



St. Jude School

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Greenfield Park (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 St. Jude 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

Christine Leboeuf.....Teacher
 Anita Samuel George.....Teacher
 Diane Gendron.....Teacher
 Karine Lacroix.....Teacher
 Natalie Gruenefeld.....Principal

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

November 2018	All Staff	Survey form	St. Jude School
January 2019	School Council	Discussion	St. Jude School
January 2019	All Staff	Online Survey	St. Jude School
January 2019	Governing Board Parents	Online Survey	St. Jude School
February 2019	PPO Members	Survey	St. Jude School
February 2019	Governing Board	Feedback	St. Jude School
March 2019	All Staff	Feedback	St. Jude School
March 2019	School Council	Discussion	St. Jude School
March 2019	Governing Board	1 st Draft adopted	St. Jude School
April 2019	School Council	Discussion	St. Jude School
May 2019	Governing Board	2 nd Draft adopted	St. Jude School

5. SCHOOL CONTEXT

St. Jude School is a school that opened in 1962, and became part of the Riverside School Board in 1998. Students that attend St. Jude come from the surrounding areas of Greenfield Park, as well as some sections of Brossard, St. Hubert and La Prairie. Students at St. Jude come from a variety of social, cultural and linguistic backgrounds. Additionally, in line with the government’s socio-economic index of eight for St. Jude, our students are characterized as coming from very diverse socio-economic backgrounds. Our student population has been increasing steadily over the last 5 years. Currently we have 383 students attending St. Jude. A majority of our students (75%) speak English as a mother tongue. In contrast, 13% of students at St. Jude speak French as a first language, with 12% of students speaking neither French nor English as a first language at home. The number of English first language speaking students at St. Jude is the second highest of all the elementary schools at Riverside School Board. Improvement in the area of language learning is of particular importance for all our students. More specifically a focus on developing the skills of language learning for our students who need support in reading is important. In the French Immersion stream, 100% of our students with and without Individualized Educational Plans are successful on the end of Cycle 3 assessments. The French language learning in the English stream is more of challenge. About one student out of five with Individualized Education Plans in the English stream are struggling with meeting some expectations in the end of Cycle 3 French Second Language reading assessment. By comparison, two thirds of the students in the English stream meet or exceed expectation on the English reading assessment in the end of Cycle 3 provincial exams. Our results from June 2018 end of Cycle 3 English Language Arts exams for both the English and French Immersion streams indicate that 70% of students with Individualized Educational Plans in English are successful in the reading component.

St. Jude's mission is to give all students the opportunity to learn in a safe, caring and respectful environment. To foster personal growth in order to be successful lifelong learners.

At St. Jude School, we nurture the following values in our vision statement:

- We believe that every child has a right to learn in a safe environment
- We respect ourselves, each other and the world around us
- We recognize and adapt to various learning styles
- We encourage each child's natural curiosity and interest for knowledge in order to become a lifelong learner
- We promote leadership and cooperation through team work
- We encourage and value parental involvement for students' success
- We care about environmental issues

As a school, we work on developing social and emotional well-being that is supported through ongoing teacher modeling. Opportunities for modeling can be seen in the development of social skills with Second Step tools, yearly school themes that focus on developing the whole child, the support for the sheltered lunch program, access to the Oasis room to seek support in the event of conflict and to prevent situations from occurring. A great dynamic team of attendants, technicians and resource teachers work to support success for all students, with the guidance and insights from the Riverside professionals including a psychologist, psycho-educator, speech and language pathologist and other consultants.

St. Jude School is supported by a strong sense of volunteerism, and ongoing support from community based organizations. The Governing Board meets regularly to discuss key elements of school governance. Additionally, the community spirit supports an engaged Parent Participation Organization that organizes many events and activities for the school community. St. Jude School is proud to have the Breakfast Club of Canada volunteers who serve a nutritious breakfast to 210 students each morning. An on-site cafeteria provides nutritious meals cooked at school daily.

In January 2017, St. Jude School became a Community Learning Center (CLC) School. Through this affiliation, activities such as family board game night, visits to local senior homes, Crayola marker recycling collection, distribution of donated books and collaboration with the Missing Children's Network have become part of the school dynamic. We work with volunteers from Champlain College to enrich programs in the school and received support from the Borough of Greenfield Park, Generations Foundation, All for the Children, and Greenfield Park Old Timers Association, just to name a few. In order to support our student's overall physical and mental health, we also work closely with the CLSC to help support our students and their families.

St. Jude School offers both French Immersion and English programs from Kindergarten to Grade 6, a Pre-Kindergarten program (Full Day Pre-Kindergarten) and a part time Passe Partout program. These strong programs are complimented with a vibrant library, dedicated art room, music room equipped with a variety of instruments, active intermural sports program and access to several technological learning tools. Gems Daycare, which operates before and after school, features many dynamic activities, from cooking to science, that expand our student's horizons. Our classrooms, which are bright and sizable, feature Smartboards, flexible seating options, wireless connections, opportunities to explore robotics, and access to several

technological tools. Our schoolyard has features that support developmental play such as play structures, basketball nets, a soccer field, giant games painted on the asphalt, an outdoor stage and a garden for scientific observation. A structured recess program promotes pro-social play in the schoolyard for all students.

Upon completion of the elementary program, students from St. Jude School typically attend Centennial Regional High School, which offers a range of programs within a dynamic school climate. More than 95% of students attending St. Jude attend one of the Riverside School Board schools for their high school education.

6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

Riverside School Board, in the commitment to success plan, has established many important objectives and orientations for the Board in general. At St. Jude School the areas of specific importance that will support the Board's overall focus, fall in the areas of increased success rates in English Language Arts and French as a Second Language. Riverside's objective to ensure a high level of language proficiency in both languages by achieving at least a 70% overall grade. It has been noted for decades in research that increased skills in the areas of literacy is key to overall progress in academics. Reading and being read to both link directly to the development of overall progress. When children are exposed to a significant quantity of quality books, their skills in many other areas improve. Areas such as writing, solving word problems in math, and tackling more advanced history texts are each linked to improved reading skills. Miller and Kelly (2014) note in their book that, "children who love reading and see themselves as readers are the most successful in school and have the greatest opportunities in life." Furthermore, they note that children that read frequently will always do better academically than children that do not read a much (ibid). Students at St. Jude in particular demonstrate a consistent need to be exposed to additional literature in order to develop enriched literacy strategies, increase vocabulary and help support an increase in world knowledge.

A second area of focus for Riverside School Board that we will support is to reduce the gap in success between various groups of students. More specifically, we will put into place school wide support systems to help students with handicaps, social maladjustments or learning difficulties to improve. Research on student progress indicates that students who participate in high quality social and emotional learning (SEL) programs show improved classroom behavior, increased ability to manage stress and depression, have better attitudes about others and about who they are. SEL is the process through which one can understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Empathy, teamwork and academics, in the research, clearly improves with the implementation of effective SEL interventions (Durlak et al., 2011). Additionally, research indicates that the increased capacity in the 'soft skills' of SEL also have a significant impact on achievement connected to standardized testing (AEI Brookings, 2015) for all students, but is even more effective for students that exhibit exceptionalities.

In collaboration with the development of these skills, we will be working on the development of the skills for a growth mindset. Growth mindset is the belief that intelligence and abilities can be developed. It leads to a desire to learn and therefore a tendency to embrace challenges and to persist despite failure (Dweck, 2019). Research in the area of growth mindset indicated that it has a causal role in academic achievement and performance (Claro et al, 2016 & Hochanal et al. 2015). More specifically, regardless of the socio-economic background of students, "those

who hold a growth mind set consistently outperform those who do not” (Ibid, 8667). Given these strong research based findings, the focus on developing a growth mindset is essential in helping all students towards academic achievement. Indicators of success for students with special needs will be a key focus as we monitor progress in the years ahead. We are confident that with these areas of focus, there will also be a contribution to the overall graduation rate for Riverside School Board in the future.

(See appendix 1 for references to the research cited in this section.)

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

St. Jude School will focus on the following:

Challenge One: Developing reading proficiency for all students	
ORIENTATION 1	Nourish the love of reading
OBJECTIVES	To increase student appreciation for reading
INDICATORS	Student perception as per survey
TARGETS	75% of students expressing appreciation for reading
ORIENTATION 2	Improve reading for meaning
OBJECTIVES	For students to apply reading strategies while reading
INDICATORS	Appropriate use of strategies for meaning making
TARGETS	Reduce the number of students receiving a mark below 65% in reading on the June report card in both French and English by 5%.
OBJECTIVES	To increase the success rates of students with IEPs in reading
INDICATORS	Success rate of students with IEPs on the Grade 6 ELA and FLS exam
TARGETS	Increase by 5% by 2022 in ELA Increase by 10% by 2022 FLS de base
Challenge Two: Developing resiliency and social-emotional well-being for all students	
ORIENTATION 1	Develop Social and Emotional Learning (SEL) with a Growth Mindset
OBJECTIVES	To increase positive social interactions with others
INDICATORS	Cycle 3 students’ report on Our School survey (bullying section)
TARGETS	Reduce student reports of bullying by 7% by 2022
OBJECTIVES	To understand the five attitudes of Growth Mindset: optimism, perseverance, flexibility, resiliency, empathy
INDICATORS	Student demonstration of a growth mindset on student surveys
TARGETS	75% of students by 2022 demonstrate elements of a growth mindset

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

Natalie Gruenefeld Principal, St. Jude School	Sylvain Racette Director General, Riverside School Board

Steering Committee:

Diane Gendron Teacher, St. Jude School	Karine Lacroix Teacher, St. Jude School
Christine Le Boeuf Teacher, St. Jude School	Anita Samuel George Teacher, St. Jude School

Appendix 1

References

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