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Joliette Elementary School

EDUCATIONAL PROJECT

2024-2027



Joliette Elementary School

www.swlauriersb.qc.ca



AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD



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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Joliette Elementary School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Joliette Elementary School, as well as the community's expectations with regard to education

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution 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 national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Daniel Tremblay – Tara Marlin interim 2023-2024	Principal, Project Coordinator
Maria Abbatiello	Teacher, educational goals
Todd Sinnett	Teacher, educational goals
Ruby Emond	Community Development Technician, Community Learning Center
Nadine Diotte	Social Worker, Social-Emotional Learning
Sara Larin	Parent Rep – Mission & Vision, Parent Participation

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	Feb. 9, Mar. 14	Lunch Hour	Library & Online Survey	
Other Staff Members	March 14		Online Survey	
Students	February 16,	10:20 – 11:40 AM	Library	Focus Group Gr. 4,5,6
Parents	March 28 – April 5		Online Survey (MS Forms)	
Governing Board	March 16, 2023	6:30 PM	Zoom	Overview of EP
Other Stakeholders				





MISSION

To provide a high-quality English education that prioritizes essential life skills, an appreciation of community and extracurricular activities. We aim to open doors for our students and foster their sense of belonging and well-being.

VISION

More Opportunities for a World of More Possibilities

SCHOOL/CENTRE PROFILE

External Environment

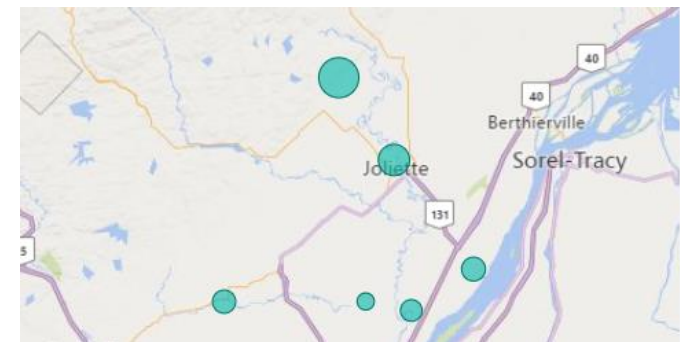
Location

Joliette Elementary School (JES) is located at 345 boul. l' Assomption ouest in Saint-Charles-Borromée. With a population of 21 384 (Statistics Canada, 2021), Joliette is part of the Joliette Regional Municipality County which has a population of 71 124 (Statistics Canada, 2021). The current building opened in 2012 in a mixed residential neighborhood adjoining a park, a community center, and French elementary school (2019), and a vacant wooded lot.

School Population

JES is a regional school that serves families with the right to education in English from 26 municipalities in the north-eastern Lanaudière region. The map below shows that 24% of our students live in, or close to, Joliette. In the regions surrounding Joliette, 49% of students are located north of Joliette, while 26% of students live to the south and west. At JES, we aim to build a sense of community through volunteerism, after-school activities and community events however, because the majority of families do not live close to the school this goal is challenging. In our 2023 JES Parent Survey, 75% of parents reported that work commitments and caring for younger children hindered their consistent involvement in school activities.

Because the geographic region we service is large, 86% of students spend between 1.5 to 4 hours commuting to and from school each day. The commute time includes time spent waiting for the bus, on the bus, as well as transferring from one bus to another. We believe that the time allocated to school transportation has a profound impact on students' learning (2023-2024 Distribution of Student Population at Joliette Elementary (taken from DVision, November 2023)).





Socio-Economic Factors

Though the school is located in an affluent area, our families are drawn from diverse regions with a lower socio-economic status. Accordingly, the school's socio-economic environment index (ISME) is 9, where a 10 represents the most disadvantaged areas (*Indices de défavorisation, 2021-2022, MEQ*). Our school's ISME index situates JES in a milieu défavorisé and suggests that a high proportion of our parents do not have a secondary diploma and so many single and two-parent families have expressed concerns regarding their ability to support their children at home.

Public Sector Community Services

Regional Community Learning Center (CLC)

Joliette Elementary, Rawdon Elementary, and Joliette High School form the Regional Lanaudière-Nord Community Learning Center. We are an extended model CLC; multiple schools within a region serving the same English-language community.

One full-time Community Development Technician (CDA) manages the creation and development of relationships with local partners and community-based organizations in collaboration with school principals and staff members. The CDA works to strengthen the offer of services and strategies that contribute to the academic, social, emotional, and physical development of students, families, and the community at large. Greater community involvement in schools also leads to an increase in financial and material contributions, and more volunteers supporting the school team. The CDA also writes grants and research other financial resources for school projects, as well as sitting on various community tables, advocating for the needs of the English community. The CLC Community School Network is supported by LEARN's Provincial Resource Team (PRT), a network-wide resource that provides support and expertise to the CDAs.

The CLC supports, amongst others:

- Educational activities, links and exposure to local cultural opportunities and healthy living activities,
- Basic needs through the Breakfast Club of Canada,
- Articulation / transition activities between our elementary and high schools (Peer Advisors),
- Projects with Grandparent / Senior centers in Joliette and Rawdon,
- Work-oriented Training Program (WOTP) opportunities for high school students at the elementary school (Kindergarten helper, janitorial worker, snack program),
- Communication with parents through our Facebook page and parent workshops,
- ECO-Club with recycling, composting, gardening and conservation efforts,
- Links to the regional CSSS to encourage teacher understanding of economic and social challenges for families in Lanaudière,
- School yard / park project linking community partners with school boards to facilitate preservation and improvement of our school yard forest.

The community school approach is a school improvement strategy with the goals of enhancing and improving student engagement and success, as well as contributing to improving the vitality of the communities the schools are part of. It is aligned with the Quebec Education Plan (QEP), complements what is already happening in the classroom, and enhances student learning and engagement. School/community partnerships provide students with opportunities to engage with the community outside the school walls and have access to new and diverse learning opportunities, which contributes to student perseverance. CLCs take a systemic approach to changing school climate and culture by developing partnerships around common outcome areas.





Partnerships and community organizations working with the Lanaudière-Nord CLC

Comité régional pour les programmes d'accès à des services de santé et des services sociaux en langue anglaise

Comité régional pour la valorisation de l'éducation (CREVALE)

English Community of Lanaudière (ECOL)

Table des partenaires du développement sociale de Lanaudière (TPDSL) – Nourrir Lanaudière

Breakfast Club of Canada

Carrefour Jeunesse Emploi D'Autray-Joliette

Grand Défi Pierre Lavoie

M. Jardin - Jardinons Coopérative de Solidarité

Association pour les jeunes de la rue Joliette

La Maison des Jeunes du Grand Joliette

La Maison des Jeunes de Rawdon

CILC - Center for Interactive Learning

Centre Culturel Desjardins

Musée d'art de Joliette

Association Forestière de Lanaudière

Culture a l'École



English Language Arts Network (ELAN) – Artists Inspire projects



Secretariat for Relations with English Speaking Quebecers – I Belong!

Le Neo - Regional LGBTQ+ organization

Aire Ouverte Lanaudière - Regional health and social services organization

CALACS - Coups de Cœur - Sexuality Education workshops

La Sûreté du Québec

Le Réseau - Prevention des toxicomanies

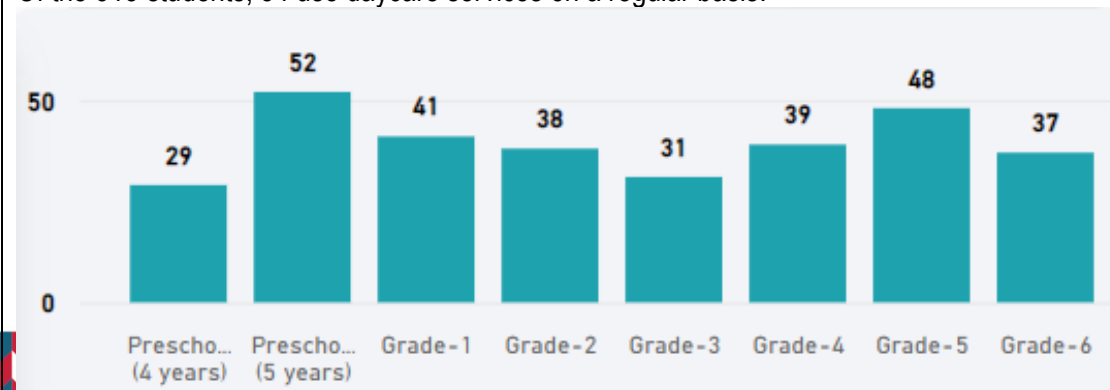
CNESST

INTERNAL ENVIRONMENT

Enrollment at Joliette Elementary School

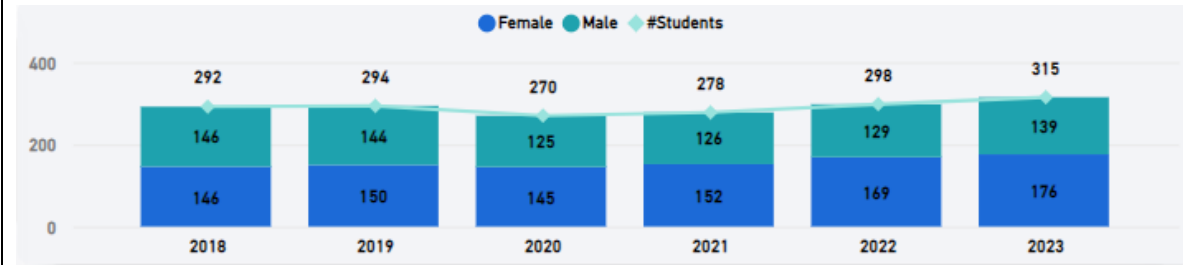
Since moving to our new location in 2012, the student population has increased 82% (from 173 to 315 students). The 315 students currently enrolled include 139 boys and 176 girls. The school is organized in four cycles with 81 students in pre-school, 79 students in Cycle 1, 70 students in Cycle 2 and 85 students in Cycle 3 (from *In-school Administrators Dashboard* available in *PowerBi*, November 2023). On average, student enrollment changes by 5 to 10% over the course of a school year. Changes in student enrollment typically involves integrating new or returning students with learning or behavioral challenges, and in some cases, students with limited English language skills.

Of the 315 students, 54 use daycare services on a regular basis.





Joliette Elementary's student population has exceeded our actual physical capacity of 216 students, since the 2018-2019 school year (from *In-school Administrators Dashboard* available in *PowerBi*, November 2023).



The latest enrollment projection anticipates a school population of 312 students by 2027 (MEQ Statistics, 2023). These statistics are based on the number of school age children currently living in the region and do not account for families who may move to the Lanaudière region. Because trends in population growth in the Joliette Regional Municipality County indicate an increasing population, it is possible that what is projected below underestimates student enrollment over the next three years.

ÉCOLE PRIMAIRE DE JOLIETTE JOLIETTE ELEMENTARY SCHOOL		ORDRE D'ENSEIGNEMENT / LEVEL OF INSTRUCTION		
345, boulevard L'Assomption Ouest Saint-Charles-Borromée (Québec) J6E 0R3		Maternelle 4 ans / Kindergarten for 4-Year-Olds Maternelle 5 ans / Kindergarten for 5-Year-Olds		
Numéro de l'école / School Number: 885 157 Numéro du bâtiment / Building Number: 885 053		Primaire – 1 ^{er} , 2 ^e et 3 ^e cycle / Elementary – Cycles 1, 2 and 3		
CAPACITÉ / CAPACITY				
	2024-2025	2025-2026	2026-2027	
Capacité MEQ / MEQ Capacity	216	216	216	
Effectif prévu / Projected Enrolment	312	316	312	
UTILISATION DES LOCAUX / USE OF PREMISES				
<ul style="list-style-type: none"> • Quatre salles de classe modulaires sont louées et installées sur le terrain de l'école. / Four portables are leased and placed on the school's property. 				

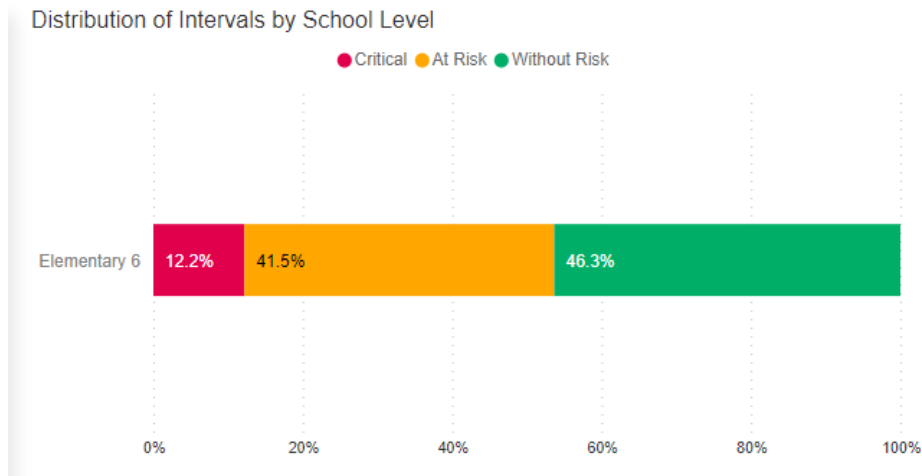




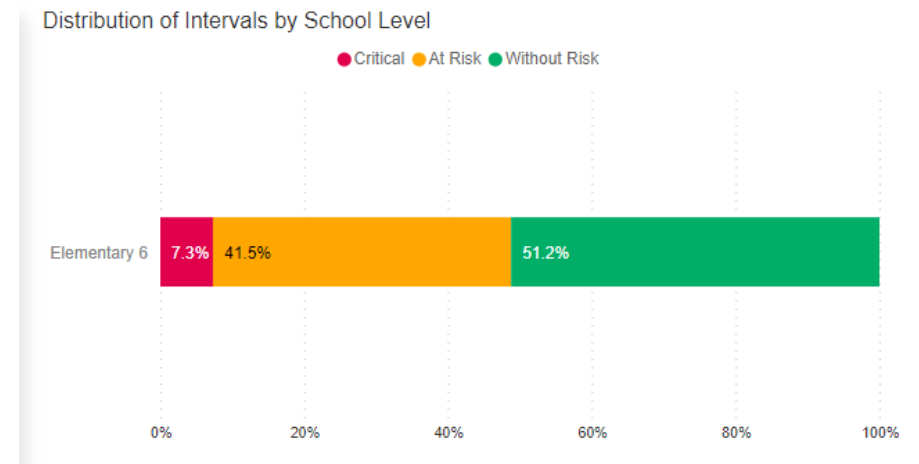
Provincial Indicators of Student Success

Joliette Elementary School aims to integrate best practices to support student’s academic success. The data below represents the June 2023 MEQ Grade 6 ELA and Math exam results by subject competency (from *DVision*, November 2023).

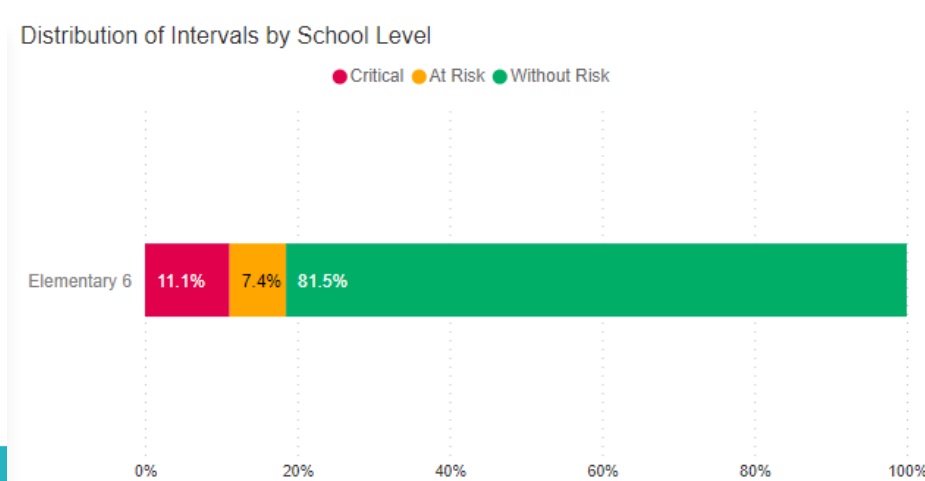
Grade 6 MEQ ELA: Reads/listens to spoken, written and media texts 88% success rate



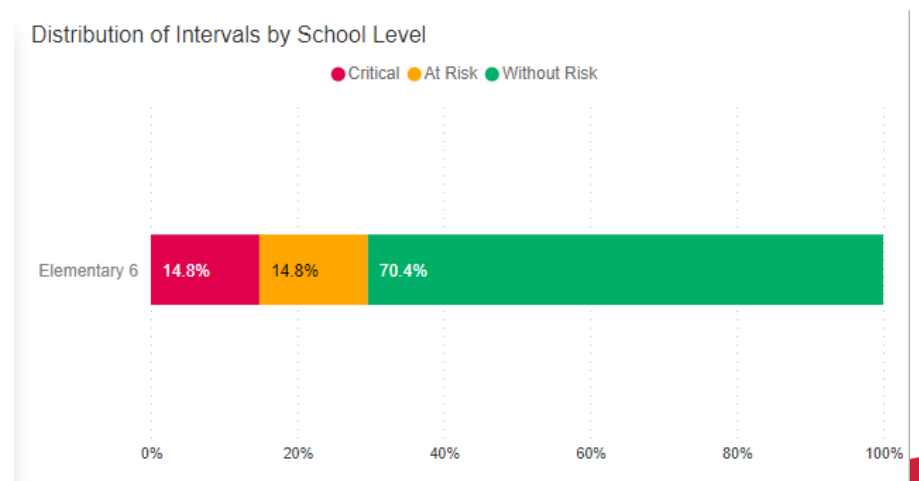
Grade 6 ELA Produces written and media texts 93% success rate



Grade 6 MEQ Math: Solves a situational problem 89% success rate



Grade 6 MEQ Math: Uses mathematical reasoning 85% success rate

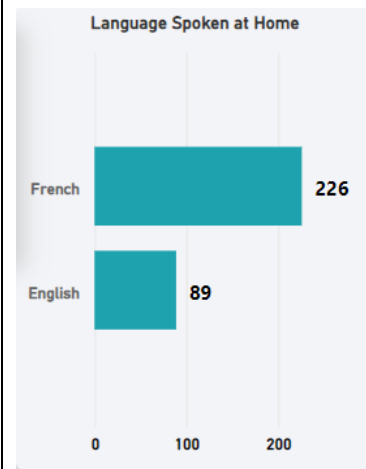




Characteristics Related to Student Success

Language

The Launaudiere region is predominately Francophone, where French is the mother-tongue for approximately 95% of the population and 29% of this population has indicated some knowledge of English and French (Statistics Canada, 2020). At JES, French is the mother-tongue for 72% of families (from *In-school Administrators Dashboard* available in *PowerBi*, November 2023). Taken together, the high rate of French as the mother-tongue language is a significant challenge for students attending school in English. As such, early intervention is necessary to identify learning challenges and highlight instances where familiarity and exposure to the English language may present a challenge to our K4-K5 students, and Cycle 1 students. The reading comprehension skills of students in Cycles 2 and 3 is also an area of concern given that the cycle-appropriate texts and evaluation tools require a level of English vocabulary typically observed in communities with a greater exposure to English at home.

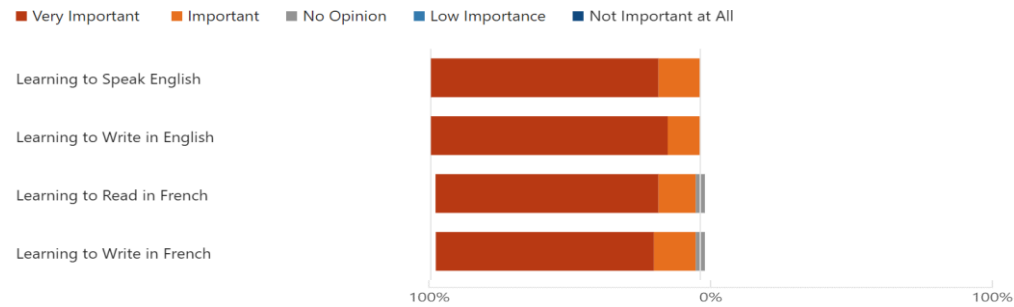


Given the high rate of families where the mother-tongue is French, we implement the pre-school program (K4 and K5) 100% in English. The time allocated to teaching English Language Arts for all three cycles ranges from 76% to 78%, and ranges from 22% to 24% for French Second Language.





Our 2023 JES Parent Survey indicated that 90% of those surveyed reported learning to read in English as Very Important and 88% reported writing in English as Very Important. A high percentage of parents also reported reading in French as Very Important (82%) and writing in French as Very Important (81%). These results suggest that parents send their children to JES because they see value in an English education but that proficiency in French is also important given that students may pursue a secondary and post-secondary education in French.

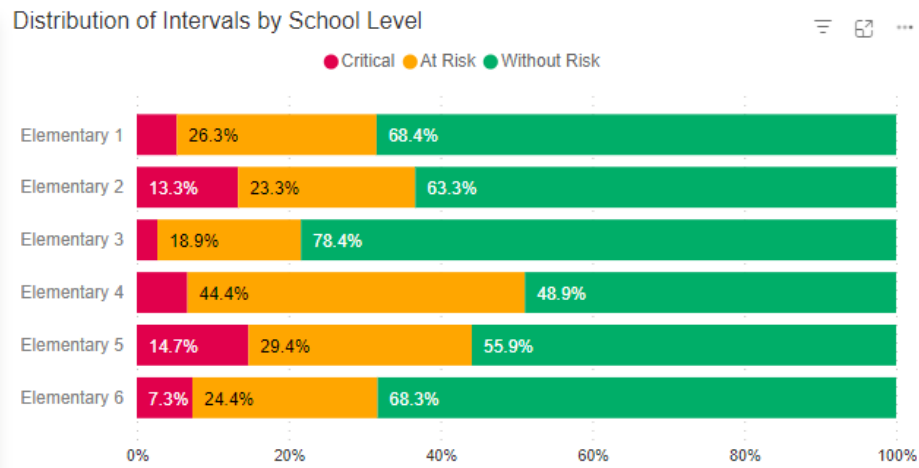




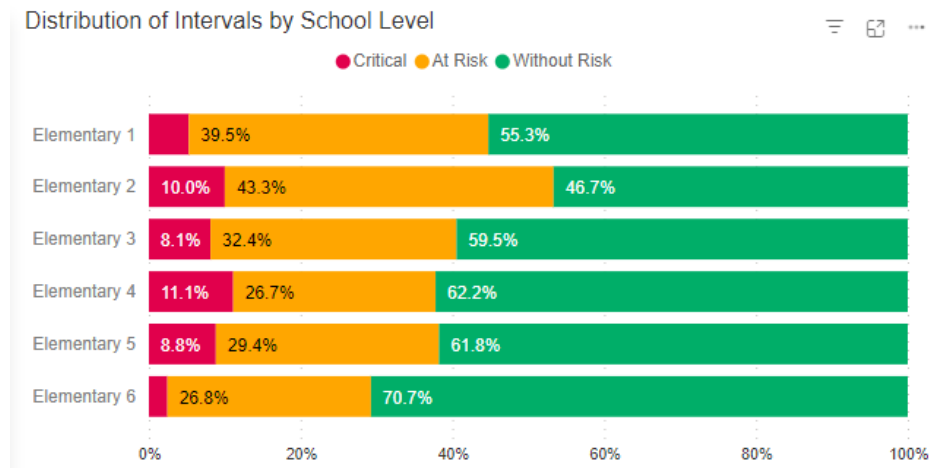
Student Results in Key Subjects

Students' literacy skills are a concern because they stand to impact performance in English Language Arts, French Second Language and Mathematics (developing the competency for *Solves a Situational Problem*). Below are the June 2023 report card competency results in these core subjects, where student success indicates results above 60% (rate of students At Risk and Without Risk).

June 2023 Report Card Results English Language Arts Reads/listens to spoken, written and media texts



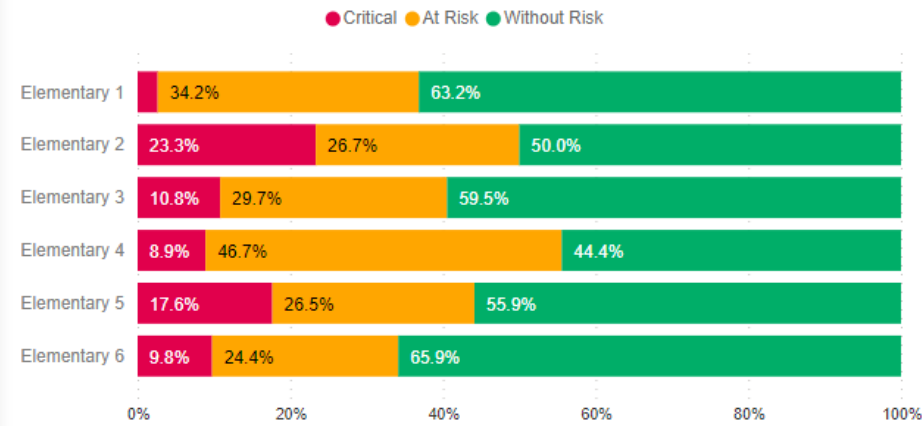
Produces written and media texts





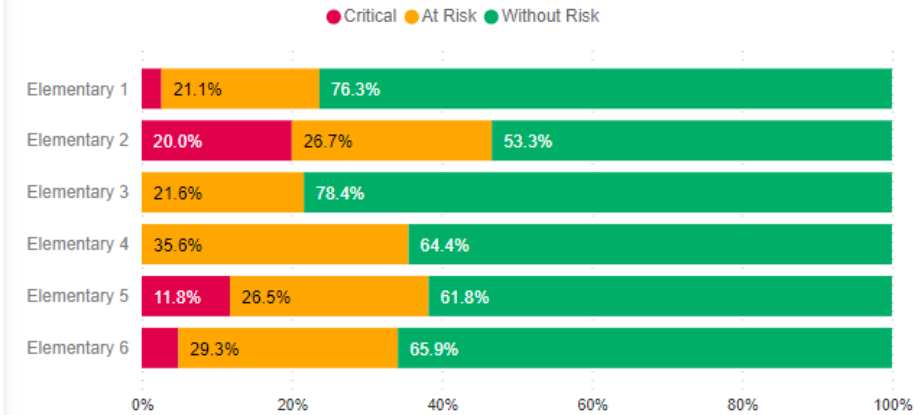
June 2023 Report Card Results French Second Language Produces oral and written texts in French

Distribution of Intervals by School Level



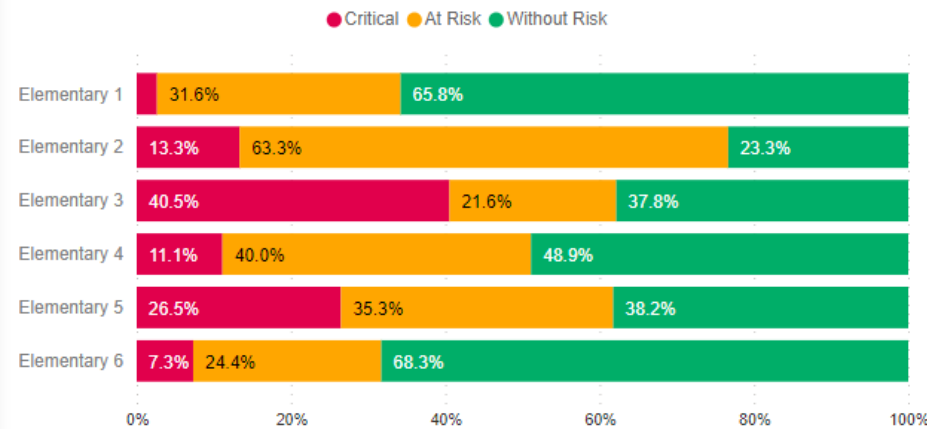
Understands oral and written texts in French

Distribution of Intervals by School Level



June 2023 Report Card Results Mathematics Solves a Situational Problem

Distribution of Intervals by School Level





Learning Challenges

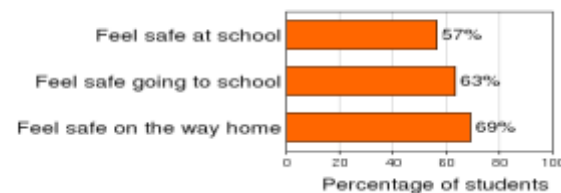
Joliette Elementary, like many other public schools, addresses the varied needs of students who are identified as having learning and behavioral challenges, and MEQ coded handicaps. In the 2023-2024 school year, there are 44 children (% of the students) with Individual Learning Plans (IEP's), 4 of which an assignment of a MEQ code is pending. Four students have a MEQ-validated code (from *In-school Administrators Dashboard* available in *PowerBi*, November 2023). We provide resources and services that allow all students to attain literacy and numeracy levels appropriate to their age and cycle in an inclusive classroom environment. Access to evaluation and therapy in Psychology, Speech-Language Pathology and Occupational Therapy is limited in English in our region. Many students are not formally diagnosed with learning disabilities and the vast majority of our families do not pursue professional help, particularly if it entails seeking help in the private sector or attending appointments in Montreal. At the school level, students receive one-on-one support from attendants and resource teachers.

Student Well-Being

Supporting student success also involves promoting a positive school climate conducive to learning. Supporting student success also involves promoting a positive school climate conducive to learning.

The results from *OurSCHOOL Survey* (2023-2024) indicated that our students reported positively on 5 of 7 indicators related to social-emotional well-being and motivation. Specifically, our Grade 4, 5 and 6 students reported positive beliefs for: *value schooling outcomes* (86%), *positive behaviour at school* (87%), *effort* (87%), *moderate or high levels of anxiety* (34%) and *bullying and exclusion* (20%). All of these indicators are very close to the Canadian norm (i.e., 91%, 90%, 88%, and 29%, respectively) and the average percent of students reporting instances of bullying and exclusion was below the Canadian norm (30%). Comparisons to Canadian norms also indicated two areas in which our school strives to improve the school climate, namely *positive sense of belonging* (57%) and *feel safe attending this school* (43%). The survey results indicated that transportation to and from school are the primary factors influencing students' beliefs about feeling safe attending school.

Figure 9: Students who feel safe at Joliette Elementary



To continue to build a positive, caring and safe school environment, Joliette Elementary School is committed to promoting school-wide initiatives focused on social-emotional learning and conflict resolution (e.g., Restorative Practices).





The School Staff and Structure at Joliette Elementary School

Teachers, Specialized and School Staff

The staff at JES consists of 27 teachers, 19 homeroom teachers, 2 physical education teachers and two resource teachers who work with our students that have specific academic needs. We also have 5 attendants supporting our special needs students. They provide children with more one-on-one support, which reduces their anxiety and allows students to be more successful. We receive services from a Speech and Language Pathologist and Occupational Therapist. There is one school secretary and a part-time secretary, and a 10-hour library technician.

Student supervision includes 2 daycare personnel and 8 lunchtime supervisors to complete the school's team.

The majority of our teaching staff (75% to 80%) facilitate one or more extracurricular activities each year, including:

- **School Yard Leadership:** Cycle 3 students act as mentors for younger students by organizing games and activities, mediating minor conflicts and modelling appropriate behavior. Student leaders are given training to develop their interpersonal skills and build self-confidence.
- **Eco-Club:** Teachers and students focus on issues related to the environment such as conservation, recycling (e.g., batteries, paper, markers, plastic etc...), hydroponics, composting, gardening, integration of nature into the school and environmental studies (Grades 1 to 6).
- **Cooking Club:** Available to all students from Grades 1 to 6.
- **Zumba:** Available to all Grades 3 to 6 students once a week.
- **Sports Club:** Available to all Grades 3 to 6 students twice a week.
- **JES Tech Club:** Over 100 students and 10 teachers oversee content shared on our Facebook page (e.g., posting stories and pictures) and maintain our school activity calendar.

Joliette Elementary School's location in the northeastern sector of our school board attracts teachers from eastern Montreal and northern suburbs. JES experiences a turnover of 30% to 50% every year because many teachers eventually find teaching positions within our board closer to Montreal. Consequently, which challenges our ability to maintain a knowledge base and commitment to our educational orientation and clientele. This notwithstanding, our full-time and part-time teaching staff work collaboratively to ensure that our school's mission and vision are fulfilled.

Joliette Elementary School provides an average 73 hours (2023-2024) of Handicapped-Student Attendants funded through both centralized and school-administered measures. An attendant's role is to encourage/monitor the integration of students who are academically or behaviorally at risk.

JES retains a professional social worker three days per week. Her role is to counsel students who are challenged to self-regulate and to communicate student needs to families. She connects families to regional services and liaisons with local social services and the Department of Youth Protection (DPJ) on a short and long-term basis.

JES employs additional teaching staff: 20% of a French as a Second Language teacher and 60% of an English Special Education teacher to address the needs of students who struggle with language acquisition, particularly in Cycle 1 (Grades 1 and 2).

Funding for the majority of specialized services is provided through the following MEQ grants:



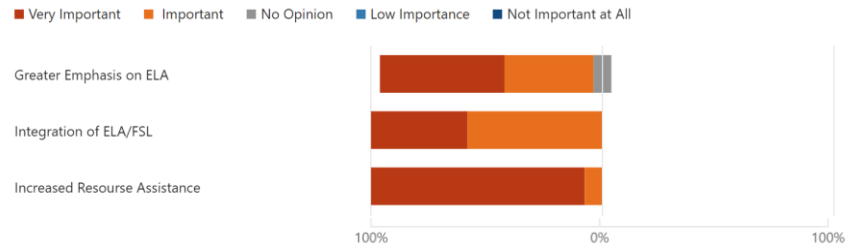
- 15011 New Approaches/New Solutions
- 15015 Reading and Writing



- 15025 Minimum Services to Schools

The Reading and Writing, and Minimum Services to School grants are given exclusively to schools with IMSE index of at least 7 to allow schools in disadvantaged areas to provide extra services.

In the JES Teacher and Staff Survey (2023) a high percentage of teachers ranked all three survey items related to supporting a high-quality English education as Very Important or Important, namely emphasizing the importance of learning English, supporting bilingual literacy in ELA and increasing support for students struggling in ELA.



School Orientations and Local Programs

We have implemented the following school orientations and local programs to minimize the impact of school-home travel time, encourage parental involvement and support an inclusive and equitable school environment.

- **Homework Policy:** JES has a no-homework policy whereby all written work and projects are completed at school. To support parental involvement, our homework policy recommends that parents read with their child for twenty-minutes daily and review content to be evaluated. The majority of parents who responded to the 2023 JES Parent Survey (i.e., 85%) indicated that they were satisfied with this policy, yet 41% reported that they read with their child in English or French two times a week or less, and 28% reported reading with their child daily.
- **The Great Leaps Reading Fluency Program for Cycle 2 and 3:** This program focused on improving reading fluency.
- **YouFLI:** This program focused on improving early reading skills used with Cycle 1 students.

Our Educational Institution

Joliette Elementary houses a gymnasium, a library, a resource room, and a staff room. The school would benefit from having a minimum of two extra rooms; one to be used as a sensory room and another to accommodate students needing quiet areas to work in small groups with teacher guidance. These additional rooms would help JES reinforce its longstanding commitment to supporting students with sensory needs. Following recommendations from occupational therapists and psycho-educational reports, the school offers students special seating, earmuffs, weighed items and fidget equipment. In addition to this, teachers receive ongoing training facilitated by private and school board employed therapists.

All classrooms include SMART Boards and have access to robotic kits, two mobile carts with iPads, and one mobile cart with laptops.





CHALLENGES

CHALLENGE 1

Early and continuing literacy development.

CHALLENGE 2

Students' safety and well-being.

CHALLENGE 3

Parental involvement.





POLICY ORIENTATIONS

Making literacy the key to student success

Creating bridges between home, school and the community to develop students' social and emotional well-being and sense of belonging.

OBJECTIVES

An objective is your school/centre's commitment to a priority for the period covered by the educational project. It sets out the precise and measurable changes that the activity of the school/centre's should produce. It should contain perceptible and meaningful outcomes for students, youth and adults, and is the basis for accountability.

Objectives	Description
Objective 1	To support and sustain the implementation of evidence-based practices targeting early literacy skills to increase the number of Cycle 1 students scoring At or Above Benchmark on a universal screener by June 2027.
Objective 2	To support student literacy in key subject areas to increase student success rates in ELA and FSL (<i>Reading and Writing Competency</i>) and Mathematics (<i>Solves a Situational Problem Competency</i>) by June 2027.
Objective 3	To foster students' sense of belonging, safety and well-being as measured by indicators in OurSCHOOL Survey and student participation in social activities.
Objective 4	To maintain and increase opportunities for parental involvement in student learning by June 2027.





SCHOOL/ CENTRE ORIENTATION 1

Develop strong basic literacy skills for all learners in both languages to support academic success in core elementary school subjects.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>MEQ Objective 1</p> <p>Accroître la réussite des élèves</p>	<p>SWLSB Orientation 1</p> <p>To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.</p>	<p>Improve foundational reading skills by promoting best-practices and early intervention strategies.</p> <p>Provide opportunities to develop literacy skills in the key subject areas (i.e., FSL, ELA and mathematics).</p>	<p>Languages</p> <ul style="list-style-type: none"> DIBELS screener to determine the number of students scoring At Benchmark or Above Benchmark End of Cycle report card results in ELA and FSL, Reading and Writing Competency MEQ ELA Exam, Reading and Writing Competencies <p>Math MEQ Math Exam, Solves a Situational Problem Competency</p>	<p>Languages DIBELS Screener We aim to go from 8% of all Grade 1 students scoring At or Above Benchmark at the beginning of the school year (2023) to 50% of all Grade 2 students scoring At or Above Benchmark at the end of the school year (2027).</p> <p>Grade 2 ELA and FSL Final Result for Reading Competency We aim to go from a 87% June 2023 success rate to a 93% June 2027 success rate in ELA final Reading competency results.</p>	<p>DIBELS Screener Screener results will be monitored by the school principal and the teacher(s) responsible for administering the screeners three times a year.</p> <p>Report Card Results Monitored at the end of every term by school principal and FSL, ELA and resource teachers.</p> <p>MEQ Results: Monitored every September by school principal and teachers at staff meeting.</p>





				<p>We aim to go from a 80% June 2023 success rate to a 90% June 2027 success rate in FSL final Reading competency results.</p> <p>Grade 4 ELA and FSL Final Result for Reading Competency</p> <p>We aim to go from a 93% June 2023 success rate to a 96% June 2027 success rate in ELA final Reading competency results.</p> <p>We aim to maintain a 100% June 2023 success rate in FSL final Reading competency results.</p> <p>Grade 6 ELA and FSL Final Result for Reading Competency</p> <p>We aim to go from a 93% June 2023</p>	
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				<p>success rate to a 95% June 2027 success rate in ELA final Reading competency results.</p> <p>We aim to go from a 95% June 2023 success rate to a 100% June 2027 success rate in FSL final Reading competency results.</p> <p>Grade 2 ELA and FSL Final Result for Writing Competency</p> <p>We aim to go from a 90% June 2023 success rate to a 93% June 2027 success rate in ELA final Writing competency results.</p> <p>We aim to go from a 77% June 2023 success rate to a 87% June 2027 success rate in FSL</p>	
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				<p>final Writing competency results.</p> <p>Grade 4 ELA and FSL Final Result for Writing Competency</p> <p>We aim to go from a 89% June 2023 success rate to a 93% June 2027 success rate in ELA final Writing competency results.</p> <p>We aim to go from a 91% June 2023 success rate to a 96% June 2027 success rate in FSL final Writing competency results.</p> <p>Grade 6 ELA and FSL Final Result for Writing Competency</p> <p>We aim to go from a 98% June 2023 success rate to a 100% June 2027 success rate in ELA</p>	
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				<p>final Writing competency results.</p> <p>We aim to go from a 91% June 2023 success rate to a 95% June 2027 success rate in FSL final Writing competency results.</p> <p>MEQ ELA and Math Results</p> <p>We aim to go from a 88% median success rate (based on 2019, 2022 and 2023) to a 93% median success rate in ELA for the MEQ Reading competency results (2024-2027).</p> <p>We aim to go from a 91% median success rate (based on 2019, 2022, and 2023) to a 95% median success rate in ELA for the MEQ Writing competency results (2024-2027).</p>	
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				We aim to go from a 75% median success rate based on (based on 2019, 2022, and 2023) to a 95% median success rate in Mathematics for the MEQ Solves a Situational Problem competency result (2024-2027).	
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SCHOOL/ CENTRE ORIENTATION 2

Ensuring the basic needs of students are fulfilled through a stimulating and structured environment where children feel safe, secure and welcome.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 5 Améliorer le climat de bienveillance, de bien-être et de sécurité des élèves	SWLSB Orientation 1 To support and increase the success of diverse learners and at-risk students	To prioritize students' well-being by providing access to extracurricular activities, community resources, and to activities that develop essential life skills.	Well-being OurSCHOOL Survey: Social-Emotional Outcomes (i.e., <i>Students with a positive sense of belonging, Students that value school</i>)	Well-being To achieve school results at or above the Candian norms ¹ in: <ul style="list-style-type: none"> <i>Students with a positive sense of belonging (e.g., target 72%)</i> 	Well-being School staff and administrators review the results of the OurSCHOOL Survey bi-annually.



Canadian norms taken from October 2023 OurSCHOOL Survey.



	<p>academically, socially, and emotionally.</p>		<p><i>outcomes, and Students with moderate or high levels of anxiety) and Drivers of Student Outcomes (i.e., Feel safe attending this school).</i></p> <p>Access to Extracurricular Activities Student participation in teacher-led ECAs</p> <p>Community Resources Number of projects reported in CLC report</p>	<ul style="list-style-type: none"> • <i>Students that value school outcomes (e.g., 91%)</i> • <i>Students with moderate or high levels of anxiety (e.g., target 29%)</i> • <i>Feel safe attending this school (e.g., target 62%).</i> <p>Access to Extracurricular Activities The participation rate for students in two or more extra-curricular activities will increase from 75% to 95%.</p> <p>Community Resources Maintain the number of projects reported in the CLC report.</p>	
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		To promote a school culture that encourages parental involvement	Parental Involvement <ul style="list-style-type: none">• Number of opportunities for parents to volunteer at school.• Participation in Parent Participation Organization.	Parental Involvement <ul style="list-style-type: none">• Increase the number of opportunities where parents volunteer.• Maintain parent participation in Parent Participation Organization.	Parental Involvement <ul style="list-style-type: none">• Educational Project committee will meet once a year to review the number of opportunities for parents to volunteer documented in the Parent Volunteer Binder.• School principal will monitor parent participation in the Parent Participation Organization at the beginning of the school year.
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GOVERNING BOARD ADOPTION	
Resolution	GB# 20240222 -3 <u>Sophie Geoffroy</u> MOVED THAT the 2024-2028 Educational Project be adopted as presented on February 22, 2024 .. <u>Seconded by Lisa Lepore.</u>
Signatures	<hr/> <p style="text-align: center;">Tania Mac Eachern</p> <hr/> <p style="text-align: right;">Tara Marlin</p>

