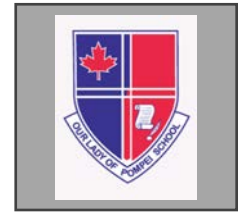


EDUCATIONAL PROJECT 2023-2024
Our Lady of Pompei
English Montreal School Board



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:

The administrator, teachers, student life facilitator, governing board and school board consultant.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Parents and staff

SCHOOL PROFILE

Our Lady of Pompei Elementary School, situated at 9944 St. Michel Boulevard in Montreal North bordering on the Ahuntsic area, has 178 students from preschool to grade six. The school offers a Bilingual program from PreKindergarten to Cycle 3. Students in the Bilingual program receive 50% of their instruction in French and 50% in English. The language of instruction alternates daily (Monday to Thursday) and students receive instruction in both languages on Friday. In Cycle 1, Math is taught in French, however, in Cycles 2 and 3, it is taught in English. The school's Bilingual program prepares the students for education in Quebec. Furthermore, we strive to prepare our students for higher learning and to become contributing citizens in society.

Our school serves both the communities of Montreal North and Ahuntsic. Our boundaries extend from the railroad tracks located south of Industriel Blvd and north of Louvain Street all the way to the Rivière des Prairies and from Pie IX Boulevard to Hamel Street just east of Christophe Colomb Boulevard. Approximately 81 students make use of daycare services throughout the day. Approximately 85% of the children in the school were born in Quebec and 67% of our students use English as the main language spoken at home. A significant number of students are of Italian heritage thus, there is an interest for a weekly Italian PELO class (MEES Heritage Language Program).

The territory served by the school is mainly composed of working class areas with several pockets of lower socio-economic status. The poverty index for the school is 10, with 10 being the maximum according to the IMSE Index issued by the MEES. Furthermore, the school is classified as a Category 3, with 1 being the lowest on the ICOR index. Consequently, we are allocated additional funds which allow the school to provide an after-school Homework Assistance Program, as well as, a Robotics Club. In addition, in-class tutoring support, subsidized educational outings, a Reading Remediation Program and a Social Integration Facilitator are also funded. Due to these classifications, students benefit from a subsidized daily snack and milk program. Subsidized meals can be provided to qualified families. However, all families can purchase daily lunches from our hot meal provider.

A Technology Initiative was implemented in our school for the 2019-20 academic school year. The initiative focuses on 3 main spheres; robotics, coding and multi-media. From Pre-K to Grade 6, we have one to one classrooms, which means each child has their own device. Pre-school to Grade 3 are equipped with iPads and grades 4 to 6 are equipped with Chromebooks. This enables teachers to integrate technology into the curriculum on a daily basis. Furthermore, the school uses the Google Classroom platform in order to engage students to create, discover and reflect, as well as, serving as a communication tool between teachers and parents.

Moreover, our technology initiative involves elements inspired by STEAM. It is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics to guide student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration and work through the creative process.

In addition to these programs, we also offer the following pedagogical programs/services; Arts program (Music and Visual Arts), Resource Services (in class academic support as well as a guided reading approach) and a Reading Remediation Program (one on one support reinforcing reading skills for students at-risk academically). Approximately 10% of our student population has an I.E.P. with 12 coded students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities.

The school staff is comprised of one principal, fifteen teachers, three attendants, three behaviour technicians, four daycare staff, two secretaries (1 school secretary, 1 part time secretary) and two caretakers. There are two Preschool teachers (Pre-Kindergarten and Kindergarten) and a Preschool support behavior technician, eleven Homeroom teachers, a Music/Art teacher, two Physical Education teachers (one full time and one part time) and two Bilingual Resource teachers (one full time and one part time). The resource teacher has a classroom where they can work with students. In addition to the attendants and behaviour technicians, the Complementary Service Team from the Board includes a Psychologist, a Speech Language Pathologist, an Occupational Therapist and a Behaviour Management Specialist. Furthermore, the school also receives the following service from the local CIUSSS (a Nurse). The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and in developing a strong school climate where students feel like they are part of a caring community.

Our Lady of Pompei Elementary School provides its students with a vibrant student life experience. The Physical Education department and Student Life committee offer students a wide array of both co-curricular and extracurricular activities. Nearly all of our Cycle 3 students participate in several G.M.A.A. (Greater Montreal Athletic Association) sporting events, such as Soccer, Basketball and Flag Football. In order for our students to be prepared for these sporting events, there are lunchtime practices. Additional school-wide physical activities include our annual Welcome Back Day celebration, Winter Carnival and Fun Day in June. Students benefit from 2 school yards. One for our senior students (Grades 3-6) and another for our junior students (Pre-K to Grade 2).

Our Lady of Pompei takes great pride in its continuous implementation of activities to enhance student life and pro-social behaviour. Our student council, composed of Grade 5 and 6 students play a pivotal role in school wide events and seasonal activities. This helps promotes their leadership skills amongst the student body. Each term, students are recognized for their outstanding academic achievement as well as for displaying selected virtues (Team Player, Hard Worker, Improvement and Polite and Respectful).

Furthermore, our students participate in numerous workshops (health and social awareness) and presentations (bus safety and school perseverance) on issues that are pertinent to their development. Students are also sensitized on several humanitarian causes and select charitable organizations to fundraise on a yearly basis. Additionally, the school has several family events where the school community has the opportunity to come together, i.e., Sugar Shack outing and Family BBQ in June.

Our BASE (Before and After School Enriched) daycare program, “provides students with enriching and educational activities in a calm, safe and nurturing environment. Moreover, it provides students to grow and develop through project-based learning.” Students are engaged in creative arts, physical activities, media awareness, and environmental consciousness. In addition, our school offers other extra-curricular activities after school. These activities are overseen by external organizations at an additional cost to parents (Educ-Action) and at no cost to parents (Sun Youth).

At Our Lady of Pompei, parental involvement is seen as important. Relations between teachers, parents and students are generally 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. The PPO members organize annual activities such as Halloween Fair, Holiday Activities, Bowling Night and the Family BBQ. The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives.

MISSION AND VALUES

Our vision and mission at Our Lady of Pompei Elementary School is to educate the whole student. We are committed to the development of the intellectual, physical and social capacity of all our students. We believe this is best achieved through a learning environment that is caring, safe, healthy and stimulating. We aim to provide programs and services which will allow our students to reach their full potential. We strive to foster in our students a passion for learning, to become literate and critical thinkers, thus allowing them to contribute positively to society. We think that success in these endeavors can only be achieved through a committed partnership between the school, the community, and the home.

THE CONSULTATION

The staff was sent a digital survey and the results were discussed at a staff meeting. The parents were also surveyed in a similar manner. A high participation response rate was noted from the parent population.

One of the concerns that emerged from both groups was meeting the academic needs of the students.

The results of the Annual Report and the Educational Project will be a source of data to allow us to address this concern.

The results of both surveys were discussed at a staff meeting.

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
Our Lady of Pompei	83%	31%	30%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: *Since COVID, our results have remained steady over the last two years and we are trying to render our results closer to the EMSB average. (C1) These results reflect the C1 portion of the uniform exam only, the uniform exam which is worth 10% of the math mark.*

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from **30 %** in 2023 to **50 %** by 2027.

ADDITIONAL GOALS:

Table 1A: Percentage of End of Cycle 3 Students Demonstrating Success on the Uniform Exam (C2)

	2019	2022	2023
Our Lady of Pompei	58%	57%	63%
EMSB	66%	72%	81%

Source: Lumix, GPI, 2023

Interpretation: *Since 2019, the success rate has risen by 5%. C2 is a more complete representation of the math program which encompasses the full range of math concepts and skills.*

Objective: To increase the proportion of end of Cycle 3 students demonstrating success on the uniform exam (C2) from **63 %** 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: Our Lady of Pompei AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	96%	94%	79%
School Writing Component	100%	100%	93%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source:

Interpretation: *Our results in reading decreased in 2022. However, they have increased in 2023. Our results in writing have consistently been above 90% and above the EMSB results.*

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from **79 %** in 2023 to **90 %** in 2027.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing above 90%.

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

	2019	2022	2023
School Reading Component	100%	NA	78%
School Writing Component	100%	NA	81%
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: *Due to COVID, no exam was administered in 2022. Therefore, we will use our 2023 results as a benchmark for 2027's goals.*

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 78 % in 2023 to 85 % 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 81 % 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 37% in 2023 to 30% 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: Our Lady of Pompei Student Perceptions of Selected School Climate Factors (%)

Factor	Our Lady of Pompei			EMSB		Canadian Norm (2023)
	2019	2022	2023	2019	2022	
Bullying and Victimization	33	49	37	28	31	30
School Safety	70	51	49	60	59	62
Anxiety	22	35	24	22	31	29

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 (Anti-bullying and Anti-violence 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.

School Interpretation:

Due to COVID, many of the initiatives were negatively impacted (virtual workshops, in school presence was inconsistent etc.)

ADDITIONAL GOAL:

Table 4 A: Our Lady of Pompei Positive Teacher/ Student Relations (%)

Factor	2023	Canadian Norm (2023)
Positive Teacher/ Student Relations	7.3/10	8.1/10

Interpretation: Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Objective: To increase the perception of Positive Teacher/ Student Relations from **7.3/ 10** in 2023 to **8.1/10** 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 Kindergarten, Bake Sale, Cabane à Sucre, Annual BBQ, Book Fair, Graduation Raffle, Tech. Fair, Kindergarten Graduation, Preschool Farewell, Fun Day, Mother's/ Father's Day activity, Parent Storytelling, Bowling Night, etc..

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.

A teacher at Our Lady of Pompei has been selected to be the TIF facilitator. This teacher will be attending EMSB workshops, collaborating with the RECIT consultant and supporting teachers with the integration of technology in the classroom (project based).

In addition, our school continues to benefit from a Technology facilitator two days a week. The technology facilitator collaborates with teachers and students to develop the digital competency and its twelve dimensions. The technology facilitator also supports teachers in integrating the one to one device initiative in their classrooms.

Our Lady of Pompei offers an afterschool Robotics club and participates in a yearly competition held in the spring. These robotics projects are also exhibited at the school's *Tech Fair* along with all other classroom technology projects.

APPENDIX: OBJECTIVES AT A GLANCE

Objective	Specific Initiatives Towards Improvement
Demonstrating Success in C2 (Mathematics)	Tutors, Homework Program, Exam prep.
Reading- English Language Arts June Examination by Component	Guided reading, Reading recovery, Two table model
Reading- French Second Language June Examination by Component	Tutors, Two table model