



## **St. Johns School**

380, rue Saint-Michel  
Saint-Jean-sur-Richelieu (Québec)  
J3B 1T4

# **Educational Project 2019-2022**

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## **Riverside School Board**

7525, chemin de Chambly, Saint-Hubert, Québec J3Y0N7  
[www.rsb.qc.ca](http://www.rsb.qc.ca)

# 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 St. Johns 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."*



**97.2.** 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

Colleen Lauzier	Principal
Valerie Caya	Vice-Principal
Anthony McGuinness	Vice-Principal
Allison Abcede	Teacher
Deborah Devine	Teacher
Genevieve Dowse	Teacher
Erik LaGarde	Teacher
Kelly McClay	Teacher
Karine Poidvin	Teacher
Lisa Romanini	Teacher
Jane Schipper	Teacher
Tracy Taylor	Teacher

### 4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

March 2, 2018	Staff	Group Discussion	St. Johns School
October 10, 2018	Steering Committee	SST work session	Riverside School Board
October 15, 2018	Governing Board	Discussion	St. Johns School
Nov. 19, 2018	Governing Board	Discussion	St. Johns School
December 4, 2018	Steering Committee	SST work Session	Riverside School Board
January 7, 2019	Secondary teachers	Focus Groups	St. Johns School
January 11, 2019	Secondary Students	Focus Groups	St. Johns School
January 21, 2019	Governing Board	Discussion/updates	St. Johns School
January 28, 2019	Elementary Teachers	Focus Groups	St. Johns School

### 5. SCHOOL CONTEXT

Reflecting the unique and singular distinction of having grades K-11, the mission of St. Johns School is to promote individual growth in a warm and nurturing atmosphere. Furthermore, as the sole Anglophone school serving its citizens, we strive to give all our students a quality education by promoting the school community and students.

St. Johns School provides English educational services for children from Kindergarten to Secondary V. With a student population of 496 at the Elementary level and 275 at the Secondary level, the school is large enough to provide a wide variety of services, yet small enough to give the more individual personal touch. Our students come from a fair-sized industrial city, Saint-Jean-sur-Richelieu, some rural communities such as Saint-Blaise, Lacolle, Mont Saint-Gregoire and Sabrevois, and represent a mixed social-economic background. St. Johns School has a socio-economic indicator of 6 at the elementary level and 5 at the secondary level. The low-income cut off indicator is 5 at the elementary level and 3 at the secondary level. Our Daycare offers services to students from K to 6 and has enrollment of 194 full and part time students.

St. Johns is also a Community Learning Centre. As such we benefit from the support of a Community Development Agent (CDA) and LEARN Quebec to increase links with the community. Our most significant community partnerships are with the Table Jeunesse du Haut-Richelieu and with the Military Family Resource Centre (MFRC). Saint-Jean-sur-Richelieu is home to the Canadian Armed Forces Basic Training Centre. Approximately 15% of our students come from military families. The average stay for a military family is 3 to 4 years.

St. Johns School offers English instruction and one Bilingual class (grade 3 to grade 6) at the elementary level and a regular academic program for Secondary I through V with a curriculum emphasizing languages, math, science, art and drama. We offer 3 levels of French (second language, enriched and mother tongue) at the Secondary level. French mother tongue accounts for 75% of our student population and with English mother tongue at 25%.

At the elementary level, 24% of our students have Individualized Education Plans and 31% of our secondary students have Individualized Education Plans. In line with Riverside School Board’s commitment to inclusive education for students with special needs, 99% of our students with recognized special needs are integrated into regular classrooms. To address the needs of our IEP students we offer support through our Student Services departments. This support includes Resource teachers, Special Education Technicians and Attendant support.

St. Johns has two vice-principals, 58 full and part-time teachers and 33 support staff personnel. We offer extra-curricular activities that benefit both elementary and secondary students. Among the clubs and activities are a Choir for students from grade 4 to Secondary 5 which performs locally, provincially and internationally. We offer a strong athletic program outside of our regular Physical Education classes. Our sports teams include basketball, flag football, volleyball and a track and field program. We are equally proud of our Social Justice Clubs at the Elementary and Secondary levels our Drama and Art clubs at the Secondary level and our Dance, Drama and Social clubs at the Elementary level.

As a school team, there is a strong sense of collaboration and a desire to develop plans of action that support our goals. Teams of teachers and administrators work together daily on various initiatives all directed toward improving student success. Among these initiatives, teachers are working on Daily 5, Soundprints, ELA curriculum mapping, character education, and mindfulness projects. At the Secondary level, individualised support, remediation and strong student attachments are the cornerstone of best practices The development of an IEP Committee and the NEXT School exploration committee has seen an increase in collaboration and a focus on professional conversations to enhance student success.

Recognizing our uniqueness and overall strengths, we also must examine our areas of vulnerability. At St. Johns we have identified literacy as a challenge. MEES Exam results in English Language Arts and French Second Language as well as the report card results at Secondary V and Elementary grade 6 (See table below) indicate that there is room for improvement. By addressing literacy, particularly reading for meaning, the benefits will be felt across the curriculum.

	June 2018			June 2017			June 2016		
	ELA 536 (70% +)	FSL 504 & 506 (70% +)	ELA 536 & FSL 504/506 Combined (70% +)	ELA 536 (70% +)	FSL 504 & 506 (70% +)	ELA 536 & FSL 504/506 Combined (70% +)	ELA 536 (70% +)	FSL 504 & 506 (70% +)	ELA 536 & FSL 504/506 Combined (70% +)
<b>SJHS</b>	38/69 55.1%	50/69 72.5%	39/69 56.5%	48/63 76.2%	56/63 88.9%	36/63 57.1%	38/50 76%	46/50 92%	26/50 52%
<b>RSB</b>	464/623 74.5%	446/627 71.1%	364/640 56.9%	493/649 76%	506/649 78%	427/649 65.8%	438/582 75.3%	551/655 84.1%	339/655 51.8%

	June 2018			June 2017			June 2016		
	Gr 6 ELA (70%+)	Gr 6 FSL (70%+)	Gr 6 ELA & FSL Combined (70%+)	Gr 6 ELA (70%+)	Gr 6 FSL (70%+)	Gr 6 ELA & FSL Combined (70%+)	Gr 6 ELA (70%+)	Gr 6 FSL (70%+)	Gr 6 ELA & FSL Combined (70%+)
St. Johns Elem	50/60 83.3%	52/60 86.7%	46/60 76.7%	48/77 62.3%	57/77 74%	45/77 58.4%	37/57 64.9%	42/57 73.7%	34/57 59.7%
RSB	654/766 (85.4%)	656/766 (85.6%)	594/766 (77.5%)	612/765 (80%)	636/765 (83.1%)	554/765 (72.4%)	549/686 (80%)	584/686 (85.1%)	501/686 (73%)

Results from Our School Survey (2017-18) indicate that 70% of grade 5 and 6 students spend less than 30 minutes a day reading for enjoyment. Of the 70%, 36% indicate that they read less than 10 minutes a day. At the Secondary level 76% of Secondary 4 and 5 students read less than 30 minutes a day. Of the 76%, 51% read less than 10 minutes a day. As a school team, we have also identified reading for enjoyment as one of our challenges.

Finally, the Kindergarten survey (QSCDK) administered in 2016-17 indicate that 20.8% of our Kindergarten students (presently grade 2) are considered vulnerable in the domain of language and cognitive development and 53.2% are considered vulnerable in the domain of communication skills and general knowledge.

## 6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

St. Johns Educational Project provides an opportunity to align our goals with Riverside School Board's Commitment to Success Plan. As a school team, we strongly believe that the challenge we have identified is important to overall student success and relates to the challenges identified by RSB as they relate to the objectives set out in the MEES Policy on Educational Success.

An examination of our results indicate that focus is warranted on language proficiency therefore we have chosen to focus on objective 4: Ensuring a high level of language proficiency.

In a direct link with our identified challenge, the School Success Team has created a sub-committee called the Reading Towards School Success team. This team of dynamic, caring teachers, through the funding of an LCEEQ Professional Development and Innovative Grant (PDIG), have created a K-6 Reading for Meaning curriculum map. The goal of the team is to create resources for the entire school team and engage all to be part of the conversation around reading for meaning at St. Johns. Creating a curriculum map also helps with early intervention. Our future goal is to carry this mapping through to Secondary 5.

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

St. Johns will focus on the following:

<b>Challenge: Reading success for all students</b>	
<b>ORIENTATION 1</b>	<b>Improve Reading Skills</b>
OBJECTIVE 1	To increase the percentage of students achieving 70% (3+) or higher in C2 ELA and FSL in Grade 6
INDICATORS	Percentage rate in C2 ELA and FSL term 3 results
TARGETS	80% by 2022
OBJECTIVE 2	To increase the percentage of students achieving 70% (3+) or higher in C2 ELA and FSL in Secondary 5
INDICATORS	Percentage rate in C2 ELA and FSL term 3 results
TARGETS	80% by 2022
OBJECTIVE 3	To increase the number of minutes students in Cycle 3 Elementary and Secondary read for enjoyment
INDICATORS	Number of minutes students read for enjoyment as reported in the Our School Survey
TARGETS	30 min per day 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

Colleen Lauzier Principal, St. Johns School	Sylvain Racette Director General, Riverside School Board

### Steering Committee:

Valerie Caya Vice Principal	Allison Abcede Teacher
Deborah Devine Teacher	Genevieve Dowse Teacher
Erik Lagarde Teacher	Kelly McClay Teacher
Karine Poidvin Teacher	Lisa Romanini Teacher
Jane Schipper Teacher	Tracy Taylor Teacher