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St. Paul Elementary School

EDUCATIONAL PROJECT

2024-2028





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which St. Paul 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 Insert School Name, 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
Lynn Neveu	Principal
Tara Venieris	Vice-Principal
Nikki De Crescenzo	Teacher
Amanda Diodati	Daycare Technician

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	March 17 (survey) March 23 (discussion)	12pm 4pm	Online St. Paul Elementary School	
Other Staff Members	March 17	12pm	Online	
Students	May 26	12pm	Online	
Parents	March 17	12pm	Online	
Governing Board	May 10	7pm	St. Paul Elementary	
Other Stakeholders				





MISSION

At St. Paul, we are committed to nurturing every child’s intellectual, social, and creative development, in a caring, collaborative, and bilingual learning community.

VISION

Engaging students in rigorous learning experiences that prepare them to thrive in an ever-evolving world.

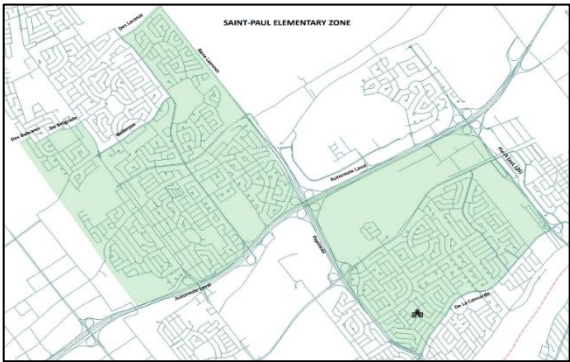
SCHOOL/CENTRE PROFILE

At St. Paul, we care for others, we care for our school, we care for ourselves, and we care for learning. These four core values are interwoven throughout all aspects of school life, encouraging each member of our learning community to grow, thrive, and discover their best selves.

Who we are

St. Paul Elementary School is an English primary school within the Sir Wilfrid Laurier School Board. We are located in Duvernay, a residential neighborhood in Laval, Quebec.

Table 1. Zoning Map



Map sourced from SWLSB website zone map

Our school’s zoned territory includes neighbourhoods in the districts of Vimont and Duvernay.

In Vimont, our students reside between Boulevard des Laurentides and Route 335 from west to east and north of Highway 440 up to Boulevard des Lacasse.

In Duvernay, our students reside south of highway 440, but north of Boulevard de la Concorde, east of Highway 19 and west of Highway 25.

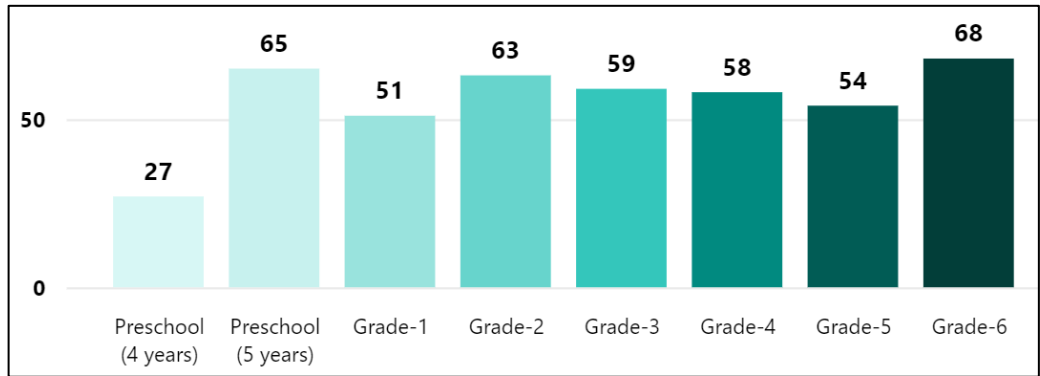
Click on the Zoning map for a detailed view of our territory.





We currently welcome 447 learners each day ranging in ages from 4 to 12. Students are distributed across grade levels as indicated in the table below.

Table 2. Distribution of Students by Grade Level



Graph sourced from DVision

An analysis of the demographic data indicates that the size of the student body over the next five years is predicted to remain stable as illustrated in the table below.

Table 3. Projected Enrolment

2023-2024	2024-2025	2025-2026	2026-2027
449	442	435	436

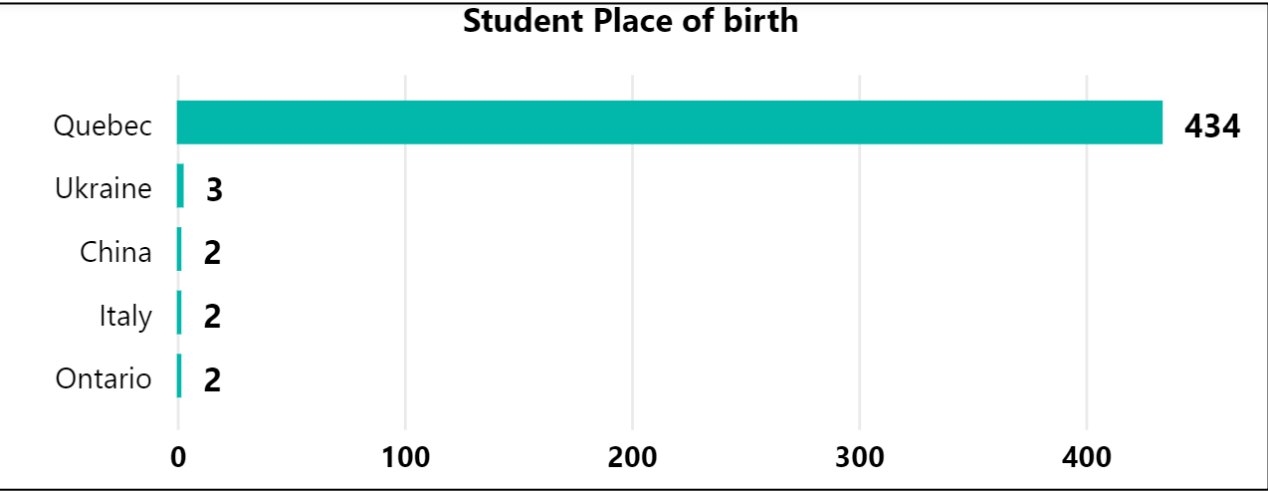
Graph sourced from SASO data





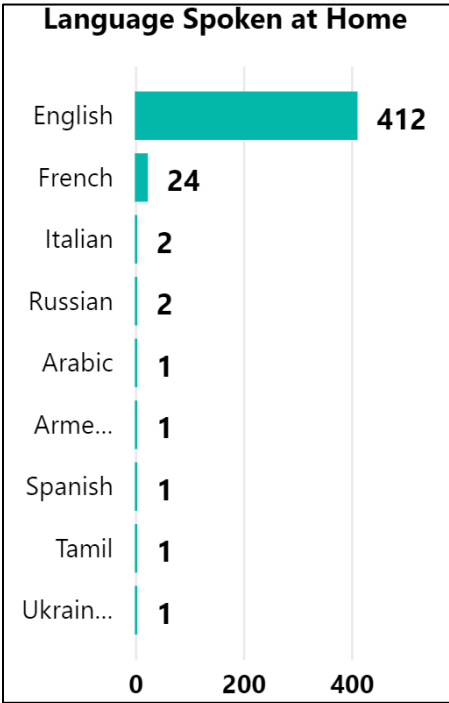
As referenced in the tables below, the majority of our students are born in the province of Quebec and speak English at home. In addition to learning French as a second language at school, many of our students benefit from learning a third language at home including Italian, Russian, Arabic, and more.

Table 3. Nationality of Students



Graphs sourced from DVision

Table 4. First Language of Students



St. Paul Elementary School has a long history in our neighborhood, with many of our students being the second generation of their families to attend elementary school in our buildings.

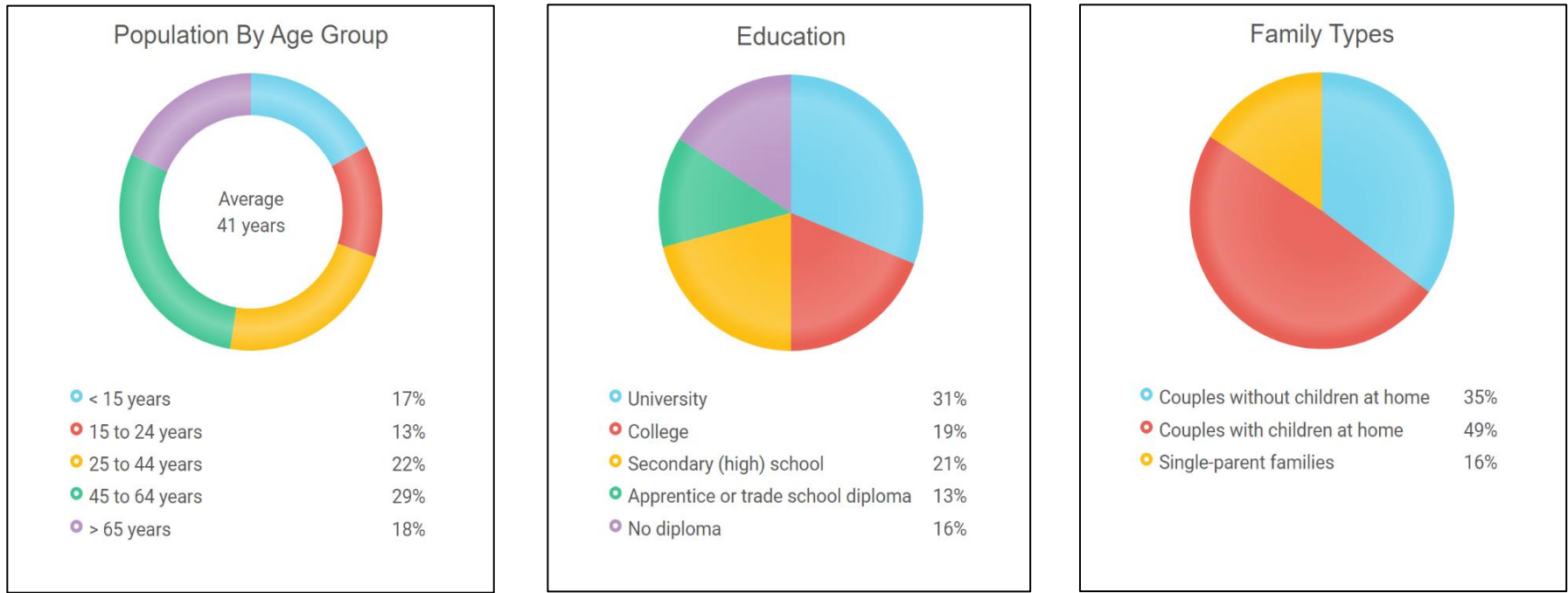




Our territory's socio-economic index (SEEI) is 3, suggesting a population of affluent socioeconomic status (SES). A high SES positively influences our students' readiness to learn and fundamental wellbeing. Studies have demonstrated that students of high SES have greater access to recreational resources, increased opportunity for cognitively stimulating experiences outside of school, quality nutrition, and adequate housing. As such, with their basic needs met in their home environments, children growing up in high SES communities demonstrate lower rates of social and emotional distress, lower health risks, and higher rates of academic achievement (Bradley & Corwyn, 2002). As a result, our high SES positively influences our capacity to educate our students to their greatest individual potential.

As indicated in the two tables below, data retrieved from Statistics Canada's 2016 Census suggests that, on average between both districts (Vimont and Duvernay), 60% of the adult population have obtained higher education diplomas or trade certification; 48% of households are couples with children at home; and 16.5% are single family households.

Table 5. Demographics Duvernay, Laval

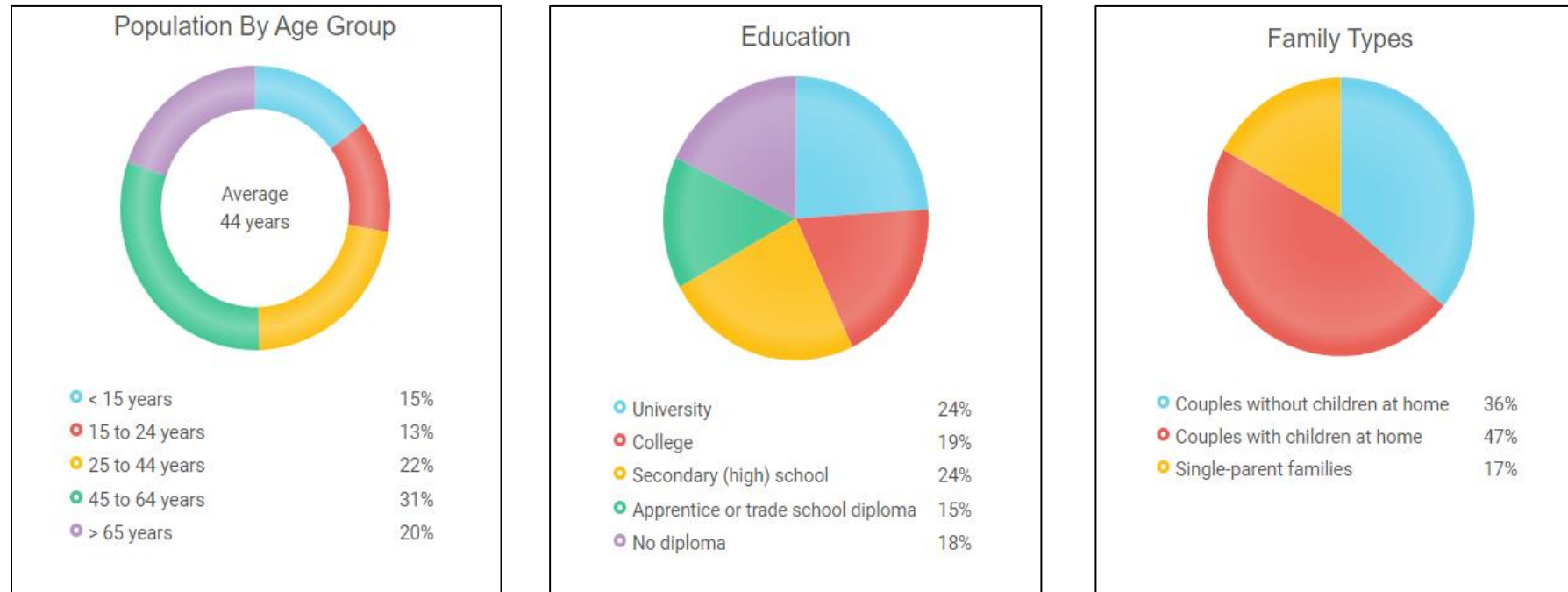


Source: 2016 Census, Statistics Canada compiled by Centris





Table 6. Demographics Vimont, Laval



Source: 2016 Census, Statistics Canada compiled by Centris

Our data suggests that the large majority of our students benefit from stable and supportive home environments.

St. Paul's parent population is actively involved in our school community and in their children's educational journey. As research suggests, parental involvement in the education of their children leads to increased student performance and better life outcomes. St. Paul parents actively support their children's social, emotional, and academic growth and development by actively supporting student learning at home, maintaining communication with the school team, and participating and volunteering in school events and meetings.

Furthermore, we have a dedicated team of parents on our Governing Board who work in close collaboration with our school team, as well as a Home and School Association that is enthusiastically committed to supporting school initiatives.





At St. Paul, we have a passionate team dedicated to the academic, social, and creative development of every child. Our school is comprised of 36 teachers, including a music specialist, three physical education teachers, and French specialists. We have two English remedial teachers and one French remedial teacher who work with students with specific learning needs. We have seven attendants who support students in the classroom and two special education technicians who work on targeted prosocial and academic intervention programs with students in need. We have two secretaries and a librarian who ensure our students and staff are well-supported. We have three caretakers who keep our learning environment clean and ensure that our systems operate smoothly. We have five daycare educators, 19 lunch supervisors, and a daycare technician. Students are further supported by professionals including an Occupational Therapist and Speech Language Pathologist who aid in support of the school team, as needed. Our leadership team includes a Principal and Vice-Principal. Our principal is highly invested in fostering a safe and caring learning and work environment in which relationships are valued and rigorous learning is prioritized. Through instructional and transformational leadership practices, our principal remains steadfast in aligning all decisions with our collective vision for student success.

At St. Paul, we have a stable workforce with many of our teachers choosing to remain at our school for the duration of their career. We are fortunate to welcome new staff members each year when replacements are necessary, as they provide fresh perspectives, ideas, and experiences to our team. Our staff is highly invested in the development and growth of our students. Many of our teachers lead extracurricular activities that provide our students with further opportunities to explore, learn, and grow. These activities include glee club, la petite chorale, yoga, walking club, leadership club, and sporting activities.

We offer morning and afterschool daycare services. There are currently 167 students using our daycare services. 100 students attend regularly and 67 students use the service sporadically.

Where we learn

A unique feature at St. Paul is our two building campus. Our junior building services students from Pre-Kindergarten to Grade 2. Our senior building, located across our playground, services our students in Grades 3 to 6. Each building has 12 classrooms, a library, a resource room, a music room, and newly renovated gymnasiums, changing rooms, and washrooms. All of our classrooms are large and well lit. The layout of our junior building allows for classroom clusters divided by cycle and age. There are several multi-purpose rooms used to support services to students including offices for professionals, a daycare room, a cafeteria in the senior school, and a sensory room in the junior school.

Outdoors, we enjoy a large, enclosed schoolyard that includes various play spaces including a large grassy field, a large park area with swings and a play structure, a basket ball area, as well as various painted interactive games including four square, hopscotch, and guided play tracks to promote movement. We also enjoy an enclosed Pre-Kindergarten and Kindergarten play area equipped with toys, scooters, play houses, and more. Due to an on-going entente with the Ville de Laval, our students enjoy exclusive access to the Parc Ernest baseball field and park during school hours. There is also an outdoor municipal skating rink directly adjacent to our senior building.

Due to a minimum age-restriction of five on the current park play structure, our Pre-Kindergarten students cannot access the structure. Our school team and community deemed it a priority to provide a play area for our young learners to explore and develop their psychomotor and imaginative play skills. As a result, our Home and School Association raised funds and our school team obtained a grant to install an age-appropriate play structure in the preschool play area. The school team is working in collaboration with the school board to begin work on installation.





Our school is in close proximity to a variety of community locations including many parks, a municipal library, and Centre de la Nature.

There are several educational institutions in the vicinity of our territory, including public sector schools of La Commission Scolaire de Laval, neighboring schools and centers of the Sir Wilfrid Laurier School Board, and CÉGEP Montmorency. The private sector offers educational services from Académie Lavalloise, École Charles Perrault, Collège Citoyen, and North Star Academy. There are several early childcare daycare centers on our territory. In the surrounding area, we are fortunate to have several Sir Wilfrid Laurier elementary schools neighboring our school including Genesis, Saint-Vincent, and Jules Verne Elementary Schools. SWLSB secondary schools that service our territory include Laval Junior Academy and Laval Senior Academy. SWLSB Adult Education Sector schools in our area include CDC Vimont and CDC Pont-Viau.

What we learn

At St. Paul, we follow the Ministère de l'Éducation du Québec's (MEQ) prescribed program of study. We teach the Français Langue Seconde, Programme d'Immersion. All teachers are professionally responsible for the methods of instruction and the means of evaluation of their curriculum. They follow the Quebec Education Program, Progressions of Learning and The Framework for the Evaluation of Learning.

In Pre-Kindergarten and Kindergarten, 50% of instruction is in English and 50% is in French.

In Cycle One, English Language Arts, Mathematics, and Visual Arts are taught in English; French Immersion, Physical Education, Quebec Citizenship and Culture, and Music are taught in French.

In Cycle Two, English Language Arts, Mathematics, Science and Technology, and Visual Arts are taught in English; French Immersion, Physical Education, Quebec Citizenship and Culture, Social Studies, and Music are taught in French.

In Cycle Three, English Language Arts, Mathematics, Science and Technology, and Drama are taught in English; French Immersion, Physical Education, Quebec Citizenship and Culture, Social Studies, and Music are taught in French.

Upon completion of the elementary school program, St. Paul graduates typically attend Laval Junior Academy and then move on to Laval Senior Academy.





How we learn

At St. Paul, we believe that learning is an essential, ongoing, and lifelong process. Our school emphasizes personal development and growth while establishing a supportive learning culture. We value putting students first and actively listening while empowering them to reach their full potential.

We are committed to creating and maintaining an environment that respects, celebrates, and embraces the individual differences of each student. With a largely homogenous school community, it is important that we promote and teach to inclusivity, equity, and diversity and ensure that every student feels seen, heard, and valued.

All our classrooms are equipped with SMART interactive white boards and wireless internet connections to support the use of technology. We have two iPad and three laptop mobile labs. As such, access to these devices allow for the integration of technology into our students' learning experiences.

We are working on developing our STEM programming through the professional development and collaboration of teachers, the integration of coding and robotics in the curriculum, and the purchase of materials to support essential 21st century learning experiences that will adequately prepare our students for their future in the world of tomorrow.

Our students benefit from Music instruction from Pre-Kindergarten to Grade 6. Through a variety of methods and means, our music specialist develops our students' artistic abilities and appreciation for the Musical Arts. Students learn a variety of songs, percussion instruments, and learn to play the flute and the guitar. Our students in Cycles One and Two have a period of Visual Arts every week and our Cycle Three students have a period of Drama. Through these varied artistic programs, our students develop their creativity as well as their ability to express themselves artistically through various means.

Our school team is actively engaged in professional development, collaborative practices, and professional learning communities. We are continuously developing our professional competencies and capacities in order to best support the evolving learning needs of our students. Our teaching team work in close collaboration with their subject-based teams to develop scope and sequences of their curricula in order to align pedagogical practice, develop their professional expertise, and ensure that our expectations are aligned with high curricular standards. Our staff is also building their professional capacity to infuse Social and Emotional Learning into their daily instructional practices and interventions systems.





The tables below provide the end of year Grade 6 success rates over five years, depicting the percentage of students who received a passing grade (60% and over) in a given discipline.

Table 7. Success Rates in English Language Arts

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Uses language to communicate and learn	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	97.9%	100%		98.7%		100%	N/A	100%	N/A	100%
Reads and listens to spoken, written and media texts	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	97.8%	100%		98.7%		98.4%	96.3%	100%	98.5%	100%
Produces written and media texts	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	93.5%	100%		100%		100%	90.7%	100%	100%	100%

Table 8. Success Rates in Mathematics

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Uses mathematical reasoning	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	69.6%	89.1%		96.2%		100%	59.3%	96.3%	88%	100%
Solves a situational problem	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark	Ministry Exam	Final Mark
	89.1%	93.5%		96.2%		88.7%	42.6%	92.5%	82.1%	97%

Table 9. Success Rates in Français Langue Seconde, Programme d'Immersion

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Programme de Base									
Communiquer	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark
	100%	100%		98.8%		100%	94%	98.2%	94% (76% Avg)	98.6%
Comprendre et lire	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark
	87%	86.9%		90%		96.7%	66%	92.5%	55% (60% Avg)	94%
Produire des textes variés	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark	SWLSB Exam	Final Mark
	98%	97.8%		97.6%		100%	92%	98.2%	91% (76% Avg)	98.5%

Data Sourced from DVision and Lumix, 2023





Every year, we conduct the OurSchool Survey. The survey is administered to all students in grade 4 to 6 to gather insights regarding student engagement in their learning. The tables below demonstrate the results for the 2022-2023 survey as well as the trends and comparisons to the Canadian norms.

Table . Valuing schooling outcomes

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 89% of students in this school valued school outcomes; the Canadian norm for these grades is 95%.
- 92% of the girls and 86% of the boys in this school valued school outcomes. The Canadian norm for girls is 96% and for boys is 93%.

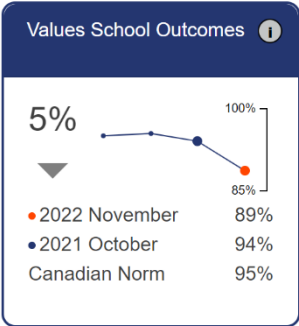
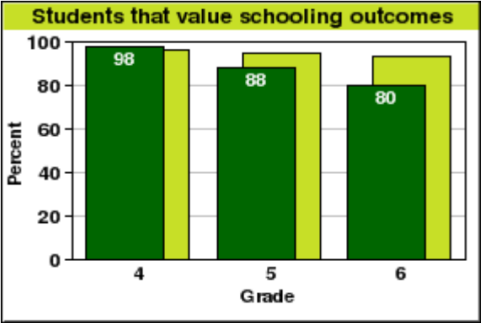
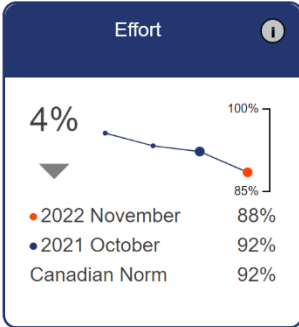
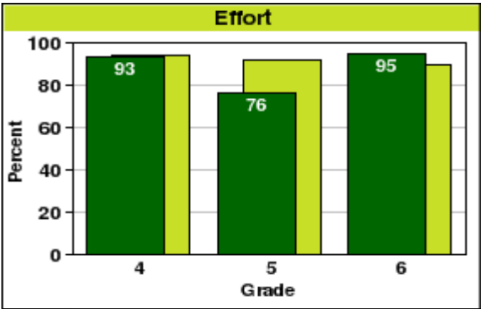


Table . Effort

Effort

Students who try hard to succeed in their learning.

- 88% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
- 92% of the girls and 85% of the boys in this school tried hard to succeed. The Canadian norm for girls is 94% and for boys is 91%.



Graphs sourced from OurSchool Survey, Learning Bar, 2023





How we adapt

Many students benefit from additional support and guidance from the school personnel including teacher remediation, remedial services, and direct support from an attendant or special education technician. Students who struggle academically, socially, or emotionally are provided with targeted support in order to close learning gaps and meet their needs.

At St. Paul, 9.6% of our students (43 students) benefit from an Individualized Education Plan (IEP) in order to support their learning needs. Of them, 65% are boys, 34.8% are girls. 3.6% of St. Paul students have an EDHAA MEQ issued designation. 100% of our special needs students are fully integrated into our mainstream classrooms and are further supported by our resource team, classroom attendants, and special education technicians. There is currently one student within our school who benefits from an intersectoral service plan to meet their individual educational needs.

Our students with special needs are equipped with assistive technology devices in order to support their learning when needed.

The large majority of our children starting school exhibit no characteristics that place them in a vulnerable situation that could jeopardize their development. If and when such a situation arises, the school team works in close collaboration with the stakeholders necessary, including the SWLSB Pedagogical Services team, to ensure the student receives the necessary accommodations, tools, supports and services to learn and grow.

Data sourced from DVision as well as Lumix suggests a gap in success rates between students following an Individualized Education Plan (IEP) as compared to students not on IEPs. It is important that we continue to improve differentiated instructional practices and continue to develop our professional competencies in supporting the learning styles and needs of our IEP students.

How we grow

At St. Paul, we believe that education stretches far beyond classroom content and curriculum. We aim to provide students with an education that allows them to develop healthy identities, manage their emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Daily physical activity is critical to our students' physical and mental wellbeing and overall academic development. Offering opportunities for students to get moving is an integral part of our daily schedule. Students have two outdoor recess periods of 20 minutes each, and 30 minutes of outdoor play during their lunch break. There are two 60-minute Physical Education periods throughout the 5-day cycle. Our dedicated teachers offer a variety of extra-curricular physical activities and intermural sporting opportunities, providing students with further opportunities to move, play, explore mindfulness strategies, and discover a variety of interest-based activities. The percentage of students involved in extracurricular activities is 56%.

In order to ensure the safety and security of our students during unstructured play periods, staff are assigned active recess and lunch supervision duties. All play areas have multiple adults assigned ensure adequate supervision; and hallways, staircases, and outdoor areas are supervised during entry, dismissal, and transition periods. During recess, the supervision ratio is one supervisor per 17 students. During lunch time, the supervision ratio is one lunch supervisor per class.





Every year, we conduct the OurSchool Survey. The survey is administered to all students in grade 4 to 6 to gather insights regarding students' perception of their school climate. The tables below demonstrate the results for the 2022-2023 survey as well as the trends and comparisons to the Canadian norms.

Table 5. Sense of Belonging

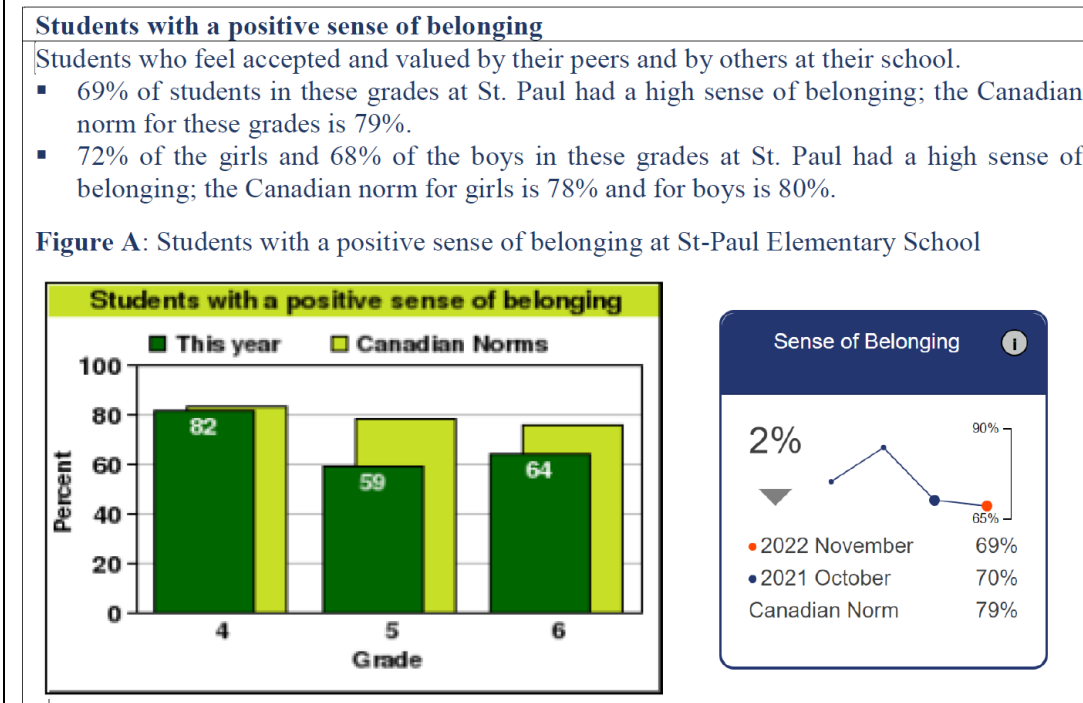
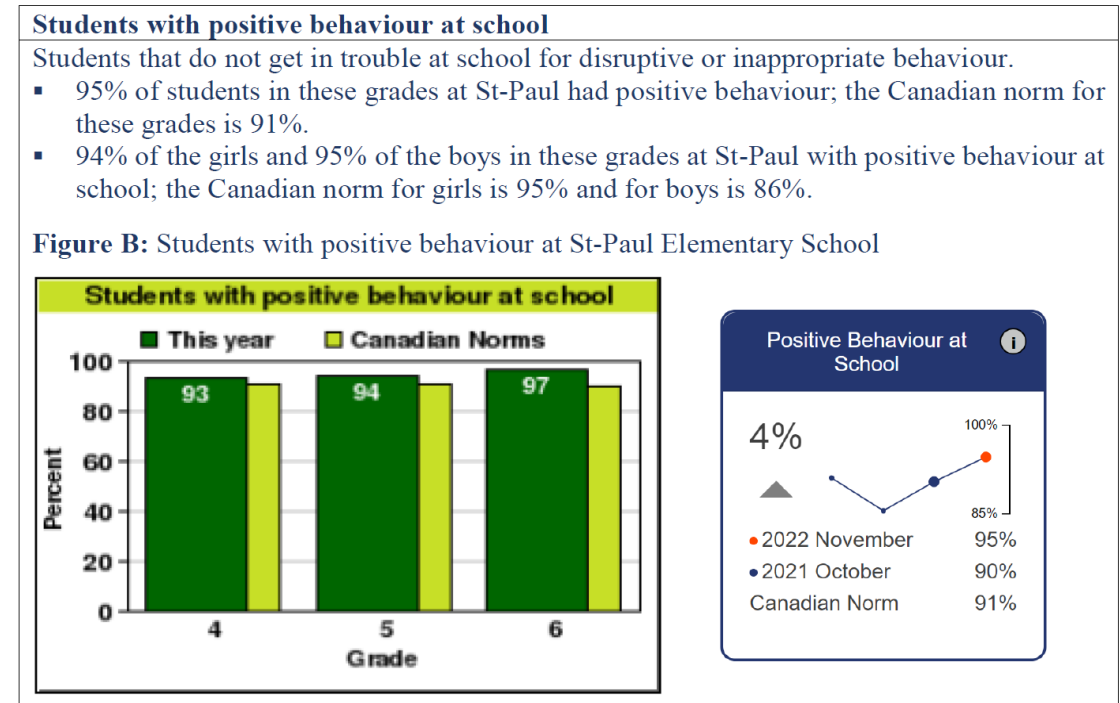


Table 6. Positive Behaviour at School



Graphs sourced from OurSchool Survey, Learning Bar, 2023





Table 7. Levels of Anxiety

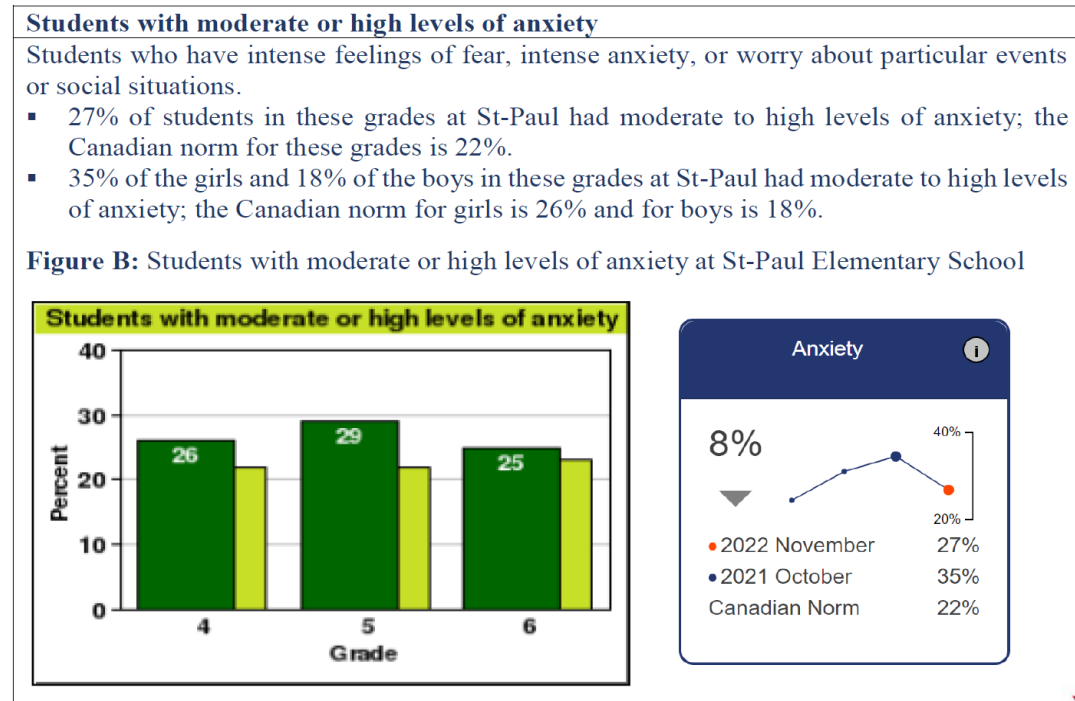
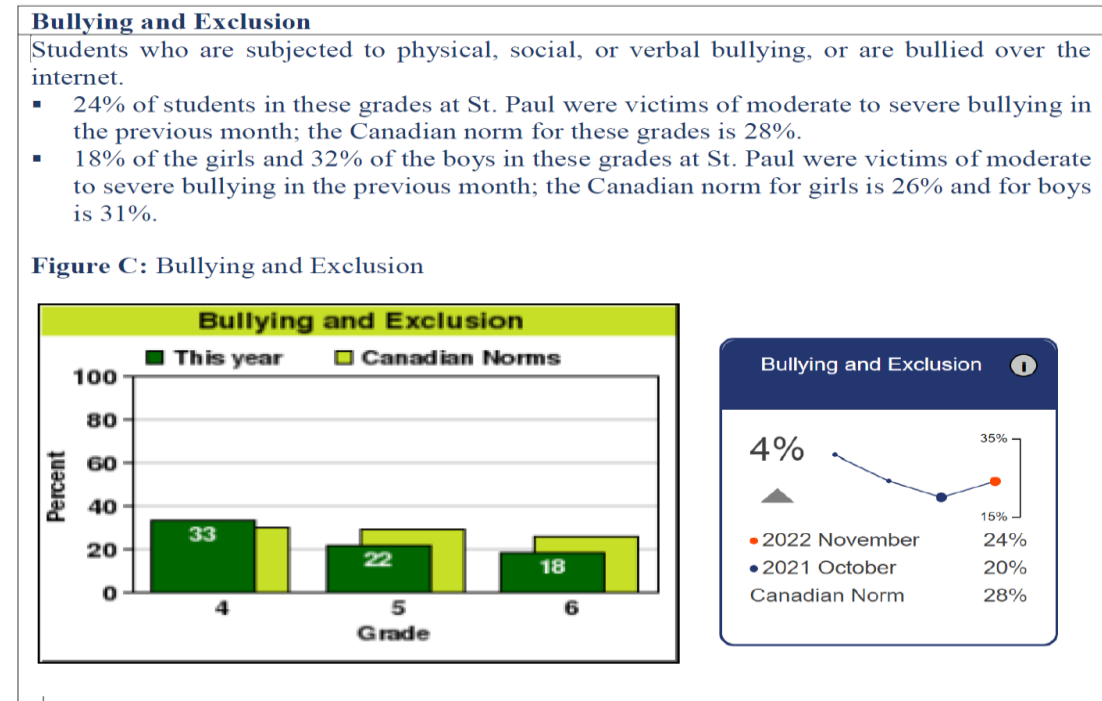


Table 8. Bullying and Exclusion



Graphs sourced from OurSchool Survey, Learning Bar, 2023





School-based software that compiles the recorded events of violence and bullying, as reported to administration, are indicated in the table below for the 2022-2023 school year.

Catégorie école / École / Nature déclarée	Intimidation	Violence	Total
St. Paul Elementary School (169)	4	15	19
Agression physique			0
Agression verbale		3	3
Autre			0
Cyberbullying			0
Discrimination (Sexual orient., handicap, ethnic)			0
En lien avec l'identité sexuelle			0
En lien avec l'origine ethnique	1		1
En lien avec un handicap physique			0
En lien avec une caractéristique physique		2	2
Hitting / Kicking / Punching		2	2
Inappropriate Language / Swearing			0
Maladaptive aggression			0
Menace non verbale	1		1
Pushing / Pinching / Scratching	1		1
Rough play or play fighting			0
Rude to a student			0
Rude to an adult			0
Social bullying			0
Threatening (to hurt student / staff)		1	1
Throwing Objects	1	7	8
Unauthorized posting of media			0
Verbal bullying			0

Graphs sourced from Lumix, 2023





Results from our schoolwide Educational Project Student Consultation Survey conducted in May of 2023, indicate that 94% of our students feel safe when at school (in-class and at recess); 86.7% of our students feel happy when at school; 76% of students feel comfortable asking an adult for assistance; and 93% of students feel like they belong.

We can conclude from the collection of data that we must prioritize efforts to continue to decrease all forms of bullying and exclusion, continue to decrease feelings of anxiety, increase reporting of incidences, and increase students' sense of belonging, specifically with minoritized students.

Our current focus at St. Paul centers on early intervention practices and proactive preventative measures that aim to develop our students' ability to identify and manage their emotions, to self-regulate, to effectively engage in conflict resolution, and to take responsibility for one's actions by understanding the impact of those actions on others. These measures include various activities, workshops, and interventions including restorative practices, social and emotional learning opportunities, and community-building practices. Central to these practices is the notion of relationship building and solution-focused approaches as key factors in promoting positive behaviours. With an aligned behaviour matrix of values expectations and a consistent positive behaviour intervention system, we explicitly outline expected behaviour in all settings through positive affirmation, explicit teaching, and collective core values. We encourage and celebrate positive behaviour through our schoolwide *Star Students* reward system, monthly assemblies, and daily morning announcements. We focus on prevention education through in-class lessons, professional guest speakers, targeted and tiered supports to promote character development, a growth mindset, self-regulation, digital citizenship, and equity, diversity, and inclusion education.

How we come together

At St. Paul, we are a strong and tight-knit community. Working in close collaboration with our parent community, we host community and school events providing opportunities for family involvement, school fundraising, and recreational activities for students.

Our school works in close partnership with external organizations in our region to further extend our support to students and their families when needed. These services predominantly include the health and social services provided by the CISSS (Integrated Health and Social Services Centres), CIUSSS (Integrated University Health and Social Services Centres), Jewish General Hospital, Montreal Children's Hospital, CRDI (Centre de réadaptation en déficience intellectuelle et en troubles du spectre de l'autisme de Laval), MOSD (Montreal Oral School for the Deaf), École de la Vue, Laval Police Service (Prevention Department), The Department of Youth Protection, Learn Quebec, and more. Furthermore, we work in direct partnership with members of the CISSS Laval to assist with the implementation of new initiatives that promote structured play, movement, and mental and physical health. Our partnerships with these organizations provide specialized support for our school team, as well as direct services for students and families, when needed. Commitments include financial investment, in-home services, educational, health, and safety supports and services.

We work in close partnerships with other Sir Wilfrid Laurier Schools to extend educational opportunities beyond our school community through joint experiential learning experiences, interschool sporting tournaments and events, and teacher collaboration opportunities.

Citation for Reference

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371–99.





CHALLENGES

According to the data and information presented in our school portrait, as well as the results of our schoolwide consultation, we have determined several areas that would benefit from targeted interventions that will foster school growth and the improvements needed to achieve our school vision.

Mathematics (C2 competency): Our data suggests discrepancies in achievement results as measured by the standardized end of year school board exam, and school-based results. Furthermore, success rates of the *Uses Mathematical Reasoning* and *Solves a Situational Problem* competencies of the Grade 6 Ministry examination are well below our expectations. Moreover, there is a considerable gap in success rates for our students with Individual Education Plans (IEPs). In order to meet our school mission and vision, it is imperative that we improve upon our curricular practices in order to ensure that our students develop the mathematical skills necessary to thrive in high school.

Mental Health and Wellbeing: Our data suggests that many of our students struggle with moderate to high levels of stress and anxiety. Such feelings can significantly impact our students' readiness to learn, their levels of engagement and motivation, and their overall academic achievement. In order to meet our school mission and vision, it is essential that we focus on preventative measures and early intervention practices that develop our students' abilities to identify and manage their emotions, promote resiliency, and focus on social and emotional learning.

French Language Instruction (C2 competency): Our data suggests discrepancies in achievement results as measured by the standardized end of year school board exam, and school-based results. Furthermore, success rates of the *Comprendre et Lire* component of the Grade 6 SWLSB *Français Programme d'Immersion* exam are below our expectations. Moreover, there is a considerable gap in success rates for our students with Individual Education Plans (IEPs). Our schoolwide consultation further highlighted our stakeholders' view that rigorous French language instruction is valued and must be prioritized moving forward. In order to meet our school mission and vision, it is imperative that we improve upon our curricular practices in order to ensure that our students develop the linguistic skills necessary to thrive in high school and in Quebec's francophone society.





POLICY ORIENTATIONS

Orientations	Description
Orientation 1	Promoting equitable and rigorous learning experiences through high leverage teaching practices.
Orientation 2	Promoting a safe and caring learning environment that supports mental health and wellbeing.
Orientation 3	Promoting bilingualism through effective and research-based French Second Language instructional practices.

OBJECTIVES

Objectives	Description
Objective 1	To increase the success rates on the MEQ Grade 6 end-of-year Math Assessment, C2 Competency: Solves a Situational Problem.
Objective 2	To decrease feelings of stress and anxiety as measured by the OurSchool Survey.
Objective 3	To increase the success rates on the SWLSB Grade 6 end-of-year French Assessment, C2 Competency: Comprendre et Lire.





SCHOOL/ CENTRE ORIENTATION 1

Promoting equitable and rigorous learning experiences through high leverage teaching practices

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	SWLSB Objective 1	To increase the success rate on the MEQ Grade 6 end-of-year Math Assessment, C2 Competency: Solves a Situational Problem	MEQ Grade 6 end-of-year Math Assessment results, C2 competency Term Report Cards	From 42.6 % in June 2022 to a 60% success rate by June 2028 on the MEQ Grade 6 Math Assessment, C2 competency	Administration and Cycle teams review curricular progress, assessment data, and action plan for at-risk students every term Review of IEPs once per term with school team Administration and Teacher meetings using Danielson Framework





SCHOOL/ CENTRE ORIENTATION 2

Promoting a safe and caring learning environment that supports mental health and wellbeing

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 2	SWLSB Objective 2	To decrease feelings of stress and anxiety as measured by the OurSchool Survey	OurSchool Survey results, consulting students from Grades 4 to 6	From 27% of students experiencing moderate to high levels of anxiety in June 2022 to 22% (Canadian Norm) by June 2028 as measured by the OurSchool Survey	Administration and School Climate Team review OurSchool Survey and in-school sourced data every term Administration and school team review action plans for at-risk students every term Administration and Teacher meetings using Danielson Framework





SCHOOL/ CENTRE ORIENTATION 3

Promoting bilingualism through effective and research-based French Second Language instructional practices

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 3	SWLSB Objective 3	To increase the success rates on the SWLSB Grade 6 end-of-year French Assessment, C2 Competency: Comprendre et Lire	SWLSB Grade 6 end-of-year French Assessment, Comprendre et Lire competency Term Report Cards Recommendations into Enriched Programs of French study in Secondary School	From 66% in June 2022 to a 75% success rate by June 2028 on the SWLSB Grade 6 French Comprendre et Lire Assessment From 28% of students recommended for Enriched Programs of French study in Secondary School in June 2022 to 50% by June 2028.	Administration and Cycle teams review curricular progress, assessment data, and action plan for at-risk students every month in their PLC Administration and Cycle teams review Grade 6 end of year recommendation data Review of IEPs once per term with school team Administration and Teacher meetings using Danielson Framework





GOVERNING BOARD ADOPTION	
Resolution	G.B. 10-26-23-12 Amanda Marie Scolack MOVED THAT the 2024-2028 Educational Project be adopted as presented on October 26, 2023. Seconded by Esther Festa.
Signatures	Michelina Capozzi CHAIRPERSON Lynn Neveu PRINCIPAL

