



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

ENGAGE • BUILD • ACHIEVE
ENGAGER • BÂTIR • ACCOMPLIR

Sainte-Agathe Academy Elementary

SAA-172

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 Sainte-Agathe Academy 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 Sainte-Agathe Academy, as well as the community's expectations with regard to education.

MISSION STATEMENT: SAA strives to equip all students with the skills to inspire lifelong learning.

VISION STATEMENT: SAA believes that youth can be empowered through authentic learning experiences led by innovative teachers dedicated to

- engagement in the community
- being active within our natural surroundings
- fostering independence, integrity and well-being

CORE VALUES:

- Respect of self, others and the environment
- Tolerance and collaboration
- Well-being and connecting with natural surroundings
- Academic rigour
- Personal growth and community engagement



SCHOOL PROFILE

ENVIRONMENT

Sainte-Agathe Academy is part of Sir Wilfrid Laurier School Board. It offers a general education in the youth sector from pre-kindergarten to secondary five. The school is located just half a kilometer from Lac des Sables in the small city of Sainte-Agathe-des-Monts in the Laurentians. It has access to many of the municipality's facilities: parks, beaches, ice rinks, arena and pool. Its building houses a CLC - Community Learning Center¹. Adult education classes are available via videoconferencing from SWLSB's Adult and Vocational Education Centers.

The neighbouring Commission scolaire des Laurentides provides French public education in the region. Every year a few of our Grade 6 students transfer to one of the French secondary schools offering concentrations: sport-étude ski, dance or soccer, option des amériques, and option musique. There are currently three private schools operating on the same territory: École Imagine (Pédagogie Waldorf) in Val David, Collège Laurentien (Plein air) in Val Morin, and École Marie-Clara (Harmonie-Nature) in Saint-Donat. Post-secondary education is available through Cegep de Saint-Jérôme, which also counts a campus in Tremblant.

Situated within walking distance are the CLSC Sainte-Agathe and the CISSS² des Laurentides with resources in health and social services. A nurse assigned to the school oversees auto injector training and vaccination, for example, as well as assists with health education such as workshops for students as per the new Sexuality Education program. Social workers and specialized educators work with the school to support families and/or students requiring interventions that are more specific. Affiliated with the CISSS, Le Flores³ and Le Bouclier⁴ offer, on a needs basis and as per parental request, specialized services for students with special needs and their families. The school is also close to many community organizations such as PREL promoting school perseverance, l'Envolé RASM for mental health issues, le Groupe JAD for teens with drug addiction, 4Kornners for English family resources, Tangage for drug addiction prevention, Parent Unique des Laurentides and l'Élan Centre D'aide helping female victims of sexual abuse. In the region, it remains a challenge to get services for our English speaking families.

¹ The Community Learning Centres initiative is intended to assist English schools to become community schools that combine education with other resources such as health and social services. CLCs also bring together various players dedicated to youth development, community involvement and family support. MEES Web site.

² Centre Intégré de Santé et de Services sociaux

³ Centre de soutien aux personnes ayant une déficience intellectuelle

⁴ Centre de réadaptation en déficience physique



Sainte-Agathe Academy covers vast school attendance zones (over 25 municipalities). Therefore, 43% of students in elementary and secondary travel on a school bus more than 1.5 hours on a daily basis. Transportation by bus is sub-contracted to Commission scolaire des Laurentides. The school does not run a daycare service before or after the regular school day but does arrange for afterschool busing for cycle 3 students one night per week.

SCHOOL POPULATION AND STUDENT CHARACTERISTICS

The IMSE (Indice de milieu socio-économique)⁵ is 9 out of 10 for elementary which ranks the school amongst those most vulnerable in Quebec. Consequently, Sainte-Agathe Academy receives funding under the New Approaches New Solutions MEES⁶ intervention strategy for retention.

As of April 2019, the projected enrolment for 2019-20 is 108 students for elementary down from 117⁷ the previous year. We have observed a fluctuation in enrolment since 2015.⁸ Most of our students are born in Quebec. The composition of the student body is mostly homogeneous and predominantly from European ancestry. A majority of 71 % of students speak French at home and 29% speak English. Accordingly, starting school in a second language setting represents an extra challenge for many entering Kindergarten. 16% of our students have two addresses (one for mom and one for dad) and another 17% are living exclusively with one parent, which would suggest that many of the family dynamics are not traditional nor are they representative of the typical nuclear family.

Special needs students, those on modified programs, and those considered at risk are integrated into regular pre-school and elementary classrooms. Out of 117 students in 2018-19, 5 have a MEES handicap code – all boys - which represents 4.3%, lower than the SWLSB 5.4%. 18 students (15 boys and 3 girls) follow an Individual Education Plan. This represents 12.8% compared to 13.1% for all SWLSB schools. Three students follow a modified program in one or more core subjects. Our at risk population counts for more than 20.5% of our student population. In elementary, 8 students are presently on a waiting list to be evaluated by our school psychologist.

⁵ L'IMSE est composé de deux variables, soit la sous-scolarisation de la mère et l'inactivité des parents, lesquelles ressortent comme les variables explicatives les plus fortes de la non-réussite scolaire. MEES Website.

⁶ Ministère de l'Éducation et de l'Enseignement supérieur

⁷ Taken from 2018-2019 Official Enrolment as of September 28, 2018.

⁸ Enrolment on September 30 of 2015: 102 2016 : 113 2017 : 110 2018 : 117 2019 : 108



In 2017-2018, 2 incidences of bullying and 16 incidences of violence were reported in ISM⁹. In elementary, one should take into consideration that not all incidences, especially at the lower grades, are written up in ISM. Staff thinks the number of incidences of violence is probably higher. The data collected from the April 2018 OurSchool Survey showed that 29% of students in Grades 4 to 6 had moderate to high levels of anxiety, the Canadian norm being 16%. One of the indicators revealed that 33% said they had been victims of moderate to severe bullying in the previous month and only 58% felt safe attending school, compared to 26% and 68% for the Canadian norm. It should be noted that these are student perceptions. We would add that although we do not have data confirming this, teaching staff finds there are more interventions having to take place in Cycle 3 concerning exchanges via social media (messages, pictures, etc.).

ACADEMIC DATA

Sainte-Agathe Academy follows the Quebec Education Program and the Progressions of Learning. Evaluation practices are consistent with guidelines in SAA's Standards and Procedures for the Evaluation of Learning. In September, teachers provide parents with the Evaluation Plan for each subject. Teachers use both formative and summative assessment methods during the school year. At the end of each term, students are evaluated using formal assessment tools and some mandated exams. Here we present some of the data collected in 2018-19.

The rates of success (scoring 60% or more) on the Grade 6 June 2018 assessments in the three core subjects are as follows:

- 73% on the Math exam Competency 1 (situational problem) and 46% on the Math exam Competency 2 (mathematical reasoning)
- 81% on the Reading Comprehension component and 92% on the Writing component of the English Language Arts exam
- 93% for Lecture, 87% for Produire and 93% for Interaction in French Second Language

The Math and the English Language Arts exams are MEES mandated. The French Second Language exam is School Board mandated.

Success rates on the Developmental Reading Assessment¹⁰ in Cycle 1 and 2 show that 60% of students are one year behind or more in reading. This may be in part because a majority come from French speaking families or may be due to the fact that Cycle 1 and 2 have had split classes for the past years, sometimes even cross cycle splits (ex. 2/3). In any case, reading skills (decoding and comprehension) in English must be developed early on, as they are essential to success in all subjects for all students.

⁹ Internet Student Monitoring

¹⁰ DRA is an individually administered assessment of a child's reading capabilities. It is a tool used to identify a student's reading level (accuracy, fluency, and comprehension).



Targeted intervention is also necessary to support boys during those first years of elementary. When analyzing the June 2018 success rates of boys and girls on the Competency 2 Reading/Listening in English Language Arts, girls outperform boys from grades 2 to 4 consistently. :

- Grade 2 Boys 75% Girls 100%
- Grade 3 Boys 75% Girls 100%
- Grade 4 Boys 70% Girls 100%

When looking at success rates of students on the end-of-cycle Math exam Competency 2 (mathematical reasoning) in June 2018, it is apparent that about one quarter of students at each grade level is not scoring 60 % or more on the application type problems presented to them.

- Grade 2 82% Grade 3 75% Grade 4 78% Grade 5 75% Grade 6 46%

SCHOOL STAFF MEMBERS AND SCHOOL STRUCTURE

As per the Education Act, Sainte-Agathe Academy activities are overseen by its Governing Board, a decision-making body composed of the principal, parents, teachers, support staff, students in cycle 2 of secondary school, and community representatives. They work collaboratively on ensuring resources are mobilized for student success.

The school employs more than 35 team members. The average age is in the mid-40s. There is stability in experienced teaching and support personnel. The majority of educators, secretaries, special education technicians, supervisors and attendants have been working at SAA for several years and many live in the region ensuring the transmission of knowledge, culture and community values. Two professionals, a psychologist and a speech and language pathologist, are assigned to the school. An occupational therapist is also available on a needs basis. These non-teaching professionals conduct evaluations and provide the school team with recommendations to support students with special needs. Consultants from SWL's Educational Service Department also provide support when requested.

Annually one or two student teachers complete stages in either elementary or high school. A few former teachers volunteer regularly in organizing student activities. However, it should be noted that because of fluctuating enrolment, staff on excess and part-time contracts offered, there is a yearly turnover in teachers at both the elementary and secondary Cycle 1 levels. In addition, the last 10 years have seen a succession of more than five different administrators being appointed to Sainte-Agathe Academy. This undoubtedly has an effect on the promotion of a school's vision over time.



In terms of professional development, the majority of teachers take part in sessions or workshops presented either by the SWL Educational Department or by exterior organizations. During this school year, three teachers took part in different PDIGs¹¹. Teachers also have access to funds through the Professional Improvement Committee to participate in pedagogical training. It should be mentioned, that because of geographical location and transportation being provide by Commission scolaire des Laurentides, Sainte-Agathe Academy does not follow the SWLSB calendar. Consequently, staff cannot always avail themselves of the professional development being offered on specific dates at the board level mainly for considerations related to cost of substitution and safety. Furthermore, while there is informal discussion on pedagogy taking place at the school level, there are no ongoing Professional Learning Communities organized at the elementary level to encourage collaborative professional improvement.

One of the areas teachers are wanting to explore further is the use of digital resources available. Sainte-Agathe Academy received a substantial grant last year from the MEES allowing it to purchase digital resources for robotics and coding. Three teachers have been trained in the workings of this equipment and are now in the process of sharing their knowledge with other teachers. The intent is that teachers will be using it in the classroom to enhance the learning in different subjects.

Staff works hard to motivate students and promote school perseverance. Interesting data from April 2018's OurSchool Survey results showed that 98% of students in our Grade 4 to 6 valued schooling outcomes and that 89% put effort into succeeding. Teachers understand the importance of maintaining meaningful relationships with students. They organize extra-curricular activities for students during lunchtime and afterschool like Friendship, Knitting and Tinker Clubs. Despite this, OurSchool Survey results from June 2018 indicate that only 69% of students had a high sense of belonging compared to 86%, the Canadian norm. As mentioned before, it should be noted these are student perceptions.

Sainte-Agathe Academy is fortunate to have a Community Learning Centre located in the building. Its Community Development Agent sits on several networking tables in the French and English sectors. This allows SAA to stay informed on resources available in the region and to create partnerships with both sectors, and as such contributes to enrich the repertoire of opportunities for activities. Organizing and coordinating initiatives from teachers, parents or community members is

¹¹ Professional Development and Innovation Grants are available to public and private schools and centres in the youth, adult and vocational training sectors to focus on improving pedagogical practice or to focus on collaborative school/centre team efforts to create systemic change within the school/centre. In 2018-19, our teachers took part in the following PDIGs: Raffiner nos stratégies d'enseignement de l'interaction au primaire, Elementary Math Focus Project: A PLC to Support Teacher's Learning from Teaching, and Resource Networking.



one key function of the CLC. Activities with seniors at next door's Le Manoir, afterschool Toolbox for transitioning Grade 5 and 6 to high school, Friday Autism & Arts in the Laurentians Club, CoLAB gardening project with local businesses, are just a few examples of collaboration between diverse stakeholders.

Much of the support (financial and physical) provided to Saint-Agathe Academy and permitting it to purchase equipment, organize outings, and coordinate special events comes from the invaluable contribution of its Parent Participation Organization, a small group of parent-volunteers dedicated to making learning enjoyable for all through donating time and fundraising. Many of our students as mentioned spend a considerable amount of time being transported to and from school. Most of our students come from low socio-economic homes and may not have the opportunity to partake in cultural outings or sports outside of school, or may not have easy access to facilities, equipment, etc. in our rural setting. Providing busing, buying an Ipad cart, and looking into adding a play module to the schoolyard are just a few of the projects taken on by SAA's PPO.

EDUCATIONAL INSTITUTION

Beautifully situated and overlooking Lac Des Sables, Sainte-Agathe Academy enjoys the benefits of being in a small city surrounded by a country setting. The building, with sections renovated in 2006, is well kept and offers all the functionalities to accommodate students from pre-kindergarten to secondary 5: well-lit classrooms, a large playground, a moderately sized gymnasium with stage, a lab and science room, two staffrooms, a workshop, a recently updated library, a recreational room, and a cafeteria where the caterer serves delicious homemade meals every day.

Wifi is available throughout the building. Teachers and students have access to laptops, Chromebooks and Ipad for educational projects. Smartboards are installed in almost all classrooms. Several portable devices are easily accessible as well as a video conferencing unit. A Data Processing Technician, assigned one day per week, does updates and repairs regularly.

With the recent addition of measures from the MEES; more staff has been hired (teachers, special education technicians and attendants) to assist in the classrooms. Despite these new resources, the growing needs of our at risk population who requires specialized interventions are still not covered.



GOALS AND POLICY ORIENTATIONS *we decided to replace the word challenges by the word goals.*

Out of the work sessions of the steering committee, in light of the school portrait, and after consultation with stakeholders¹² (parents, community representatives, students and staff), the four identified goals and ensuing priorities were:

Harmonious Learning Environment

1. Establishing a harmonious learning environment through restorative practices and digital citizenship

An overwhelming number of parents and staff set this priority as the most important. The majority views a safe, inclusive and peaceful environment as a fundamental condition to improving school success. The focus will be on implementing restorative practices and introducing a program on digital citizenship.

In 2018, staff received crisis intervention training designed to teach best practices for managing difficult situations and disruptive conduct. In order to reduce the number of incidences related to violence or bullying, and for students to feel safer at school and lower the levels of anxiety, Sainte-Agathe Academy is looking to implement a whole school cohesive approach to conflict resolution in the hopes of improving behavioral choices. Training for all staff in restorative practices will provide an alternative way to address discipline issues, and systematic use of strategies in all classrooms on a regular basis will ensure effectiveness. Administration will also utilize restorative practices during meetings.

In an age of digital technologies, it is important for students to understand the rights and responsibilities that come with being online. Students must develop the skills and critical thinking in order to communicate effectively with others, participate positively to society, create meaningful content and consume from varied sources of information. They need to not only be aware of safe practices, but also familiarize themselves with topics such as what is my digital footprint and what are positive media influencers. SAA will take advantage of resources provided through SWLSB Digital Citizenship Week and call on partners like the SQ who already have developed tools relating to digital citizenship.

¹² Three surveys conducted via email during the month of April 2018. Elementary and secondary parents and community representatives' response was 22%. High school students' response was up to 30% and staff response was 55%.



Objectives in line with Orientation 1

- To decrease the number of incidences of bullying and violence by 25 % from 18 in June 2018, as measure by ISM.
- To promote Digital Citizenship by engaging students in at least two activities per level each year between 2019 and 2022.

Physical Wellbeing

2. Organizing physical education in outdoor setting

Sainte-Agathe Academy, situated in the Laurentians, has access to many outdoor facilities for practice of sports during all seasons. The schoolyard, by its size and landscaping, offers varied possibilities for individual or team activities. Knowing that being physically active contributes to better health and is beneficial to a student's wellbeing, SAA aims to increase the participation of all students in outdoor activities. In elementary, students already engage in more than 60 minutes of outdoor play per day. This is in line with the MEES Orientation 2. They also take part in physical education classes and in whole school initiatives such as the Terry Fox Run and the winter activities' program (skating, cross-country and snowshoeing). At this time however, SAA is not taking full advantage of resources available and optimizing the use of its surroundings to encourage students to acquire or perfect their skills in different sports.

In the next few years, students will engage in seasonal activities: fall team sports and spring collaborative games. Staff will use recess time to encourage the development of their technique: running, basketball or soccer clinics, snowshoeing and cross-country skiing parcours, for example. The school must look into the purchasing of new equipment to bring this plan to fruition. Body breaks, power walks can also be incorporated in the homerooms' weekly schedule.

Objective in line with Orientation 2

- To increase by 25 % the number of activities/programs offered to students taking place outdoors by June 2022.

Academic Success for all Students

3. Promoting academic rigour through effective and innovative pedagogy

Challenging students' to build skills and develop their ability to think and understand the world around them goes hand in hand with maintaining high standards of learning. Each student, if well supported, must be able to demonstrate their knowledge and show progress. For Saint-Agathe Academy, this entails focusing on professional



development in two areas: the practice of high quality instruction and the use of digital resources to enhance learning activities. Professional Learning Communities provide an opportunity to map out teaching continuums aligned with the Quebec Education Program, to optimize formative evaluation, to develop a culture of data driven targeted interventions for at risk students, as well as to create a system of accountability. PLCs also help to ensure standards are met despite teacher turnover.

At Sainte-Agathe Academy we believe that digital resources can help in attaining our learning objectives. Whatever tool an educator utilizes in a classroom must allow the opportunity to engage student thinking. How and when to implement digital resources for effective student learning can represent a challenge for teachers. Saint-Agathe Academy plans to integrate digital resources in subject learning with programs such as IXL, Prodigy, and Raz-Kids to reinforce concepts or content. It also aims to encourage the use of the Google Classroom platform across cycles, from elementary to secondary, as a way to manage assignments and encourage collaboration. Foremost, it intends to introduce coding and programming activities with the online Scratch, for example, and the use of newly acquired robotics resources like Dash, Beebots, and Sphero.

Objectives in line with Orientation 3

- To reduce the gap in success rates between boys and girls on the Grade 2 and 4 English Language Arts Reading/Listening Competency 2 from 25% in June 2018 to 12 % by June 2022. Boys have a success rate of 75% and girls 100% in June 2018.
- To increase the success rate of students on the MEES Grade 6 end-of-year Math Competency 2 (mathematical reasoning) Assessment from 46% in June 2018 to 80 % by June 2022.
- To increase the success rates of students on the MEES Grade 6 end-of-year English Language Arts Reading Comprehension Assessment from 81% to 87% by June 2022.
- To promote continued professional growth in Mathematics and English Language Arts pedagogy through Professional Learning Communities.

Sense of Belonging and Community Involvement

4. Improving sense of belonging and encouraging community involvement

The promotion of sense of belonging has a major impact on motivation and retention. Creating opportunities for students to take part in rich and diverse activities where they feel supported and appreciated contributes to developing positive relationships and to fewer behavioral issues. Extracurricular activities offer one avenue where students can interact with peers of different grade levels at school. Another way to help students connect with others is through projects involving members of the community (local and beyond). Engaging in dialogue and collaboration with people outside the walls of school not only enhances learning but also can help students find satisfaction in having contributed in a meaningful way to something valuable for many.



Despite time and busing constraints, SAA intends to offer more extracurricular activities during lunch hour and afterschool, as well as increase the number of inter-school, municipal and regional projects fostering student involvement through the school Community Learning Centre.

Objective in line with Orientation 4

- To increase by 25% the number of extra-curricular activities offered to students.
- To increase by 25% the number of students participating in at least one extra-curricular activity each term by 2022.
- To increase by 25% the number of community collaborative projects coordinated through CLC by 2022.



SCHOOL ORIENTATION: Promoting academic rigour through effective and innovative teaching					
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 reduce the gap in success rates between boys and girls on the English Language Arts Reading/Listening Competency	From a 25% gap in June 2018 to a 12% gap by June 2022 in the success rates (boys/girls) in Grade 2 and in Grade 4 on Reading/Listening Competency 2	Grade 2 and 4 scores on Report Card in English Language Arts Reading/Listening Competency 2	Administrator along with Cycle 1 and 2 teams review progress every term from scores on Developmental Reading Assessment and Learning and Evaluation Situations
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%				
	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
By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	Maintain a target of below 5% of students who enter high school at 13 years or older.				

The SWLSB Head Office oversees this objective



SCHOOL ORIENTATION: Promoting academic rigour through effective and innovative teaching					
MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
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.	By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%	To increase the success rate on the MEES Grade 6 end-of-year Math Competency 2 Assessment	From 46% in June 2018 to an 80% success rate by June 2022 on the MEES Grade 6 Math Competency 2 Assessment	MEES Grade 6 Math Competency 2 (application & booklet) Assessment	Administration along with Cycle 3 team review progress on mathematical reasoning every 6 weeks through Math PLC



SCHOOL ORIENTATION: Promoting academic rigour through effective and innovative teaching					
MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
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.	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	To increase the success rates on the MEES Grade 6 end-of-year Reading Comprehension Assessment	From 81 % in June 2018 to an 87% success rate by June 2022 on the MEES Grade 6 English Language Arts Reading Response Assessment	MEES Grade 6 end-of-year English Language Arts Reading Response Assessment	Administration along with Cycle 2 and 3 teams review progress every 6 weeks through English Language Arts PLC
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%				
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%				
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%				



SCHOOL ORIENTATION:					
MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, ensure that all school buildings are in good condition	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				

The SWLSB Head Office oversees this objective



5. SCHOOL ORIENTATION:					
MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Increase the level of literacy competencies among the adult population on the school board territory	Increase the level of literacy competencies among the adult population on the school board territory				



SCHOOL ORIENTATION: Organizing physical education in outdoor setting					
MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	To increase the number of activities/programs taking place outdoors	25% increase in the number of activities or programs offered	Number of activities/programs that take place outdoors	Administration and staff assistant will establish baseline in June 2019 and audit number of activities/programs offered each term from 2019 to 2022



SCHOOL ORIENTATION: Promoting academic rigour through effective and innovative teaching				
SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners	To promote continued professional growth in Mathematics and English Language Arts pedagogy through PLCs	Establish 1 PLC in Mathematics for all Cycles and 1 PLC in English Language Arts for all Cycles	Number of meetings held during the school year Number of teachers present at each meeting	Administrator and staff assistant will monitor the progress, number of meetings and attendance



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



SCHOOL ORIENTATION: Establishing a harmonious learning environment (restorative practices and digital citizenship)				
SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	<p>To decrease the number of incidences and violence as measure in ISM</p> <p>To promote Digital Citizenship</p>	<p>25% less incidences by June 2022</p> <p>Implement a Digital Citizenship Program with 2 or + activities per level each year</p>	<p>Number of incidences reported in ISM</p> <p>Number of activities completed at each level each year from 2019 to June 2022</p>	<p>Administration and special education technician will establish a baseline in June 2019 and review results in ISM each term from 2019 to 2022</p> <p>Administrator along with Teaching Staff will audit number of activities taking place each term</p>



SCHOOL ORIENTATION: Improving sense of belonging and encouraging community involvement				
SCHOOL ORIENTATION	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Improving sense of belonging and encouraging community involvement	Increase the number of extra-curricular activities offered and the number of students participating in at least 1 ECA each term	25% increase in the number of extra-curricular activities offered to students and in number of student participating in at least 1 ECA each term	Number of ECAs taking place Number of students participating in an ECA each term	Administrator along with Teaching Staff will audit number of ECAs taking place each term and of number of student participating each term
	Increase the number of community collaborative projects through the CLC	25% increase in number of activities/projects coordinated through the CLC between Elementary and High School, SAA and the Municipality or SAA and the broader community	Number of activities in CLC reports	Administration and Community Development Agent will review CLC reports every three months



CONSULTATIONS

- Teachers: *March and April 2019*
- Other staff members *April 2019*
- Students: *April 2019*
- Parents: *April 2019*
- Governing Board: *May 2019*
- Community Partners: *July 2019*

Governing Board ADOPTION

GB15052019-14 Motioned by _____**Renée Beauséjour**_____ and Seconded by ____**Crystal Perreault**____ to adopt the 2019-2022 Educational Project as presented.

Sandra Morselli
CHAIR

France Celestino
PRINCIPAL