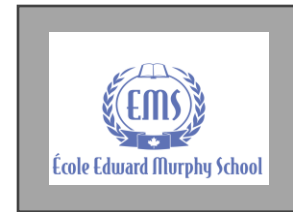


EDUCATIONAL PROJECT 2023-2027

Edward Murphy

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, Staff Assistant (teacher), Resource Teacher, and School Behaviour Technician

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The groups consulted in the creation of this document were:

The Governing Board, Parents Community at Large, Teaching Staff, Support Staff (CCW, Daycare, Lunch, Office, Caretaking), Professional Staff, and Cycle 3 students.

SCHOOL PROFILE

- Edward Murphy school is part of the English Montreal School Board, situated in Mercier-Est which is a French working-class sector of South-East Montreal. Our school boundaries include students from Mercier-Hochelaga-Maisonneuve, Anjou, Pointe-aux-Tremble and the Montreal East boroughs for our English Core and French Immersion programs. The school is easily accessible by bus and metro. It is near the Lafontaine tunnel, has direct access to Autoroute 25 and is in close proximity to the Ville Marie Expressway.
- Edward Murphy school opened in the fall of 1964. It became a dual stream school in 1999. Our school population reflects the rich cultural diversity of Canada with predominantly English, French, as well as many other communities. About 75-80% of our PREK to Cycle 3 students are bussed. Most of our students speak several languages. English is the second language for approximately 60% of the student population (TTFM, October 2023). We have an increasing number of students with special needs ranging from mild to severe learning and/or intellectual disabilities. 40% of our school population follow an IEP (Individualized Education Plan), half of which are deemed “at risk” and are still awaiting a formal assessment. Due to the lack of available resources, our list of pending assessments increases annually.
- We are an inclusive school and our students with special needs add an enriching component to the Edward Murphy community. The school has an English Core program and a French Immersion program from PREK to grade 6. We have a junior and senior Speech and Language Development Class with a maximum of eight students in each class. In addition, we have a junior and senior self-contained class for students on the Autism Spectrum. Each class has seven students.
- The school benefits from AMSFA (A Montreal School For All) and ICOR because of its low-income, low-school attendance, and lack of access to English services for students with special needs. This has a direct impact on the academic success of our students.
- In comparison to other primary schools on the island, Edward Murphy consistently ranks in the middle range of the Underprivilege Index (CGTSIM).
- Our school also welcomes many students from out of the province as well as international students. These students benefit from additional resources to address their academic and linguistic needs.

- The school was the recipient of a schoolyard beautification grant which allowed us to maximize the grounds by adding a soccer field, a play structure, and an outdoor classroom area.
- Our school is located directly across from St. Donat Park and Arena. This proximity allows staff and students to extend outdoor activities and events.
- Edward Murphy has proudly participated in both the Terry Fox walk and Jump Rope for Heart campaigns for over 15 years.
- In collaboration with our Spiritual Community Animator (SCA), poste de quartier (PDQ), and socio-community officer, our Cycle 3 students participate in the Unite Sans Violence program. The students participate in various workshops with the socio-community officer. These workshops revolve around peer relations and conflict resolution. This program culminates in a large, multi-school event at the Claude Robillard Centre.
- We offer a vast array of both lunchtime and after school extra curricular activities (ECAs). The hard work and dedication of the students in different ECAs is showcased with our annual Variety Show and Art vernissage.
- As part of our Literacy initiative all Edward Murphy students are divided into five different Houses (Potter – red, Hobbit – green, Dr. Seuss – Blue, Idefix – purple, Petit Prince – yellow). Regular House Assemblies, target being once a month, where all Houses gather in their House colours for a school wide assembly. Each assembly is themed and by working together, the Houses complete various challenges and activities. Grade 5 and 6 students are encouraged to mentor and guide the younger students in their respective Houses. In addition, to our House system, parents are invited into the school once a month for Read to Me, Read to You where they visit with their child/children and read a story together. Parents are also invited to attend our Speaking and Writing events where students from each class present their written work.

MISSION AND VALUES

The primary mission of Edward Murphy School is to encourage the development of the intellectual, social, moral, physical, and emotional growth of our students, in order for our students to be literate, life-long learners.

This mission is fulfilled with the commitment of all partners of the Edward Murphy School community by:

- Sustaining an inclusive, caring, safe and harmonious environment,
- Promoting creativity,
- Supporting individuality,
- Fostering a positive learning environment,
- Reflecting good citizenship,
- Adopting a healthy, active lifestyle,
- And respecting the environment.

Our areas of focus are:

- Building all literacy competencies and focusing on early intervention
- Development of social skills and emotional self-regulation
- Increase family and community involvement
- Professional development of the school

At Edward Murphy, we emphasize the importance of cultivating academic achievement as well as developing healthy social and emotional skills. The values that are of great importance for us are respect, inclusivity, work ethic, and empathy. These values are at the root of our practice, and we work to embed them into all areas of school life.

THE CONSULTATION

The groups were consulted via anonymous, online surveys sent directly to participants. Once completed, the team looked at responses and discussed the results. It is important to note that the response to the survey was less than anticipated. For example: out of 260 students, 25 parents completed the survey, out of 30 teachers, 14 completed the survey, and out of 25 members of support staff, 5 completed the survey.

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
Edward Murphy (core)	54%	47%	45%
Edward Murphy (immersion)	86%	37%	55%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: Competency 1, being a Situational Problem, requires a grade level of reading ability for students to be proficient.

In the Core stream in 2019, 15 students wrote the exam, and no student followed an IEP. Comparatively in 2022, 6 out of 17 students who wrote the exam were following an IEP, this significantly impacted the success rate for this competency. This accounts for the higher C1 proficiency rate in 2019 versus 2022. Looking at 2023, 12 students wrote the exam, 7 of whom followed an IEP. This cohort consisted of 8 students with extremely challenging behaviours. This could have been one cause for the lack of proficiency for this exam.

When looking at Immersion results, our high 2019 proficiency results (86%) are due to a very small cohort of students (7) who wrote the exam, none of whom followed an IEP. In 2022 however, our cohort consisted of 19 students, 6 of whom followed an IEP. In 2023, the cohort consisted of 11 students, 4 of whom followed an IEP. As mentioned above, these IEP students did have difficulty in reading comprehension therefore affecting the overall proficiency.

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. We continue to work at closing the gap caused by the pandemic.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 45% in 2023 to 60% by 2027 for Core.

To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 55% in 2023 to 70% by 2027 for Core.

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

	2019	2022	2023
School Reading Component (core)	92%	71%	100%
School Reading Component (immersion)	88%	71%	91%

School Writing Component (core)	92%	94%	82%
School Writing Component (immersion)	100%	94%	100%
EMS Reading Component	93%	87%	92%
EMS Writing Component	96%	95%	93%

Source:

Interpretation: When looking at our success rates for Reading within the 2 streams, from 2019 to 2023, our results remain consistent, fluctuating between a 70% and a 100% success rate.

When looking at the Writing Component, our success rate remains consistent with a 10% fluctuation.

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

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Writing component (Core) of the June examination from 82 % in 2023 to 90% in 2027.

END OF CYCLE 3 FRENCH SECOND LANGUAGE:

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

	2019	2022	2023
School Reading Component (core)	67%		82%
School Reading Component (immersion)	100%		100%
School Writing Component (core)	92%		91%
School Writing Component (immersion)	100%		100%
EMS Reading Component	87%	NA	83%

EMSB Writing Component	91%	NA	87%
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Source: Lumix GPI, 2023

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

Interpretation: When looking at the success rates in both streams for both components in 2019 and 2023, the success rates are consistent. However, in 2019, Core reading component shows a 67% success rate which we deem an anomaly due to the fact that there were no IEP students and the cohort was made up of primarily students whose mother tongue was French.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component (Core) of the June examination from 82% in 2023 to 90% 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

EMS B’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: Edward Murphy Student Perceptions of Selected School Climate Factors (%)

Factor	Edward Murphy		EMS B		Canadian Norm (2022)
	2017	2022	2019	2022	
Bullying and Victimization	27	31	28	31	29
School Safety	55	57	60	59	61
Anxiety	29	40	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.

Since returning from COVID, there has been a large increase in anxiety. This anxiety can be related to the return to in-person school from an at-home, online model where students were often home and with parents/family. Socialization was restricted during this time and was replaced by screen time (in many cases).

ADDITIONAL GOAL: Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 5.3 out of 10 (Canadian norm 6.3). Teachers strive to be more attentive to students’ needs and redirect to the appropriate person/professional as quickly as possible.

Students are also encouraged to advocate for themselves in a respectful manner and are taught how to do so via conflict resolution (ERC), Unite Sans Violence program (in conjunction with the SPVM), and House Assemblies.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

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

- Read to Me, Read to You (4 times/year) *
- Kinderfest (June)*
- Orientation (new students – June) *
- Career Day/Week
- Mom/Grandma Tea for Mother's Day
- Planting flowers in the Spring*
- Speaking & Writing*
- Perseverance Train*
- 100 Days of School parade*
- Writing letters to Santa together*
- Show & Tell
- Picnic in the park
- Field Trip with parents*

Items with * are already done. Those with no * are goals we have in mind for later this year and/or the following school year(s).

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.

Ethical Digital Citizenship

- Teachers attend workshops that address internet safety and responsible behaviour
- Teaching and supporting students to keep their digital information confidential
- SHINE presentations (awareness of the impact of the use of digital technology on one's physical and psychological well-being.)
- 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
- Demonstrating how to find and use various online sources to enhance learning

Harnessing the Potential of Digital Learning

- Teaching the students to organize their digital tools, folders, and information in order to support and enhance their learning with efficiency.

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.

Producing Content via Digital Technology

- Using tools such as laptops, Ipads, Chromebooks for presenting and producing their work and to support their learning.
- Google Slides, Canva etc...

Digital Resources for Learning

- Google Classroom
- Raz-Kids
- LALILO
- IXL
- Netmath
- Pearson Math / History / Science (Online)
- Various apps used on Ipads, Chrombooks and Laptops
- Kahoot
- Mathletics
- Robotics (Scratch)

APPENDIX: 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 45% in 2023 to 60% by 2027 for Core	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 proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 55% in 2023 to 70% by 2027 for Core.	
To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination.	DIBELS pilot project
To increase the success rate of elementary students on the end of Cycle 3 English Writing component (Core) of the June examination from 82 % in 2023 to 90% in 2027.	DIBELS pilot project
To increase the success rate of elementary students on the end of Cycle 3 French Reading component (Core) of the June examination from 82% in 2023 to 90% in 2027.	
To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination.	