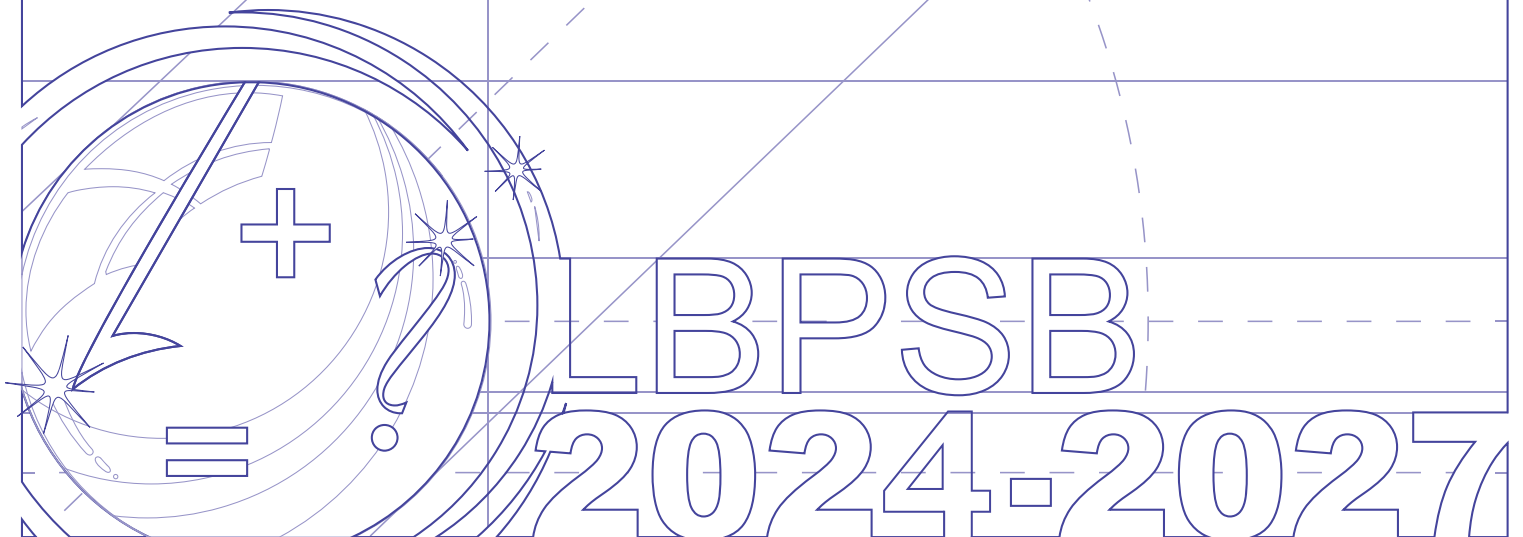




Educational Project 2024-2027

School Name: Pierre Elliott Trudeau Elementary School

Approved on: June 4, 2024





VISION

Achieving **excellence** by maximizing the potential of each individual.
Atteindre l'**excellence** en maximisant le potentiel de chacun.



VALUES / VALEURS

Community • Communauté

We promote local and global citizenship through strong engagement.
Promouvoir la citoyenneté locale et mondiale grâce à un engagement solide.

Inclusion • Inclusion

We reflect and celebrate diversity.
Refléter et souligner la diversité.

Innovation • Innovation

We support creativity and a spirit of inquiry.
Appuyer la créativité et l'esprit de recherche.

Integrity • Intégrité

We commit to honesty, equity and accountability.
Encourager l'honnêteté, l'équité et la responsabilité.

Respect • Respect

We foster a respectful, nurturing and safe environment.
Favoriser un environnement respectueux, stimulant et sécuritaire.

Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
Objective 4: Develop new specific "Special School Project"
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

Educational Project

School Board alignment

- Student Empowerment: Promoting process driven-learning to increase independence, self-efficacy and accountability all while including cross grade level activities and initiatives
- Increasing the students' sense of belonging and involvement in the school community
- Common literacy program & assessments to form homogeneous teaching & learning groups

Summary of Educational project:

School Orientation 1: Improve effectiveness at meeting the academic needs of our diverse learners.

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
Create and implement a literacy program in cycles 1 & 2

School Objective 2: Create a standardized progression of learning and evaluation in the English and French core subject areas.

School Orientation 2: To develop our pedagogical practices in collaboration with all staff members.

School Objective 3: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.
Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.
To increase our students capacity in solving conflicts more efficiently by developing critical thinking skills.

School Objective 4: To increase effective collaboration between teachers, support staff and between grades and cycles.

School Orientation 3: To improve student empowerment and sense of belonging.

School Objective 5: To increase collaboration in student-led school projects.

School Objective 6: To increase the representation of our diverse student population.

School Profile

School Context

Pierre Elliott Trudeau Elementary School is a vibrant educational institution committed to providing a nurturing and inclusive learning environment for students from diverse backgrounds. Our school community comprises a dynamic mix of 325 students, each bringing unique talents, perspectives, and aspirations to our classrooms.

Our dedicated team of educators play a pivotal role in shaping the educational experience at Pierre Elliott Trudeau Elementary School. With a focus on academic excellence and social emotional health, our 22 highly qualified teachers are passionate about fostering a love for learning and equipping students with the skills they need for success in an ever-evolving world.

Supporting the academic and extracurricular endeavors of our students is a team of 12 support staff members who directly support our students, and contribute to the smooth functioning of various administrative and logistical aspects of the school. Their commitment to creating a conducive and organized environment ensures that students can fully engage in their educational journey.

In addition to our teaching and support staff, 5 professionals, school psychologist, speech and language pathologist, autism consultant, consultant in inclusive education and occupational therapist, work collaboratively to address the diverse needs of our student body. This comprehensive approach to education underscores our commitment to providing a well-rounded and inclusive learning experience for all learners.

Our school is comprised of families from a middle class multicultural suburban community in Vaudreuil-Dorion situated between Lac St-Louis and Lac des Deux Montagnes. The socio-economic levels in our community contribute to the unique fabric of Pierre Elliott Trudeau Elementary School. Our school and community strengths lie in fostering a sense of inclusivity, where each student is valued and supported. The collaborative efforts of teachers, parents, and community members create an environment that encourages academic achievement, personal growth, and social responsibility.

As a school community we are very proud of the following strengths we bring to the educational experiences of our students:

Social & Emotional Learning & Support, Community Inclusion (parents, student ambassadors, City of Vaudreuil-Dorion involvement) & School Community (School extracurriculars such as sports & specialist programs, carnival weeks, leadership initiatives--k buddies & ambassadors)

Our school also faces challenges which we diligently work towards addressing in order to support our students and community.

Academic difficulties (French success in reading & comprehension), Consistent interventions during conflict and behaviours (management system), vertical/horizontal planning & common assessment.

At Pierre Elliott Trudeau Elementary School, we take pride in our collaborative community where students, teachers, support staff, and professionals work together to create an atmosphere of academic rigor, creativity, and personal growth. Through a rich tapestry of experiences, Pierre Elliott Trudeau Elementary School aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

- Social and Emotional Learning & Support: Cozy Cove, Energy Zones, Everyday Speech Lessons, Breakfast Club
- Raconte-moi les sons et l'alphabet, Chante-moi l'alphabet (Literacy Programs)
- Reach for the Stars (Enrichment Program)
- Multi-Age, Multi-disciplinary & Project-Based Learning
- Leadership Programs (Peace Pals, Brigadiers, ambassadors, etc)
- Diversity--Celebrate different cultural celebrations throughout the year

Orientation 1: Improve effectiveness at meeting the academic needs of our diverse learners.

This Orientation is coherent with the LBPSB Commitment to Success Plan as it is looking at also meeting the academic needs of our population of diverse learners. It aligns with objective 2 to ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge.

<p>School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. Create and implement a literacy program in cycles 1 & 2</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 1: Yearly evaluate the efficacy of implemented measure. Academic results</p>	<p>P.E.T.E.S. Literacy Rubrics</p>	<p>Increase by 10% of students from "Compétence acceptable to acquise"</p>
<p>School Indicator 2: Annual pre-test & post-test evaluation screeners</p>	<p>Core Phonics in English & French</p>	<p>85-90% of students will show progress on the screeners</p>
<p>School Objective 2: Create a standardized progression of learning and evaluation in the English and French core subject areas.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 3: Academic Results</p>	<p>Progression of Learning Essentials and P.E.T.E.S. Rubrics</p>	<p>Increase by 10% of students from "Compétence acceptable to acquise"</p>
<p>School Indicator 4: Staff Survey Data</p>	<p>Implementation of Progression of Learning Essentials, P.E.T.E.S. Rubrics and support</p>	<p>End of Term 2 Survey on implementation</p>

Orientation 2: To develop our pedagogical practices in collaboration with all staff members.

It aligns with enhancing the leadership of in-school teams at LBPSB and improving principal and teacher collaboration towards implementation of research-based practices for instruction and support.		
<p>School Objective 3: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning. To increase our students capacity in solving conflicts more efficiently by developing critical thinking skills.</p>	Indicator Baseline Data	2026-2027 Target
<p>School Indicator 5: Yearly evaluate the efficacy of implemented practices. PeacePals Conflict Resolution Program</p>	Oral feedback from cycle 1 students and working towards developing a cycle 1 & 2 student survey	90% of cycle 1 and 2 students are satisfied with the support of the PeacePals Program to resolve their conflict
<p>School Objective 4: To increase effective collaboration between teachers, support staff and between grades and cycles.</p>	Indicator Baseline Data	2026-2027 Target
<p>School Indicator 6: Participation of integration aides in meetings regarding the same special needs student.</p>	New initiative: no data currently available (minimum 1 per year)	Designated 15 minute weekly meeting with same student workloads (Template of Meeting Notes provided)
<p>School Indicator 7: Consultation with teachers & integration aides in Individualized Educational Plan (IEP) meetings</p>	New initiative: no data currently available (minimum 1 per year)	90% attendance of integration aides on IEP Day & meetings
<p>School Indicator 8: Participation in multi-age, cross-curricular project-based learning collaboration per year.</p>	New initiative: no data currently available (minimum 1 per year)	2 completed projects per year per class within different grade levels (Shared document to keep track)

Orientation 3: To improve student empowerment and sense of belonging.

It aligns with making social and emotional health a priority by improving a sense of belonging in the LBPSB community.		
School Objective 5: To increase collaboration in student-led school projects.	Indicator Baseline Data	2026-2027 Target
School Indicator 9: Our School Survey & our Local Survey for all students	Our School Survey	Increase by 5%
School Indicator 10: Absenteeism	2022-2023 Absences	Decrease by 10%
School Objective 6: To increase the representation of our diverse student population.	Indicator Baseline Data	2026-2027 Target
School Indicator 11: Exposure to activities of diversified needs that represent our student population through outside resources.	New initiative: no data currently available (minimum 1 per year)	2
School Indicator 12: Exposure to a number of authentic diversified cultural activities within the school.	New initiative: no data currently available (minimum 1 per year)	4