

**EDUCATIONAL PROJECT 2023-2027
CARLYLE 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 center, the relevance of the training to regional or provincial labor 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 center 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 center 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 center or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service center's or school board's Commitment to Success Plan (EA, sections 37 and 97.1)

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included:

The Principal, Vice-Principal, 1 IB Coordinator, 1 Teacher, 1 Behavior Specialist, 1 Social Counsellor, 1 Daycare Coordinator.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The groups consulted were:

Teachers, Child Care Workers, Students and Student Leaders, Parents, Daycare Educators.

SCHOOL PROFILE

Carlyle School welcomes 330 students from K4 to Grade 6. Carlyle School, built in 1920, is located at 109 Carlyle Avenue in Town of Mount Royal. It is within a short walking distance from the heart of the Town of Mount Royal. Our boundaries are delineated to the east by Papineau; to the south by the waterfront; to the west by Decarie Blvd. and to the north by Highway 40. As the school's territory is large, 14 school buses provide transportation services to our students. Approximately 47 students make use of daycare services throughout the day. The school can make use of the various resources that are available for the Town of Mount Royal, including library and sport facilities.

Our student population, including K4 to Grade 6, consists of 330 students for the 2023-2024 year. Fifty-three percent of the children in the school were born in Quebec and 65% use English as the main language spoken at home. Forty-seven percent of the student population is born out-of-province. Granted Certificate of Eligibility for a limited time, our foreign temporary stay students come from various continents around the globe including Europe, Asia, Africa, and South America. Our school community reflects the multi-ethnic and multi-lingual community of Montreal, representing more than 30 different languages and cultures coming from various communities.

The school staff is comprised of one principal, one vice-principal, twenty-eight teachers, nineteen attendants, four tutors, three special education technicians, one social counsellor, three daycare staff, 1.5 secretaries, 30% Documentation Technician and one day caretaker and one nighttime caretaker. There are two full-time and one part-time English resource teachers who use both an in-class and pull-out model. There are also two teachers designated as the IB Coordinators in a 100% position that they share along with their classroom (50%). In addition to the attendants and special education technicians, the complementary service team from the School Board includes a psychologist and a speech and language pathologist who are both here two days a week as well as an occupational therapist, and a spiritual and community animator who are here one day a week. We also have a school nurse, a social worker and dental hygienist provided by the CIUSSS. The school staff is dedicated and works diligently to support the whole child. The staff is supportive and committed to developing a strong school climate where students can feel like they are part of a caring community.

Carlyle is proud to offer the International Baccalaureate Primary Years Program (IB-PYP) from K4 to Grade 6. We provide an internationally minded and inquiry-based curriculum with on-going reflection and assessment that links active classroom experiences to action-based local and global issues. The emphasis is on experiential and inquiry-based learning and collaboration. This is accomplished through teamwork, creativity and meaningful hands-on projects. These projects have an emphasis on global awareness, skills, and knowledge needed to participate in our global society. Daily teaching and learning are based on the International Program as well as on the programs and requirements of the Ministère de l'Éducation Québec (MEQ).

Carlyle is also a STEAM School. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding students' inquiry, dialogue, and critical thinking. So, IB and STEAM are merged with QEP to create our unique curriculum that results in students who take thoughtful risks, engage in experiential learning and problem solving, embrace collaboration and work through the creative process.

We integrate special needs students in all our classes, while supporting them through a resource model. We continue to accommodate new families to Quebec from other provinces and countries as well as international families who are eligible to attend an English-speaking school for a limited period. Our school offers an English core program in addition to a bilingual Preschool program. Students in K4 and K5 receive 50% of their instruction in English and 50% in French. Cycles 1, 2 and 3 receive 67% of their instruction in English and 33% in French.

The population of the students in the school is quite varied in socio-economic status, behavior, and academic needs. The *Indice de milieu socio-économique* (IMSE) is an index given to a school by the Ministry that describes the socio-economic backgrounds from which the students come. The IMSE for our school is 7, with 10 being the lowest possible level. Schools with an index greater than 7 receive additional funding from the Ministry. Our rating remains a result of the recent influx of international students. We continue to serve students who come from pockets of low socio-economic status that is not reflected by the index.

Approximately 29% of our student population has an Individualized Education Plan (I.E.P.) with 62 coded students, 36 non-coded students and 14 students waiting to be assessed as of January 2024. There are also currently 6 students who follow a modified program. These numbers neither include our newly arrived students nor our Temporary Stay Foreign students English as a Second Language (ESL) students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle. The staff has a good overall understanding of how to support the growth of the whole child. Students have access to a sensory room and our classrooms have kinesthetic materials and equipment available to meet the needs of our students with diverse learning styles.

Carlyle promotes an educational partnership involving parents, school staff, administration, and community. Our parents are committed to excellence and are active through the Governing Board, English Montreal School Board Parents Committee (EMSBPC) and Parent Participation Organization (PPO). Carlyle School is fortunate to have a strong parental and community partnership. Parents assist with various events including Open House, Picture Day, library organization on a weekly basis and fundraising to name a few. Their fundraising efforts help in providing our students with a variety of activities and opportunities to enhance their school experience. Carlyle prides itself with its strong community volunteer initiative, which has proven to be an invaluable asset. In addition, this enhances our IB Units of Inquiry through guest speakers and author visits. We continue to encourage active involvement from all parents.

The school holds regular activities for the families of students including a welcome back celebration, music concert, IB Exhibition Learning Celebration, portfolio night and graduation ceremonies. Students in Cycle 3 can participate in a Leadership Program where they mentor, facilitate activities and problem-solve while engaging with younger students. They also participate in various intergenerational activities with the local seniors.

Carlyle students enjoy participating in sports. There are intramural and intermural sporting events offered by the physical education teachers and support staff. Many of our Cycle 3 students participate in team sports with the GMAA. The school has a wide variety of extracurricular activities and clubs at lunchtime. A significant number of students participate in these activities.

MISSION AND VALUES

Carlyle's Mission Statement

Parents, school staff and community at Carlyle School aim to turn dreams into achievements and prepare Carlyle students for life-long learning. We encourage respect, critical thinking, tolerance and care within a safe and nurturing environment. We are committed to developing the learner's personal, social, and academic capacities. Carlyle provides an internationally minded and inquiry-based curriculum with ongoing reflection and assessment that links active classroom experiences to action-based local and global issues. Carlyle promotes an educational partnership involving parents, school staff and all communities.

Carlyle's Vision

At Carlyle, our vision is to create a school community where all students learn and grow in a safe and nurturing environment. All learners have the opportunity to develop their personal, academic, and social experience using an inquiry based, international curriculum. All learners are provided with a child-centered curriculum that links classroom experiences to global issues. Staff, parents and community endeavor to instill a sense of pride, respect, open-mindedness, and life-long learning in all students.

Our Beliefs

- All learners have the right to be treated with respect, integrity, and tolerance and have the responsibility to demonstrate these values towards others and the world around them.
- Staff, parents and community, through a democratic process, have demonstrated that they value an international curriculum that promotes the International Baccalaureate & Primary Years Program philosophy.
- Children learn in a supportive, caring environment that fosters self-esteem and respect for others.
- Education is a partnership involving staff, parents and the community. "It takes a village to raise a child." - African proverb

Our Goals

- To foster an environment of respect.
- To provide a learning environment that responds to individual needs.
- To maximize parental participation.
- To enhance the learning and appreciation of the French language.
- To develop the ability to take responsibility for your own behavior and learning.
- To promote open lines of communication among all members of the school community.

THE CONSULTATION

The consultation process at our school was done through 2 main methods across the different consultation groups which were online surveys and in-person surveys to make the consultation process as accessible as possible. For example, staff was consulted through in-person surveys during staff meetings, students

were consulted during a lunch period and the parent population was given an online survey to complete at their discretion.

The following issues emerged during the consultation process that are relevant to our current Educational Project.

Parents are requesting the implementation of a chess club at lunchtime as well as offering after-school activities. Furthermore, they would like to increase the French curriculum, however, this is currently not possible as we are an English core school. We are currently exploring opportunities to offer some of these activities.

Student leaders feel that our school environment is welcoming. They perceive that our school is safe with few incidences of bullying. They find that the school staff is helpful and resourceful. However, they would like to have more activities and sports included in their school life.

Teachers are concerned with class sizes as well as meeting the needs of their students in conjunction with the lack of staff and resources.

Support staff share similar concerns in regard to the lack of resources as well as a lack of support and communication from students' homes.

ACADEMIC OBJECTIVES

The academic section of the Educational Project is aligned with 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. In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and inform decision-making. The staff has gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

END OF CYCLE 3 MATHEMATICS

EMSB's Objective:

To increase the proportion of end of Cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

Table 1: Percentage of End of Cycle 3 Students Demonstrating Proficiency on the Uniform Exam (C1)

	2019	2022	2023
CARLYLE	46%	86%	70%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

We can observe a great increase in the results from 46% in 2019 to 86% in 2022. This was significantly higher than the Board's results. That Grade 6 cohort was particularly strong in Math and excelled in situational problems. Results are variable from year to year due to traditional variations in the cohort. Despite this decrease, we have still been able to significantly increase our student proficiency results from 2019 as well as maintaining above Board results.

Over the next 4 years, we anticipate that we will be able to stabilize the residual effects of the pandemic and increase our proficiency rate.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 70% in 2023 to 75% by 2027.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB's Objectives:

To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2: CARLYLE AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	95%	75%	93%
School Writing Component	89%	94%	91%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

Interpretation:

Table 2 shows that the results in the success rate of the English Language Arts EOC 3 June - MEQ Examination Reading Component decreased slightly (2%) from 95% in 2019 to 93% in 2023. The Board's results also slightly decreased (1%) from 93% in 2019 to 92% in 2023. The school's results are similar to that of the school board. We do notice a significant drop in the results from 2022 and this could be attributed to the effects of the pandemic.

Table 2 also shows that the results in the success rate of the English Language Arts EOC 3 June MEQ Examination Writing Component increased slightly (2%) from 89% in 2019 to 91% in 2023. However, the Board's results slightly decreased (3%) from 96% in 2019 to 93% in 2023. The school's results are similar to that of the school board. As in the Reading component, there was a slight decrease in the results from 2022 and this could also be attributed to the effects of the pandemic.

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

END OF CYCLE 3 FRENCH SECOND LANGUAGE:

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

	2019	2022	2023
School Reading Component	57%	NA	59%
School Writing Component	91%	NA	64%
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 the success rate on the Reading Component of the End-of-Cycle French Second Language local exam increased slightly from 57% in 2019 to 59% in 2023.

In the Writing Component, the results significantly decreased from 91% in 2019 to 64% in 2023 which is also lower than the results of the Board.

We also observed that this could be due to the residual effects of the global pandemic. Prior to the pandemic, our results were reflective of the writing strategies practiced in class. Due to remote learning and school closures, the instructional delivery model was not as effective as in class learning for our students. Virtual learning did not reflect the writing practices of a regular school year where writing strategies were practiced. This was particularly challenging for first-time students in Quebec who were not familiar with the French language.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 59 % in 2023 to 64 % in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 64% in 2023 to 68% in 2027.

SCHOOL CLIMATE

EMSB's Objectives:

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

Table 4: CARLYLE Student Perceptions of Selected School Climate Factors (%)

Factor	CARLYLE		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	16	30	28	31	29
School Safety	72	53	60	59	61
Anxiety	18	28	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.

Parents have reported to staff that they have noticed that their children are becoming more empowered to report any incidents of bullying that may have otherwise gone unnoticed. In previous years, bullying incidents may have gone under-reported due to students not feeling safe to come forward. While our percentage of student perceptions of bullying have increased, it is still aligned with the results from the school board.

The results of the OurSCHOOL survey of student attitudes concerning feeling safe at school have decreased from 72% in 2019 to 53% in 2022. We noticed an increase in the rate of students who reported victimization resulting from bullying from 16% in 2019 to 30% in 2022.

Objective: To decrease the rate of our elementary students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 30% in 2022 to 25% by 2027.

Objective: To decrease the perceived rate of anxiety from 28% in 2022 to 24% by 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.

Reporting on this goal is anecdotal in nature. Every year, we will be reporting on events planned for parent outreach. Examples of events that Carlyle is planning to do in coming years include:

- Welcome Back brunch
- Holiday Breakfast
- Portfolio Learning Celebration
- Scholastic Book Fair for preschoolers (Shop with your tot book fair)
- Gardening Project
- Dental Hygiene activity
- Nutrition Activity (Packing healthy lunches)
- Play-based Learning Parent Workshop
- Welcome to Kindergarten Orientation
- Tea Tot with parents

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions. Schools will report anecdotally on how the competency is being developed and the number of PD events that staff attend.

Our staff will attend many workshops throughout the years given by various organizations such as the school board, QPAT, International Baccalaureate program, on the following topics:

- Students using G-Suite for content production and collaboration
- Using Google Classroom to increase communication between teachers/students/parents
- Transitioning from a physical student portfolio to a digital portfolio in increments
- Integrating assistive technology to address inclusion and diverse needs in the classroom
- Supporting students who have diverse needs to refine their technological skills for their own personal empowerment
- Using digital resources for learning in the classroom and at home to reinforce concepts taught (i.e., IXL, Raz-Kids, etc.)

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 70% in 2023 to 75% by 2027.	<ul style="list-style-type: none"> - Tutors hired for extra classroom interventions. - Integration of accelerated Math program for high achieving students. - Continue investing in IXL accounts for all students
To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination above 90% by 2027.	<ul style="list-style-type: none"> - Use of benchmarking evaluations to address reading levels & track progress - Integration of Spell-Links program - Integration of Lively Letters program
To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above 90% by 2027.	<ul style="list-style-type: none"> - IB Unit of inquiry focusing on writing to be highlighted. - IB Exhibition project to focus on writing. - Integration of practice writing narratives and reading responses throughout all cycles.
To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 59 % in 2023 to 64 % in 2027.	<ul style="list-style-type: none"> - Availability of Raz-Kids accounts for all students. - Promotion of reading of French literature through high interest French texts in the library.
To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 64% in 2023 to 68% in 2027.	<ul style="list-style-type: none"> - Professional Development by school board's elementary French Consultants on writing strategies. - Integration of online resources to support French vocabulary development and writing. - Practice LES from BIM to prepare for EOC exams
To decrease the rate of our elementary students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 30% in 2022 to 25% by 2027.	<ul style="list-style-type: none"> - Support of Students Leadership program. - Integration of preventative reflection practices for students.
To decrease the perceived rate of anxiety from 28% to 24% by 2027.	<ul style="list-style-type: none"> - Implementation of Social Skills program across all grades. - Continuing use of Art sessions for student decompression.

