoon and lunch time outdoor play time.

A restorative justice approach is used as a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on students to be truly accountable for their behaviour and to repair any harm caused to others because of their actions. Peer mediation is also used as a strategy at Roslyn to help to manage conflicts and disagreements between students.

The Roslyn library offers students a wide array of books with a document technician who assists the children in their selections and works with teachers to curate learning resources to respond to classroom pedagogical needs. Students also have access to eBooks. Roslyn school also works with various EMSB approved organizations to offer student workshops on a variety of topics including diversity, acceptance, inclusion, indigenous awareness, Jewish Heritage, anti-bullying, cyber-safety, kindness, etc.

Social services are offered by the local Centres intégrés de santé et de services sociaux (CISSS) including a nurse for one day per week. A social work liaison is on call for consultation and referral. The social worker also does an annual transition to high school workshop for all grade 6 students. The school nurse and social worker work alongside one another to provide puberty and personal hygiene workshops to all cycle 3 students. The dental hygienist visits the kindergarten classrooms to demonstrate proper dental hygiene and the dental hygienist team conducts an annual dental screening to grade 2 students. An annual hearing screening is conducted with all Kindergarten (K5) and Grade 1 students. A vision screening is also done with all pre-school students annually. Roslyn also has a hot lunch program to meet students' nutritional needs. Parents who want this service can purchase meals online through the provider's website.

Parental involvement is encouraged, promoted and valued. Relations between teachers, parents and students are supportive and collaborative. The members of the Governing Board are active partners in working to support school improvement. The Home and School Association (HandS) meets regularly and is very involved and supportive in the daily running of the school. Parents volunteer daily to staff and organize a welcoming health room for students in need of health or minor injury assistance. The health room also provides snacks for students when needed. Parent volunteers also contribute greatly to cultural, social and fundraising activities that enhance the educational experience at Roslyn. Parents are always welcome to become involved in school life and participate in their child's educational success.

HandS also runs our lunchtime and afterschool activities program which include a variety of activities such as chess, art, math, coding, sports, robotics, creative video, gardening, etc. Parents who choose to enroll their child(ren) in these activities pay for each activity using the HandS website during registration.

Roslyn values community involvement. The school holds regular activities for families of students: HandS welcome back BBQ and end of year celebration, progressive entry for kindergarten, multi-generational choir, Terry Fox Run, reading week, graduation ceremony, talent show, teacher appreciation and curriculum night. In addition, our local high schools provide information sessions for our grade 5 and 6 students and other community collaborations to facilitate their transition to high school. To reinforce the students' sense of belonging to the school, a community art mosaic is installed throughout the school hallways. The Grade 6 students decorate tiles to add to the ever-growing mural, leaving their mark on Roslyn. This allows students to contribute to an art installment that will remain in the school community.

Students attending Roslyn may participate in a wide variety of extra-curricular activities which help to support their mental and physical health and meets their interests. The Roslyn Physical Education Team offers physical activities during lunch time such as basketball and open gymnasium sessions, as well as the junior and senior field day, Terry Fox run and Jump Rope for Heart. They also are involved in organizing activities with the Greater Montreal Athletic Association (GMAA) such as the cross-country run, basketball jamboree, the Futsal tournament, and the Halo Road race. The Roslyn Home and School Association, HandS, offers a variety of afterschool and lunchtime activities with the focus of meeting students' individual interests and providing them with movement and exercise opportunities. Parents who choose to enroll their child(ren) in these activities pay for each activity using the HandS website during registration.

The OURSCHOOL Survey is administered once each year and provides feedback to the administration and staff about student perceptions of their daily lives. Through the implementation of social and emotional learning, mindfulness, and kindness programming, we aim to support students in their overall development.

Roslyn grade 4 and 6 students write end of cycle exams in French, English and Mathematics each year where all competencies in each subject matter are evaluated.

## **MISSION AND VALUES**

Mission: To promote the intellectual, moral, social, emotional and physical development of our students in an intellectually stimulating, caring, healthy and safe environment. To nurture bilingualism and a lifelong love of learning in every student. To prepare our students for their social and civic responsibilities in Quebec, Canada, and the World.

Values: Roslyn aims to provide a safe, inclusive teaching and learning environment for all staff and students that includes opportunities to grow as leaders and learners. We endeavor to educate each child as an individual to allow them to recognize their strengths and needs and to nurture their individual learning styles. Through working and communicating with parents and all community stakeholders, we continue to foster an environment in which learning, and kindness can flourish.

The consultation process was conducted in person and online. The various stakeholders took part in completing the short questionnaire of three to five questions. These stakeholders included parents, Governing Board members, Home and School co-chairs, teachers, professional and support staff, student focus group (grades 5 and 6), and community partners (YMCA, Tyndale, and Greene Centre). A Google form was created for each stakeholder's questionnaire. The questionnaire was sent out to the respective recipients, and they were given a specific time frame to complete it. Once the time elapsed, their access to the Google form was closed, and results were tabulated. The Educational Project School Committee met on a pedagogical day and read through each stakeholder's questionnaire and extracted the common points that emerged and issues that can be met through the goals of the EMSB's Commitment to School Success Plan and the MEQ Strategic Plan.

Issues that emerged that are pertinent to this current educational project:

1. increase the sense of community and school spirit (understanding of respective roles of different personnel in the school),
2. increase the rigor of academics in each subject area in cycle 2 and 3 (especially in FSL),
3. increase the amount of physical activity throughout the day,
4. increase the amount of outdoor learning experiences,
5. increase the level of support available to students,
6. increase the level of positive connections between staff members,
7. increase the level of positive connections between students and staff,
8. increase the level of positive connections among peers,
9. increase the level of awareness for students, staff, and parents of the difference between conflict and bullying,
10. increase the ability to use effective strategies in conflict resolution between students,
11. increase the level of support available for improving mental health and relationships among peers for students (playground etiquette),
12. provide support for parents and students suffering from school and personal life anxiety,
13. increase the level of positive collaboration between administration and staff and the sense of support provided to staff by administration,
14. to create an effective communication system between teachers and community partners to meet student needs.

## 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
<b>Roslyn</b>	45%	51%	82%
<b>EMSB</b>	68%	55%	68%

Source: Lumix, GPI, 2023

#### **Interpretation:**

Over the past three years, the school's proficiency for C1 in mathematics on the uniform exam has increased from 45% to 82% which results in a 37% increase in the level of proficiency. This increase can be attributed to teachers focusing on the prioritized learning mandated by the Ministry of Education in this subject area. Teachers used a planning aid that identified, in a comprehensive manner, the learning to be prioritized during the school year to foster students' educational progress. This level of proficiency is also above the EMSB's level by 14%.

**Objective: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) at 82% by 2027.**

**To maintain our school's success rate at 94.4% for C1 in mathematics on the uniform exam.**

## END OF CYCLE 3 ENGLISH LANGUAGE ARTS

### EMSBS'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: Roslyn AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	83%	72%	96%
School Writing Component	94%	94%	90%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

**Table 2A: Roslyn AND EMSB Average Grade on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	67	72%	70%
School Writing Component	76%	75%	70%
EMSB Reading Component	72%	71%	71%
EMSB Writing Component	76%	76%	72%

Source: Lumix, GPI, 2023

**Interpretation:** Over the past three years, the school's success rate for the reading component of the ELA June uniform exam has increased from 83% to 96% which results in a 13% increase in the success rate. This increase can be attributed to teachers focusing on the prioritized learning mandated by the Ministry of Education in this subject area. Teachers used a planning aid that identified, in a comprehensive manner, the learning to be prioritized during the school year to foster students' educational progress. This success rate is also above the EMSB's level by 4%.

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

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 96% in 2023 to 96 % 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 90% in 2023 to 93% in 2027.**

**Additional Goals: To increase the average grade of elementary students on the end of Cycle 3 English Reading component of the June examination from 70% in 2023 to 73% in 2027.**

**To increase the average grade of elementary students on the end of Cycle 3 English Writing component of the June examination from 70% in 2023 to 73% in 2027.**

**END OF CYCLE 3 FRENCH IMMERSION PROGRAM:**

**EMS B's Objectives:**

To maintain the success rate of elementary students on the end of cycle 3 French Immersion Program, 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 Immersion Program, writing component of the June examination at or above 90.0% through 2027.

**Table 3: Roslyn AND EMSB Success Rates on the End of Cycle 3 French Immersion Program June Examination by Component (%)**

	2019	2022	2023
School Reading Component	93%	NA	85%
School Writing Component	90%	NA	83%
EMS B Reading Component	87%	NA	83%
EMS B Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

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

Interpretation: Over the past 3 years, the school's results on the end of Cycle 3 French reading and writing component of the June examination have decreased by 8% and 7% respectively. These decreases can be attributed to the lack of examination in 2022 and the learning gaps experienced during the pandemic years. Also, due to the pandemic isolation, students had fewer opportunities to use French in their daily activities.

**Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 85% in 2023 to 88% 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 87% in 2027.**

**Additional Goals: NA**

## 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: Roslyn Student Perceptions of Selected School Climate Factors (%)**

Factor	Roslyn		EMSB		Canadian Norm (2022)
	2019-2020	2022-2023	2019	2022	
Bullying and Victimization	38	33	28	31	29
School Safety	56	44	60	59	61
Anxiety	25	25	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.

Due to the preventative measures put in place at the school: hiring of playground recess and lunch time outdoor play coordinator, workshops for staff on social and emotional learning and teaching of self-regulation strategies for students, anti-bullying workshops for students), the levels of bullying and victimization and school safety have decreased by 5% and 12% respectively in 2022-2023. This can be due to the school's restorative justice practice methods used to resolve peer conflict.

The school continues to promote mental health and equip students and families with tools and strategies to manage anxiety levels. Providing safe spaces in the classroom and the building, providing brain breaks, physical activity breaks throughout the day are all measures used to help students manage anxiety levels.

**ADDITIONAL GOAL:**

**To increase students' ability to use effective strategies in conflict resolution in peer-to-peer interactions. Year one of the Educational Project will establish baselines in each cycle regarding the number of times different strategies are used in different environments such as the classroom, playground, lunchroom and or hallways to resolve conflicts.**

## 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.

Below are the 10 events that Roslyn School is planning for parent outreach each year for K4 families:

1. Welcome to Pre-School, new parent information session.
2. Progressive entry orientation day for students and parents.
3. First communication parent evening (meet the teacher evening).
4. Term 1 Parent-Teacher Interviews.
5. Pre-School end-of-year celebration.
6. Portfolio night.

7. Halloween themed celebration.
8. Holiday themed celebration.
9. Reading celebration
10. Yoga for parents and students

## **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.

TIF initiated workshops at the school and at the School Board that touch upon the 12 dimensions of digital competency at three possible levels: beginner, intermediate and advanced. These workshops provide the foundation for pedagogical activities aimed at developing digital competency through a progressive inter-level approach.

Example:

- Minecraft Workshop (Science and Technology Teacher)

## **APPENDIX: OBJECTIVES AT A GLANCE**

<b>OBJECTIVE</b>	<b>Specific Initiatives Towards Improvement</b>
<b>To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform Mathematics exam (C1) at 82% by 2027.</b>	<ul style="list-style-type: none"> <li>• Work towards mastery level of the progressions of learning.</li> <li>• Regular consultation meetings between the EMSB's elementary math consultant and teachers to discuss program</li> </ul>

	<p>challenges and strategies linked to the C1 competency.</p> <ul style="list-style-type: none"> <li>• Teachers will develop and use common assessments for evaluations.</li> </ul>
<p><b>To maintain our school’s success rate at 94.4% for C1 in mathematics on the uniform exam.</b></p>	<ul style="list-style-type: none"> <li>• Work towards mastery level of the progressions of learning.</li> <li>• Regular consultation meetings between the EMSB’s elementary math consultant and teachers to discuss program challenges and strategies linked to the C1 competency.</li> <li>• Teachers will develop and use common assessments for evaluations.</li> </ul>
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 96% in 2023 to 96 % in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Provide diverse reading materials that appeal to all students.</li> <li>• Initiate a reading buddies’ program between older students and younger ones.</li> <li>• Teachers will do Benchmark testing of all students to establish baselines and record improvements.</li> </ul>
<p><b>To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 90% in 2023 to 93% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities for daily writing activities.</li> <li>• Provide students with constructive feedback based on their writing throughout the year to highlight the competencies mastered and those they need to improve upon.</li> </ul>
<p><b>To increase the average grade of elementary students on the end of Cycle 3 English Reading component of the June examination from 70% in 2023 to 73% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Promote different reading strategies in the classroom.</li> <li>• Teach “Response to Reading” using sample texts and past exams.</li> <li>• Implement guided reading strategies in cycles 2 and 3.</li> </ul>
<p><b>To increase the average grade of elementary students on the end of Cycle 3 English Writing component of the June examination from 70% in 2023 to 73% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Teachers will use the Six Traits of Writing Instruction model (ideas, organization, voice, word choice, sentence fluency and conventions).</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers in cycles 2 and 3 will attend Professional Development workshops on writing instruction, consultation, and revision.</li> <li>• Incorporate time in the writing process to provide students with an opportunity to talk through the overall shape and direction of their text prior to beginning to write.</li> </ul>
<p><b>To increase the success rate of elementary students on the end of Cycle 3 French Reading component (French Immersion Program) of the June examination from 85% in 2023 to 88% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Use varied reading activities using ICT.</li> <li>• Use the GB+ benchmarking to evaluate student reading levels as of grade 1.</li> <li>• Implement guided reading practices as of Grade 1.</li> <li>•</li> </ul>
<p><b>To increase the success rate of elementary students on the end of Cycle 3 French Writing component (French Immersion Program) of the June examination from 83% in 2023 to 87% in 2027.</b></p>	<ul style="list-style-type: none"> <li>• Incorporate time in the writing process to provide students with an opportunity to talk through the overall shape and direction of their text prior to beginning to write.</li> <li>• Provide opportunities for daily writing activities (writing with a purpose, writing to convey a message, persuasive writing, etc.)</li> <li>• Provide students with constructive feedback based on their writing throughout the year to highlight what the competencies mastered and those they need to improve upon.</li> </ul>
<p><b>To increase students' ability to use effective strategies in conflict resolution in peer-to-peer interactions.</b></p>	<ul style="list-style-type: none"> <li>• To create a baseline for each cycle, the number of times different strategies are used in different environments will be tracked.</li> </ul>