



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, Grade 6 English-Math Teacher, Grade 5 English-Math Teacher, K4 Bilingual Teacher, Grade 3 French Teacher & Bilingual Resource Teacher.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Grade 5 & 6 students, Parents via survey, & Staff via survey

SCHOOL PROFILE

Pierre Elliott Trudeau School has 325 students from kindergarten 4 to grade six. The school offers a bilingual program from pre-cycle to Cycle 3. Students at all levels study 50% in French and 50% in English. For Cycle 1, the subjects taught in English are: English, Technology, Mathematical Terminology, Ethics and Religious Culture. The subjects taught in French are: français, mathématique, musique, art dramatique, while Physical Education is taught in both languages. For Cycles 2 and 3, the subjects taught in English are: English, Math and Physical Education; the subjects taught in French are: français, éthique et cultures religieuses, univers social, musique, arts plastiques, science et technologie.

Approximately 30% of our student population has an individualized education plan (I.E.P.) with 43 coded students and 15 waiting to be assessed. These numbers do not include our newly arrived students/out of province 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 international population. For students who need extra support, we offer a model that allows students to preview the content prior to it being taught. This helps activate thinking and builds background knowledge. It also provides the vocabulary that students need in order to understand the new concepts and skills before the lesson is taught. The acquisition of language, especially with our international population, varies from cycle to cycle.

The school is located in the Rosemont-La-Petite-Patrie area of Montréal. The school territory spans from its northernmost boundary Autoroute 40 to its southernmost boundary, Des Carrières Street. Its easternmost boundary varies from Pie IX Boulevard to Iberville; while its western boundary varies from St Denis to Avenue du Parc. As the school's territory is relatively large, 6 school buses and 3 minivans provide transportation services to our students. Approximately 200 students make use of daycare services throughout the day.

Our families represent many different countries of origin. Approximately 83% of the children in the school were born in Quebec and 64% use English as the main language spoken at home. The celebration of the cultural diversity of the student population is an important ingredient of the program at the school, both in the academic and cultural aspects of the students' curriculum. Our programs encourage students to celebrate their cultural heritage (example, Portuguese, Italian, Vietnamese, Chinese, Spanish) while building mutual respect and a strong

sense of community. The poverty index for the school is 7, with 10 being the maximum according to the IMSE Index issued by the MEQ. Roughly 15 students are absent daily, and about 30 students are expected to be late on a daily basis.

The school staff is comprised of one principal, 20 homeroom teachers, 7 specialists (4 full-time, 3 part-time), 4 attendants, 7 special education technicians (2 of which are part-time), 11 daycare staff, 1 school secretary, 1 half-time secretary and 2 caretakers. 10% of teachers are working part-time. We have 2 bilingual resource teachers (1 full-time, 1 part-time). There is a teacher designated as the staff assistant. The professional staff from the School Board that supports us in school includes: a psychologist, a spiritual and community animator, a special education consultant, an occupational therapist, a behavior management specialist, an autism spectrum disorder consultant and a speech and language pathologist. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other in developing a strong school climate where students can feel like they are part of a caring community. Professional development is an integral part of our school culture. Staff members are continuously participating in workshops and training sessions, where they share the new and innovative concepts learnt.

Parental involvement is seen as important. Relations between teachers, parents and students are supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is very implicated in school life. Some parents are very involved (as in, they volunteer daily, attend meetings regularly, help supervise field trips, and support school wide events such as Scholastic Book Fair, Breakfast with Santa, End of Year Fun Day). We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner. Events such as Bingo Night, Movie Night, and a Family Dance are organized to encourage a sense of belonging and build community. PPO organizes the major school fundraisers that allow our students to take part in various activities throughout the year.

The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. We offer additional support for learning, social or emotional challenges for students in need. The staff has a good overall understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, yearly school themes that focus on helping the children to actualize their potential as well as provide inspiration. Moreover, students have access to a sensory room, which is used as a therapeutic or calming space depending on the need. Establishing contact with the local high schools has proven to be very valuable in assisting students with the transition to grade seven.

Science, Technology, Engineering, Arts and Mathematics (STEAM) is the primary focus of the school. STEAM is an educational approach to learning that provides an access point for guiding student inquiry, and critical thinking. The end results are students who are risk-takers, engaged in experiential learning, persevere in problem-solving, and embrace collaboration, all the while working through the creative process. The school also offers Robotics to all students in grade six. These students have the opportunity to compete annually in a robotics competition. Pierre

Elliott Trudeau School has a music specialist. The music room is equipped with a variety of instruments. Teachers regularly work together to develop projects that are carried out in cycles or schoolwide. There is a variety of computer equipment that is available for teaching (smartboards, laptops, and tablets) and staff continue to explore new methods of teaching with these tools. Online books are available to all students. The school has a library technician one and a half days a week. The school has an expansive yard and a park across the street which we can make use of.

Some services are offered by the local centres intégrés universitaires de santé et de services sociaux (CIUSSS) including a nurse one day a week. Pierre Elliott Trudeau receives food, literature books, school supplies and winter clothing from different organizations; Operation Sous Zero and First Book Canada are a few the organizations we avail ourselves of.

Pierre Elliott Trudeau students love playing sports. There are intramural sporting events offered by the physical education teachers. Many of our students participate in intermural team sports with the Greater Montreal Athletic Association (GMAA). This promotes teamwork, sportsmanship, and collaboration within our school and other schools. There is a wide array of clubs and activities offered after school for our students.

MISSION AND VALUES

Pierre Elliott Trudeau School's goal is to prepare our children for life-long learning. We are committed to producing competent and confident children through worthy school challenges where learning is fun and where self-esteem becomes the basis of a child's healthy, emotional and intellectual growth. Our goal is to nurture the all-around development of each child - academically, socially, culturally, and physically. Each child shall be encouraged to reach their potential in all areas. The school implemented an inclusivity model that not only fosters diversity but also ensures that every student feels valued, respected and supported in their unique identities and backgrounds.

Every student will follow a challenging and motivating curriculum which will eventually lead to mastery of the basic skills, the ability to think creatively and logically, the ability to function equally well in both English and French, and to be capable of using the emerging informational technology in their everyday life.

Through all aspects of school life, children will be taught moral values to become caring, responsible, and self-confident individuals and be respectful of the rights and property of others. In a mutually respectful environment, children will learn the interpersonal skills they will need in school and later on as adults. These skills will enable them to live and work harmoniously in a multicultural society. We aim to cultivate a supportive learning environment that empowers students to recognize, understand, and regulate their emotions effectively, fostering both academic success and socio-emotional well-being.

With pride, Pierre Elliott Trudeau seeks to uphold its mandate by preparing its students to one day emerge as creative free thinkers contributing to the welfare of their families and society.

THE CONSULTATION

The consultation process was done through online survey for the parents and the staff. The cycle 3 students filled out the Our School Survey. The results were processed by the Educational Project Committee.

Based on the results, the parents expressed feeling a sense of community and of belonging at our school. They mentioned the staff is proactive and dedicated, they encourage students and there's open communication. Parents mentioned they would appreciate additional tutoring, more support, enrichment in French, and after school homework programs.

Staff completed a similar survey and the results showed that they believe that our school has a strong sense of community, a strong sense of commitment to the betterment of all students in all realms. Areas staff believed could be improved included resource support, afterschool homework programs, tutoring programs and social and emotional programs.

Students felt that P.E.T was a positive place with a sense of community where they could make and maintain friendships, and where learning is fun. There was a change in the organization of recess and therefore the students found that they no longer had the same amount of space within the yard which led to some conflict.

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
Pierre Elliott Trudeau	69%	61%	73%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

In 2022, the students had their first exam since the pandemic. The drop results of 2022 could be explained by the students not having had the practice of an exam situation and a fewer number of hours in the classroom due to online learning during the pandemic.

Objective: To increase the proportion of students demonstrating proficiency on the end of Cycle 3 uniform Math exam (C1) from 73 % in 2023 to 76 % 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 Elliott Trudeau School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	94%	73%	100%
School Writing Component	97%	100%	98%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: *Source: Lumix GPI, 2023*

Interpretation:

Though we are proud of the 100% success rate we received in 2023, we believe that it is realistic to maintain the success rate at pre-pandemic levels.

Objective: To maintain the success rate of students on the English Reading component of the June examination at the end of Cycle 3 at 95 % or above from 2023 to 2027.

Objective: To maintain the success rate of students on the English writing component of the June examination at the end of Cycle 3 at 95 % and above from 2023 to 2027.

Additional Goals:

Objective: To increase the proficiency rate of students on the English Reading component of the June examination at the end of Cycle 3 from 57 % in 2023 to 62% 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 Elliott Trudeau School AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	97%	NA	98%
School Writing Component	100%	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:

The teachers at the school ensure to promote the French language, using materials that challenge students and encourage communication between students at different proficiency levels. The school is situated in a predominantly French speaking neighbourhood that allows for local resources and field trips to be done in French.

Objective: To maintain the success rate of students on the end of Cycle 3 French reading component of the June examination at 98 % and above from 2023 to 2027.

Objective: To maintain the success rate of students on the end of Cycle 3 French writing component of the June examination at 93 % and above from 2023 to 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 Elliott Trudeau Student Perceptions of Selected School Climate Factors (%)

Factor	Pierre Elliott Trudeau		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	23	18	28	31	29
School Safety	59	56	60	59	61
Anxiety	26	23	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.

In order to promote school climate, we hold monthly assemblies to recognize and promote the values of responsibility, ownership, acceptance and respect.

Objectives:

To decrease the rate of students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 18% in 2023 to 15% in 2027.

To increase the rate of students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 56% in 2023 to 60% in 2027.

To decrease the rate of students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 23% in 2023 to 20% in 2027.

ADDITIONAL GOAL:

To increase the rate of students' positive sense of belonging, as reported by the students, on the OURSCHOOL Survey from 76% in 2023 to 80% 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.

Welcome to Orientation event

Welcome Back Corn Roast

Meet the Teacher / Curriculum Night

Parent-teacher Interviews

Moving On celebration

We are planning on having parents come in to do the following workshops:

Healthy meal planning, librarian to model how to read a book to their child, nurse to speak about healthy habits

Future activities include: outside organizations to come do activities with parents and students

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.

- **PRODUCING CONTENT VIA DIGITAL TECHNOLOGY**

Teachers were taught to use Pages to create digital books for their students by the Technology Integration Facilitator at the school (2 separate sessions).

- Creating Infographics based on research done online.
- Coding book characters using Swift Playgrounds
- Students in grade 2 created digital books of stories they created including audio and student drawings.

- **USING DIGITAL TOOLS TO FOSTER INCLUSION AND ADDRESS DIVERSE NEEDS**

Teachers were offered workshops (as needed) to learn how to use the tools available in the school to help our students with diverse needs.

- Students using voice to text to be able to share their stories when writing is difficult.
- Listening to audiobooks
- Using translation apps to help students who do not have the language to communicate with their peers and teachers
- Students listening to texts to make them more accessible and allow student to discuss the texts with their peers

- **ADOPTING AN INNOVATIVE AND CREATIVE APPROACH TO THE USE OF DIGITAL TECHNOLOGY**

- Students using 3D printers to print pieces to add to their projects
- Using Minecraft to learn about Area and Volume in Math or to learn about history

- **COLLABORATING VIA DIGITAL TECHNOLOGY**

- Creating collaborative builds in Minecraft (Example: Holiday challenges; Aboriginal villages; Trojan Horse...etc)
- Creating collaborative slideshows for group presentations.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
To increase the proportion of students demonstrating proficiency on the end of Cycle 3 uniform Math exam (C1) from 73 % in 2023 to 76 % by 2027.	Acceleration, tutoring
To maintain the success rate of elementary students on the English Reading component of the June examination at the end of Cycle 3 at 95 % or above from 2023 to 2027.	
To maintain the success rate of students on the English writing component of the June examination at the end of Cycle 3 at 95 % and above from 2023 to 2027.	
To increase the proficiency rate of students on the English Reading component of the June examination at the end of Cycle 3 from 57 % in 2023 to 62% 2027.	Our speech-language pathologist has created reading groups to offer targeted literacy intervention to our at-risk students.
To maintain the success rate of students on the end of Cycle 3 French reading component of the June examination at 98 % and above from 2023 to 2027.	
To maintain the success rate of students on the end of Cycle 3 French writing component of the June examination at 93 % and above from 2023 to 2027.	
To decrease the rate of students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 18% in 2023 to 15% in 2027.	Social skills program, rewarding positive behavior
To increase the rate of students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 56% in 2023 to 60% in 2027.	We have increased the number of supervisors during recesses.
To decrease the rate of students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 23% in 2023 to 20% in 2027.	Social-emotional awareness, Stress management sessions
To increase the rate of students' positive sense of belonging, as reported by the students, on the OURSCHOOL Survey from 76% in 2023 to 80% in 2027.	Foster positive peer relationships, school-wide themes and assemblies