



John Adam Memorial School

120, montée des Bouleaux
Delson (Québec)
JoL 1Go

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 John Adam Memorial 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."

97.2. 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

Victoria Haworth	Teacher
Lysianne Dupont	Teacher
Sherry-Lyn Keddy	Teacher
Wendy Cumming	Teacher
Chloe Giroux	Teacher
Caroline Dastrevigne	Teacher
Mervin Hunter	Principal (up to February 2019)
Steven Carroll	Principal (as of March 2019)

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Date	Group	Format	Location
Aug. 24, 2018	Teachers	Group Discussion	John Adam Memorial
Oct. 11, 2018	Steering Committee	Work Session	Riverside School Board
Oct. 22, 2018	Teachers	Staff Meeting	John Adam Memorial
Oct. 22, 2018	Governing Board	Group Discussion	John Adam Memorial
Dec. 6, 2018	Steering Committee	Work Session	John Adam Memorial
Jan. 15, 2019	Steering Committee	Work Session	John Adam Memorial
Feb. 11, 2019	Governing Board	Group Discussion	John Adam Memorial
Apr. 3, 2019	Steering Committee	Work Session	Riverside School Board
May 6, 2019	Steering Committee	Work Session	John Adam Memorial

5. SCHOOL CONTEXT

MISSION: JAMming Together for Success

At John Adam Memorial School, our mission is to empower students to strive for personal academic, social and emotional success in an engaging bilingual atmosphere. Our mission will be accomplished by focusing on the following values:

1. Promoting personal excellence
2. Critical thinking and autonomy
3. Physical and mental health
4. Openness to diversity and being community oriented

VISION:

We will promote our values by actively encouraging respect for the school environment and for others. Literacy in both languages is very important to us for all students. We encourage students to enhance their competencies in technology. We support our special need students and promote health and fitness through extra-curricular activities.

CONTEXT:

The Greater La Prairie School Board founded John Adam Memorial Elementary School on March 27th, 1965. The school was given its name in honor of Mr. John Adam who was a tireless volunteer and advocate for public education in the region. Mr. Adam was a resident of Delson and worked at the local brickyard.

John Adam Memorial eventually became part of the Riverside School Board and due to population growth within the community, in October 1993 an extension to the school was built that included 4 large classrooms and a gymnasium. The school now serves the communities of Delson, Saint Constant, St-Edouard, St-Remi, St-Isidore and St-Michel. John Adam Memorial based on information provided through the Quebec Government is at 8.41 on the social economic scale. John Adam Memorial offers two pathways: English and Immersion stream. John Adam Memorial is also a very proud Community Learning Centre Network School.

Through the CLC, we are able to provide workshops for our Parents, build strong relationships with our community stakeholders and offer professional development and classroom activities for our teachers.

Our student population is unique for an English School. Based on 2018 statistics 47% of our school community is French mother tongue whereas 53% is English mother tongue. According to ninety-eight (98) students in grade five and six who responded to the OurSchool Survey in 2017, a mere 19% speak English first at home.

As a school, we are performing relatively well at language proficiency. We understand that we need to deepen our thinking through Talk to Learn as this is essential for success in the Response to literature process. The latter is a key part of the C2 reading competency. As for proficiency in Math, there is also a need for the students to be expressing themselves through a methodical process as well as finding supporting ideas, asking deep questions and being engaged in the learning process. Through cross cycle teacher discussions led by the Riverside School Board pedagogical consultants, teachers of John Adam Memorial have come to discover many of the challenges our students are having are not due to the mechanics of language or their lack of correctly completing a mathematical computation but rather the language itself. We have also discovered that students require more opportunities to engage in guided discussions with one another to develop a personal and rich vocabulary and deepen their understanding of concepts taught.

With this information, we have established as our primary challenge in our educational project to provide students with quality pedagogical practices through Talk to Learn in both languages and math.

Below is a breakdown of our baseline statistics that will assist us and act as our reference point for improvement:

2017-2018 Talk competency (C1), your average marks were as follows:

ELA 2017-2018	English Stream (%)	Immersion Stream (%)
Gr. 1	72	80
Gr. 2	62	74
Gr. 3	74.5	74
Gr. 4	79	86
Gr. 5	83	83
Gr. 6	84	83

FSL 2017-2018	English Stream	Immersion Stream
Gr. 1	79	78
Gr. 2	80	81
Gr. 3	91	85
Gr. 4	80	80
Gr. 5	80	85
Gr. 6	81	88

2017-2018: ELA report card marks

- Females in grade 6 (C1) summary mark: 82,9%;
- Males in grade 6 (C1) summary: 79%;
- Females in grade 6 (C2) summary mark: 77,4%;
- Males in grade 6 (C2) summary: 73,2%
- Females in grade 6 (C3) summary mark: 80,1%;
- Males in grade 6 (C3) summary: 75,6%

2017-2018: ELA MEES EVALUATION

- ELA MEES evaluation reading competency 68% (Immersion Stream) success rate of 78%
- ELA MEES evaluation reading competency 63% (English Stream) success rate of 78%

2017-2018: Mathematics (report card marks, grade 6)

- C1: 75,7% (Boys 76,8%; girls 74,8%)
- C2: 74,2% (Boys 75,7; girls 73%)

2017-2018: Global mark by grade level in Mathematics

- Gr. 1: 80%
- Gr. 2: 79,2%
- Gr. 3: 82,5%
- Gr. 4: 77,2%
- Gr. 5: 79,6%
- Gr. 6: 74,7%

ELA and FSL	2016	2017	2018
ELA Written Response	63.16% Pass Rate JAM (38 students) 84.23% Pass Rate RSB	73.08% Pass Rate JAM (52 students) 80.74% Pass Rate RSB	80.39% Pass Rate JAM (51 students) 87.80% Pass Rate RSB
ELA Narrative Writing	89.47% Pass Rate JAM (38 students) 91.82% Pass Rate RSB	94.23% Pass Rate JAM (52 students) 93.14% Pass Rate	98.04% Pass Rate JAM (51 students) 91.73% Pass Rate RSB
FSL Immersion overall level of performance	95.24% Pass Rate JAM (21 students) 98.31% Pass Rate RSB	100% Pass Rate JAM (26 students) 98.87% Pass Rate RSB	100% Pass Rate JAM (23 students) 99.12% Pass Rate RSB
FSL de base overall level of performance	100% Pass Rate JAM (17 students) 92.19% Pass Rate RSB		92.86% Pass Rate JAM (28 students) 86.29% Pass Rate RSB

ELA Competency/Year	June 2016	June 2017	June 2018
Competency 1	64.86% Pass Rate JAM (37 students) 75.89% Pass Rate RSB	73.08% Pass Rate JAM (52 students) 78.91% Pass Rate RSB	71.74% Pass Rate JAM (51 students) 83.48% Pass Rate RSB
Competency 2	59.46% Pass Rate JAM (37 students) 73.72% Pass Rate RSB	67.31% Pass Rate JAM (52 students) 74.5% Pass Rate RSB	56.52% Pass Rate JAM (51 students) 74.33% Pass Rate RSB
Overall Results	59.46% Pass Rate JAM (37 students) 73.57% Pass Rate RSB	67.31% Pass Rate JAM (52 students) 75.03% Pass Rate RSB	60.87% Pass Rate JAM (51 students) 79.17% Pass Rate RSB

Our strength as a school is the development of respect and empathy to help our students become productive citizens of the world. To help guide us in this task, we use the OurSchool survey yearly.

John Adam Memorial pioneered the creation of the Oasis Room for the Riverside School Board. The purpose of our Oasis Room is threefold:

- (1) Support students who are having trouble during unstructured time (before school, recess and/or lunch) allowing them to develop more appropriate social skills by interacting with other students in a closely supervised area.
- (2) To help students by providing a quiet environment with more individualized support during teaching time.
- (3) A location for students to reflect on and work through inappropriate behavior, verbal or physical.

For our second Challenge (Global Student Wellness), we have noticed through the OurSchool Survey, there is a huge discrepancy between boys and girls in regards to feeling safe at school and levels of anxiety amongst each gender:

Our School Survey (2017-2018)

- Students with moderate or high levels of anxiety & Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.
 - 22% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
 - 34% of the girls and 6% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 27% and for boys is 18%.

- Students with a positive sense of belonging & Students who feel accepted and valued by their peers and by others at their school.
 - 86% of students in this school had a high sense of belonging; the Canadian norm for these grades is 77%.
 - 80% of the girls and 94% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 75% and for boys is 79%.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

John Adam Memorial will be aligning itself with the Riverside School Board's 4th objective which is to Ensure a High Level of Language Proficiency.

>>>Grade 6 : Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global result<<<

The 2022 target for John Adam Memorial will be 80% (RSB = 77%).

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

John Adam Memorial will focus on the following:

Challenge One: Talk To Learn	
ORIENTATION 1	To Improve Oral Communication Skills (Talk for Learning)
OBJECTIVES	Improve oral communication competency in English and French
INDICATORS	End of Cycle 3 Exam Mark (c2 ELA & FSL)
TARGETS	10% increase in Group Average for C2 (ELA & FSL) exam mark.
ORIENTATION 2	Math Talk
OBJECTIVES	To improve student achievement in Math
INDICATORS	End of year Summary Results (Global Mark)

TARGETS	<ul style="list-style-type: none"> 80% Group average in Summary Result (Global Mark) by grade level
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Challenge Two: Global Student Wellness	
ORIENTATION 3	Improve students' sense of safety at school
OBJECTIVES	To decrease the gap between boys and girls with regard to wellness whilst increasing a snes of positive wellness for both genders
INDICATORS	<ul style="list-style-type: none"> OurSchool Survey (Anxiety) OurSchool Survey (Sense of Belonging)
TARGETS	<ul style="list-style-type: none"> Baseline OurSchool Survey 2017 Reduce the gap by 5% between boys and girls (Anxiety)

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 John Adam Memorial, Delson, QC this 1st day of April, 2019

Carroll, Steven Principal, John Adam Memorial	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Victoria Haworth Teacher	Lysianne Dupont Teacher
Sherry-Lyn Keddy Teacher	Wendy Cumming Teacher
Chloe Giroux Teacher	Caroline Dastrevigne Teacher

Other collaborators in the development of our educational project:

Nazzareno D'Avanzo Chair – Governing Board	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	NAME and SURNAME TITLE

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