



EDUCATIONAL PROJECT 2023-2027
Michelangelo International Elementary School
English Montreal School Board



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

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

The educational project must:

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

- **COMPOSITION OF THE SCHOOL TEAM**

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

Two teachers, two resource teachers, one IB Coordinator and one principal and one vice-principal.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The groups consulted for the Educational Project were the teaching staff, the support staff, the students, the parent community, and the administrators.

SCHOOL PROFILE

In 2008, the Michelangelo Schools community initiated the process of being authorized as an International Baccalaureate (IB) School offering the Primary Years Programme. The goal was set for the school to receive full IB World School authorization in 2013. The Primary Years Programme was introduced to Michelangelo School with the purpose of bringing International mindedness to the school community. Our students learn skills to become life-long learners and responsible global citizens. In 2011, Michelangelo Elementary School was officially renamed Michelangelo International Elementary School. Michelangelo International Elementary School received IB accreditation in May 2013, making it an official IB World School.

As of 2012-2013, we have implemented a new model for the Bilingual program, whereby students receive one week of French instruction and one week of English instruction. Mathematics is taught every day.

Michelangelo International Elementary School is currently comprised of 508 students from K4 to Cycle 3. It is the only International Baccalaureate (IB) elementary school offering the Primary Years Programme (PYP) in the east end of Montreal. It is located at 9360 5th street, in the borough of Rivière des Prairies, in the northeast end of Montreal. It is an area of the city that has the characteristics of a predominately middle-class community. The Bilingual Program Boundary for Michelangelo International School begins west of Armand Bombardier Boulevard, (between Perras Boulevard and Gouin Boulevard) to Pierre Baillargeon Street. The boundary covers from the north of Gouin Boulevard to the south of the Metropolitan Boulevard ending east of Marien Boulevard. A large portion of our territory is industrial. Approximately 48% of our students are bussed.

Our students' mother tongues are as follows: English, Italian, French, and other. As far as languages spoken at home, 75% of our students speak English, 12% speak French, 10% speak Italian, and 3% speak other languages. Although the student population is predominately of Italian origin, approximately 90% of the students' parents were born in Quebec, 98% of our students are born in Quebec.

Michelangelo International School follows the IB (PYP) programme while continuing to offer an enriched educational curriculum geared towards developing proficiency in English, French, Mathematics, Science, and Social Studies.

Resource

At Michelangelo International Elementary School, we are committed to the inclusion for all students with academic and/or behavioural needs. We, as a school, believe that all children learn differently, and all children can learn. We teach within a differentiation model to meet the individual needs of all our students. We believe that students with academic and/or behavioural needs can succeed within the regular classroom when accommodations, adaptations, scaffolding and support are implemented and meet their needs.

Areas of Excellence

- Michelangelo International Elementary School offers an early literacy program comprised of: Daily Five, Jolly Phonics, Guided Reading and Benchmark Assessments, library, Literacy Committee, in-school tutoring, Beading Club, Rubik's Cube Club, and Dog therapy when possible.
- Extracurricular activities include Chess Club, Karate, Guitar Club, Ball Hockey, PELO, STEAM Soccer/Hand Ball Intramural League for Cycle 3 students, and Choir.
- Special Events include Robotics, Spring Music Concert, Innovation Fair (STEAM based innovative projects created entirely by students during class time), Study Skills, Transition to High School (program that prepares the grade 6 students for high school), Second Step (program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environment uniquely equipped to help children thrive), Chess-Math program.
- Michelangelo International Elementary School staff members work closely and collaboratively with support staff, attendants, and Behavior Technicians to ensure that our students receive quality services and support.
- School personnel is committed to on-going professional development which includes the planning, implementing of the Programme of Inquiry.
- Our STEAM school continues to evolve using current laptops, STEAM room, Portable Lap top cart for classroom use, IPAD tablets and Scratch programming.

MISSION AND VALUES

Michelangelo International Elementary School provides an inclusive, collaborative learning environment that merges both the Quebec Educational Program and the International Baccalaureate Primary Years Programme. We provide our students with quality education and encourage life-long learning by creating an environment of respect, collaboration, and intellectual curiosity. We strive to provide the tools necessary for our students to play a constructive role in society while developing positive values. The focus is not simply on the acquisition of knowledge, but on fostering in young people the desire to create a better and more peaceful world through respect and understanding of the many cultures of this world. The school helps guide students to become lifelong learners by creating an environment that fosters curiosity.

Upon leaving Michelangelo International Elementary School, our students will have mastered the Attributes of the Learner Profile (inquirers, principled, balanced, caring, communicators, open-minded, risk-takers, and reflective).

Our Values:

Education

- By providing and exposing essential learning to include mastery of both official languages, mastery of the fundamentals of mathematics, science and technology, and the various means of artistic expression, including music, art and dance, and opportunities for physical development and well-being.
- By emphasizing the development of basic skills, maximum effort, positive work habits, and mind-sets, personal pride, and building self-esteem.
- By encouraging academic success wherein each learner reaches full potential.
- By offering every student/teacher a variety of meaningful experiences and opportunities for success.

- By enhancing the cultural content of the curriculum and fostering respect for cultures and religious beliefs.
- By developing an understanding and appreciation of their own history and culture and how it relates to the world and our present society.

Commitment:

- By fostering a holistic environment in which all participants grow in mind, body, and spirit.
- By developing a sense of responsibility, agency, and self-discipline.
- By providing the necessary support services for success.
- By developing the Attributes of the Learner Profile.
- By encouraging active participation by all stakeholders to develop internationally minded citizens.

Excellence

- By providing the best possible educational programs throughout the elementary school years such as the IB (PYP) programme.
- By providing an enriched learning environment using various approaches and teaching methods.
- By providing the means to achieve lifelong learning.

THE CONSULTATION

Michelangelo International Elementary School held four consultations with the community: Governing Board, parent community, staff, support staff, and finally with all students. The participants shared their thoughts through on-line surveys. The school team processed the results through discussions during Governing Board meetings and staff meetings. The issue that emerged after the consultation was not having enough resource support allocated for the needs of our students.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

END OF CYCLE 3 MATHEMATICS

EMSB's Objective:

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

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

	2019	2022	2023
Michelangelo International Elementary School	67%	43%	57%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: During the 2021-2022 school year, 31% of the grade 6 student population were coded. 89% of the grade 6 coded students were working below grade level. During the 2022-2023 school year, 28% of the grade 6 student population were coded. 60% of the grade 6 coded students were working below grade level in math. This cohort was negatively impacted by the Covid-19 pandemic in that their instruction was mostly online, which proved to be more challenging for students with academic difficulties.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 57 % in 2023 to 63 % by 2027.

To increase the use of conceptual math. Students need to master basic arithmetic concepts in order to improve proficiency in this area of math. The school has been proactive by providing after school tutoring to the students that are having academic difficulties. This practice should continue from year to year.

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

		2019	2022	2023
School Component	Reading	93%	69%	90%
School Component	Writing	90%	96%	95%
EMSB Component	Reading	93%	87%	92%
EMSB Component	Writing	96%	95%	93%

Source:

Interpretation: During the 2021-2022 school year, 31% of the grade 6 student population were coded. 89% of the grade 6 coded students were working below grade level. During the 2022-2023 school year, 28% of the grade 6 student population were coded. 60% of the grade 6 coded students were working below grade level in Language Arts. This cohort were negatively impacted by the Covid-19 pandemic in that their instruction was mostly online, which proved to be more challenging for students with academic difficulties. 67% of the coded students in 2022-2023 had a diagnosis of a specific learning disorder in reading and writing. 22% of the students have an autism spectrum disorder.

Objective: To maintain proficiency in the Cycle 3 English reading and writing component.

**END OF CYCLE 3 FRENCH SECOND LANGUAGE:
EMSB's Objectives:**

To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

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

		2019	2022	2023
School Component	Reading	84%	NA	71%
School Component	Writing	84%	NA	86%
EMSB Component	Reading	87%	NA	83%
EMSB Component	Writing	91%	NA	87%

Source: Lumix GPI, 2023

*Please note: there is no data available for 2022.

Interpretation: During the 2021-2022 school year, 31% of the grade 6 student population were coded. 89% of the grade 6 coded students were working below grade level. During the 2022-2023 school year, 28% of the grade 6 student population were coded. 60% of the grade 6 coded students were working below grade level in French Language Arts. This cohort was negatively impacted by the Covid-19 pandemic in that their instruction was mostly online, which proved to be more challenging for students with academic difficulties. 67% of the coded students in 2022-2023 had a diagnosis of a specific learning disorder in reading and writing. 22% of the students have an autism spectrum disorder.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 71% in 2023 to 80 % 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 86% in 2023 to 88 % 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: Michelangelo International Elementary School Student Perceptions of Selected School Climate Factors (%)

Factor	Michelangelo International Elementary School		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	22	29	28	31	29
School Safety	66	59	60	59	61
Anxiety	25	31	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, and 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.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

To ensure that parents receive feedback on their children's progress and well-being the school team communicates through, Welcome to Pre-K., Orientation Night, Progress Report Card and interviews, three report cards, two parent- teacher interview sessions, communication through phone calls, agenda and email when necessary.

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.

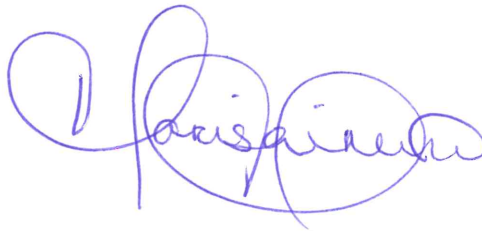
Our Media Arts teacher has been trained as the TIF teacher and he has been attending workshops related to the TIF training. The TIF teacher is a facilitator that helps other staff members with any of their IT questions or concerns.

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 math exam (C1) from 57 % in 2023 to 63 % by 2027.	To increase the use of conceptual math by teaching basic arithmetic concepts in order to improve proficiency in this area of math. The school has been proactive by providing after school tutoring to the students that are having academic difficulties. This practice should continue from year to year. 39% percent of the 2027 cohort have academic difficulties, 2 of which will be modified, they will all receive resource support throughout the school year and during exams.
To maintain proficiency in the Cycle 3 English reading and writing component.	In order to maintain proficiency in this domain we plan to continue to teach writing and reading through our units of inquiry and to provide the students at need with tutoring after school. To continue to encourage reading throughout the day, both at home and in class. Every class also has a class library.
<p>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.</p> <p>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.</p>	<p>In order to maintain proficiency in this domain we plan to continue to teach reading through our units of inquiry and to provide the students at need with tutoring after school. We also encourage the importance of reading by hosting our annual book fair and promoting activities planned by our literacy committee. We offer library services as well as special visits from authors. To continue to encourage reading throughout the day, both at home and in class. Every class also has a class library.</p> <p>In order to maintain proficiency in this domain we plan to continue to teach writing through our units of inquiry and to provide the students at need with tutoring after school.</p>
To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 71% in 2023 to 80 % in 2027.	In order to maintain proficiency in this domain we plan to continue to teach reading through our units of inquiry and to provide the students at need with tutoring after school.

To increase the success rate of elementary students on the end of Cycle 3 **French Writing component** of the **June examination** from 86% in 2023 to 88 % in 2027.

We also encourage the importance of reading by hosting our annual book fair and promoting activities planned by our literacy committee. We offer library services as well as special visits from authors. The students have access to French apps and websites. To continue to encourage reading throughout the day, both at home and in class. Every class also has a class library.

A handwritten signature in blue ink, appearing to read "Dr. Cesare". The signature is stylized with large, overlapping loops.

Dr. Cesare