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# Hillcrest Academy

EDUCATIONAL PROJECT

2024-2028





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## PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Hillcrest Academy has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Hillcrest Academy, as well as the community's expectations with regard to education.

## LEGAL FRAMEWORK

**The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):**

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

**The Educational Project must also:**

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





## Hillcrest Academy's Strategic Planning Committee

Committee Members	Roles
Tania Marchitello	Principal
Christine Gosselin	Vice-Principal
Lella Georgakis	Daycare Technician
Stephanie Abbate	Cycle 3 English teacher
Millicent-Adaku Arhin	Cycle 3 English teacher
Monica Charron	Cycle 1 Bilingual teacher
Gary Crosbie	Physical Education teacher
Marisa Goffredo	Cycle 3 English teacher
Valerie Guindi	Cycle 3 French teacher
Alexandra Hetu	Cycle 3 French teacher
Cristina Iannetta	Cycle 2 English teacher
Dominique Lemire	Kindergarten teacher
Elisa Maria Pace	Cycle 1 English teacher
Daria Telishewsky	K-6 Generalist





## Consultations held in preparation to Hillcrest’s Educational Project

Consultations	Date	Time	Location	Details (optional)
Teachers	June 9, 2023			Educational Project Survey
Other Staff Members	June 9, 2023			Educational Project Survey
Students	Oct. 31-Nov. 7 2023			OurSchool Survey
Parents	June 9, 2023			Hillcrest Parent Survey
Governing Board	June 9, 2023			Hillcrest Parent Survey
Strategic Planning Committee	April 12; Sept 18; Oct. 24; Dec. 12 2023	9:00am-3:00pm	LEARN Quebec	Strategic Planning

## The Mission that Guides Us

At Hillcrest Academy, we create a safe environment for all, where students can grow and learn in various settings allowing them to discover their potential through rigorous learning experiences.  
 À l’Académie Hillcrest, nous créons un environnement sécuritaire pour tous, où les élèves peuvent grandir et apprendre dans divers contextes en leur permettant de découvrir leur potentiel grâce à des expériences d’apprentissage rigoureuses.

## The Vision that Drives Us

Students are inspired to be creative and active members of our ever-changing world while applying a growth mindset to achieve personal excellence.  
 Les élèves sont inspirés à être des membres créatifs et actifs de notre monde en perpétuelle évolution tout en appliquant un état d’esprit de croissance pour atteindre l’excellence personnelle.





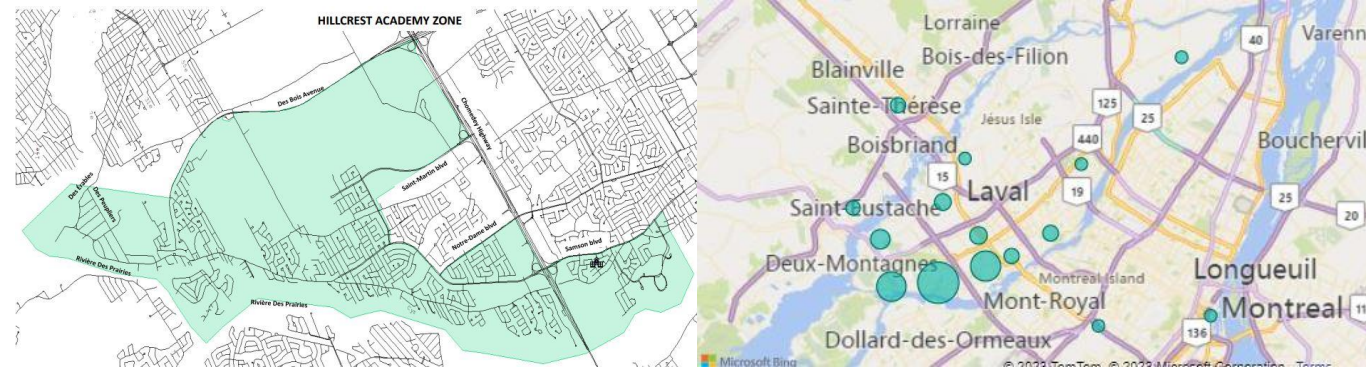
## Who we are

### What does Teaching look like at Hillcrest Academy?

The staff at Hillcrest Academy has high expectations for all students, both academically and behaviorally. Quality teaching and learning are very important to us. We work as a cooperative team where we model positive habits for our students in and out of the classroom. We believe in supporting one another to be the best professionals we can be. We foster a positive and caring school culture where we put students first. We are committed to extra curricular activities and value our partnerships with parents and the community. We offer a unique bilingual program in which students are immersed in English subjects one week and French subjects every alternate week. Our Hillcrest Academy Values include Respect, Responsibility, Perseverance and Kindness.

### Our School and Community

Hillcrest Academy is a preschool through Grade 6 elementary school committed to ensuring academic success and the emotional well-being of our Laval students. Servicing Western Chomedey, southern Ste. Dorothée, Laval-sur-le-Lac sectors as well as out of zone students. Hillcrest is located at 265 Bladen in Chomedey Laval.



The socio-economic index (ISME), known in French as the Indices de milieu socio-économique défavorisation, is a measure based on census data that is used by the government when it makes decisions, including the allocation of resources, about schools. The ISME is composed of two variables, the level of education of the mother and the employment status/income level of the parent(s). The categories of ISME are as follows:

- ISME 1, 2, 3 - milieux favorisés
- ISME 4, 5, 6, 7 - milieux intermédiaires
- ISME 8, 9, 10 - milieux défavorisés

Hillcrest Academy is within a socio-economic community with an ISME index of 4.





### Building

Our building has received many renovations in the past five years: new windows, air conditioning, and renovated offices for secretaries, administration, educational professionals, behaviour technicians, and resource teachers. We have enlarged our parking lot to accommodate staff and parents.

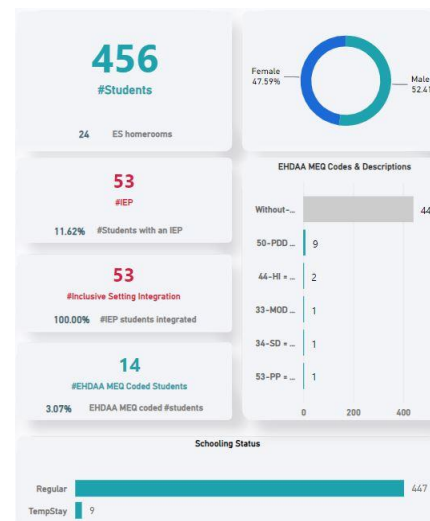
### Our Educational Institution

Hillcrest Academy houses 24 classrooms, one large gymnasium that can be separated into two, a music room, a library, two resource rooms, a behaviour technician’s room, a specialist’s office, a staff room and an office for visiting professionals. As we move towards a one-to-one technology initiative in Cycles 2 and 3, many classes are equipped with a class set of Chromebooks or iPads. Cycle 1 is benefitting from iPads in mobile carts and robotic kits. All our classes are equipped with SMART Technology and voice amplication system. Students have access to flexible seating and multisensory tools when needed in all classrooms. In February 2024 we will be launching a multi-sensory room. Our school is also equipped with the technology necessary for video conferencing.

A large focus of our work has been placed upon outdoor education and the need for stepping outside the traditional classroom environment. We have three distinct outdoor spaces. Our main yard includes two large soccer fields, an outdoor classroom, two large play structures, a basketball court and a paved play area. Our Kindergarten yard includes several small play structures and outdoor equipment. Our preschool yard includes a large play structure and a shady, grassy area for students to enjoy.

### Students

We take pride in our commitment to inclusion. Hillcrest Academy offers students learning activities in a positive and enriching environment. In 2023-2024, Hillcrest Academy’s population includes 53 students following an Individualized Education Plan and 14 students with a MEQ EHDAA code (data extracted from *PowerBi, October 2023*).



Student enrollment for the 2023-2024 school year indicates that the number of students in each grade ranges from 26 - 68 students.



Of the 456 students, 133 use daycare services on a regular basis (29%). (data extracted from *PowerBi*, October 2023).

## Staff

Our dedicated and skilled staff comprise a Principal, a Vice-Principal and 32 teachers: 27 teachers, one music teacher, two full time physical education instructors, and one part time, and two resource teachers. 25 teachers are permanent, indicating a high rate of stability. We employ one full-time School Secretary, and one part-time office agent. Our library is staffed with a full time library technician. We benefit from two full time custodians (one day/one evening). We also have a full-time behaviour technician who provides children with one-on-one and small group support for their emotional and behavioral needs.

We have nine part-time attendants supporting our students with special needs. The support and guidance they provide gives the students the structure they need to be more successful. The daycare technician, our 4 daycare educators and 21 lunchtime supervisors complete the school's team. Other professionals are available from the school board for consultation as needed, such as the Speech and Language Pathologist, an Occupational Therapist, Psychologist, Special Needs consultant, Pedagogical Consultants and School Climate Consultants. The teaching staff in particular is extremely involved in both school and community programming. Staff run in-school extra-curricular activities most days at lunch and occasionally on Pedagogical days. Teaching staff also run and participate in many committees such as the Leadership Committee, Governing Board, Anti-violence and Anti-Bullying, Social Committee, and Teacher Council to name a few.

We offer a broad range of extra-curricular activities facilitated by our teaching staff and HAHSa (Hillcrest Academy Home and School Association). 180 students (39%) participate in after school extra-curricular activities organized by HAHSa.

- *Greek*
- *Cooking*
- *Fusion Sports*
- *Soccer*
- *Playground Leadership*
- *Kinball*
- *School Play*
- *Painting Club*





- *Basketball*
- *Dance*
- *Hockey*
- *Cross Country*
- *Reading club*
- *Variety show*
- *Captain Squad*
- *Ski Club*
- *Sports League*
- *House Band*
- *Flutenvol*

### **Families and Communities**

Hillcrest Academy benefits from an active Governing Board, as well as a Home and School (HAHSA); both are involved in many aspects of school life, including policy development, volunteering and fundraising. Our parents/guardians have raised funds for different school projects such as an outdoor classroom, playground equipment, technology, air condition units, school-wide and community events, and to support the purchase of classroom materials. Their support is integral to the school's success.

### **Partnerships**

Hillcrest Academy works with a variety of outside services that support our student's educational and social/emotional needs. We benefit from an on-site social worker from the CIUSS de Laval who visits the school on a weekly basis. The Social Worker is available to work with teachers, students and families to improve individual and collective well-being. We work in close collaboration with the "Group Promotion Mouvement de Laval" which supports teachers to afford students opportunities to learn through outdoor play.

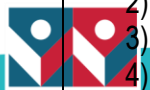
### **Approaches to Learning**

The course of study follows the prescribed Ministry of Education Curriculum and is based on a bilingual model. Pre-Kindergarten and grades 1-6 spend one week immersed in French subjects and alternate weeks immersed in English subjects. Kindergarten offers an 80% French curriculum and 20% English curriculum.

## Consultation & Data Analysis: What are our current strengths and challenges?

In the process of creating our school's educational project, we analyzed the following sources of data in order to determine our strategic priorities for the next five years:

- 1) Student achievement data (exam results, end of year grades on report cards, reading rates, and data related to behavior)
- 2) Teacher consultation data (School-based Survey)
- 3) Student consultation data (OurSchool Survey)
- 4) Parent consultation data (School-based Survey)





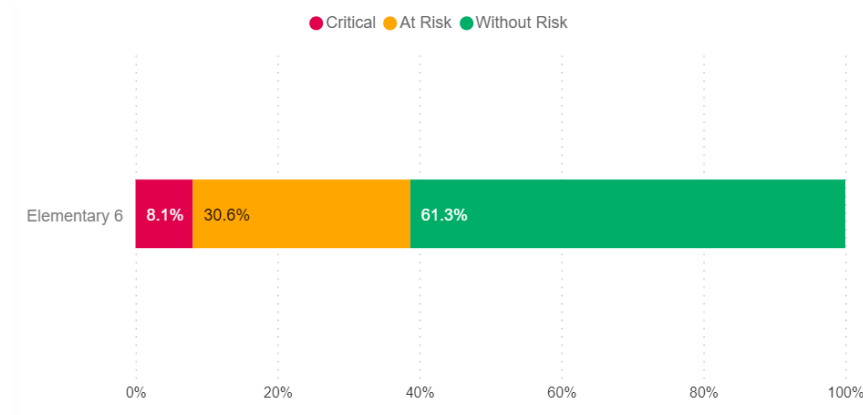
Across all data sources, we aimed to better understand our strengths to build on and challenges to address.

### 1. Student Achievement Data:

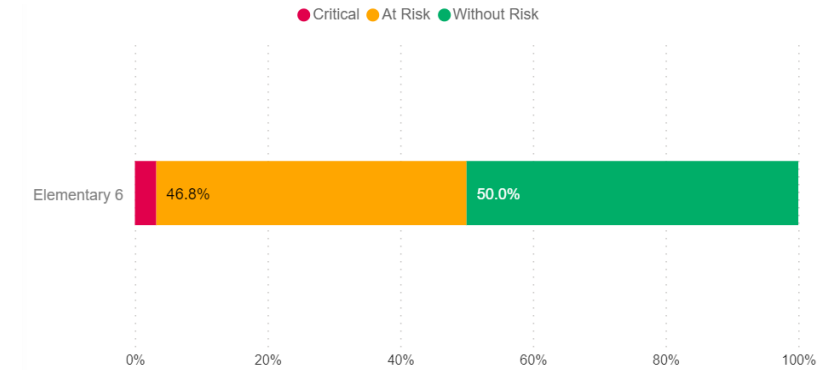
#### Languages

Our school success rates are consistent with that of the average of the Sir Wilfrid Laurier School Board. This year, our school success rate was also consistent with what it has been in past years. For a closer look, the data below represents Hillcrest Academy's June 2023 MEQ Grade 6 ELA exam results by subject competency. (Data extracted from DVision, November 2023)

**Grade 6 MEQ ELA Reads/listens to spoken, written and media texts: 91.9% success rate**



**Grade 6 MEQ ELA Produces written and media texts: 96.8% success rate**



In English Language Arts, it is clear that while our pass rate is strong, between 30 and 50% of our students are not passing or are in danger of failing as they are in the “At Risk” category. We need to build on our success by improving our ability to move students from “At Risk” to “Without Risk” by ensuring their foundational knowledge is strong, and that we have a signaling system to identify students at risk early. These measures will help us intervene rapidly and appropriately to support their learning and achievement.





## ELA Results of Students With and Without an Individualized Education Plan

We investigated how particular subgroups are faring within the overall average in the ELA context.

ELA- Exam success rate for reading (2022/23) Based on end of year writing component of the exam				
Grade Level	All Success rate	Success rate With IEP	# students on IEP	Success rate Without IEP
4	83%	80%	10	84%
6	94%	83%	12	95%

One would assume that achievement results for students on an IEP and not on an IEP would be similar, as the goal of an IEP is to ensure that adaptations are in place to support *all* students to achieve at the same high rate. However, this is not yet the case at Hillcrest Academy. Here, we see that the adaptations and supports put in place for students on an IEP are not yet sufficient to ensure that all students are achieving at high rates, regardless of their starting place.

We noticed the same trends in French. Note that students without an IEP receive, on average an 8% higher grade than those with an IEP.

**Grade 6 Final SWLSB French Exam: 87% success rate.** (Data extracted from Lumix October 2023)



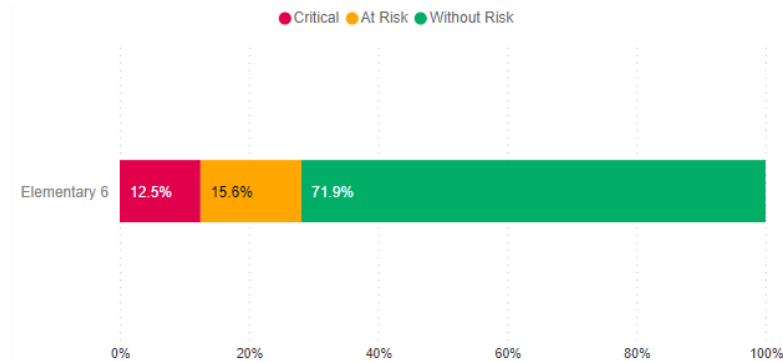


FSL- Exam success rate (2022/23)				
Based on end of year French exam				
Grade Level	All Success rate	Success rate With IEP	# students on IEP	Success rate Without IEP
6	87%	80%	10	88%

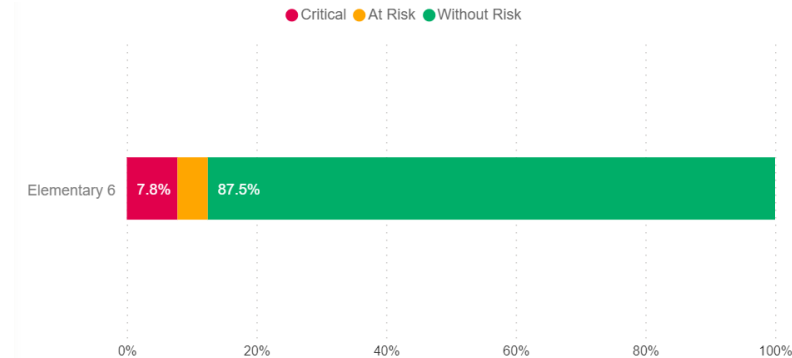
**Math**

Our school success rates in mathematics are similarly consistent with that of the average of the Sir Wilfrid Laurier School Board. This year, our school success rate in mathematics was also consistent with what it has been in past years. For a closer look, the data below represents Hillcrest Academy’s June 2023 MEQ Grade 6 Math exam results by subject competency. (Data extracted from DVision, November 2023)

**Grade 6 MEQ Math: Uses mathematical reasoning 87.9% success rate**



**Grade 6 MEQ Math: Solves a situational problem 92.2% success rate**



Our results in solving a situational problem in mathematics in grade 6 are exceptional: We note that very few of our students are identified as being “At risk” in this competency.






<b>MATH- Exam success rate (2022/23)</b> Based on end of year C2 results (To reason using mathematical concepts and processes)				
Grade Level	All Success rate	Success rate With IEP	# students on IEP	Success rate Without IEP
4 (C2)	73%	40%	5	76%
6 (C2)	88%	69%	13	94%

However, when we zoom into C2, mathematical reasoning, we see that our results are not as strong. Students in our school seem to struggle more with basic math facts than with more complex mathematical problem-solving. While we are delighted that our students are demonstrating strong critical thinking skills, we recognize a need to ensure that foundational skills are solidly in place and that students with an IEP have access to more appropriate or timely supports so that they can achieve consistent with their peers.

The Table below summarizes Hillcrest Academy’s success rates as measured by end of year summary results on the report cards. (Data extracted from Lumix, October 2023)

**SCHOOL SUCCESS RATE SUMMARY: 154 - Hillcrest Academy**



Subject	2019		2020		2021		2022	
	Success %	No. of Results	Success %	No. of Results	Success %	No. of Results	Success %	No. of Results
<b>English Language Arts</b>								
ENG210	93.0%	57	92.8%	69	88.3%	60	92.2%	64
ENG410	100.0%	65	100.0%	57	88.7%	62	100.0%	64
ENG610	100.0%	82	100.0%	86	100.0%	66	100.0%	62
<b>French as Second Language</b>								
FRA210							100.0%	1
FRA410							0.0%	1
FRA610							100.0%	1
FRI210	94.7%	57	88.4%	69	83.3%	60	87.5%	64
FRI410	98.4%	64	98.1%	53	91.9%	62	100.0%	64
FRI610	100.0%	84	98.8%	84	98.5%	65	96.8%	62
<b>Mathematics</b>								
MAT210	98.2%	57	97.1%	69	88.3%	60	95.3%	64
MAT410	98.5%	66	98.2%	57	83.9%	62	95.3%	64
MAT610	98.8%	85	93.0%	86	98.5%	66	98.4%	63



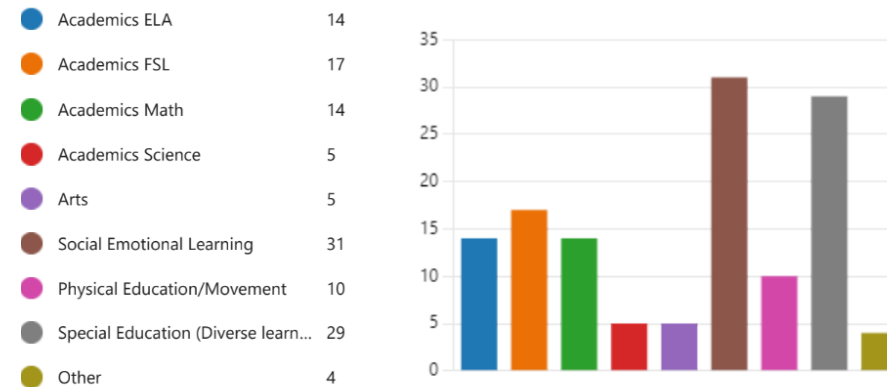


As is typical for most elementary students, our students perform higher on classroom learning activities than they do on exams, when they may be less anxious. Overall, our success rates are high: all but 1.6% were successful on the grade 6 competencies.

## 2. Teacher Consultation Data

Hillcrest Academy staff were asked their opinion about the two or three areas upon which we should focus our improvement efforts.

When considering the new Education Project (4-year commitment), what 2-3 areas should Hillcrest focus on? Select all that apply. (0 points)



Educational Project Staff Survey June 2023

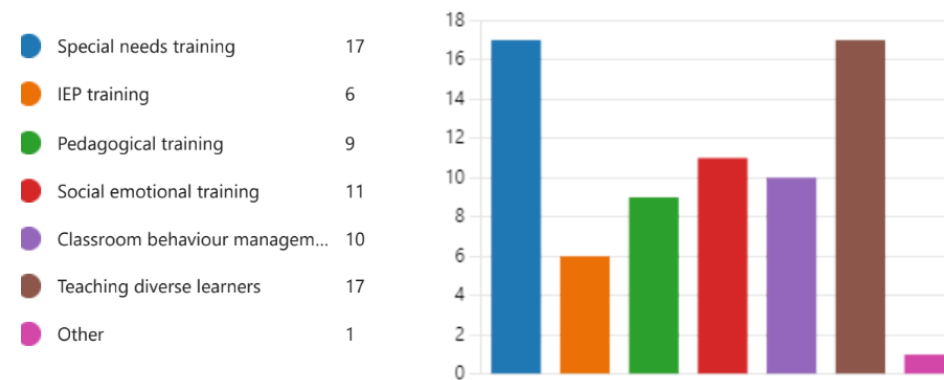




As you can see, teachers and staff identified the following three priorities: Social Emotional Learning, Improving supports with students with special needs, and deepening our French language instruction.

Staff were asked which type of professional development they would like to receive,

I would like to receive more professional development workshops for... Select all that apply. (0 point)



Educational Project Staff Survey June 2023

The top three requests for support for teacher and staff development were: supporting diverse learners (Special needs training & Teaching diverse learners) and Social Emotional Learning.

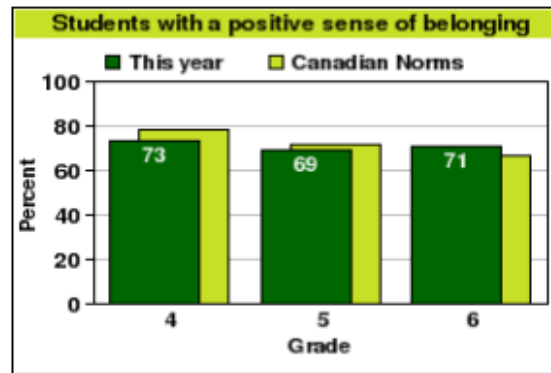




### 3. Student Consultation Data

Students from grades 4-6 were asked to complete an anonymous survey given to students across Canada called the Our School survey, which aims to understand how students are feeling about their school experience. A benefit of this survey is that it compares Hillcrest students with results across Canada, so we are able to read our results in a broader context.

#### Positive Sense of Belonging

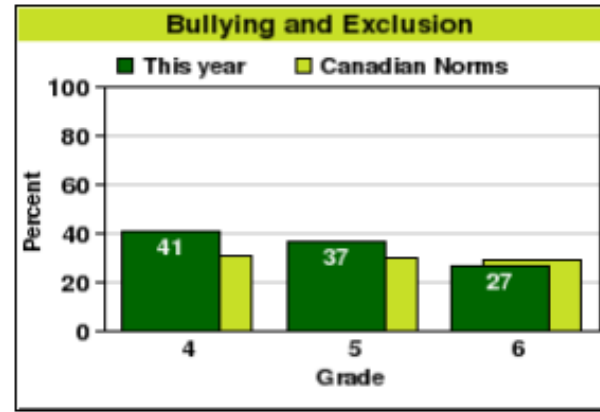


Our students have a lower-than-average rate of feeling a strong sense of belonging in grade 4 and 5, but we exceed the national average by grade 6.



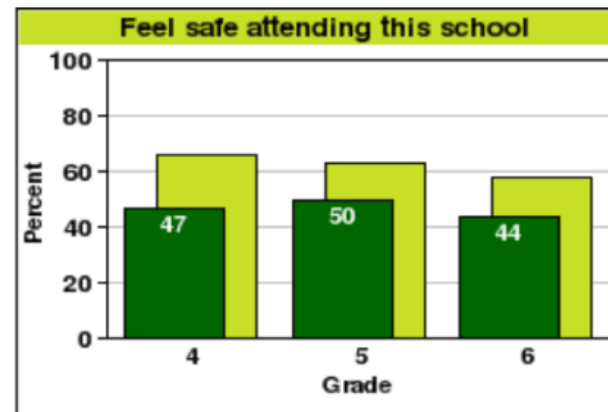


## Student Bullying



We are disappointed to see that we exceed the national average in grades 4 and 5 in terms of students reporting feeling bullied in school.

## Feeling Safe In and Going to School

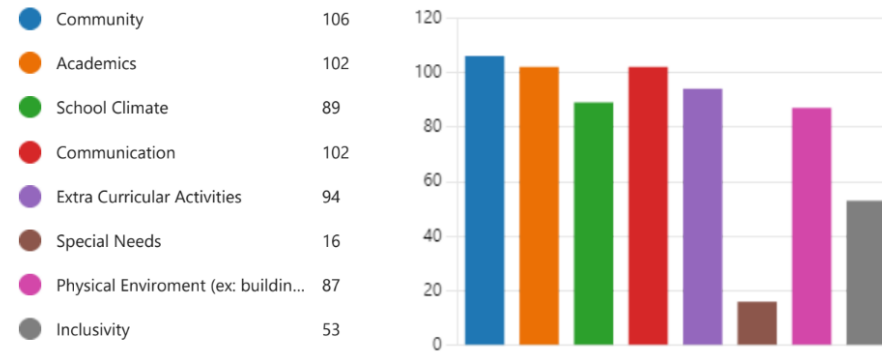


Our November 2023 results highlights that only 47% of our students feel safe at school as well as going to and from school as compared to the Canadian norm which is 62%.

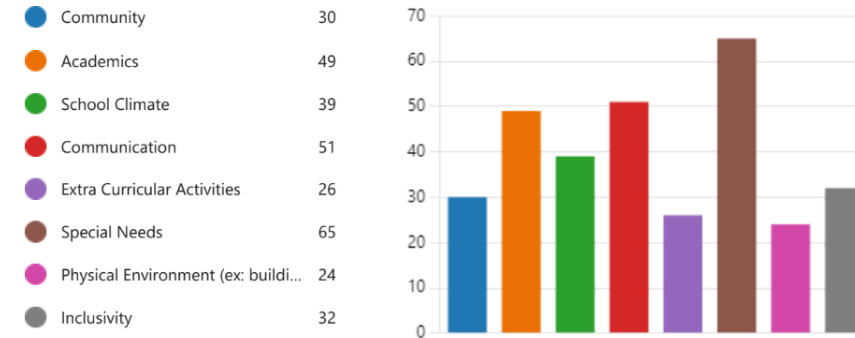




i. What are Hillcrest's **strengths**? Check all that apply (0 point)



i. What are Hillcrest's **challenges**? Check all that apply. (0 point)



Across these three dimensions, we can see that one of our challenges is to ensure our students feel a strong sense of belonging to the school, that we address bullying more rapidly and effectively, and that we support students to feel and be more safe at school. We address these challenges in the sections that follow.

#### 4. Family Consultation Data

We asked the parents and guardians of students at Hillcrest Academy about their perception of our strengths and challenges on a school-developed survey.

##### Parent Survey June 2023

Families feel that academics are both our strength and a key area for our improvement. We interpret this as a fault in our survey and would re-word the survey for future use. Results indicate that supporting students with special needs and becoming a more inclusive school are key challenges for us to address. Related challenges identified are involving families in the school community more deeply, and improving the frequency and quality of our communication with families.





## Hillcrest Orientations

After our data analysis, examining research with a school consultant, consultation, and analysis as a school staff, we came to consensus on the following two orientations:

- Create essential learning targets which are taught by subject and level and aid in developing Individualized Education Plans
- Support the Social-Emotional Learning of our students so that students will be equipped with the skills to succeed socially and academically

## Hillcrest Objectives

Objectives	Description
<i>Orientation: Support the Social-Emotional Learning of our students so that students will be equipped with the skills to succeed socially and academically</i>	
Objective 1	By June 2028, students will apply conflict resolution strategies.
Objective 2	By June 2028, 70% of students will report "agree" or "strongly agree" to feeling safe at school.
<i>Orientation: Create essential learning targets which are taught by subject and level and aid in developing Individualized Education Plans</i>	
Objective 3	The pass rate (60%) for students on an IEP in English, French, and Math is equivalent to the pass rate of students that are not on an IEP by June 2028.
Objective 4	75% of students leave Cycle 1 reading and end of cycle 1 reading rate levels (in English and French) by June 2028.





## Hillcrests' Objectives, Indicators & Targets

### Hillcrest Orientation 1

*Support the Social-Emotional Learning of our students so that students will be equipped with the skills to succeed socially and academically*

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	HILLCREST OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
Améliorer le climat de bienveillance, de bien-être et de sécurité des élèves	Support and increase the success of diverse learners and at-risk students academically, socially and emotionally.	By June 2028, students will apply conflict resolution strategies.	KPI (Key Performance Indicator): Reduction of major incidents by 50%.	Baseline 2023-2024: 22.5 episodes/month.  <b>2027-2028: Number of episodes drops to fewer than 11.</b>  <i>See <b>Chart A</b> below for yearly targets.</i>	The Administration will lead the ABAV Committee to review the incident data twice per year to note change, discuss strategy implementation and plan for the next quarter.  Results and analysis of results will be shared with the staff twice per year.
		By June 2028, 70% of students will report "agree" or "strongly agree" to feeling safe at school.	KPI: Our School Survey.	Baseline: November 2023: 47% feel safe (Canadian norm 62%).  <b>2027-2028: 70% of students report "agree" or "strongly agree" to feeling safe at school.</b>  <i>See <b>Chart B</b> below for yearly targets.</i>	The Administration will lead three annual focus groups with Kindergarten, Cycle 1 students, Cycle 2 students, and Cycle 3 students, to inquire about their sense of safety in the school. Notes will be summarized and shared with the ABAV Team. For Kindergarten, cycle 1 and 2, facilitators will ask students to what degree they





					<p>feel safe in school and track and record their responses, in addition to their qualitative responses.</p> <p>The Admin and the ABAV team will review and discuss the Our School Survey Data and focus group data once a year.</p> <p>Results and analysis of results will be shared with the staff twice per year.</p>
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## Hillcrest Orientation 2

*Create essential learning targets which are taught by subject and level and aid in developing Individualized Education Plans*

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	HILLCREST OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>Taux d'obtention d'un premier diplôme ou d'une première qualification en 7 ans après l'entrée au secondaire</p> <p>Taux de réussite des garçons</p> <p>Taux de réussite des élèves HDAA</p>	<p>Support and increase the success of diverse learners and at-risk students academically, socially and emotionally.</p> <p>Ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Quebec</p>	<p>The pass rate (60%) for students on an IEP in English, French, and Math is equivalent to the pass rate of students that are not on an IEP by June 2028 every year.</p>	<p>KPI: Grade 6 End of Year Exam success (pass) rate in English Reading, French, and Math C2.</p>	<p>Baseline: 2022-2023 <b>French</b> Success rate 88% for s's without IEP; 80% s's with IEP. <b>ELA</b> Success rate 95% for s's without IEP; 83% s's with IEP. Math C2 Success rate 82% for s's without IEP; 67% s's with IEP.</p> <p><b>2027-2028: French Success rate 88% for</b></p>	<p><i>If we attain our goals in fewer than 5 years, we will add an objective about raising the bar from "passing" to "proficient."</i></p> <p><i>We predict that our scores for students not on an IEP will also rise as a consequence of adjusted teacher practices.</i></p> <p>Every January, all cycle 2 and 3 math teachers will give all</p>



Taux de réussite des élèves HDAA



<p>Proportion des élèves qui obtiennent entre 70 % et 100 % à l'épreuve obligatoire de mathématique (compétence <i>Résoudre</i>), 6e année du primaire (réseau public anglophone et francophone)</p>				<p><b>s's without IEP; 88% s's with IEP. ELA Success rate 95% for s's without IEP; 95% s's with IEP. Math C2 Success rate 82% for s's without IEP; 82% s's with IEP</b></p> <p>See <b>Chart C</b> Below for yearly targets.</p>	<p>students a standard formative assessment in mathematics. They will then analyze results in cycle teams with the math consultant from the board to interpret results, modify IEP plans if necessary, and make a plan to support children on IEPs for the next semester.</p> <p>Every September, the Principal, Vice Principal, and Leadership Team will review and analyze exam data to interpret results, track successes, celebrate growth, and make plans for the year based on areas for improvement in English, French, and Math.</p>
	<p>75% of students leave Cycle 1 <b>reading at end</b> of cycle 1 reading rate levels (in English and French) by June 2028.</p>	<p>KPI: DIBELS</p> <p><i>To note; when a French "DIBELS" equivalent is found it would be added to the KPI</i></p> <p><i>(DIBELS: Diagnostic Indicators for Basic Early Literacy Skills)</i></p>	<p>Baseline: 2023-2024 62.5% of students are at end cycle expectations</p> <p><b>2027-2028:</b> 75% of students are reading at end of cycle <b>level</b></p> <p>See <b>Chart D</b> below for yearly targets.</p>	<p>We will give the DIBELS diagnostic to cycle 1 students in November and May annually, and results will be analyzed in class teams with the classroom teacher, an administrator and a SWLSB Consultant. An action plan will follow the results.</p>	





<b>Chart A: Yearly Targets</b>				
<b>School Objective:</b> By June 2028, students will apply conflict resolution strategies.				
Baseline	2024-2025	2025-2026	2026-2027	2027-2028
22.5 episodes/month.	<i>No change for 24-25 as staff learn to teach students conflict resolution strategies and implement an SEL framework.</i>	Number of episodes drops to fewer than 18 a month.	Number of episodes drops to fewer than 14 a month.	Number of episodes drops to fewer than 11.

<b>Chart B: Yearly Targets</b>				
<b>School Objective:</b> By June 2028, 70% of students will report "agree" or "strongly agree" to feeling safe at school.				
Baseline	2024-2025	2025-2026	2026-2027	2027-2028
November 2023: 47% feel safe (Canadian norm 62%).	No change as staff learn to teach students conflict resolution strategies and implement an SEL framework.	60% of students report "agree" or "strongly agree" to feeling safe at school on the Our School Survey and in focus groups.	65% of students report "agree" or "strongly agree" to feeling safe at school on the Our School Survey and in focus groups.	2027-2028: 70% of students report "agree" or "strongly agree" to feeling safe at school on the Our School Survey and in focus groups.





<b>Chart C: Yearly Targets</b>					
<b>School Objective:</b> The pass rate (60%) for students on an IEP in English, French, and Math is equivalent to the pass rate of students not on an IEP by June 2028.					
	2022-2023 Baseline	2024-2025 <i>No change for 24-25 as teachers receive intensive training on IEP development and implementation and Tier 1 interventions.</i>	2025-2026	2026-2027	2027-2028
<b>ENGLISH: Reading</b>					
IEP	83%	No Change	86%	90%	95%
Non-IEP	95%		95%	95%	95%
<b>FRENCH</b>					
IEP	80%	No Change	82%	85%	88%
Non-IEP	88%		88%	88%	88%
<b>MATH C2</b>					
C2 Results IEP	67%	No Change	70%	75%	82%
C2 Non-IEP	82%		82%	82%	82%





Chart D: Yearly targets					
School Objective: 75% of students leave Cycle 1 reading and end of cycle 1 reading rate <b>levels</b> (in English and French) by June 2028.					
	2023-2024 Baseline	2024-2025 <i>No change for 24-25 as teachers learn more about the science of reading in English and in French, and as they develop a comprehensive Hillcrest Reading <b>Program</b>.</i>	2025-2026	2026-2027	2027-2028
DIBELS	62.5%	No change	65%	70%	75%

GOVERNING BOARD ADOPTION	
<b>Resolution</b>	<p><b>G.B. RESOLUTION NUMBER</b> _GB20240123-06.0b_ <b>MOVED THAT</b> the 2024-2028 Educational Project be adopted as presented on __January 23, 2024_. (date)</p> <p>Seconded by __Patrick Cristofaro__.</p>
<b>Signatures</b>	<p>Tania Creswell _____ Tania Marchitello _____ CHAIRPERSON PRINCIPAL</p>



