

EDUCATIONAL PROJECT 2023-2027

PIERRE DE COUBERTIN

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:

Principal, Vice Principal and teachers

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Teachers, Support staff, community, and Governing Board, students

SCHOOL PROFILE

Pierre de Coubertin (PDC) is a bilingual school that is situated at 4700 Lavoisier, Montreal, Qc, H1R 1H9. We are in the borough of Saint-Leonard. The school is in a quiet residential neighborhood with easy access to highway 40.

We are 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 of September 30th, 2023, our enrollment is at 431 students. We have 197 girls and 234 boys. Most of our students are born in Quebec. We presently have 37 students enrolled on the K-4 program, 66 enrolled in the K-5 program and 328 students enrolled in the elementary program.

The latest demographics reflect a community where 95% are of Italian origin. The spoken language at home is English for 371 students, French for 34 students and 16 others. Families of increasingly more diverse ethnic backgrounds are 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 have 40 % of our students using day care before or after class or both. We have 32 % of the student population using the bus transportation service. Amongst our students, we have 24% follow an individual intervention plan, either with a code or not. We also offer Italian PELO Program within the student timetable, Art, Drama, Robotics, Phys Ed and Music which are integrated into our daily instruction. We are also proud to have a BASE (Before and After school Education) daycare program offering breakfast and snacks.

Our pedagogical approach continues to reflect our passion for the latest educational research and practices using Wilson teaching approach, and UFLI and Response to Intervention

We also offer an enrichment program for students who excel in their academic studies. This is offered to students with an average of 90 and above in the core subjects – English, French, Math.

The goal at Pierre de Coubertin is to provide different educational experiences 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 is a detailed description of the programs available at our school.

BILINGUAL PROGRAMS AVAILABLE IN OUR SCHOOL

Acceleration Program

At PDC we use the acceleration program to help students see the material prior to the teacher teaching it. They meet with a tutor before class once a week. The subjects targeted are English, French and/or math. This enables them to understand the concept when the teacher is teaching it.

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 from a 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 work closely with the teacher to promote the acquisition of technological skills.

By Cycle 3, most students will be knowledgeable in Word, Excel, Publisher and PowerPoint. In addition, the student can use these programs effectively in his schoolwork.

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 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. All students enrolled at pDC will follow the Italian course

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 WINGS classes for students who are on the autism spectrum. The aim of these classes is to prepare the students to help integrate them in the regular classes.

In School We Move

We provide 60 minutes daily physical activity. Regular physical activity in childhood is important for promoting lifelong health and well-being.

EXTRA CURRICULAR ACTIVITIES

Lunch time activities and After School Activities

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

Reading clubs, Math league, coding club and environmental club are also offered.

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*
- *Music Club*
- *Robotics Club*
- *Italian*

MISSION AND VALUES

- ☐ 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 the school that prepares every student to become a successful and productive member of society.
- ☐ Pierre de Coubertin believes in Fostering Respect, Inspiring Aspiration, Cultivating Responsibility, and Nurturing Pride."

THE CONSULTATION

We consulted with all the Pierre de Coubertin stakeholders who are the teachers, support staff, daycare educators, lunch monitors, parent community, and Governing Board committee members and the students through the OurSchool survey.

All stakeholders were sent an electronic Google survey with questions to respond via Google. The school team went through the results of the responses from our stakeholders.

Staff reported on pressing issues that seem to hinder academic success.

- **Need for More Resource Support:** Insufficient resources or support within the classroom can hinder effective teaching and learning. This might include access to technology, educational materials, or teaching aids.
- **Lack of Readiness Skills:** Students arriving at school in K4 and K5 without essential readiness skills.

Staff also added that the school climate is a very positive one with many activities for the children throughout the year. Highlight is also given to the staff with many opportunities to show a supportive environment from administration.

Staff reported that students' success is recognized due to the following programs put in place at the school:

- Response to Intervention (RTI)
- Wilson Program
- STEAM (Science, Technology, Engineering, Arts, Mathematics).
- Enrichment Programs
- Robotics
- Music, Art, and Drama
- Language Programs (e.g., Italian, UFLI):
- Recuperation Programs

The parent community was surveyed, and they reported the following positive elements of the school.:

- Communication with Staff:
- Homework Assistance
- Recuperation Time:
- Positive Reinforcement:
- Safe and Supportive Environment
- Positive School Culture

From the parent survey, the issues the school must address are the following: increased tutoring services, addition of extra-curricular activities in French, use of online platforms such as Google Classroom, enhanced communications between the school and families.

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ACADEMIC OBJECTIVES

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
Pierre de Coubertin	61%	48%	53%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

The data in table 1 shows that in 2019, 61 % of the students passed the exam with a 70% average and above. In 2023, 53% of the students passed the exam with a 70% grade and above.

The decrease of the success rate or of the proficiency in 2022 is likely to the effect of the changing models of instruction, where students were at times learning virtually.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 53 % in 2023 to 60% 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: Pierre De Coubertin AND EMSB Success Rates on the End of Cycle 3
English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	88%	72%	95%
School Writing Component	97%	90%	93%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Interpretation:

Reading:

Table 2 shows that the students have been doing well in the reading component except in 2022. This was an exceptional year due to Covid and the children had missed many days of school. Due to this, the learning instruction was altered during this time as well.

Students performed much better in 2023 when they were back in school within a stable learning environment.

Writing:

Interpretation:

The students scored well in 2019 and 2023. There were less guided writing samples done in 2022 as the students were not exposed to it as much due to Covid during this time and the change of method of instruction.

Objective Reading: To increase the proficiency rate in reading from 59.3% in 2023 to 65% in 2027.

To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination at 95 % in 2023 and maintain to 95% and above for 2027.

Objective Writing: To increase the proficiency rate in the narrative writing from 65.9% in 2023 to 70% in 2027.

To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination at 93 % or above in 2027.

END OF CYCLE 3 FRENCH SECOND LANGUAGE:

EMSB's Objectives:

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

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

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

	2019	2022	2023
School Reading Component	96%	NA	95%
School Writing Component	97%	NA	93%
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 displays the results for the French Second language has been stable since 2019 above 95%. Despite the change in teaching model in 2020 and 2021 the students were able to maintain their success in French reading and writing.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination at 95 % of above in 2027.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination at 93 % and above 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: Pierre de Coubertin - Student Perceptions of Selected School Climate Factors (%)

Factor	PIERRE DE COUEBRTIN		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	31	35	28	31	29
School Safety	58	66	60	59	61
Anxiety	20	39	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.

Objective 4.1: To decrease the rate of Pierre de Coubertin students' perception of victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 35% in 2022 to 30% in 2027.

Objective 4.2: To increase the rate of Pierre de Coubertin students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 66% in 2022 to 70% in 2027.

Objective 4.3: To decrease the rate of Pierre de Coubertin students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 39% in 2022 to 32% in 2027.

PRESCHOOL PROGRAM

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

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

Through the following events we will encourage the involvement and support from the parents as it is invaluable in creating a thriving learning environment for our preschoolers.

Activities:

- Welcome to school,
- Two scheduled parent teacher interviews
- Movie Night
- Family fun night
- Book fair
- Donuts with dad and muffins with mom (or other family members)
- Universe of Play Workshop
- Halloween Haunted house
- Winter wonderland
- Breakfast with Santa
- 100th Day of School Celebration

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.

Our TIF teacher collaborates and guides other teachers in the development and execution of tech integrated projects.

Training teachers to enhance their digital competency according to the 12-competency framework typically involves a structured approach aimed at equipping educators with the knowledge, skills, and attitudes necessary to effectively integrate technology into teaching and learning.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
English	Our school SLP will continue to work with the K4 & K5 students to help with reading readiness skills Use Wilson program and UFLI in cycle 1
French	Use of RTI and Acceleration To provide more writing opportunities
	Math Centers Increase understanding of math vocabulary Increase conceptual math which will help increase literacy in mathematics. Expose the students to more problem-solving questions at all grade levels. Exposed to different type of questions such as multiple choice, short answers.

Math	Daily practice of basic facts will be instilled at school and home as well.