



St. Mary's Elementary

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Educational Project

2019-2022

Riverside School Board

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The Educational Project

Table of contents

- 1. Purpose and Definition of the Educational Project**
- 2. Legal Framework**
- 3. Steering Committee for the Preparation of the Educational Project**
- 4. Consultations Held for the Preparation of the Educational Project**
- 5. School Context**
- 6. Consistency with the Commitment-to-Success Plan**
- 7. Challenges, Orientations, Objectives, Indicators and Targets Specific to the School/Centre**
- 8. Reporting on the Educational Project**
- 9. Signatures**

1. PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEES, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

2. LEGAL FRAMEWORK

The educational project between St. Mary's Elementary School and the Riverside School Board is conceived and written within the framework of the Education Act. It is important that the educational community is aware of the legal aspects and respects those obligations as they create the educational project.

EDUCATION ACT

Section 36

“A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfillment.

In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue this mission within the framework of an educational project.”

Section 37

“The school's educational project, which may be updated if necessary, shall contain

- (1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;*
- (2) the specific policies of the school and the objectives selected for improving student success;*
- (3) the targets for the period covered by the educational project;*
- (4) the measures selected to achieve the objectives and targets;*
- (5) the indicators to be used to measure achievement of those objectives and targets; and*
- (6) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.*

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, the basic school regulation

and the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board's commitment-to-success plan.

The educational project must respect students', parents' and school staff's freedom of conscience and of religion."

Section 37.1.

"The period covered by the educational project must be harmonized with the period covered by the school board's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3."

Section 74

"The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives."

Section 75

"The governing board shall send the school's educational project to the school board and make it public on the expiry of at least 60 days after sending it. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project comes into force on the date of its publication."

Section 83

"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services."



97.1. The centre's educational project, which may be updated if necessary, shall contain

- (1) the context in which the centre acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs;
- (2) the specific policies of the centre and the objectives selected for improving student success;
- (3) the targets for the period covered by the educational project;
- (4) the indicators to be used to measure achievement of those objectives and targets; and
- (5) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. They must also be consistent with the school board's commitment-to-success plan.

97.2. The period covered by the educational project must be harmonized with the period covered by the school board’s commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Veronique Fortin	Teacher
Carolyn Ko	Teacher
Sophie Lalonde	Teacher
Cindy Paluzzi	Teacher
Josee Roy	Teacher
Sophie Compagna	Principal (up until February 1, 2019)
Vicki Roach	Principal (as of February 4, 2019)

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

<u>Date</u>	<u>Group</u>	<u>Format</u>	<u>Location</u>
Oct. 6, 2017	Steering Committee	Presentation by RSB consultants	RSB
Nov. 20, 2017	Steering Committee	Presentation by RSB consultants	RSB
Feb. 2, 2018	Steering Committee	Presentation by RSB consultants	RSB
Apr. 5, 2018	Steering Committee	Presentation by RSB consultants	RSB
Oct. 10, 2018	Steering Committee	Presentation by RSB consultants	RSB
Dec. 4, 2018	Steering Committee	Presentation by RSB consultants	RSB
Dec. 10, 2018	Teachers	IDEA board (1 week)	St. Mary’s Elementary
Dec. 12, 2018	Gov. Board & PPO	Consultation (HIVES)	St. Mary’s Elementary
Mar. 25, 2019	Teacher	Consultation of draft (group discussion)	St. Mary’s Elementary
Apr. 2, 2019	Steering Committee	Presentation by RSB consultants	RSB

5. SCHOOL CONTEXT

MISSION: *Walking together towards success. Marcher ensemble vers le succès.*

VISION: *Everyone believes they can. Chacun croit qu’il peut.*

St. Mary’s Elementary School is located in Longueuil, Quebec. It is the only English-language elementary school in the *Vieux-Longueuil* borough. Founded in 1959, it was the first English school in what was then known as Jacques Cartier City. The St. Mary’s primary school changed locations several times and finally settled at 1863 Brébeuf Street, Longueuil, Quebec, in 1979, under the same name as the Jean-de-Brébeuf School. In 1987, however, it resumed its original

name - St. Mary's. The decile rank of the low-income cut off is 9 and the decile rank of socio-economic background is 8. We have families who experience certain difficulties in assisting in their children's education. For a variety of reasons (lack of time, difficulties with English and/or French, etc.), more parents are asking for extra help for their children with either the curriculum or homework. During the 2018-2019 school year, we assisted eighty students with their homework. Our team works in close collaboration with various partners such as CISSS Montérégie-Est (The Integrated Health and Social Service Center for the Eastern Montérégie region) including CLSC's (Local Community Service Centers), the DYP (Department Youth Protection), rehabilitation centers, etc. For roughly twenty years, The Breakfast Club of Canada has been offering breakfast to approximately ninety children per day. The school's Parent Participation Organization (PPO) and School Council mobilize every year to provide Christmas baskets to twenty families on average. The Jean Coutu Group is the main sponsors of this initiative, however - this would not be possible without the support of the following organizations: Catholic Woman's League, Lions Club, Time Out Greenfield Park, St. Mary's and St. Clare's Churches, Weston, Collège Durocher, John Paul II Faith First Program and personal donations.

For the 2018-2019 school year, 385 students attended St. Mary's School (from Pre-Kindergarten to Grade 6). The school also has the opportunity to offer the "Passe-Partout" program, the SAIL program (Kindergarten and Grade 1 students with developmental delays) and the LINKS program (Cycle 2 and Cycle 3 students with disruptive behavioural disorders).

The community of St. Mary's Elementary is multicultural which enriches our exchanges. The majority (46.2%) of our students speak English at home. However, more than half use either French (33.1%) or another language (20.8%) out of school. That being said, this diversity also brings some challenges that must be addressed on a daily basis. For example, during the 2018-2019 school year, St. Mary's Elementary welcomed 62 of the school board's students whose parents had either a work or study permit. Twelve of these students had the bare minimum of the English language – they arrived at St. Mary's unable to talk English or French.

Our school's Daycare continues to grow year after year. We now have 137 students registered as regulars. Our special needs students are integrated as well as 4 students from REACH school.

With more than 106 Individualized Education Plans (IEP), the school team collaborates closely with the Resource teachers, special education technicians, attendants as well as different professionals from the Riverside School Board in order to intervene adequately amongst our clientele with special needs. Despite this, our students succeed relatively well.

Grade 6 Assessments 2018 - % of students with 60% or higher

	St-Mary's School	Riverside School Board
FSL Immersion Grade 6 Assessment 2018 (OVERALL)	100%	99.12%
FSL Immersion Grade 6 Assessment 2018 (WITH IEPs)	100%	97.12%
FSL Immersion Grade 6 Assessment 2018 (WITHOUT IEPs)	100%	99.72%
FSL de base Grade 6 Assessment 2018 (OVERALL)	85.71%	86.29%
FSL de base Grade 6 Assessment 2018 (WITH IEPs)	88.89%	75.41%
FSL de base Grade 6 Assessment 2018 (WITHOUT IEPs)	84.21%	93.79%
ELA Grade 6 Assessment 2018 Written Response (OVERALL)	88%	87.80%
ELA Grade 6 Assessment 2018 Written Response (WITH IEPs)	75%	72.65%
ELA Grade 6 Assessment 2018 Written Response (WITHOUT IEPs)	94.12%	94.51%
ELA Grade 6 Assessment 2018 Narrative Writing (OVERALL)	92%	91.73%
ELA Grade 6 Assessment 2018 Narrative Writing (WITH IEPs)	81.25%	78.63%
ELA Grade 6 Assessment 2018 Narrative Writing (WITHOUT IEPs)	97.06%	97.54%
Math Elementary Grade 6 Assessment 2018 (OVERALL)	67.39%	79.17%
Math Elementary Grade 6 Assessment 2018 (WITH IEPs)	53.85%	57.53%
Math Elementary Grade 6 Assessment 2018 (WITHOUT IEPs)	72.73%	88.93%

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

St. Mary's Elementary is committed to supporting Riverside School Board achieve its goals and objectives outlined in the Commitment to Success Plan. Our Educational Project supports all of Riverside School Board's objectives listed above.

St. Mary's main focus will be to support *Objective #4 - Ensure a high level of language proficiency*. Upon review of our 2017-2018 data, our school's objective is to increase reading proficiency for all students.

According to our June 2018 Ministry exam results, 25% of our students with an IEP did not pass the Grade 6 end-of-year Reading Response component of the ELA exam. Also, 36% of all students received lower than 70% for the Reading Response component. In addition, 14% of the students in the FSL Immersion program received lower than 70% on the “Lire et Comprendre” component of the end of year (grade 6) exam and 14% of the students with an IEP did not pass.

We will also focus on *Objective #1 – Reduce the gap in success rates between various groups of students* by focusing on the Reading Response results of our students with and without an IEP.

Parental involvement plays an important role in a child’s development. As a school, we strive to support all parents and provide them with various tools and strategies to help them support their child at home. We will continue to play a proactive role in offering sessions for parents.

Our Action Plan describes the ways in which we will focus on improving reading proficiency for all students.

7. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE SCHOOL/CENTER

St. Mary’s Elementary School will focus on the following:

St. Mary’s challenge : Reading proficiency for all students	
ORIENTATION 1	To improve the reading skills of all students
OBJECTIVES	To increase student engagement in reading
INDICATORS	Reading interests survey (1-5 scale) per cycle, terms 1 & 3
TARGETS	All students respond with a 3 or higher on the scale
OBJECTIVES	To increase the success rate of students without an IEP in ELA/FSL in the Reading Response component
INDICATORS	Competency C2 (Reads and listens to spoken, written and media texts) results for end-of-cycle (grade 2, 4, 6) marks on Term 3 report card
TARGETS	All students without an IEP in ELA and FSL will obtain 70% or higher by June 2022
ORIENTATION 2	To improve the reading skills of students with an IEP in both ELA and FSL
OBJECTIVES	To increase the success rate of students with IEPs in reading
INDICATORS	Results of grade 6 end-of-cycle ELA/FSL exams (Reading Response) for IEP students
TARGETS	90% of students passing by 2022
OBJECTIVES	
INDICATORS	
TARGETS	
ORIENTATION 3	To increase parental involvement
OBJECTIVES	To engage parents in their child’s academic success
INDICATORS	Number of parents attending workshops and/or orientation events provided by school (1 per cycle, per school year).
TARGETS	90% of parental participation by 2022

8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school/centre must implement and monitor the commitments made in the educational project. The school/centre must report to their community in December and in May of every year.

Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at _____, this ____ day of _____, 2019

Vicki Roach Principal, St. Mary's Elementary	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Veronique Fortin Teacher	Cindy Paluzzi Teacher
Carolyn Ko Teacher	Josee Roy Teacher
Sophie Lalonde Teacher	

Other collaborators in the development of our educational project:

NAME and SURNAME TITLE	NAME and SURNAME TITLE