



**EDUCATIONAL PROJECT 2023-2027**  
**Parkdale 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, Vice-Principal and three teachers.*

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

*The parties consulted were teachers, daycare staff, handicap pupil attendants, special education technicians, parents, governing board members and cycle 3 students.*

## SCHOOL PROFILE

Parkdale is an inner-city school located in the borough of St. Laurent. Many of our students do not live in the immediate vicinity of Parkdale. Close to 80% of the students are bussed to the school. Our special needs students can come from the entire EMSB territory.

The school population as of September 30, 2023, was 346 students. Male students comprise 57.8% and female students 42.8% of the school population. The school has an English Core Program from Pre-K to grade 6. The school offers 30% French as a second language extending from grade one to grade six.

Parkdale offers self-contained classrooms for students with special needs. We have a junior, an intermediate and a senior speech and language development classes with a maximum of eight students per class. These classrooms serve students from Grade 1 to 6 with severe language disorders. Students are provided with specific and intensive language stimulation.

The school also offers five self-contained classrooms for students with autism spectrum disorder with a maximum of eight students per class. Students work on academics modified to the individual student's needs. The goals set out for these students are on improving communication, social behaviour, emotional and sensory-motor skills. Partial integration into a regular classroom may be possible as the student develops the necessary skills. Consultative services are provided by a speech and language pathologist, psychologist, occupational therapist, special education and autism spectrum disorder consultants.

Parkdale caters to a significant number of students with academic difficulties. We have 131 students or 37.4% of the school population following an individual education plan or IEP. These numbers do not include our newly arrived students nor our English Second Language (ESL) students. The significant number of students that require adaptations and modifications presents a challenge in the differentiation required when teaching students with special needs and learning disabilities. We have met this challenge by providing students with opportunities to receive resource assistance in the form of teachers, handicap pupil attendants, special education technicians, tutors and a specialized reading program in which Parkdale is one of only two schools that offers the Success For All Program.

Success For All is a whole-school reform strategy that engages students and transforms instruction, learning, and school culture. Success For All uses reading as its cornerstone because research shows that if kids are not reading on grade level by the end of third grade, they are more likely to continue to struggle in school, repeat grades, act out, and eventually drop out of school. The program provides students (K-6) with an experiential and child-centered curriculum that gives them the necessary

foundation for success in elementary school. A balance between child-initiated activities and teacher-directed instruction helps to ensure the development of all areas of growth and development, particularly language and literacy. Students are placed in homogenous groups based on their current reading levels.

In addition to this whole school reading program, we provide students who are not benefitting through SFA with opportunities for one-on-one with our resource teacher who uses the Wilson reading system or WRS. WRS is designed for students who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Both SFA and the Wilson Reading System have been shown to be effective pedagogical tools to support our students' literacy skills.

We help support students with academics through tutors assigned to various classrooms during the day and after-school. The tutors are assigned to struggling students and provide them with assistance in subjects like mathematics, English language arts and French as a second language. Some of our Indigenous students can benefit through funding that come through the Jordan Principle. The Jordan Principle is a federally funded program that allows Native children to access a range of services from health care to education. At Parkdale we have two special education technicians supporting the academic and psycho-emotional needs of our Indigenous students through funding coming from Jordan Principle.

Parkdale is a multicultural school. We have many students whose families have immigrated to Canada from all over the world. Students identified as "Temporary Stays", that is, students whose families are residing in Quebec and sending their children to English schools based on work permits make up 33% of Parkdale's student population. They bring with them a richness of culture and diversity in our population that reflects the modern face of Quebec. Students born outside of Quebec report their place of birth from countries such as India, United Arab Emirates, United States and Pakistan. Most of our students (213) or 60% of the student school population speak English at home. About 24% of our student population reports either Arabic, Tamil, Hindi, Telugu, or Urdu as their mother tongue. Our students come to Parkdale with adequate fluency in the English language but very little knowledge of French. We support our international students acquire the French language through funding that allows the hiring of tutors to provide intensive instruction in addition to 60 minutes a day of French as a second language instruction throughout the school day.

Parkdale is designated as a Community Learning Center (CLC). CLC schools share the common goals of fostering a sustainable and beneficial relationship between the school and the community and encouraging the educational success of the students. Funding is provided to our school for the purpose of hiring a CLC agent to coordinate such services. Due to the concerted effort of our administration, staff, community learning center (CLC) agent and Parent Participation Organization, the parental community's involvement has become a strength of the school. Parental involvement includes maintaining on-going communication with teachers, attending parent-teacher interviews, and participating in school initiatives and events such as the promotion of literacy. The school's Parent Participation Organization (PPO) and our CLC agent have collaborated to attain these goals. Our CLC agent has been very successful in organizing parental workshops designed to support parents and provide stimulating and engaging after-school activities. Workshops and school-wide initiatives include an after-school photography club, gaming, book fair, fundraising efforts with PPO, photography club through a partnership with L.O.V.E. (Leave out violence everywhere), emergency

food-aid to families in need; theater workshops; talent show and after-school programs DJ (Music) program.

Additional after-school activities and partnerships with community organizations and funding through government measures are aimed at strengthening the ties between the home and school and motivating students to succeed in school. Such initiatives include after-school soccer, yoga and homework program, breakfast club, subsidized hot lunch, and a whole range of cultural activities in the form of school field trips to places like the Science Museum, and year-end trips to Ottawa for sixth graders at no cost to the families of the students. As a result of such efforts, we have seen a significant increase of parental participation in school-wide events and attendance in parent-teacher interviews. We will continue to strengthen our efforts in this regard.

Parkdale is also one of several schools taking part in the sixty-minutes of Daily Physical Activities Initiative. The goal is to provide students with opportunities to move and engage in physical activities during school time outside of recreational time and physical education class. To this end, classrooms have received “fit bins” and interactive videos to be utilized during class time.

Parkdale students also benefit from lunch-time activities such as gaming club, student union, and a range of different sports offered in the gymnasium during recess and lunch break such as badminton, ball hockey and soccer.

## MISSION AND VALUES

***Parkdale is a diverse community-based school. It strives to provide an environment in which all children can develop to their fullest potential by offering a wide range of educational experiences. We encourage personal growth: intellectual, emotional, physical, and social. We value the interest and cooperation of students, parents, and teachers in a common effort to attain these goals. We envision our students as successful and productive lifelong learners. We aim to provide the necessary services and programs to help them reach their potential.***

## THE CONSULTATION

A formal meeting was conducted with our teaching staff to outline the purpose of the Educational Project and identifying the various stakeholders and their importance in the consultation process. Project.

Teachers were given the opportunity to anonymously provide their input to several questions posed through a Google survey. A survey was also provided to daycare staff, handicap pupil attendants, special education technicians, parents, governing board members and cycle three students. No meetings were held for these groups prior to the administration of the questionnaire except for the Governing Board members.

The highest proportion of responses came from our teachers. A common theme that emerges amongst all the stakeholders who participated in the survey is that Parkdale offers an inclusive, safe, and supportive environment for its students. As one parent put it: "They are very attentive with children's needs and provide the best resources to help and make sure the children achieve and succeed." A cycle three student echoed these sentiments in the following way: "I like best about our school is the environment they provide, its kind, it's caring and colourful."

Students who were specifically asked if they felt safe at school all responded affirmatively with "yes". They cited the presence of teachers and other adults they can talk to resolve conflicts and the procedures in place such as fire drills and lockdowns. These sentiments reinforce the general perception of the school community that Parkdale provides an inclusive, safe and supportive environment and is relevant to the EMSB's Commitment to Success Plan on school climate and the objective to increase the rate of elementary students' feeling safe at school. (\*Please see below for a comprehensive analysis in the School Climate section of the report).

The consultation process provided an opportunity for the stakeholders to provide feedback on things that can be improved upon. There was no distinct theme or issue that emerged in the responses. Instead, there was a disparate list of issues such as more after-school activities; greater support for students experiencing academic difficulties in the form of resource teachers and/or professional services from psychologists, speech and language pathologists and social workers; and better communication between teachers and parents. The results of these consultations were shared with the members of Parkdale's Governing Board.

## 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>PARKDALE</b>	70%	72%	78%
<b>EMSB</b>	68%	55%	68%

Source: Lumix, GPI, 2023

#### Interpretation:

The results of end of cycle three Parkdale students demonstrating proficiency on the uniform mathematics exam (C1) is above the EMSB results for 2019, 2022 and 2023. The results for Parkdale in 2019 (70%) and 2022 (72%) show little disparity but a significant increase in results was achieved in 2023 with 78% of students demonstrating proficiency. The increase may be explained as follows:

PD has been completed since 2019 to teach teachers how to effectively evaluate the C1 competency. Clarification through professional development for teachers has helped distinguish between minor errors, conceptual errors, and procedural errors. Teachers have implemented more cooperative learning for problem solving activities. Better quality of instruction time has been practiced post-pandemic. Finally, teachers have placed increased emphasis on situational problems for End of Cycle 2 and beginning Cycle 3 students.

**Objective: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) above the 75 % range through 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: PARKDALE AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
Parkdale Reading Component	100%	100%	91%
Parkdale Writing Component	92%	100%	97%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

### Interpretation:

The results of the success rates on the end of cycle three English Language Arts June Examination for Parkdale students in both the reading and writing components are higher than EMSB results during 2019, 2022, and 2023. The success rate for Parkdale students remains high throughout the years 2019, 2022 and 2023 at above 90%.

The highest success rates were achieved during 2022 with 100% success rates in both reading and writing. In 2023 the success rate dropped to 91% in the reading component from 100% in 2019 and 2022. The drop in the writing component was less significant in 2023 at 97% success rate versus 2022 at 100% success rate, and higher than the results in 2019 at 92% success rate. The slight drop in the success rates in 2023 may be explained as follows.

We have seen an increase in students with academic and/or learning difficulties. In 2020-2022 during the pandemic, students were in BUBBLES and Success for All Reading Program was not able to function as homogeneous grouping levels as in pre-pandemic times. Teachers had a more challenging time differentiating for the large discrepancies in reading levels in their homeroom classes making it more challenging to support individual needs of students. In 2023 was the first-year post-pandemic where SFA returned to homogeneous reading groups. Students were relearning some of the SFA structures that had been lost in the Bubbles.

**Objective: 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.**

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above the 92% range through 2027.**

**Table 2A: PARKDALE Proficiency Rates (Percentage of students with grade 70% or above) on the end of Cycle 3 English Language Arts June Examination by Component.**

Proficiency Rate	2019	2022	2023
Parkdale Reading Component	58%	76%	56%
Parkdale Writing Component	76%	90%	58%
EMSB Reading Component	64%	63%	58%
EMSB Writing Component	74%	75%	60%

Source: Lumix, GPI, 2023

**Interpretation:**

The Parkdale proficiency rates in reading (76%) and writing (90%) in 2022 were significantly higher than in 2019 and 2023, and higher than EMSB results in all years reported (2019, 2022, 2023). The 2022 results appear to be a deviation from what would be closer to the norm for Parkdale students as exemplified in the 2019 and 2023 results. This discrepancy may be explained as follows.

Overall, there were more proficient students in the 2022 cohort across the curriculum. In 2023 was the first-year post-pandemic where SFA returned to homogeneous reading groups. Students were relearning some of the SFA structures that had been lost during the pandemic “bubbles” during 2020 and 2021.

**Objective: To increase the proficiency rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 56% in 2023 to 62% in 2027.**

**Objective: To increase the proficiency rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 58% in 2023 to 65% 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.

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

	2019	2022	2023
Parkdale Reading Component	82%	N/A	47%
Parkdale Writing Component	87%	N/A	53%
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:**

There is a significant discrepancy in the results for Parkdale's reading and writing components in 2019 (82% & 87%) compared to 2023 (47% & 53%). This discrepancy in results can be explained as follow.

There was a loss of instruction and consistency in the instructional model due to the pandemic. No formal formative and summative examinations were provided to students for practice in Grade 4 and 5 in 2020-2022. Students in Grade 4 of 2023 completed a practice formal examination, however no such assessment was given to Grade 5 of 2023. Therefore, Grade 6 of 2024 did not receive exposure prior to Grade 6. Increase in International students since re-opening post-pandemic. There was an Increase in students with academic and/or learning difficulties from 2019 to 2023. The exam itself lacked relevance to students (i.e. to be a journalist) which resulted in a lack of engagement.

***\*Given that there are only two years available to compare results, the calculation of the baseline was taken from the average of two years instead of three. The baseline for 2023 therefore becomes 65% for the reading component and 67% for the writing component.***

**Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 65% in 2023 to 74 % 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 67 % in 2023 to 75 % in 2027.**

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

Factor	PARKDALE		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	25	22	28	31	29
School Safety	49	59	60	59	61
Anxiety	36	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 from grades 4-6 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.

Parkdale's percentages of students reporting victimization because of bullying are lower than the percentages reported by the EMSB and the Canadian norm. However, the percentage of students' feeling safe at school is lower than the EMSB rates for 2019 and equal to the rate reported in 2022. Rates of reported moderate to high feelings of anxiety are higher for Parkdale than the EMSB and Canadian norm in 2019 but lower in 2022 compared to the EMSB rates and equal to the Canadian norm.

Parkdale's rates on all three factors showed improvement from 2019 to 2022. Bullying and Victimization rates went down from 25% in 2019 to 22% in 2022. Rates of students feeling safe at school and going to and leaving school went from 49% in 2019 to 59% in 2022. Rates of moderate to high levels of anxiety went from 36% in 2019 to 30% in 2022. The improvements in these rates can be attributed to several factors:

- Increase of sensitization programs and anti-bullying campaigns.
- Increase of school programs and classroom initiatives to promote kindness and respect.
- Increased training for support staff and teachers on helping students to self-regulate.

**Objective: To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2022 to 18% in 2027.**

**Objective: To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2022 to 65% in 2027.**

**Objective: To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 30% in 2022 to 25% in 2027.**

Parkdale will continue to implement several strategies to achieve the objectives outlined for 2027. These initiatives will include:

To reduce incidents of bullying, school-wide initiatives will continue to take place such as Pink Shirt Day; Socio-community police officer presentation on legal implications of bullying and acts of violence, and on-line safety. School assemblies will take place regularly to review school rules and identifying acts of bullying including cyberbullying.

To increase the rate of elementary students' feeling safe at school and going to and from school we will continue initiatives to stress process for reporting incidents of violence and bullying, sexuality education component on sexual assault prevention and on-line safety. Lockdown procedures and fire-drills will be held on a regular basis.

To promote well-being and reduction of anxiety, mindfulness is incorporated in the curriculum through ERC and Drama (self awareness, self management, social awareness, and meditation skills will target students grades 1-6. As well, yoga during and after-school is provided to our special needs students and regular integrated students in grades 1-3.

**Table 4A: Parkdale Students Reporting Friends They Trust and Encourage Them to Make Positive Choices (%)**

PARKDALE		CANADIAN NORM	
2019	2022	2019	2022
70	74	84	84

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

**Interpretation:** Parkdale included an additional goal to the previous three factors measuring school climate. The percentage of Parkdale students (grades 4-6), as presented through the Our School Survey, reporting friends they trust and encourage them to make positive choices. This is an important factor to highlight because peer pressure can be a significant factor for students in making positive choices. There are wide implications in promoting healthy and positive peer relations in that they can have a significant impact on incidents of bullying, feelings of anxiety and general well-being. Therefore, in promoting an increase in such relations it is anticipated that this will directly affect in a positive way the school climate factors of a reduction in bullying and levels of anxiety as well as an increase in students feeling safe at school and going to and from school.

Parkdale’s rates for both 2019 and 2022 are lower than the Canadian norm. This may be explained as follows:

One-third of Parkdale’s student population are students from out of province and who are attending school temporarily. On average such students attend the same school from one to three years depending on the work permits of their parents. This time frame does not allow for enough time to build strong friendships.

A significant number of Parkdale students are diagnosed with autism and such students can find social situations difficult or overwhelming and struggle to make and maintain friendships.

**Objective: To increase the rate of students who reported they have friends at school they can trust and who encourage them to make positive choices from 74% in 2022 to 80% in 2027.**

Parkdale will strengthen efforts to promote healthy and positive peer relations through initiatives such as the Sexuality Education Program: Emotional and Romantic Life. Through this component, students are introduced to different ways to express feelings, identifying and discussion of positive feelings such as love, trust, respect, and loyalty.

Parkdale’s Autism Awareness Campaign will sensitive neurotypical students to the challenges faced by their peers as it relates to friendships. One significant barrier to these friendships is neurotypicals’ conviction that autistic people are not interested in connecting with them.

We will increase social skills program for students who experience difficulties interacting with their peers during the lunch break and school time through programs like “Kind Kids”.

## 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.

To encourage collaboration between parents of preschoolers and the school, the following initiatives have been planned for this school year:

Parkdale has been participating in the Welcome To Kindergarten Orientation for several years. Parents and their children entering K4 and K5 in the following school year are invited to Parkdale to meet the preschool teachers; receive information on the preschool program; and engage parents and their children in fun activities that can be done at home. They receive a kit that includes magnetic letters and numbers, books, crayons, scissors, glue, playdough and more!

In the late spring, the preschool teachers invite the parents of their students to spend a day at the neighbourhood park enjoying snacks and engaging the children in fun activities.

Preschool teachers invite parents to come to the school for tea and biscuits. During this event, the students take pictures with their family members and those pictures are displayed in the classroom.

## 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.

Parkdale has come a long way in terms of integrating technology in the school and in the classrooms. Both staff and students with varying digital skills are using countless forms of ICT to facilitate instruction and learning at our school. The technology being used in the classroom spans from instructional and supportive to exploratory and collaborative.

The teachers at Parkdale School have shown great enthusiasm for learning and using different Google applications, video conferencing platforms, social media apps and iPad applications. Additionally, our staff have been supported in learning different forms of assistive technology. There has also been ongoing professional development, peer support and tech coaching in areas of robotics, coding and AI. Teachers have shown they are at ease with creating assignments and attaching documents, interactive activities, links and videos in their Google Classrooms. Our teachers can use Google Docs, Slides and Jamboards to create interesting and interactive digital assignments. As evident in our recent parent-teacher interviews, teachers were also quick to learn how to set up an organized and smooth virtual meeting for families using Microsoft TEAMS. We are also working with social media platforms such as Facebook and Instagram. Our tech-savvy team is getting creative with their posts using Pic Collage and Canva (graphic designing) to showcase the learning taking place at Parkdale. Regarding assistive technology, teachers are learning how to use Google Read and Write to support reading and writing assignments in both French and English. Furthermore, interested staff have attended professional development workshops with a focus on robotics, block coding and general computer programming such as Lego SPIKE Prime and Micro: bit. Lastly, some staff have been shown how to use Magic School AI to create specific and detailed rubrics for class assignments and projects. As teachers learn and model the use of these taught technologies, students are quick to pick them up.

Indeed, our students have shown great strides in adapting to the technology being introduced in the classroom. They have had opportunities to build and create in Minecraft Education, a game-based platform used to inspire creativity and support learning while also incorporating Immersive Reader. Past collaborative Minecraft projects have included creating a "Go Green" local music festival (Science project) and an Exploring Math and Social Studies through Minecraft activity (Situational Math Problem). Our students have also been introduced to Lego SPIKE Prime and are becoming well-versed in the language of computer programming. They have been quick to learn block coding and are moving forward in leaps and bounds. They are creating and programming everything from break dancers, leaping frogs to super cleanup grabbers. Coding has empowered students at all levels that they are able and capable of showing their understanding of content being taught via creative digital expression. A current student tech project to highlight is the designing and programming of a science-unit inspired video game with support of Explorations Learning. Another successful implementation of technology in the classroom is with one of our younger SFA groups. After being introduced to Scratch Jr. and being read a STAR story, students independently coded a scene from the story and "visually" demonstrated their understanding of newly taught vocabulary. Our students who benefit from support of assistive technology have also been using Google Read and Write to complete reading and writing assignments. They are able to use features such as text-to-speech, speech-to-text and predictive text on their own to participate in activities that call on the use of their language skills. Our

older students are also able to turn in and submit their work online via Google Classroom. Ultimately, they are learning a plethora of digital skills and bringing it to the next level.

Whether it be creating Kahoot! quizzes to check for understanding, posting resources on a Padlet, using Google Earth during a geography lesson, communicating with students visually using Classroom Screen or using the interactive SMART Notebook on their SMART Board, Parkdale teachers are incorporating technology in their classrooms on a daily basis. Students are using Stop Motion for reading comprehension activities, designing posters and cards using PicCollage and creating Google Slides presentations for a wide range of projects. The ways in which Parkdale teachers and students are incorporating educational technology are truly endless. There is a genuine desire and interest to learn and integrate these taught technologies as evident in our daily instruction and planned educational activities and projects.

## APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Maintenance
<p><b>To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) above the 75 % range through 2027.</b></p>	<ul style="list-style-type: none"> <li>➤ Continue to incorporate Cooperative Learning for students to engage in meaningful discussions about, possible strategies, operations, answer questions prior to completing solutions. More emphasis on the process rather than the solution.</li> <li>➤ Create more opportunities for real-life situational instruction that involve mathematical concepts and hands-on activities for problem solving.</li> </ul>
OBJECTIVE	Specific Initiatives Towards Maintenance
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>➤ Continue using the Success For All Program Model of effective cycle of instruction to enhance the Reading Competencies in the QEP which targets modeling and think-aloud, guided- practice reading, partnerships, cooperative learning, increasing oral language and critical thinking skills.</li> <li>➤ To continue to provide assistive technology for struggling readers which can include application programs such as Google Read and Write and Word Q that support read aloud, dictionary, options.</li> <li>➤ Continue early intervention for struggling readers in Cycle 2 using the Wilson Reading Program.</li> </ul>



OBJECTIVE	Specific Initiatives Towards Maintenance
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above the 92% range through 2027.</b></p>	<ul style="list-style-type: none"> <li>➤ To continue to incorporate Writer’s Workshops into the curriculum from Grades 2-6.</li> <li>➤ To continue to provide assistive technology for struggling writers which can include application programs such as Google Read and Write and Word Q that support predictive text, and speech to text options</li> </ul>

OBJECTIVE	Specific Initiatives Towards Maintenance
<p><b>To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 65% in 2023 to 74 % in 2027.</b></p>	<ul style="list-style-type: none"> <li>➤ Increase authentic situations similar to the exams for regular instruction throughout the year.</li> <li>➤ More exposure to varied texts not only descriptive narrative texts. (Ex. Letters, Legends, recipes etc.)</li> <li>➤ More collaboration in teams to discuss texts and share responses and ideas.</li> <li>➤ Use financial resources set forth in 2023 – 2024 to increase exposure to variety of text and promote French Literacy and French Culture in general.</li> </ul>

OBJECTIVE	Specific Initiatives Towards Improvement
<p><b>To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 67 % in 2023 to 75 % in 2027.</b></p>	<ul style="list-style-type: none"> <li>➤ To provide more instructional opportunities for writing throughout the year during Thematic Units.</li> <li>➤ Increase opportunity for practice examinations throughout the year. One 1<sup>st</sup> Term and one 2<sup>nd</sup> Term.</li> <li>➤ To increase vocabulary knowledge through games, activities, and word banks for student to enhance oral communication and writing achievement.</li> </ul>

<b>OBJECTIVE</b>	<b>Specific Initiatives Towards Maintenance</b>
<p><b>To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2022 to 18% in 2027.</b></p>	<p>School-wide initiatives will continue to take place such as Pink Shirt Day.</p> <p>Socio-community police officer presentation on legal implications of bullying and acts of violence, and on-line safety.</p> <p>School assemblies will take place regularly to review school rules and identifying acts of bullying including cyberbullying</p>
<b>OBJECTIVE</b>	<b>Specific Initiatives Towards Improvement</b>
<p><b>To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2022 to 65% in 2027.</b></p>	<p>Continue initiatives to stress process for reporting incidents of violence and bullying, sexuality education component on sexual assault prevention and on-line safety.</p> <p>Lockdown procedures and fire-drills will be held on a regular basis.</p>
<b>OBJECTIVE</b>	<b>Specific Initiatives Towards Improvement</b>
<p><b>To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 30% in 2022 to 25% in 2027.</b></p>	<p>Continue to incorporate in the curriculum through ERC and Drama self-awareness, self-management, social awareness, and meditation skills to target students grades 1-6.</p> <p>Continue to provide yoga during and after-school to our special needs students and regular integrated students in grades 1-6.</p>