



Educational Project 2019-2022



Riverside School Board

Harold Sheppard School

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 Harold Sheppard 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 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.) *" School'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

Marie-Ninon Romulus	Role : Principal
Marie-Eve Larochelle	Role : Teacher
Christine Higginbottom	Role : Teacher
Marie-Eve Trudeau	Role : Teacher

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

School Success Team meeting
Steering RSB
Staff Council meetings
Governing Board meetings

5. SCHOOL CONTEXT

Harold Sheppard is a small elementary school situated in Sorel-Tracy, a largely francophone community. Over 80% of the students speak French at home. Harold Sheppard currently has 74 students enrolled. A large portion of the student population come from an underprivileged background. Harold Sheppard is recognized as one of MELS' NANS schools (New Approaches New Solutions) with a socio-economic milieu decile rank of 9. Of all the schools in the Riverside School Board, Harold Sheppard School has the lowest socio-economic status.

Harold Sheppard's special needs students represent about 15% of its population. Those students are integrated into regular classes. Best practices to enhance learning potential have been implemented by our structured resource model, through collaborative teaching and, also, through an increase in resource and special education technician hours at the Cycle 1 level. For the 2018-2019 school year an extra 8 hours was added to the special education technician's weekly schedule and an extra teacher was hired for resource time to help in Cycle 1 using Measure money.

Harold Sheppard offers a daycare service for their students on regular school days as well as on pedagogical days. About 53% of our school population uses the daycare services on a regular basis and about 27% of the students are present during pedagogical days. During most pedagogical days, the daycare offers special theme days.

Participating in the Riverside School Board collective effort (- high graduation rate), and withstanding all of the obstacles to academic and social fulfillment, the staff joins together daily to

offer stimulation, encouragement and a good education. Harold Sheppard School is staffed by caring members who are dedicated to establishing and maintaining an environment that promotes positive learning experiences. Teachers, student support personnel, daycare educators and administration all take part in continuous professional development. All the homeroom teachers participate in the yearly workshops offered by the School Board for their cycle. The school strives to guide every student toward a bright future.

Due to the fact our groups are usually small (an average of less than 12 Grade 6 students each year), the statistical data provided for analysis is often difficult to interpret. Individual results can have drastic influences on the group success rate. Therefore, we remain very cautious when analyzing data from evaluation results or student surveys (Our School survey). The size of our population is also a factor when attempting to do a general percentage rate when the time comes to focus on behaviour/discipline issues.

Our Anti-Bullying/Anti-Violence plan (AB/AV plan) also focuses on improving safety in the school and on promoting healthy living. Our school-wide discipline plan has created cohesion among all members of its community. Our aim is to decrease the number of incidents in order to foster a safe and caring school for all.

Harold Sheppard's focus until 2022 is reading proficiency for all students. It was decided that this would be our main focus after reviewing Harold Sheppard's grade 6 ELA end of year exams results from the past 4 years (2015-2018). According to the ELA grade 6 end of year exams, our students have much lower results in their written response marks. The results show that 72% of the grade 6 students scored a 3 or below.

We will address the problems of reading for meaning and reading engagement in order to support students in improving their reading proficiency skills. In reading for meaning, our objective is to improve student's ability to respond to literature. We will measure students C2 (reads/listens to spoken, written and media texts) ELA marks at the end of each grade level. Currently, 74% of the student population scored a mark higher than 70% for the ELA C2 competency on their report cards. Our aim to have 80% of students score a mark of 70% or higher by 2022.

Our second objective is to improve student's fluency and accuracy in reading. We will measure their improvement through the use of running records and our aim is for 82% of students to be reading at their grade level by the end of the cycle. Currently, 77% of the student population is reading at their grade level.

For reading engagement, our objective is to increase the amount of time students spend reading outside of school. Each student will be expected to read a minimum number of minutes each day. Cycle 1 students will be expected to read 10 minutes, Cycle 2 students 15 minutes and Cycle 3 students 20 minutes per day. Teachers will keep track of the number of minutes each student reads throughout the year. Our target is to have 80% of students reading their designated number of minutes by the end of their grade level.

Our Vision

At H.S.S. great value and emphasis is placed on:

- Respect
- Responsibility
- Readiness to work together
- Safety and care

- Surpassing expectations
- Life-long learning
- Academic Excellence in English, French and Math.

Mission Statement

The H.S.S. community, consisting of students, parents, teachers, support personnel and the administration, is committed to do their outmost best at all times while being respectful, responsible and ready to work. Our mission is to create a safe, caring and respectful learning environment where all its members are given the opportunity to shine while making the best possible choices.

At H.S.S.

Our objectives are:

- to develop and support strong communication skills both oral and written in English and French
- to enable students to obtain strong mathematical and technological skills
- to promote socialization and create a good community of conscious and sensitized citizens
- to remain consistent in sharing our expectations for personal, social, academic aspects of the student's progress
- to provide support to students who need help to succeed in their academic program and social interactions
- to lay a strong foundation that will enable students to make a smooth transition to high school

Our Belief

- At H.S.S. we believe that every child has the right to learn. We foster inquisitive minds, promote quality education, build respect and community amongst all its members as well as provide exciting and enriching opportunities to grow as individuals but also as conscious and critical thinking citizens.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Our school's primary focus will be Objective 4 (to ensure a high level of language proficiency). We will help the School Board meet Objective 4 by having our school's main challenge target reading proficiency of all students. As well, our school will support at-risk students in the lower grades (Kindergarten and Cycle 1) in reading with as much extra resources as possible, to increase their chances to achieve success.

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

Harold Sheppard School will focus on the following:

Challenge One: Reading proficiency for all students
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ORIENTATION 1	Reading for meaning
OBJECTIVES	Improve students ability to respond to literature
INDICATORS	C2 marks in ELA
TARGETS	80% of all students will receive a grade of 70% or higher in C2 marks by the end of each grade level
OBJECTIVES	Improve fluency and accuracy in reading
INDICATORS	Running records
TARGETS	82% of all students will be reading at grade level by the end of each cycle
ORIENTATION 2	Reading engagement
OBJECTIVES	Increase the amount of time students spend reading outside of school
INDICATORS	Every student is expected to read a minimum number of minutes per day outside of school hours and log it (Cycle 1-10 mins, Cycle 2-15 mins and Cycle 3-20 mins)
TARGETS	80% of students will be reading 10 minutes per day in Cycle 1, 15 minutes per day in Cycle 2 and 20 minutes per day in Cycle 2 by the end of each grade level

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

Marie-Ninon Romulus Principal, Harold Sheppard School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Christine Higginbottom Teacher	Marie-Eve Larochelle Teacher
Marie-Eve Trudeau Teacher	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE

Other collaborators in the development of our educational project:

NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE
NAME and SURNAME TITLE	NAME and SURNAME TITLE

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