



Good Shepherd School

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Brossard (Québec)
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Educational Project 2019-2022



Riverside School Board

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The Educational Project

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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 school/centre 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/centre’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 school/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

Valerie Forde	Principal
Jillian Alexis	Grade 6 Teacher
Debra Taylor	Grade 5 Teacher
Lisa Nagy	Grade 3 Teacher
Sheena Hill	Grade 2 Teacher
Clarissa De Souza	Kindergarten Teacher
Kristina Wells	Parent Participation Organization (PPO)
Tamara Knights	Physical Education Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

September 21, 2018	School Success Team	GSS
October 11, 2018	School Success Team	RSB
November 21, 2018	School Success Team	GSS
November, 2018	Grade 6 students (Focus group)	GSS
December, 2018	Grade 5 students (written)	GSS
December 6, 2018	School Success Team	Consultation Model
December 17, 2018	Vision/Mission staff survey	GSS
January 7, 2019	Staff Meeting	GSS
January 14, 2019	Daycare	Suggestion Box
January 21, 2019	School Success Team	GSS
January 21, 2019	Parent Participation Organization.	GSS
January 28, 2019	Governing Board Consultation	GSS
February 4, 2019	Staff Council Discussion	GSS
February 22, 2019	School Success Team Feedback.	GSS
March 12, 2019	Parents/Guardians Online Survey	(Google forms) survey

5. SCHOOL CONTEXT^[SR1]^[SR2]

Good Shepherd Elementary, all stakeholders; students, parents, and staff, collaborate to improve the learning process for all students. Student achievement and engagement are celebrated on a daily basis.

Good Shepherd Elementary School became part of Riverside School Board in 1998. Good Shepherd is located in a quiet suburban community in the “A” section of Brossard that is currently undergoing gentrification. Students that attend Good Shepherd come from the surrounding areas of Brossard, St. Hubert. Additionally, students come from the entire Riverside School Board territory in order to attend the Regional programs. Students at Good Shepherd come from a variety of social, cultural, and linguistic backgrounds. Our student population has been steadily increasing over the past 4 years. Currently we have 284 students attending Good Shepherd. A majority of the students (71%) speak English as a mother tongue. In contrast, 17.1% of the students at Good Shepherd speak French as a mother tongue; with 11.9% speak other languages as a first language. According to the government statistics, Good Shepherd’s Socio-

economic status is 5. It should be noted that there are very diverse socio-economic backgrounds represented in the student body.

Good Shepherd is an inclusive multicultural public elementary school. 10% of the students are diagnosed with Autism Spectrum Disorder (ASD – MÉES code 50); 6% of the students are diagnosed with Social Emotional Disorder (MÉES code 53). 23% of grade 4 to grade 6 students report experiencing moderate to high level of anxiety and stress on the Our School Survey (Our School Survey, 2018).

Good Shepherd Elementary School offers an English program from Kindergarten to Grade 6 to our diverse population. GSS offers an English model: 84% English and 16% French as a Second Language.

MISSION STATEMENT

Our mission is to nurture and graduate confident, productive, responsible, and open-minded learners who are ready to participate in an ever-changing, culturally diverse society.

VISION STATEMENT

Through collaboration with all stakeholders (parents, teachers, and students), we strive to create a safe, inclusive learning environment, which fosters the development of literacy and numeracy as well social emotional learning.

VALUES

Growing - by learning and striving to develop your potential.

Solution-Oriented – finding viable solutions to problems.

Student-focused - student success at the center of all decisions.

Student Exit profile: Students will leave Good Shepherd School^[SR3]

-Confident and capable in mathematics, in reading and writing in English, and with the ability to communicate in French in various contexts in order to achieve success at the secondary level.

-Respectful and understanding of self and others as well as their environment.

-Able to use technological learning tools in order to become responsible, creative, ethical, critical thinkers.

-With a positive attitude and understanding of fitness, and healthy eating and living choices/habits.

Academic Program - Approaches to Learning

Good Shepherd is an English School with a French as a Second Language program. The diversity of our student population allows us to provide a range of social and academic supports through a multidisciplinary approach. Our staff members have well-developed areas of expertise and provide hands on support for all learners.

Current situation

FSL RESULTS 2017-2018

GS vs RSB						
	C1		C2		C3	
Grade	GS	RSB	GS	RSB	GS	RSB
1	76.1	78.9	75.6	78.0	75.3	76.5
2	72.7	80.1	74.9	77.9	69.0	76.2
3	71.5	76.5	72.4	74.9	71.6	73.7
4	71.9	79.5	72.1	76.3	73.2	75.5
5	64.2	75.2	65.5	72.1	68.1	74.1
6	66.0	79.3	61.8	74.7	68.5	76.5

BOYS vs GIRLS						
	C1		C2		C3	
Grade	GS BOYS	GS GIRLS	GS BOYS	GS GIRLS	GS BOYS	GS GIRLS
1	76.3	75.9	74.4	77.6	73.5	78.4
2	68.3	81.2	73.9	76.8	67.3	72.2
3	71.7	70.8	70.9	76.9	70.9	73.8
4	68.7	75.0	65.3	78.5	66.8	79.3
5	60.6	68.3	61.4	70.1	64.7	72.0
6	61.6	73.5	57.1	69.8	63.2	77.6

IEP vs NON-IEP						
	C1		C2		C3	
Grade	IEP	NON-IEP	IEP	NON-IEP	IEP	NON-IEP
1	75.4	76.4	71.2	77.2	68.7	77.6
2	74.0	72.1	75.4	74.7	63.1	72.1
3	62.0	78.8	63.9	79.0	63.9	77.6
4	73.6	71.0	74.5	70.7	73.1	73.2
5	60.2	68.8	59.5	72.3	60.9	76.3
6	63.2	68.2	55.4	67.0	64.4	71.8

FSL C1 SUMMARY 2017-2018

	RESULTS	GAP
BOYS (Grade 2)	68.3%	12.9%
GIRLS (Grade 2)	81.2%	
BOYS (Grade 6)	61.6%	11.9%
GIRLS (Grade 6)	73.5%	
IEP (Grade 6)	63.2%	5%
NON-IEP (Grade 6)	68.2%	

ELA RESULTS 2017-2018

GS vs RSB						
	C1		C2		C3	
Grade	GS	RSB	GS	RSB	GS	RSB
1	80.0	79.5	77.7	77.2	78.6	75.5
2	75.0	80.4	78.2	77.2	73.6	75.4
3	73.1	79.7	72.7	75.9	71.3	74.9
4	79.7	80.3	76.1	76.3	75.8	76.4
5	73.7	80.4	71.1	75.9	68.4	75.8
6	81.8	82.0	74.2	76.5	72.4	76.8

BOYS vs GIRLS						
	C1		C2		C3	
Grade	GS BOYS	GS GIRLS	GS BOYS	GS GIRLS	GS BOYS	GS GIRLS
1	79.5	80.8	77.7	77.7	77.3	80.7
2	75.1	74.8	77.4	79.7	72.9	74.9
3	70.2	81.3	69.5	81.7	68.8	78.3
4	78.5	80.9	72.8	79.2	72.8	78.6
5	72.3	75.3	69.2	73.2	66.0	71.2
6	78.1	88.1	71.3	79.1	70.1	76.4

IEP vs NON-IEP						
	C1		C2		C3	
Grade	IEP	NON-IEP	IEP	NON-IEP	IEP	NON-IEP
1	71.2	83.1	75.0	78.7	73.9	80.3
2	61.9	81.8	70.0	82.5	65.4	77.9
3	64.9	79.4	64.6	78.9	62.9	77.7
4	76.9	81.3	71.7	78.6	72.2	77.8
5	67.9	80.3	64.3	78.7	61.3	76.6
6	79.1	84.0	68.3	79.0	66.9	76.9

ELA C1 SUMMARY 2017-2018

	RESULTS	GAP
BOYS (Grade 3)	70.2%	11.1%
GIRLS (Grade 3)	81.3%	
BOYS (Grade 6)	78.1%	10%
GIRLS (Grade 6)	88.1%	
IEP (Grade 2)	61.9%	19.9%
NON-IEP (Grade 2)	81.8%	

In Mathematics 65.72% students attained a 3+ and above in Solving a Situational Problem in (C1) and 45.71% attained a 3+ or above on Uses Mathematical Reasoning (C2) on MEES Grade 6 uniform exam. Overall or Global performance: 62.86% pass.

In a recent survey, Approximately 11% (online survey) of parents responded to “What skills and abilities do you expect your children to attain when they leave Good Shepherd School?” Greater parental involvement, commitment, and collaboration is needed to support student success.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN_{[SR4][TH5]}

In its **Commitment To Success**, Riverside School Board identifies Objective 4: Grade 6 percentage of students achieving at least 70% in both English and French as a Second Language (FSL) final global result as a target. At Good Shepherd the Educational project will support the RSB’s focus on increasing the success rates in English Language Arts and French as a Second Language by focusing on increasing students’ proficiency in both English and French as a Second Language by establishing an orientation on communication across the curriculum: Talk To Learn. Research demonstrates that communication and speaking skills are essential to support student learning and success in the 21st century. Further, content area conversations provide students with an opportunity to build a foundation of literacy.

A second area of Riverside School Board’s Commitment To Success is Objective 1.2 Reduce the gap in success between various groups of students: students with handicaps, social maladjustments or learning difficulties with an IEP. Research on student progress demonstrates that students who have participated in Social Emotional Learning (SEL) programs exhibit increased self-regulatory behaviour, feel and show empathy for others, are able to set and achieve goals, establish and maintain positive relationships, and make responsible decisions. (Second Step – Committee for Children). By implementing these measures, we will support student learning and achievement for students with special needs.

Ongoing professional development for the staff will include Trauma-informed and Culturally Sensitive Practices. Given the research on Mindfulness and Social Emotional Learning, we will continue to work on the development of skills that support the development of a growth and Trauma-Sensitive Mindset and self-regulation practices. We are confident that our focus on Self-Awareness, Self-management, Social awareness, and Relationship making will result in contributing to the overall graduation rate at Riverside.

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

[SR6]

(Good Shepherd Elementary School) will focus on the following:

Challenge One: Communication across the curriculum: Talk to Learn	
ORIENTATION 1	Oral expression across all subjects
OBJECTIVES	To improve the students' abilities to engage in meaningful conversations.
INDICATORS	Common evaluation tool (rubric) to measure collaborative conversations ; student report cards; Lumix.
TARGETS	Each year, until 2022, bi-yearly, review the results attained from the common rubric to measure/ tally progress of students identified with special needs (IEP); Increase by 10% the percentage of students achieving at least 70% or above in both English Language Arts (ELA) and French as a Second Language (FSL) on the final global results (Grade 6 MEES examinations and report cards).

Challenge 2: Developing resiliency and social-emotional and Health and Well-being for all students	
ORIENTATION 1	Improving student mental health and well-being through Social Emotional Learning (SEL) with Mindfulness and Growth Mindset.
OBJECTIVES	To reduce visible anxiety and stress in the student population.
INDICATORS	Results from Our School Survey.
TARGETS	To reduce by 7% the percentage of grades 4 to 6 students that are experiencing moderate to high levels of anxiety By 2022.
ORIENTATION 2	Engaging in Social Emotional Learning.
OBJECTIVES	To increase students' positive sense of belonging.
INDICATORS	Percentage of students reporting a positive sense of belonging Results on Our School survey.
TARGETS	To increase by 10% the percentage of students who report a positive sense of belonging 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.

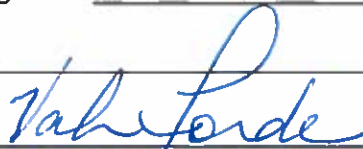

Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

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



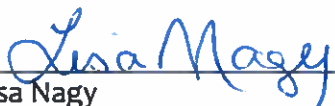







The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

9. SIGNATURES

Signed at St-Hubert, this 4th day of June, 2019

	
Valerie Forde Principal, Good Shepherd Elementary School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

	
Jillian Alexis Grade 6 Teacher	Debra Taylor Grade 5 Teacher
	
Lisa Nagy Grade 3 Teacher	Sheena Hill Grade 2 Teacher
	
Clarissa De Souza Kindergarten Teacher	Tamara Knights Physical Education Teacher
	
Donnette Cole Special Education Technician	Carmela Garufi Daycare Technician Responsible
	
Melanie MacArthur Governing Board Chair	Kristina Wells Parent Participation member