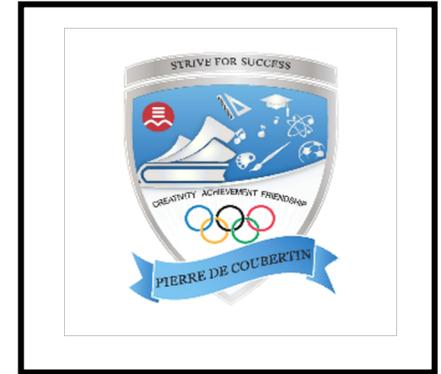




Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

PIERRE DE COUBERTIN

2019-2022

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The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents teachers and other school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centred goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

Article 36 of the Education Act states, “In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

Groups Consulted in the Development of the Project

- The governing board and PPO
- All staff, including, teachers, professionals, support staff and daycare personnel

Our Mission

- ❑ Pierre De Coubertin Elementary School's staff and parents are dedicated to the intellectual, personal, social, and physical growth of students. Through diversified experiences, our students discover their potential, achieve readiness academically and succeed in a safe and caring environment
- ❑ Pierre De Coubertin's vision is to be a school that prepares every student to become a successful and productive member of society.

Our Values

Respect, Aspiration, Responsibility, Pride

Our School Portrait

Pierre de Coubertin is a bilingual school that is situated at 4700 Lavoisier, Montreal, Qc, H1R 1H1. We are in the borough of Saint-Leonard. The school is located in a quiet residential neighborhood with easy access to highway 40.

We are fortunate enough to be within walking distance of a public library, the Leonardo Da Vinci community center, the Martin Brodeur arena, and the municipal pool. Our school yard is adjacent to and has access to Coubertin Park.

Due to this proximity to the Coubertin Park, the students benefit from using the green spaces on a regular basis for both academic and leisure activities. The students regularly take advantage of this space during their lunch recess with their supervisors.

As it stands, our current enrollment is at 453 students. We have 215 girls and 238 boys. The latest demographics reflect a community where 97% are of Italian origin. There are increasingly more diverse ethnic backgrounds moving into our community.

The bilingual model at Pierre de Coubertin is based on a 6-day cycle, alternating between full-day English and French instruction. We also offer Italian as a language, Art, Drama, Robotics, Phys Ed and Music which are integrated into our daily instruction. We are also proud to have a BASE daycare program offering breakfast and snacks.

Our pedagogical approach continues to reflect our passion for the latest educational research and practices. Our staff is dedicated to providing the best quality education. This is demonstrated in the fact that each classroom is equipped with an interactive whiteboard, access to tablets and laptop computers. We also have a learning commons room where the children can work on STEAM projects (Science Technology Engineering Art Mathematics). The goal at Pierre de Coubertin is to provide different educational experiences in order to create a space where all students will succeed. We recognize that our students come to us with a variety of needs and have a multitude of programs in place to help support them. What follows in a detailed description of the programs available at our school.

During the 2019-2020 school year, Pierre de Coubertin has been cohabitating with another EMSB bilingual school – General Vanier. This school will be with us for one year. Due to this arrangements, Pierre de Coubertin is sharing their art/drama class. Our computer lab was replaced by 27 laptops in a roving lab which teacher bring to their class. In result of this cohabitation, we have a learning commons room which is used by the students sin both schools. The students share special activities and play outdoors together during the afternoon recess.

PROGRAMS AVAILABLE IN OUR SCHOOL

In School We Move

This is a program that will promote movement within the children. Each child will receive 60 minutes of movement time per day. The teachers have been trained and given strategies to use to help this movement occur. This program will also help the students recognize the need of a movement break and request on. In doing so we have stationary exercise bikes installed around the school were children may bike ride for 10 minutes and return to class.

Acceleration Program

At PDC we use the acceleration program to help students see the material prior to the teacher teaching it. This enables them to understand the concept when the teacher is teaching it. Students will feel successful in class having seen and heard the vocabulary used by the teacher and understand the definition. This will enable them to keep up with the learning and not fall behind.

RTI

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including teachers and resource teachers. Progress is closely monitored to assess both the learning rate and level of performance of individual students.

Social Groups

At Pierre de Coubertin, students are taught the communication skills needed to successfully resolve conflicts through the use of cooperative learning.

When minor conflicts arise outside the classroom, students seek the help of our behaviour technicians. The technicians equip the students with strategies on how to deal with peers when conflicts arise. We also create social groups (during lunch time) to give the students the tools required to cope when conflicts arise.

The school also provides services such as psychologist, speech and language therapist and child care attendants for students who have special needs.

Extra Support Program

Pro-active programs are offered to ensure our students' success. Extra assistance is given through individual childcare and small group intervention. These programs are offered before and after classes and also during class time.

Arts Plastiques/Arts Dramatiques

The Art Program at Pierre de Coubertin School is offered in French by an Art specialist.

In cycle 1 and cycle 2 year 1, the students follow the Arts Plastiques program.

In cycle 2 year 2 and cycle 3, the students follow the Arts Dramatiques program.

The Art Program follows a cross-curricular approach. Themes that are being explored in the school are interwoven into the Art Program. Students learn how to express themselves in various mediums.

Students' work is displayed throughout the school. While showcasing their work, it is another way of promoting expression through Art.

Music

The Music Program at Pierre De Coubertin School is offered to Cycle 1, Cycle 2, and Cycle 3 by a music specialist.

Music appreciation and interpretation are important elements of the music program. Creativity is a strong component in the music program. Students learn and apply the different ways of making music, creating short melodies, and playing the recorder.

Technology Program

The program exposes the students to various activities and challenges in order to promote the development of advanced technological skills. The students will work closely with the teacher to promote the acquisition of technological skills.

A student who graduates from Pierre De Coubertin School will be able to navigate on the Internet in simple and complex searches and is familiar with e-mail. By Cycle 3, most students will be knowledgeable in Word, Excel, Publisher and PowerPoint. In addition, the student is able to use these programs effectively in his school work. It is our desire to prepare our students for the technological world in which they live.

STEAM program (Science, Technology, Engineering, Arts and Mathematics)

Full STEAM ahead! Pierre de Coubertin School embarked on the STEAM train, which is an educational approach where students learn using Science, Technology, Engineering, Arts and Mathematics through guided inquiry and critical thinking. The students become problem-solvers, collaborative workers and innovators who are engaged in their own learning.

Robotics Program

This program offers classroom activities that teach high-value STEAM content as well as opportunities to powerfully address ELA, French and math competencies. There are connections to robotics across the full spectrum of the curriculum. Robotics is also a highly effective way to foster essential work skills like collaboration, problem solving and project management. It does all this while keeping students motivated and engaged. Allowing student engagement and motivation is the key for success.

Italian Program (P.E.L.O.)

The Italian Program is offered through a special renewable grant from the Ministry of Cultural Affairs of Quebec. All students in Cycle 1, Year 1 to Cycle 3, Year 2 are registered for this 90-minute weekly program and classes are given during the student's timetable.

The language is presented through real-life situations and allows students to develop oral and written comprehension and expression skills in the Italian language. In addition to communicative skills, topics of a historical and cultural nature are covered in the program.

Daycare Program

Daycare services are provided for students enrolled at Pierre de Coubertin School. The daycare hours are from 7:00 a.m. to the start of classes and from the end of classes to 6:00 p.m.

Our Daycare's aim is to develop and maintain a positive, safe and caring environment for every student. It promotes a comfortable and family-oriented atmosphere.

The program provides appropriate activities such as arts and crafts, computers, and physical exercise. Resource people are invited from time to time to enrich the program (cartooning, magic, pet care, etc.). A quiet time is also put aside each day to allow the students to do their homework.

Breakfast is provided to the day care students who arrive before 8:15 am.

Lunch Program

Pierre de Coubertin has a hot lunch supplier which services our school on a daily basis. A monthly menu based on nutritionally balanced meals is offered to our students.

Closed Classes

We offer 3 closed classes for students who have an Autism Spectrum Disorder. The aim of these classes is to prepare the students to help integrate them in the regular classes.

EXTRA CURRICULAR ACTIVITIES

Lunch time activities and After School Activities

Lunch time intramural activities such as soccer, volleyball, basketball, ping pong and spike ball offered by the physical education teachers.

Reading clubs, Math league, coding club and environmental club are also offered for students to take part in.

Chess, soccer, Cosmo hockey, dance, cooking classes, karate are some of the activities offered after school. Activities may vary from year to year.

SPECIAL EVENTS/ACTIVITIES

- *After school ECA activities*
- *Athletic activities- GMAA, Winter Carnival, Sports Day*
- *Arts and Music festivals*
- *Sports Clubs*

- *Special After-school activities*
- *Movie Night*
- *Dances*
- *School concerts*
- *Science Fair*
- *Steam Fair*
- *Italian Fair*
- *Grade 6 graduation*

The Consultation

Two surveys were sent out to consultation, one for the PDC PPO and Governing Board members and the other to the PDC staff. After having discussed it with the Governing Board members, it was decided that we would consult the members who were active in the school and had the opportunity to see how the school functions.

As a result of the consultation survey, the PDC community indicated the following:

- Enrollment will be an issue in the future for PDC.
- Social media is an issue for the students.
- To promote success by motivating, allowing for critical thinking and self direct learning. Students need to be challenged.
- Parents are very satisfied with the amount of programs we have available for their children.
- Homework for the summer.
- To promote hands on learning.
- Parents are satisfied with how the school is meeting child's wellbeing and success.
- Offer more extracurricular activities in French.
- Have more parents take part in the extra-curricular events and fundraisers.
- To meet the increasing individualized needs of our students will be an issue – increase resource teachers allotment and in class support.

- Teachers need to be facilitators where they will help all students attain their potential by using various learning methods
- We would like to see more parent involvement.
- We will address the social and emotional need of all students.
- Incorporate throughout the curriculum the skills address interactive, social and interpersonal skills.
- Need more technology support from the school board to help with special projects.
- We will address students with behavioral issues by communicating with our professionals to receive the strategies that would help the students.

Alignment to the EMSB's Commitment-to-Success Plan

The school's educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board's Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board's Commitment-to-Success Plan.

EMSB Orientations, Objectives and School Objectives

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

The role of elementary education is to ensure the broad-based development of students. This means ensuring that all children are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for secondary school. While elementary schools do not directly impact the school board's objective towards graduation, their contribution is essential, in laying those foundational skills needed by students to be successful throughout their academic journey.

The Board has decided to monitor the core subjects (Mathematics and languages) in the elementary schools. The languages appear under the objectives for *Language Proficiency*.

EMSB Objective:

To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.3% in 2017 to 75.0% by 2022.

Table 1: EMSB Success Rates in End-of-Cycle 3 Mathematical Reasoning Component of the MEES Examination (%)

Year	PIERRE DE COUBERTIN Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	75.3	63.8
2016	90.7	64.4
2017	81.7	74.3
2018	86.1	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. While the Board has selected this indicator because it is uniform, it is worth noting that this reports on one competency in the exam, as opposed to the global average grade. Table 1 shows that the success rate has steadily increased from **75.3%** in 2015 to **86.1%** in 2018.

Overall, the results from year to year show fluctuations that as a school, we will continue to monitor. We have increased from 75.3% in 2015 to 90.7% in 2016. In 2017, there was a decrease to 81.7%, but in 2018, the results increased to 86.1%. The results are moving in an upward trend. These are the results of one exam. As a school, we are monitoring the fluctuating results and consulting with our school board math consultants to make suggestions of different strategies to use to ensure the success of our students. .

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years 83.5%.

School Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 83.5% in 2019 to 87.5% by 2022.

Orientation: Equity among Various Groups

EMSB OBJECTIVE

Equity

To reduce the gap in success rates between boys and girls from 8.2% in 2016 to 6.2% by 2022.

In examining equity issues, we sought out evidence in determining the gap in success rates that may exist between boys and girls. We have examined English Language Arts, French Second Language (core, bilingual and immersion) and Mathematics. As a result of our analysis, we will concentrate our efforts in: English Language Arts, the Reading Component on the June MEES End-of-Cycle Examinations and French Second Language and the Writing Component on the June board-wide End-of-Cycle uniform Examinations.

Table 2: PIERRE DE COUBERTIN and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

	2016-2017	Gap	2017-2018	Gap
PIERRE DE COUBERTIN (Boys)	92.3	4.8	87.8	9.6
PIERRE DE COUBERTIN (Girls)	97.1		97.4	
EMSB (Boys)	79.8	11.8	79.5	12.9
EMSB (Girls)	91.6		92.4	

EMSB Local Data, 2018

Table 2 shows that the success rates of the girls has been stable from 97.1% in 2017 to 97.4% in 2018. The boys decreased from 92.3% in 2017 to 87.8% in 2018, representing about 3 boys who were not successful. The data shows that there is no appreciable gap.

School Objective 2: To maintain a gap of 2-3% between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination by 2022.

Table 3: PIERRE DE COUBERTIN Success Rates in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (%)

	2016-2017	Gap	2017-2018	Gap
PIERRE DE COUBERTIN (Boys)	100.0	0	97.4	2.6
PIERRE DE COUBERTIN (Girls)	100.0		100	
EMSB Bilingual (Boys)	93.9	3.4	85.1	9.0
EMSB Bilingual (Girls)	97.3		94.1	

EMSB Local Data, 2018

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from **0.0%** in 2016-2017 to **2.6%** in 2017-2018.

Objective 2.1: To maintain a gap of 2-3% between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination by 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading component of the June MEES examinations from 88.5% in 2017 to 90% by 2022.

Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing component of the June MEES examinations above the 90% range through 2022.

French Second Language (base)

Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (base) Reading component of the June MEES examinations from 87.6% in 2017 to 90% by 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (base) Writing component of the June MEES examinations above the 90% range through 2022.

English Language Arts

**Table 4: PIERRE DE COUBERTIN Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	PIERRE DE COUBERTIN	EMSB	PIERRE DE COUBERTIN	EMSB
2015-2016	93.0	92.4	98.8	97.5
2016-2017	98.3	88.5	95.0	94.5
2017-2018	96.2	89.1	92.4	94.1

Source: EMSB Local Data 2018

In June of 2016, the exam rubrics changed; as such, only three years of data is presented.

Table 4 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of Pierre de Coubertin increased from **93%** in 2016 to **96.2%** to 2018. While the Board’s success rate in the Writing Component remained relatively stable at about **94%**, the school’s success rate decreased from **98.8%** in 2016 to **92.4%** in 2018. The school will maintain the success rate above **95%** for the Reading Component and maintain the success rate above **92%** for the Writing Component.

The students will be encouraged to write daily using different strategies that will make them proficient writers. School Board consultants will also be consulted and work with the teachers to adopt different strategies.

**Table 5: PIERRE DE COUBERTIN Average Grades in End-of-Cycle 3
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	PIERRE DE COUBERTIN	EMSB	PIERRE DE COUBERTIN	EMSB
2016-2017	75.4	71.2	82.3	74.2
2017-2018	79.2	72.8	76.6	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in Reading, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component. The results of the school mirrors the results of the Board. To calculate the baseline, an average of the last two years will be used.

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% through 2022.

Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 92% range through 2022.

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 77.3% in 2019 to 79.3% in 2022.

Objective 4.2a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 79.2% in 2019 to 80.2% in 2022.

French Second Language (Bilingual Program)

Table 6: PIERRE DE COUBERTIN Success Rates in End-of-Cycle 3 French Second Language Board-wide Uniform Examination (%)

Year	Reading Component		Writing Component	
	PIERRE DE COUBERTIN Bilingual	EMSB Bilingual	PIERRE DE COUBERTIN Bilingual	EMSB Bilingual
2014-2015	83.6	73.9	87.7	88.2
2015-2016	93.0	81.0	97.7	97.7
2016-2017	100.0	90.6	100	97.3
2017-2018	100.0	90.8	98.7	93.8

Source: EMSB Local Data 2018

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from **83.6%** in 2015 to **93.0%** in 2016, mirroring the results of the Board. In the Writing Component, the results increased from 87.7% in 2015 to **97.7%** in 2016, also mirroring the results of the Board. The increase in 2016-2017 in the Reading Component is a result of the exam format changing to include audio and visual texts in addition to written texts.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 95% range through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above 95% range through 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

A welcoming, safe, and caring living environment

EMSB Objective: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022

EMSB Objective: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022

EMSB Objective: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022

Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:

Table 7: EMSB Elementary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	PIERRE DE COUBERTIN Bullying*	EMSB Bullying	PIERRE DE COUBERTIN School Safety**	EMSB School Safety	PIERRE DE COUBERTIN Anxiety***	EMSB Anxiety
2015-2016	20	24	67	67	18	18
2016-2017	24	24	65	65	16	18
2017-2018	22	23	62	65	20	18

Source: OurSchool Survey (The Learning Bar), 2018

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

** Students who feel safe at school as well as going to and from school

*** Students with moderate or high level of anxiety

Table 7 shows that while the perception of bullying has remained relatively stable at the Board level at about **23%**, the perception of bullying at our school (22%) is lower than that of the board.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about **65%**. The perception of school safety is lower at our school (62%), but of concern is the fact that it appears to be on the decline. We will add more teachers (lunch monitors) on active supervision duty.

Table 7 shows that while the anxiety level of students in stable at **18%** at the Board level, the anxiety level of our school is higher than that of the board.

In establishing our baselines, we have chosen to take the average of the last three years for each indicator.

School Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 20% by 2022.

School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 65% in 2019 to 69% by 2022.

School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 18% in 2019 to 16% by 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

Physical Activity:

To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students from 10 schools in 2018 to all 35 schools by 2022.

The Ministry has prioritized the increase of physical activity in elementary schools by introducing an initiative that allows students the opportunity to accumulate 60 minutes of physical activity during each school day. This is not part of a physical education program; an increase in physical activity involves providing students with exercise, movement and alternatives to sedentary learning.

The intention of this initiative is not only to enhance the physical wellbeing of students, but also to bring about a change in school culture over time. Integrating physical activity throughout the school day is expected to have a positive effect on students' educational success, retention, sense of satisfaction, collaboration and teamwork amongst students and to improve classroom behavior.

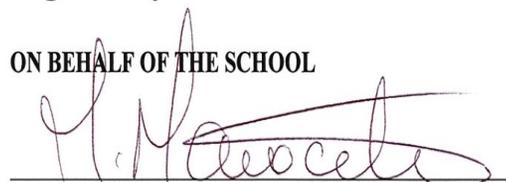
School Objective 5: To maintain the MEES initiative of 60 minutes of physical activity per day for all students.

Implementation and Monitoring of the Project

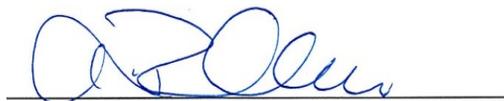
The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.

Signatory Parties

ON BEHALF OF THE SCHOOL



GOVERNING BOARD CHAIRPERSON
Milena Manocchio



PRINCIPAL
Ida Pisano

For Milena Manocchio

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

PIERRE DE COUBERTIN EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the

governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY Johnny Petrecca AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY Tony Colabelli AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY Mary Vasik AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

M. Manocchio
Signature, Governing Board Chairperson / Date

[Signature] April 11, 2019
Signature, Principal / Date

For Milena
Manocchio

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:

Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 81.7% in 2017 to 87% by 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination	To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 81.7% in 2019 to 87% by 2022.	<ul style="list-style-type: none"> • RESPONSE TO INTERVENTION (RTI) • Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. fractions and volume) • Offer extra multiple choice practice. • More mental math practice. • Math Talk -discussing different possible solving methods to a problem. • We will invite our math consultant for a one day workshop on new strategies for teaching fractions and probability. • The resource teacher and or resource aids will work with students during class time (individually, or in a small group) on identified areas of weakness. • Offer professional development - Improve teachers' knowledge of mathematics concepts and instruction through the school board's numeracy initiative.

		<ul style="list-style-type: none"> Use the math manipulatives given by the board for the numeracy initiative.
<p>Equity:</p> <p>Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 9.6% in 2019 to 7.0% by 2022.</p> <p>Objective 2.1: To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 5.0% through 2022.</p>		
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 9.6% in 2019 to 7.0% by 2022.	<ul style="list-style-type: none"> When using the strategies mentioned in the ELA reading block, offer more hands on activities with movement. Offer competition as boys are more competitive which enhances motivation. Have lots of sunlight in class Use lots of visuals
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 1.5% through 2022.	<ul style="list-style-type: none"> Use same strategies as above.

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Language Proficiency:

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 92% through 2022.

Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% range through 2022.

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 80% in 2019 to 82% in 2022.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 95% range through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above the 95% range through 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 92% through 2022.	<ul style="list-style-type: none"> • Offer acceleration program • Use Wilson program with the students who have difficulty decoding • RTI • 2 table model • Guided reading • Daily five • More opportunities to have the students inference • Raz kids

The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% range through 2022.	<ul style="list-style-type: none"> • 2 table model • Guided writing tables • Daily five • Word games & word walls • Acceleration model
The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 79.2% in 2019 to 82% in 2022.	<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inference • Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text • Use tip charts • Promote active engagement of students in new vocabulary, using new words in discussion and conversation • Offer opportunities where students can inference and discuss with their peers. • Raz kids program used at school and at home • Use of Newsela program – differentiation.
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations above 96% range through 2022.	<ul style="list-style-type: none"> • RTI • Acceleration • Royaume des Sons • Oryx • Serpent et Echelles • Daily five –guided reading • 2 table model.
		<ul style="list-style-type: none"> • RTI

the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examinations above the 97% range through 2022.	<ul style="list-style-type: none"> • Daily writing practice • Guided writing • Daily five • Word games
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The Living Environment:

Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 20% by 2022.

Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 62% in 2017 to 67% by 2022.

Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 20% in 2017 to 18% by 2022.

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 20% by 2022.	<ul style="list-style-type: none"> • Offer anti bullying campaigns • Have monthly anti bullying days – pink t-shirt day • Invite the SPVM to speak to the students regarding bullying and cyber bullying.
The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 62% in 2017 to 67% by 2022.	<ul style="list-style-type: none"> • Have the spiritual and community animator speak to the students about feeling safe. • Invite the community officer to speak to the children about the community and feeling safe at school

<p>The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey</p>	<p>To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 20% in 2017 to 18% by 2022.</p>	<ul style="list-style-type: none"> • Put in place a support system for students who struggle with anxiety (teacher mentors, behavioural technicians) • Offer workshops to students and parents in order to help them cope with their current situations.