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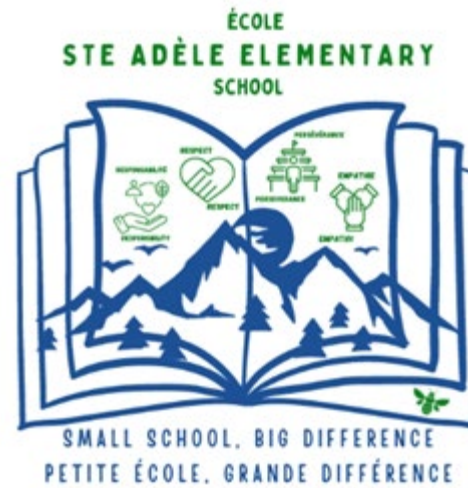


Sainte-Adèle Elementary School

EDUCATIONAL PROJECT

2024-202





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Ste Adele 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 Ste Adele 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
Luc Gélinas	Principal
Anna Chicoine	Staff Assistant – Teacher
Kaitlyn Hellstrom	Resource Teacher

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	May 2023	3:30 PM	Ste-Adele Staff Room	Survey and discussion
Other Staff Members	n/a			
Students	November 2023	12:00 PM	Room 106	Consulted Student Council
Parents	May 2022	n/a	email	Survey
Governing Board	November 2023	6:30 PM	Ste-Adèle Staff Room	Consulted Student Council
Other Stakeholders	November 2023	12:00 PM	Principal's Office	Consulted Daycare Manager





MISSION

MISSION STATEMENT:

Through responsive pedagogy, promote engaging learning environments that foster curiosity and perseverance. To provide students with a nurturing atmosphere where all students feel included, the needs of each student are considered, and every student has opportunities to experience success.

VISION

VISION STATEMENT:

At Ste-Adèle Elementary, we aim to provide students with a safe and supportive learning environment where they can develop the social and academic skills necessary to thrive in today's Quebec society. We believe in fostering a sense of belonging and promoting a rigorous bilingual education that will enable students to have a greater empathy for the people in their school, community and the environment.

SCHOOL/CENTRE PROFILE

EXTERNAL ENVIRONMENT

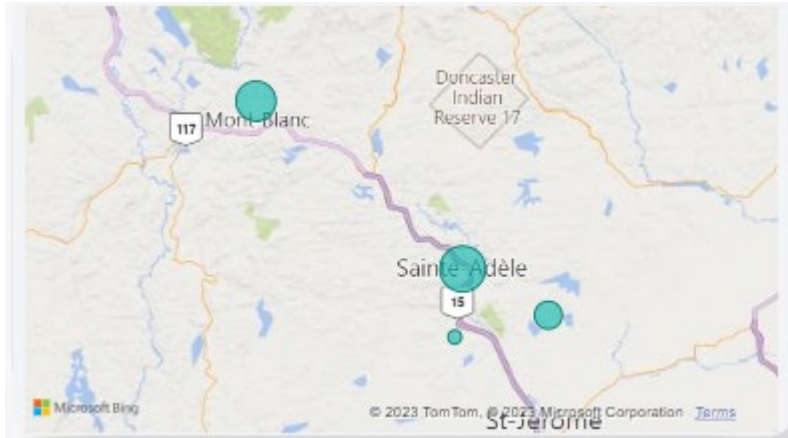
Located in the town of Ste-Adèle (pop. 14 099) in the Laurentian Mountains approximately sixty-seven kilometers north of Montreal, Ste-Adèle Elementary School serves a community of less than 100 students from Pre-Kindergarten to Grade 6 who come from several towns in the Laurentians: Ste-Adèle, Ste-Marguerite, St-Hippolyte, Piedmont.

The community is composed primarily of Francophone families. The mother tongue of 60-65% of our students is French and English for the remaining 35-40%. We have an effective Governing Board and parents who regularly volunteer their help during school activities. We make an effort to communicate regularly with parents through the students' agendas, with email and through our Facebook page. Our Parent Participation Organization (PPO) is active, volunteering their time and working hard to put together fun events at the school for students and to raise funds for special activities and field trips.

The socio-economic environment index for our school zone is 6 on a 10-point scale where a 10 represents the most disadvantaged areas. The population of the town is growing at a modest rate of 8.4% between 2016 to 2021.



8.4% between 2016 to 2021.



The CISSS des Laurentides offers health services in the area as well as support for youth and families although these services are provided predominantly in French. The 4 Korner's Family Resource Center is a non-profit community organization dedicated to assisting youth, adults, seniors and their families in the Laurentian region to access information, resources and services in English. They have helped to provide opportunities for our students to take Red Cross babysitting and Stay Home Safe courses free of charge at our school. The Partenaires pour la réussite éducative dans les Laurentides (PREL) is an organization whose mission is to raise awareness, mobilize and engage young people, their families and all stakeholders regarding perseverance and success in school. Again, these services are offered predominantly in French.

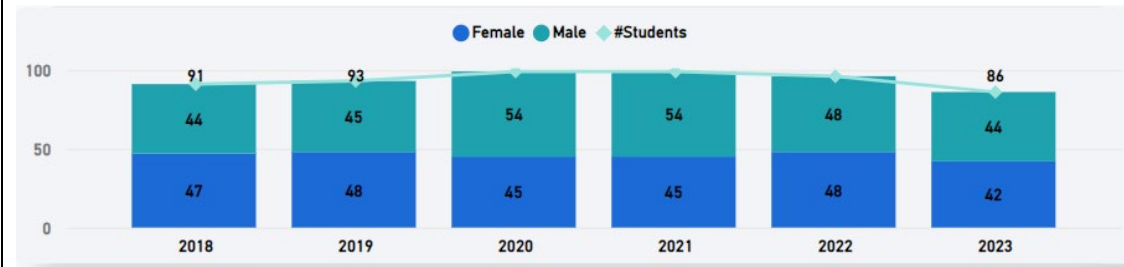
La Barbouille, also located in Ste-Adele, is the closest Centre de la Petite Enfance (CPE) to our school and accommodates 80 children. The Commission scolaire des Laurentides (CSL) operates French public schools in the area and has an elementary school, Saint-Joseph, and a high school, École Secondaire A.-N.-Morin in Ste-Adele. After Grade 6, many students from Ste-Adele Elementary attend Laurentian Regional High School in Lachute while some also go to Sainte Agathe Academy. Both of these schools are also part of the Sir Wilfrid Laurier School Board. We also typically have a few students who attend a French high school, either public or private, after their time at Ste-Adele Elementary. The closest CÉGEP is the Cégep de Saint-Jérôme located 28 km to the south. It is a French CEGEP and so many of our students are more likely to eventually go to Montreal to pursue post-secondary education in English.





Overview of Ste-Adèle Elementary School's Population

Trends in student enrollment in the past 4 years suggest a slight decrease in population. The distribution of girls and boys remains constant.



Student enrollment for the 2023-2024 school year indicates that the number of students in each grade level ranges from 5 to 16 students.



Of the 86 students, 27 use daycare services on a regular basis (all data extracted from *In-school Administrators Dashboard* available in *PowerBi*, October 2023). *Provincial*

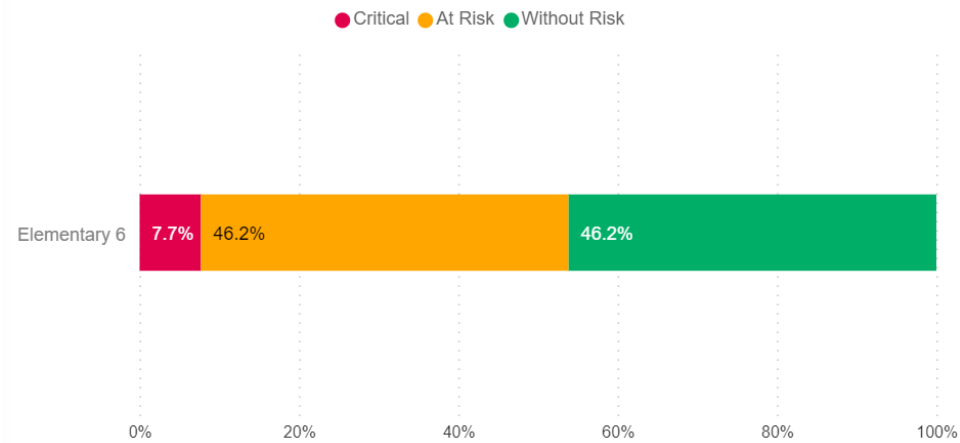
Provincial Success-related Indicators

Ste Adele aims to integrate best practices to support the academic success for all learners. The data below indicates the June 2023 MEQ Grade 6 ELA and Math exam results by competency (data extracted from *DVision*, October 2023).

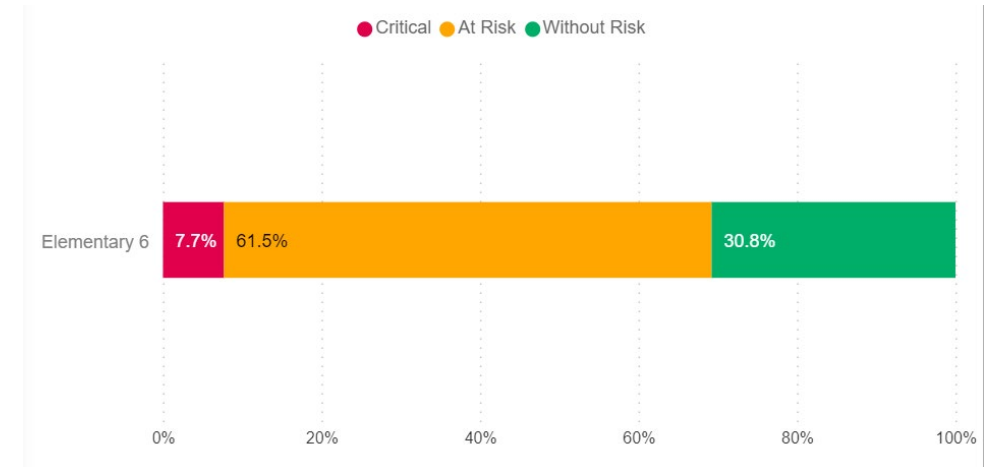




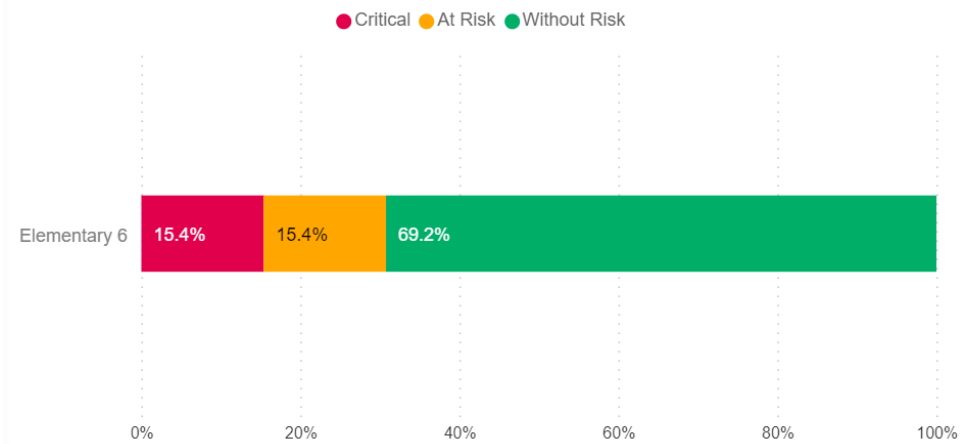
Grade 6 MEQ ELA: Reads/listens to spoken, written and media texts 92.3 % success rate



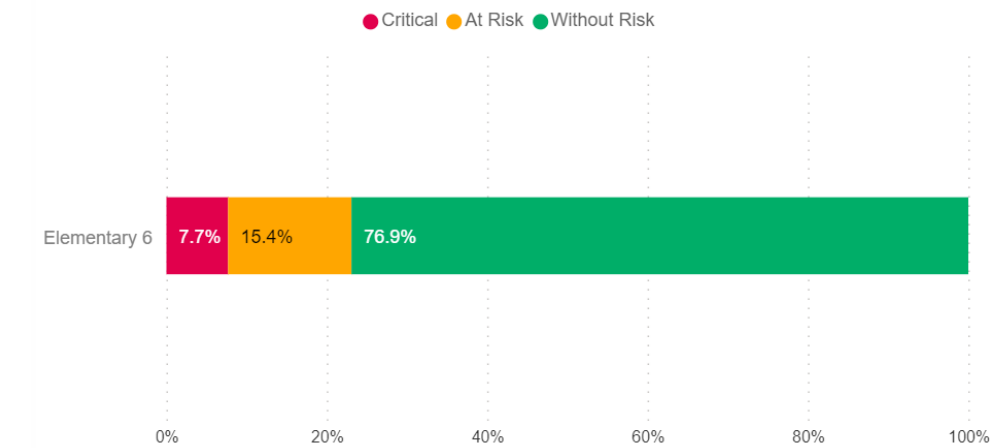
Grade 6 ELA Produces written and media texts 92.3% success rate



Grade 6 MEQ Math: Solves a situational problem 84.6% success rate



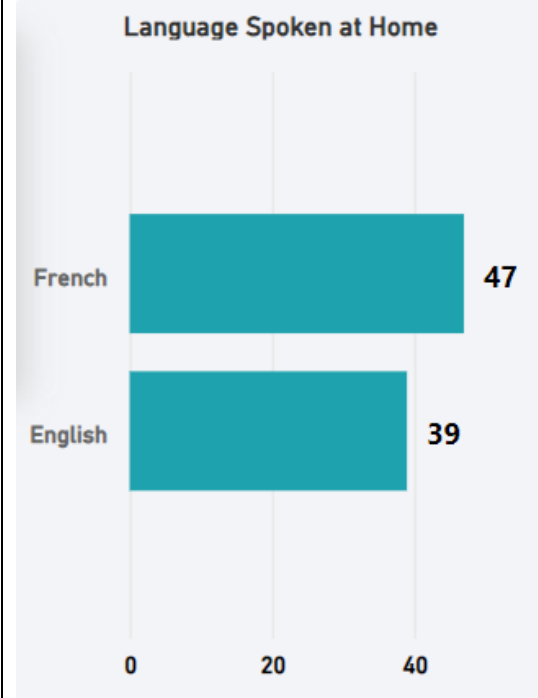
Grade 6 MEQ Math: Uses mathematical reasoning 92.3% success rate





Student Success-related Characteristics

The mother-tongue of our student population is primarily French (55%), followed by English (45%).



As a member of the Sir Wilfrid Laurier School Board, Ste Adele is an inclusive school that strives to meet the needs of all learners. In 2023-2024, Ste Adele students include 23 students following an Individualized Education Plan. These students are 100% integrated into our regular classes and receive additional support from resource teachers and attendants. Five students with a MEQ EHDAA code (All data extracted from *In-school Administrators Dashboard* available in *PowerBi*, October 2023). One of the challenges for our community is the lack of services in our area – especially in English, compared to more urban centres, for children with social maladjustments or learning difficulties.

There has been an average of 25 instances of bullying or violence per school year. Certainly, we take these instances seriously and work to keep them to a minimum. The current rate of absenteeism is 5.9%. This is generally not a significant concern but is at times an issue for a few students.





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: *sense of belonging* 70%, *value schooling outcomes* 90%, *effort* 87%, and *bullying and exclusion* 33%. All of these indicators are very close to the Canadian norm (i.e., 72%, 91%, 88%, and 30%, respectively). Based on a comparison to Canadian norms, the survey indicated three areas in which our school strives to improve the school climate, namely *positive behaviour at school* 83%, *moderate to high levels of anxiety* 40%, and *feel safe attending this school* 47%.

School Staff and Structure

The school's staff is currently comprised of a principal, six teachers with tenured positions, one teacher on a full-time replacement contract, two part-time teachers, one full-time and a part-time resource teachers, four attendants, a daycare technician, an administrative assistant, a part-time caretaker, and someone filling the role of a part-time special education technician (for behaviour issues). Our daycare technician and attendants also provide supervision during the lunch hour. There has been a fair amount of continuity in the workforce with six teachers on staff having been at the school for at least 5 years. The current principal is new to the school in 2023 and endeavours to provide a democratic leadership and capacity building for all employees.

Through the School Board, we also have access to the services of an educational psychologist, a speech and language pathologist, and an occupational therapist. As these professionals work with students in several schools, they are in our school once every two or three weeks.

Students eat their lunch in classrooms during much of the year. When weather permits, during the first and last few weeks of the school year, students eat at picnic tables outside. Lunch is supervised by 6 lunch monitors providing an approximate supervisor-to-student ratio of 1:15. About 27 students use the before/after school daycare service where there must be at least one supervisor for every 20 students.

We offer a broad range of extra-curricular activities facilitated by our teaching staff as well as external organizations, namely: Green Team, Student Council, Lego Club, Chill Club, Arts & Crafts Club, Coding Club, Knitting Club, Intramural, and Karate.

Our Educational Institution

Our small school, built in the 1950s, consists of 2 floors with seven classrooms, one resource room, a small gymnasium with a stage, and a library. The daycare uses the gym stage before and after school. The schoolyard contains playground equipment, a basketball court and a small field. Each of the classrooms and the library have an interactive white board and wireless internet access is provided throughout the building. A mobile computer lab consisting of 24 laptop computers is available to all students as well as a set of 30 iPads. These are used in all grades and are appropriately integrated into teaching and learning. All classrooms include SMART boards and/or SMART Tv's. We also acquired some small robots and began a robotics and coding club.





CHALLENGES - see parent and staff survey

Challenge 1:

Academic success for at-risk students and diverse learners.

Challenge 2:

An inclusive, cultural and socially-relevant education for all students.





POLICY ORIENTATIONS

Promoting inclusivity, culture and well-being

Supporting student success

Prioritizing student voice

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	Support initiatives that promote student social-emotional wellness through a lens of inclusivity, tolerance and student voice.
Objective 2	By 2027, increase the success rate for the reading competency in ELA and FSL for all students.
Objective 3	By 2027, increase the success rate of students with an IEP the three core subjects by implementing best teaching practices at all grade levels.





SCHOOL/CENTRE OBJECTIVES, INDICATORS AND TARGETS

EXAMPLE ONLY – Erase this box when preparing your final version

SCHOOL/ CENTRE ORIENTATON

Promoting academic rigour through effective and innovative teaching

(Enter your school/centre orientation here)

MEQ OBJECTIVE / ORIENTATION	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATORS	TARGET	MONITORING
<p>Select a MEQ objective or orientation from the dropdown menu provided. Type out the text of the objective or orientation.</p> <p>MEQ Objective 4</p> <p>By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.</p>	<p>Select a SWLSB objective OR orientation from the dropdown menu provided. Type out the text of the objective or orientation.</p> <p>SWLSB Objective 4</p> <p>By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%</p>	<p>Objective: A result to be achieved. Introduced by a single action verb (i.e. to increase, to reduce, to improve). It conveys a since idea and specifies the target clientele</p> <p>School Objective 1</p> <p>To increase the success rates on the MEQ Grade 6 end-of-year Reading Comprehension Assessment</p>	<p>It is a measure that allows the evaluation of the objective: amount, number, rate, percentage etc. It is clear and precise with respect to the target result. It measures only one aspect at a time. It is based on reliable and recurrent data.</p> <p>MEQ Grade 6 end-of-year English Language Arts Reading Response Assessment</p>	<p>It is measurable information. It is fixed in time. It indicates a base value in a specific year and the end target for a specific year.</p> <p>From 81 % in June 2018 to an 87% success rate by June 2022 on the MEQ Grade 6 English Language Arts Reading Response Assessment</p>	<p>Indicate the person(s) responsible for monitoring the progress of the objective.</p> <p>Administration along with Cycle 2 and 3 teams review progress every 6 weeks through English Language Arts PLC</p>





SCHOOL/ CENTRE ORIENTATION 1

Support initiatives that promote student social-emotional wellness through a lens of inclusivity, tolerance and student voice.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
<p>MEQ Objective 5</p> <p>Améliorer le climat de bienveillance, de bien-être et de sécurité 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>To provide training, tools and targeted interventions to enable all categories of employees to better support special needs and at-risk students , to all grade levels.</p>	<p>OurSCHOOL Survey:</p> <p>Social-Emotional Outcomes (i.e., <i>Students with positive behaviour at school</i> and <i>Students with moderate or high levels of anxiety</i>) and Drivers of Student Outcomes (i.e., <i>Feel safe attending this school</i>).</p> <p>Let's Talk Survey: student survey tool that allows students to signal their challenges or conflicts; (part of our ABAV plan)</p>	<p>OurSCHOOL Survey:</p> <p>To reduce the gap between our school results (average of three grade levels) and the Canadian norm¹ reported for:</p> <p><i>Students with positive behaviour at school</i> (e.g., target 90%)</p> <p><i>Students with moderate or high levels of anxiety</i> (e.g., target 29%)</p> <p><i>Feel safe attending this school</i>(e.g., target 62%)</p>	<p>School staff and administrators review the results of the OurSCHOOL Survey bi-annually.</p>



¹ Canadian norms taken from October 2023 OurSCHOOL Survey.



			Professional Training monitoring staff release for training number of teachers and staff participating in professional learning centered on social emotional wellness	To improve the tracking of participation in professional learning with a focus on frequency and type (i.e. single session workshop/webinar, interschool pedagogical project, intraschool pedagogical project)	Form will be completed by teachers to track the type and frequency of professional learning opportunities attended. End of year form will be sent by school administrator.
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SCHOOL/ CENTRE ORIENTATION 2

To promote bilingual teaching in ELA and FSL.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1 Accroître la réussite des élèves	SWLSB Orientation 3 To ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec.	To develop student’s bilingual literacy skills with a focus on reading fluency and comprehension in English and French.	<ul style="list-style-type: none"> Grade 4, 5 and 6 reading competency final result in both ELA and FSL (target based on June 2023 results). MEQ ELA Gr.6 exam, reading competency (target based on June 2023) SWLSB end of year FSL exam (target based on June 2022) DIBELS screener number of students scoring At Benchmark or Above 	Grade 4 ELA and FSL Final Result for Reading Competency We aim to go from a 85% success rate to a 92% success rate in ELA final reading competency results. We aim to go from a 69% success rate to a 85% success rate in FSL final reading competency results. Grade 5 ELA and FSL Final Result for Reading Competency	<ul style="list-style-type: none"> Administration along with all teaching staff will monitor report card term results for the reading competency in both languages at the beginning of each term. Administration along with the resource teacher, ELA teachers and FSL teachers will monitor the MEQ ELA and SWLSB June exam results at the beginning of each year. Resource teacher will administer DIBELS screening





			<p>Benchmark (target based on October 2023 results).</p>	<p>We aim to go from a 88% success rate to a 100% success rate in ELA final reading competency results.</p> <p>We aim to go from a 38% success rate to a 62% success rate in FSL final reading competency results.</p> <p>Grade 6 ELA and FSL Final Result for Reading Competency We aim to go from a 92% success rate to a 100% success rate in ELA final reading competency result.</p> <p>We aim to go from a 92% success rate to a 100% success rate in FSL final reading competency results.</p> <p>MEQ Reading Competency Result We aim to go from a 92% success rate to a 100% success rate in ELA for the MEQ reading competency results.</p> <p>School Board FSL Exam Reading Competency Result We aim to go from a 85% success rate to a 92% success rate in FSL reading competency.</p>	<p>to all students 3 times a year and review results at each time point with ELA teachers and school principal.</p>
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				<p>DIBELS We aim to go from a median score of 44% of students scoring At or Above Benchmark at the beginning of the school (2023) year to a median score of 72% of students scoring At or Above Benchmark at the beginning of the school year (2027).</p>	
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SCHOOL/ CENTRE ORIENTATION 3

To promote student engagement and academic success for diverse learners and at-risk students.

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>To improve the end of cycle success rates in core subject areas for students with an IEP by implementing best practices and targeted interventions.</p>	<p>End of cycle (1, 2 & 3) final marks in ELA, Math and FSL (June 2023) for students with an IEP.</p>	<p>Final Subject Mark for Grade 2 Students with an IEP ELA-To maintain 100% success rate (June 2023). Math- To maintain 100% success rate (June 2023). FSL- To maintain 100% success rate (June 2023). Final Subject Mark for Grade 4 Students with an IEP</p>	<p>Administration along with end of cycle teachers and resource teacher will review IEP student success rate at the beginning of each term</p>





				<p>ELA- From 50% success rate, June 2023 to 75% success rate by June 2027.</p> <p>Math- From 75% success rate, June 2023 to 100% success rate by June 2027.</p> <p>FSL- From 75% success rate, June 2023 to 100% success rate by June 2027.</p> <p>Final Subject Mark for Grade 6 Students with an IEP</p> <p>ELA- From 83% success rate, June 2023 to 100% success rate by June 2027.</p> <p>Math- From 67% success rate, June 2023 to 83% success rate by June 2027.</p> <p>FSL- From 80% success rate, June 2023 to 100% success rate by June 2027.</p>	
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