



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

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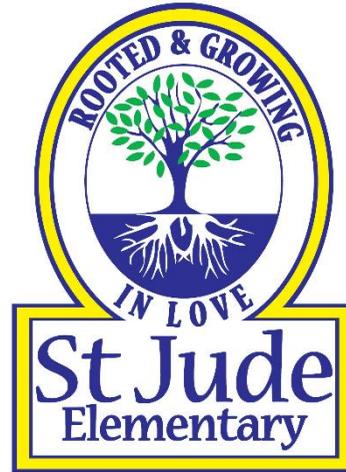
Saint-Jude Elementary School

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, UN AVENIR BILINGUE
www.swlauriersb.qc.ca





This educational project is a strategic tool through which 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 SCHOOL, as well as the community's expectations with regard to education.

MISSION STATEMENT: To provide rigorous academic instruction in a caring and supportive environment.

VISION STATEMENT: Students learn best in a compassionate environment, surrounded by honest and caring individuals who encourage perseverance.

SCHOOL PROFILE

Saint Jude Elementary School is one of three Anglophone schools in Deux-Montagnes. There are three Francophone elementary schools and 1 polyvalente high school in Deux-Montagnes. There are no higher education institutions. Parents have access to Francophone CPIs in the area. The two Anglophone elementary schools feed directly into the one secondary school. All three schools share the same territory and service the same communities. The majority of the student population lives in Deux-Montagnes, Saint-Eustache and Saint-Marthe-Sur-le-Lac. Students also come from St-Augustin (Mirabel), Point-Calumet, Saint-Joseph-du-Lac, Oka and the Kanasetake Mowhawk Reservation (6% of our student population identifies as First Nations People). The school is located in close proximity to the Deux-Montagnes (EXO) commuter train line to Montreal that parents take to work each day. Saint-Jude offers paid parking services for anyone using the train, as finding parking is one of the main issues for commuters. As well, our school offers Daycare services opening at 6:30 am and closing at 6:30 pm. Our daycare has approximately 60 students with one full-time technician, one full-time educator and one part-time educator.

Saint-Jude has an ISME rating of 5 compared to the other Anglophone schools in the community that have an ISME rating of 6 (primary) and 4 (secondary). The parents take an active role in their children's education by following up with the teachers and administration regarding their children's progress. Our Parent Participation Organization (PPO) works diligently each year to raise funds for the school, with regular activities such as "Movie in the Yard" and our Holiday Breakfast/Fundraiser taking place each year. Each year, approximately 50% of our parents attend the General Assembly meeting where Governing Board members are elected. There is a CLSC in Deux-Montagnes as well as a centre Bouclier. 4Korners—an organization dedicated to assisting people access information, resources and services in English is located a short distance away from the school. The majority of our students use the school board provided transportation to commute to school, with approximately 25% of the students using daycare services, and about 5% commuting to school by foot. The two elementary schools share busing services and therefore communication between the two schools and the head office is vital to ensure its effectiveness. All three schools share Psychology services that offers academic psychological assessments for students in need as well as having a consultative role on our School Level Special Needs Committees. Similarly, we have a Speech Language Pathologist and an Occupational therapist who also offer assessments for students in need upon referral from the School Level Special Needs Committee as well as actively participating in the committee.

Our School is equipped with a SMARTboard in each class room and has over 200 Chromebooks available for students with every student in cycle 3 being loaned a Chromebook for the 2019-2020 school year. We also have over 50 iPads, used primarily in Cycle 1. Google Classroom is being used in Cycle 2 and Cycle 3 classes and the majority of teachers use "Class Dojo" to communicate with parents regularly.

St-Jude provides Kindergarten to grade 6 education, and new for 2019-2020 we have a Pre-Kindergarten education program as well. At St-Jude, 74% of students' learning takes place in English and 26% in French (French Second Language, Physical Education and Music classes are all taught in French). We receive approximately 60 hours of attendant support annually, and 8 hours of Special Education Technician time to help our at-risk students. St-Jude performs well on several MEES end of cycle 3 exams. Our grade 6 success rates on MEES end of year exams are as follows:

St-Jude Grade 6 success rates on MEES end of year exams

<i>Subject</i>	<i>Competencies</i>	
English Language of Instruction	Reading 92%	Writing 100%
Mathematics	Solves a situational problem 79%	Uses Mathematical Reasoning 66%

All of our students are integrated into regular classroom settings, with 4% of students having a MEES difficulty code and 11% of students having an Individualized Education Plan. Students with individualized education plans tend to struggle in a regular classroom setting and demonstrate significantly lower success rates. St-Jude's success rates vary depending on multiple factors as listed below:

St-Jude's success rates across all levels

<i>Subject</i>	<i>Girls</i>	<i>Boys</i>	<i>Students With an IEP</i>	<i>Students Without an IEP</i>
Mathematics	94%	90%	70%	98%
Français Langue Séconde	93%	90%	66%	98%

There are approximately 260 students, ranging in age from four to 12 years old that attend Saint-Jude. The genders are split 55-45 in favor of the males, while the mother tongue languages spoken at home are split 56-42-2 (English, French, other). Our student population has remained relatively constant over the last three years, however next year we will have approximately 30 additional students with the opening of the pre-kindergarten classes. As such, we expect a steady population of around 285 students over the next five years. With our student population increasing, our staff has grown as well. While the majority of our teachers are tenured and remain a source of stability, each year we expect to receive approximately 3-5 part-time teachers to fill our staffing needs. This influx of fresh ideas and commitment to student success invigorates and drives the school to explore new ideas and work collaboratively towards our common goals.

The school staff believes strongly in high academic standards and the importance of literacy and numeracy and positive recognition for student effort and achievements. Students are recognized once per month for their academic achievements and their effort at monthly assemblies and treated to a pizza lunch. Our school offers a wide variety of lunchtime extra-curricular activities, such as intramural sports, Student Leadership, Circus, Yoga, Flûtenvol and Mystery Club to name a few. Nearly all teachers run at least one extracurricular activity per year, and most teachers run several. Similarly, we have weeklong celebrations such as "I Love to Read Week" and "Project Move!" as well as our Talent Show, which has been running for the past 7 years, and kindergarten and grade 6 graduation celebrations. We believe that these activities allow students to explore their own interests, while developing social skills and self-esteem.

In recent years, there has been a growing concern from the community and evidenced by the OurSchool Survey that our students feel subjected to physical, social and verbal bullying, perceive not feeling safe at school and feel moderate to high levels of anxiety. In 2018-2019, the number of students feeling subjected to physical, social and verbal bullying dropped from 34% to 25%—a 9-year low! We are now 3% under the Canadian norm (28%). While students feeling anxious is on the rise across Canada, 30% of our students currently feel moderate to high levels of anxiety, compared to the Canadian Norm, which is 22%. We have tackled these issues by applying and subsequently receiving a grant from La Fondation Jasmin Roy to help combat bullying and violence in school by promoting kindness, caring and positive school culture and climate.



CHALLENGE

Success for all students

POLICY ORIENTATION

Improve Numeracy Skills

OBJECTIVES

To increase the proficiency rates of boys by 4% on grade 6 FLS summary results and 3% on Math summary results by 2022

To increase the success rates of students with IEPS by 5% across all cycles in Math and FLS by 2022

CHALLENGE

French Language Proficiency

POLICY ORIENTATION

Increase opportunities for French language interaction

OBJECTIVES

To increase the success rate for the grade 6 Français Langue Seconde, programme de base, Interaction Competency from 78% to 90%

CHALLENGE

Physical and psychological well-being of students

POLICY ORIENTATION

Provide a healthy and safe environment

OBJECTIVES

To Increase the amount of physical activity for students during the day.

To reduce the number of students who feel subjected to physical, social and verbal bullying by 5% by 2022.

To reduce the number of students who feel moderate to high levels of anxiety by 12% by 2022.

SCHOOL ORIENTATION: Improve Numeracy Skills

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to the gap in success rates between various groups of students by 50%	By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%	To increase the proficiency rates of boys by 4% on grade 6 FSL summary results and 3% on Math summary results by 2022	Increase proficiency rates for boys from 90% to 94% in FLS Increase proficiency rates for boys from 90% to 93% in Math	-SWLSB Grade 6 final exams in FSL -MEES Grade 6 final exams in Math -Summary results	-SWLSB Math Diagnostic tools (Classroom teachers) -Term grades (Classroom teachers)
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%	To increase the success rates of students with IEPs by 5% across all cycles in Math by 2022	Increase the success rate for students with IEPs from 70% to 75%	-SWLSB final exams in Math -MEES final exams (Grade 6) Math -IEP objectives -Summary Results	-SWLSB Math Diagnostic tools (Classroom teachers) -Term grades (Classroom teachers)
	By 2022, reduce the success gap between students who start secondary school in a <i>milieu défavorisé</i> and those that don't from 12.6% to 10.2%				



SCHOOL ORIENTATION:

MEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older</p>	<p>Maintain a target of below 5% of students who enter high school at 13 years or older.</p>	<p>The SWLSB Head Office oversees this objective</p>			



SCHOOL ORIENTATION:

MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.</p>	<p>By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%</p>				



SCHOOL ORIENTATION: Improve Literacy Skills

MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<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>By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%</p>				
	<p>By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%</p>				
	<p>By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%</p>				
	<p>By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%</p>	<p>To increase the success rate for the grade 6 Français Langue Seconde, programme de base, Interaction Competency from 78% to 90%</p>	<p>A 90% success rate for all grade 6 students in FLS, programme de base, Interaction Competency</p>	<p>-SWLSB Grade 6 end-of-year Assessment -MEES rubrics</p>	<p>-End of Cycle evaluations (Classroom teachers) -Formative Assessments (Classroom teachers) -End of Term evaluations (Classroom teachers)</p>



SCHOOL ORIENTATION:

MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, ensure that all school buildings are in good condition</p>	<p>By 2022 ensure that 50% of our buildings are in good condition with learning environments that will promote the health, wellness and safety of our students and staff</p>	<p>The SWLSB Head Office oversees this objective</p>			



SCHOOL ORIENTATION:

MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>AEVT</p>			



SCHOOL ORIENTATION: Provide a Healthy and Safe Environment

MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Elementary school students will engage in physical activity (60 minutes a day for elementary school students)</p>	<p>Elementary school students will engage in physical activity (60 minutes a day for elementary school students)</p>	<p>To provide all students with 20 minute recesses during the morning, lunch time, and afternoon; totaling 60 minutes of physical activity per day.</p>	<p>60 minutes of physical activity per day by 2022</p>	<p>Allotted recess time built into the school timetable.</p>	<p>In the event that outdoor recess is cancelled—monitor movement breaks in school by informing teachers via intercom and walking the school to ensure physical activity is taking place (Principal)</p>



SCHOOL ORIENTATION:

SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners</p>				



SCHOOL ORIENTATION:

SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement</p>				



SCHOOL ORIENTATION: Increase Positive School Climate

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	-To reduce the number of students who feel subjected to physical, social and verbal bullying by 5% by 2022. - To reduce the number of students who feel moderate to high levels of anxiety by 12% by 2022.	-The number of students who feel subjected to physical, social and verbal bullying: 20% or lower -The number of students who feel moderate to high levels of anxiety: 22% or lower	-OurSchool Survey	-ISM reports for bullying & violence (Principal) -ABAV Committee reports (ABAV Committee)



SCHOOL ORIENTATION:

SCHOOL ORIENTATION	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING



CONSULTATIONS

- Teachers: **March 11, 2019**
- Parents: **April 15th**
- Governing Board: **April 24th**

Governing Board ADOPTION

G.B. RESOLUTION NUMBER Motioned by _____ and Seconded by _____ to adopt the 2019-2022 Educational Project as presented.

CHAIR

PRINCIPAL