

**EDUCATIONAL PROJECT 2023-2027**  
**Cedarcrest 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: Andrew Mangal (Principal), Karen Der (Parent & Governing Board Chair), Bridgit Pion (Teacher & Staff Council Chair), Kiriaki Milonas (Teacher & Staff Assistant), Laura Farina (Teacher), Gianna Melillo (Teacher), Vittoria La Starza (Special Education Technician), Margaret Timothy (Special Education Technician), Paraskevi Papacostas (Parent and Home & School Chair).

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- *The Governing Board*
- *Teachers*
- *Students*
- *Professionals*
- *Support Staff*
- *Daycare Personnel*

## SCHOOL PROFILE

*Cedarcrest School is a French Immersion Elementary School located in the heart of Ville Saint-Laurent, offering an early French Immersion program, which spans from Pre-Kindergarten(K4) to Grade 6. Built in 1961 originally as part of the Protestant School Board of Greater Montreal and later, in 1998, as part of the newly created English Montreal School Board, Cedarcrest originally opened its doors as an English Core school offering 30 minutes of French per day. In 2010, Cedarcrest became a French immersion school. Today, Cedarcrest is home to 55 talented staff members who serve 309 students.*

*Cedarcrest is a very friendly and family-oriented school where the needs of all our students are accommodated. Our staff works together to make sure that our building fosters a safe environment for all school members and ensures that our school is a respectful place for both our students and staff to learn and grow. We currently have 2 Pre-Kindergarten (K4) classes, 2 Kindergarten (K5) classes and 13 classes from grades 1-6. Through the efforts of students, staff, parents and administration, a growing spirit of co-operation, tolerance, understanding and harmony continues to flourish at Cedarcrest.*

*The school follows the prescribed Ministry of Education curriculum and is based on the French Immersion model developed by the English Montreal School Board (EMSB). Students in the French Immersion program complete 100% of their course work in French in the Pre-School cycle (K4 and K5). In cycle 1, all subjects are taught in French and there are 2.5 hours of English instruction every week taught by a specialist. In Cycles 2 and 3, students study 55% in French and 45% in English. Table 1.A outlines the language of instruction of each subject per cycle, in greater detail. Cedarcrest School proudly offers a robotics program, that is easily accessible to a wide range of students with varying talents and skills. This hands-on, cross-curricular approach to learning allows students to create something tangible and make it perform the actions that they program it to do. Students think critically about real world problems and find solutions, using design principles and processes in the areas of Science, Technology, Engineering, Art and Math (STEAM). Proudly, Cedarcrest students won 1st place at the 2018, 2019 and 2023 Junior RoboCup Quebec. In addition, our school offers MEQ language heritage courses in Greek, Italian and Spanish at lunch and after school.*

*Approximately 23% of our student population follows an Individualized Education Plan (I.E.P). Thirteen per cent of our student population are coded. These numbers do not include our newly arrived students nor our students born outside the province of Quebec. As per the Ministry requirements, any students who have newly arrived must have English eligibility in order to attend our school. At Cedarcrest, these students are temporary stay students whose parents are on work or study visas. The pedagogical challenges we face include the differentiation required when teaching students with special needs and learning disabilities, as well as our temporary stay population. The acquisition of language, especially with our temporary stay population, varies from cycle to cycle. A tutoring program is currently in place to assist these students to develop the French language skills required to adapt to the Quebec education program.*

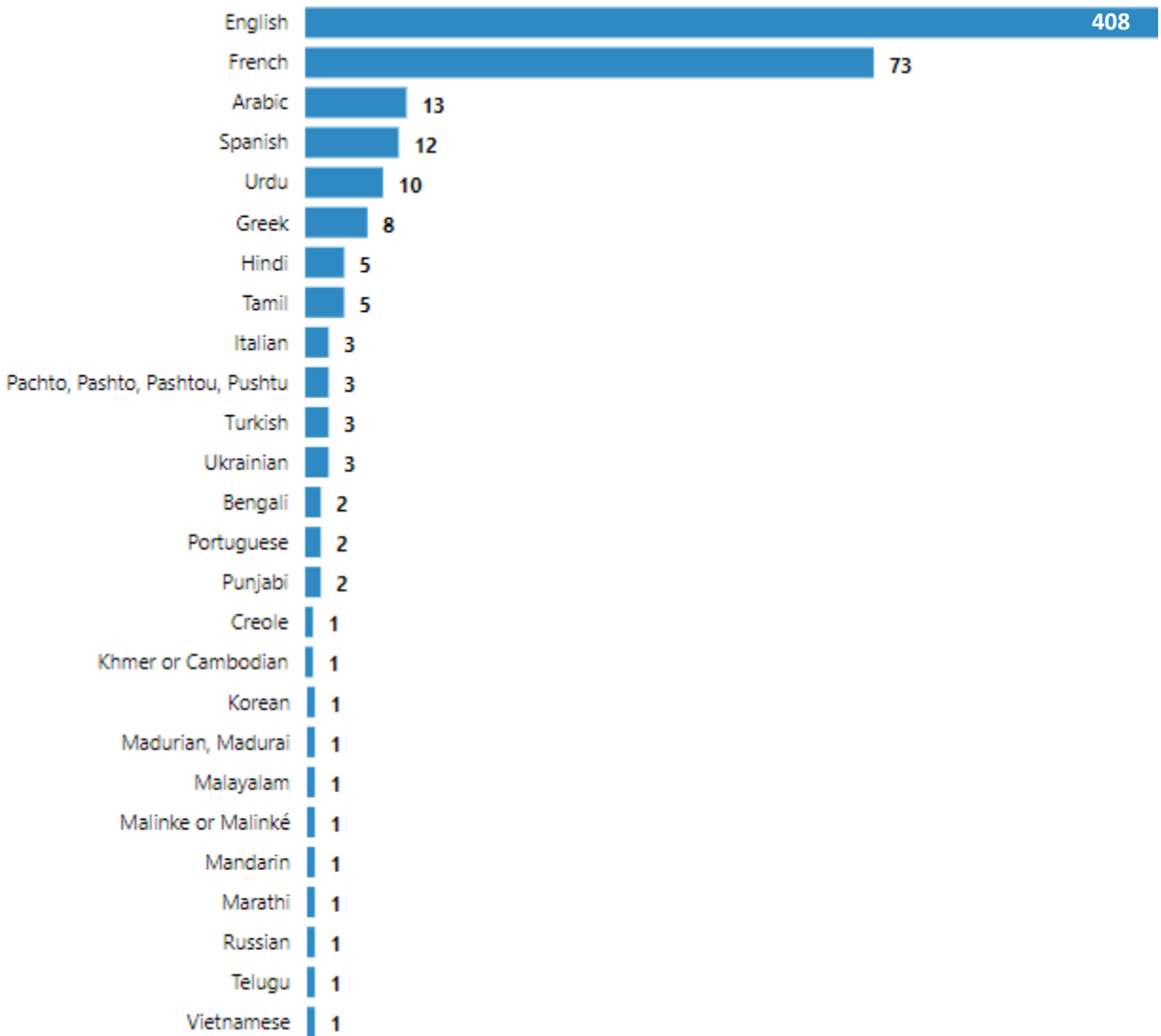
*Cedarcrest has a diverse student population. As a result, it offers an environment conducive to enhanced social interaction and cultural awareness. Today, Cedarcrest's territory serves a student population residing in Ville Saint-Laurent, Ahuntsic and adjacent municipalities. Seven school buses provide transportation services to our students and approximately 130 students make use of the daycare services throughout the day. Cedarcrest is a culturally rich school, as approximately 28% of our students speak a language other than English at home (see Table 1.B). The student population at Cedarcrest is made up of children who come from diverse socio- economic and educational backgrounds.*

*The school staff is comprised of one principal, twenty teachers, ten handicap-pupil attendants, two special education technicians, four part-time pre-kindergarten aides, seven daycare staff, two secretaries, two caretakers and seven lunch monitors. There is a full-time bilingual resource teacher who provides additional support for children with learning difficulties in the regular classroom setting and in the resource room, when more one-on-one support is required. In addition to the attendants and the special education technician, the complementary service team from the Board includes a psychologist, a spiritual and community animator, an occupational therapist and a speech and language pathologist. They each come to the school one day a week. The school staff is dedicated and works diligently to support the development of the whole child. The staff is supportive of each other and in developing a strong school climate where students can feel like they are part of a caring community. Some services are offered by the local Centres Intégrés Universitaire de Santé et de Services Sociaux (CIUSSS) including a nurse for one day a week, twice a month.*

*Parental involvement is seen as important. Relations between teachers, parents and students are supportive and collaborative. The members of the Governing Board and the Home and School Association, in collaboration with the School Administration, have undertaken numerous projects to support school improvement, namely the installation of student lockers. This project improved the facilities of our school by providing students with a secure place to keep their belongings and improved the appearance of our hallways. Our school also offers an elaborate extra-curricular activities program. Our extra-curricular activities program promotes student engagement by responding to their interests in science and technology, music, physical fitness, visual arts, and skills and hobbies. Some of the activities include: coding, choir, chess, kid chef, multimedia art, basketball and karate. The parents of the Home and School Association are also very implicated in daily school life and support school wide community events such as our annual Breakfast with Santa and Carnival Week.*

<b>TABLE 1.A</b>	
<b>Pre-Kindergarten &amp; Kindergarten</b>	<b>100% French</b>
<b>Cycle 1 (Grades 1 &amp; 2)</b>	<b>90% French, 10% English</b> <b>French Subjects:</b> <ul style="list-style-type: none"> <li>• <i>Français</i></li> <li>• <i>Mathématiques</i></li> <li>• <i>Éthique et culture religieuse</i></li> <li>• <i>Arts</i></li> <li>• <i>Éducation Physique</i></li> </ul> <b>English Subjects:</b> <ul style="list-style-type: none"> <li>• <i>English Language Arts</i></li> </ul>
<b>Cycle 2 (Grade 3 &amp; 4)</b>  <b>Cycle 3 (Grade 5 &amp; 6)</b>	<b>55% French, 45% English</b> <b>French Subjects:</b> <ul style="list-style-type: none"> <li>• <i>Français</i></li> <li>• <i>Univers social</i></li> <li>• <i>Éthique et culture religieuse</i></li> <li>• <i>Éducation physique</i></li> <li>• <i>Arts</i></li> </ul> <b>English Subjects:</b> <ul style="list-style-type: none"> <li>• <i>English Language Arts</i></li> <li>• <i>Mathematics</i></li> <li>• <i>Science &amp; Technology (Robotics)</i></li> </ul>

**TABLE 1.B**  
**LANGUAGES SPOKEN AT HOME**



*The numbers next to each bar represent the number of students that speak that language at home.*

## MISSION AND VALUES

*Cedarcrest is committed to providing a meaningful, high quality learning experience in a safe and mutually supportive environment, in which students can reach their full potential while acquiring the competencies to become successful 21st century learners in a bilingual society.*

*Our school is committed to offering a program of quality education that focuses on rights and responsibilities. The recognition of cultural diversity is an important ingredient in our program, both in the academic and cultural aspects of the school curriculum.*

*The following core values serve as our foundation:*

- *Prepare students for higher learning*
- *Promote a safe, secure, and welcoming environment for all*
- *Nurture academic skills in the areas of literacy and numeracy in both French and English*
- *Provide our students with educational experiences that meet their diverse needs by focusing on the whole child*
- *Encourage children to aspire to do their best, celebrate successes and become caring , responsible , self-confident individuals*
- *Guide students to becoming health-conscious individuals*
- *Celebrate cultural diversity*
- *Cooperation, teamwork and respect for others guide daily behaviour at our school*
- *Develop a strong partnership between the school, parents and community*

## THE CONSULTATION

*At Cedarcrest School we welcomed the consultation process, as it allowed for different voices in our community to be heard. Multiple perspectives converged to create a big picture where common themes emerged. In the process of developing our educational project, the parent community was consulted through hosting a focus group where they voiced their concerns and ideas. All results were collated and filtered by a team of parent volunteers to see if there were any common issues.*

*All staff members (teachers, support staff & daycare personnel) were asked to respond to a questionnaire in order to identify the needs of the students, the challenges tied to their success and the expectations of the community. All the results were collated and filtered by the school team to prioritize objectives for improvement.*

*The students in grades 4, 5 & 6 were consulted by completing the Our School survey. This survey provides us with the perceptions of our students regarding various areas of school life (perceptions about bullying, school climate, physical activity, etc). Grade 6 students were also asked more specific questions about their experience during their time at our school in the OURSCHOOL survey.*

*The educational project was developed by the school team composed of the principal and staff, parents of the Governing Board, parents of the Home & School Association, our school professionals and the daycare technician were also consulted in the process.*

*Notable issues that emerged from the consultation were aligned to the EMSB Commitment to Success plan, namely, how to better meet the needs of international students and students with special needs, promoting digital competencies and skills, as well as continuing to work to meet the needs of all students.*

## **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)**

	<b>2019</b>	<b>2022</b>	<b>2023</b>
<b>Cedarcrest</b>	81%	53%	73%
<b>EMSB</b>	68%	55%	68%

*Source: Lumix, GPI, 2023*

**Interpretation:** *Table 1 shows that there was a significant decrease in the percentage of End of Cycle 3 students demonstrating proficiency on C1 of the Uniform Exam in 2022 and then an increase in 2023. The results are consistent with those of the EMSB which reflect the decrease in 2022.*

*The decrease in percentage for 2022 is a result of the pandemic as students had to learn and adapt to online learning. Even after the pandemic, there was an increase in absenteeism which could account for the proficiency level not returning to what it was in 2019.*

**Objective:** **To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 73 % in 2023 to 81 % by 2027.**

**ADDITIONAL GOALS:** Competency 2 (Mathematical Reasoning) To increase the success rate in the End of Cycle 3 Mathematics C2 exam from 83% in 2023 to 90% by 2027.

**Table 1.2: CEDARCREST Success Rates on the End of Cycle 3 Mathematics Uniform Exam (C2)**

	2019	2022	2023
Cedarcrest	66%	82%	83%

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

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

Source: Lumix, GPI, 2023

**Interpretation:** Table 2 shows that the success rates in the Reading and Writing Components remained stable from 2019 to 2023. There was an increase in the success rate of the Writing Component in 2022 and then a decrease in 2023, however the rates remained above 90%.

The high success rates in both components can be attributed to the fact that English (for the majority of our students) is their mother tongue, and this is the language that is used at home. Therefore, while there was still adjustment during the online learning, students were able to quickly adapt as they are comfortable with the language.

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

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



**Table 2.1: CEDARCREST AND EMSB Proficiency Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2023 (Baseline)
Cedarcrest Reading Component	47.6%
Cedarcrest Writing Component	54.8%
EMSB Reading Component	58%
EMSB Writing Component	59.8%

Source: Lumix, GPI, 2023

**Interpretation:** Table 2.1 shows that our school is below the proficiency rates of the EMSB for both the Reading and Writing components. As this is the first year that proficiency rates are being looked at, this is our baseline.

**Additional Objective:** To increase the proficiency rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 47.6% in 2023 to 57% in 2027.

**Additional Objective:** To increase the proficiency rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 54.8% in 2023 to 60% 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: CEDARCREST AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
Cedarcrest Reading Component	96%	NA	77%
Cedarcrest Writing Component	100%	NA	97%
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: Table 3 shows that there was a significant decrease in success rates on the end of Cycle 3 French Second Language Reading component between 2019 and 2023. There was

*also a slight decrease in the success rate on the end of Cycle 3 French Second Language Writing component between 2019 and 2023. Online learning at home during the pandemic may account for this decrease, as French is not the mother tongue of many of our students. When they are in the school environment, they are encouraged by teachers (outside of instruction time) to practice French. The decrease could also be due to gaps in learning as a result of the pandemic as well as an increase in student absences as people were being vigilant in monitoring symptoms upon returning to in-person learning.*

**Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 77% in 2023 to 85% in 2027.**

**Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination above 90% to 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: CEDARCREST Student Perceptions of Selected School Climate Factors (%)**

Factor	CEDARCREST		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	17	19	28	31	29
School Safety	57	60	60	59	61
Anxiety	18	34	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.

*The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. We have learned that our most recent rate of perceived victimization (bullying) is below the Canadian norm, however we continue to work to reduce this rate. While most students report that they feel safe at school and a sense of belonging to the Cedarcrest community, we continue in our efforts to increase children's sense of safety on an annual basis.*

*During the pandemic it was necessary for students to migrate to online learning platforms, and they were limited in their social interactions. As a result, their social skills were not able to develop as much as they would have if they were interacting with their peers in the physical school environment. Since returning to school full time following the pandemic, we have noticed that students are continuing to re-adjust to routines and social interactions with staff and peers.*

**Objective: To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 27% to 20% in 2027.**

**Objective: To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 64% to 72% 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 29% to 20% in 2027.**

## 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.

*At Cedarcrest, we will organize the following events to strengthen the bond between the parent and school community:*

*Corn Roast*

*Storytelling/Breakfast with Santa*

*Black History Month Presentation*

*La Panne (Tortue Berlue) Presentation*

*Mindfulness and Team Building Workshop*

*K4 & K5 Orientation*

*Ceramic Cafe–Family Day*

*Fun Day*

*Graduation Picnic*

*Cooking Class-Family Day*

## 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. 2024 is a base year for the staff to self-diagnose their level of digital competence and to make a personal professional development plan to further develop their digital competency. Subsequent years will see the school provide the professional development opportunities in association with school board resources.*

### APPENDIX: OBJECTIVES AT A GLANCE

<b>OBJECTIVE</b>	<b>Specific Initiatives Towards Improvement</b>
<b>To increase the proportion of end of Cycle 3 students demonstrating proficiency on the Mathematics uniform exam (C1) from 73 % in 2023 to 81 % by 2027.</b>	<i>Students who have been identified as having lower proficiency rates will work with tutors to increase their proficiency</i>
<b>To increase the success rate in the End of Cycle 3 Mathematics C2 exam to 83% by 2027.</b>	<i>Tutors will be hired to work with students who we have identified as at-risk to improve their results.</i>
<b>To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination above 90% from 2023 to 2027.</b>	<i>Students who can benefit from the University of Florida Literacy Institute (UFLI) Foundations will be identified and will work with the resource staff to complete the program and raise the success rate. Our school will continue to identify students who are at-risk and intervene with necessary support.</i>
<b>To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above 90% from 2023 to in 2027.</b>	<i>Our school will continue to follow best practices and use teaching methods that appeal to diverse learning styles. Initiatives such as writing workshops and focused tutoring for students that have been identified as at-risk will also be implemented.</i>
<b>While our success rates in the reading and writing components are quite high, we would like to now see the proficiency rate (students that achieve 70% and higher) increase.</b>	<i>Our school will look at the data to identify concepts and areas of learning where students may be successful, but that are not yet in the proficiency range. Using that data, they will work to design lessons and activities around those areas in order to increase proficiency.</i>
<b>To increase the proficiency rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 47.6% in 2023 to 57% in 2027.</b>	<i>Our school will organize Initiatives (literacy fairs, reading buddy programs, etc.) to raise awareness of the importance of literacy. We will ensure that our repertoire of books in the library are kept updated to ensure quality and current reading material is available to our students.</i>

<p><b>To increase the proficiency rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 54.8% in 2023 to 60% in 2027.</b></p>	<p><i>Our school will look at the data to identify concepts and areas of learning where students may be successful, but that are not yet in the proficiency range. Using that data, they will work to design lessons and activities around those areas in order to increase proficiency.</i></p>
<p><b>To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination above 85% from 2023 to 2027.</b></p>	<p><i>Focused tutoring in French will be provided for students who have been identified as at-risk.</i></p>
<p><b>To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination above 90% from 2023 to 2027.</b></p>	<p><i>Our school will continue to identify students who may be at-risk and provide support (focused tutoring, recuperation, etc.) early so that these students will be equipped with stronger foundational competencies to support their success.</i></p>
<p><b>To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 27% to 20% in 2027.</b></p>	<p><i>Our school will continue to enforce the anti-bullying, anti-violence plan and will raise awareness of the effects of bullying through guest speakers, school assemblies, discussions with students and observing anti-bullying initiatives.</i></p>
<p><b>To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 64% to 72% in 2027.</b></p>	<p><i>The school community will continue to train our students in the the W.I.T.S. (Walk away, Ignore, Talk it out &amp; Seek help) Oath. Special Education Technicians will organize programs to train and encourage students on how to use conflict resolution to resolve problems.</i></p>
<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 29% to 20% in 2027.</b></p>	<p><i>Our school will continue to facilitate several workshops on Growth Mindset as a strategy to assist in making this adjustment more fluid while working to promote resiliency and perseverance. Special Education Technicians will integrate the GoZen Program in the students' daily life at school. Additionally, workshops will be offered that will equip our students with strategies and tools to manage and reduce anxiety and stress.</i></p>
<p><b>To increase integration of digital technology and associated innovative pedagogical practices</b></p>	<p><i>Teachers will attend workshops from the school board; teachers will share their knowledge and skills in Professional Learning Communities.</i></p>