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Laurentian Elementary School

EDUCATIONAL PROJECT

2024-2028





PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT3

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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Laurentian 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 Laurentian Elementary School as well as the community's expectations with regards 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 |
|-------------------|---------------------|
| Tammy Noble | Principal (Interim) |
| Amanda Smith | Resource Teacher |
| Tracy Price | Teacher |
| Jan Brothers | Teacher |
| Cathy Seale | Daycare Technician |
| | |

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

| Consultations | Date | Time | Location | Details (optional) |
|---------------------|-----------------------------|--------------------------|-----------------|--------------------|
| Teachers | May 10 th , 2023 | 1:00 pm | Virtual Survey | |
| Other Staff Members | May 10 th , 2023 | 1:00 pm | Virtual Survey | |
| Students | October 2022 | Online during class time | In class | Our School Survey |
| Parents | May 10 th , 2023 | 1:00pm | Virtual Survey | |
| Governing Board | November 28, 2023 | 6:30pm | Virtual Meeting | |
| Other Stakeholders | | | | |





MISSION

At Laurentian Elementary school, given the diverse economic and linguistic backgrounds in our learning community, we strive to provide a safe, supportive and successful environment where all students are given the opportunity to reach their full potential.

VISION

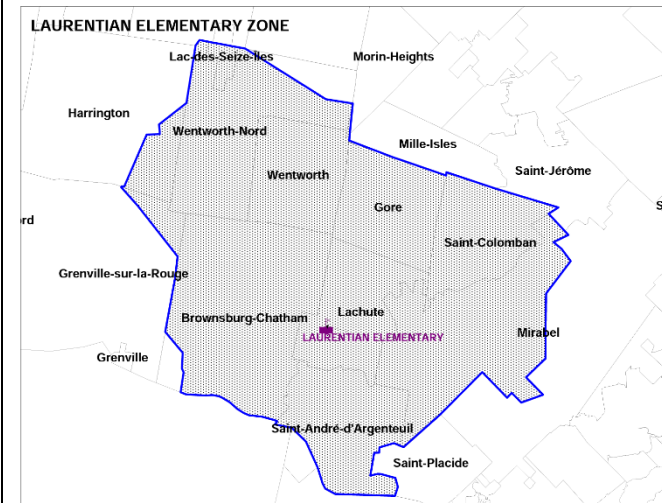
At Laurentian Elementary School our vision is to equip confident and responsible students to achieve their full potential academically, socially, and as global citizens. By ensuring that the school is a welcoming, happy, and safe environment, we will ensure that all students are treated with dignity, given equitable opportunities to learn, demonstrate their achievements, and graduate with success.

SCHOOL/CENTRE PROFILE

Our Territory

Laurentian Elementary School is an English primary school within the Sir Wilfrid Laurier School Board. We are located in Lachute, a rural neighborhood in the Laurentian region of Quebec.

Table 1: [Zoning Map](#)



Graph sourced from SWLSB website

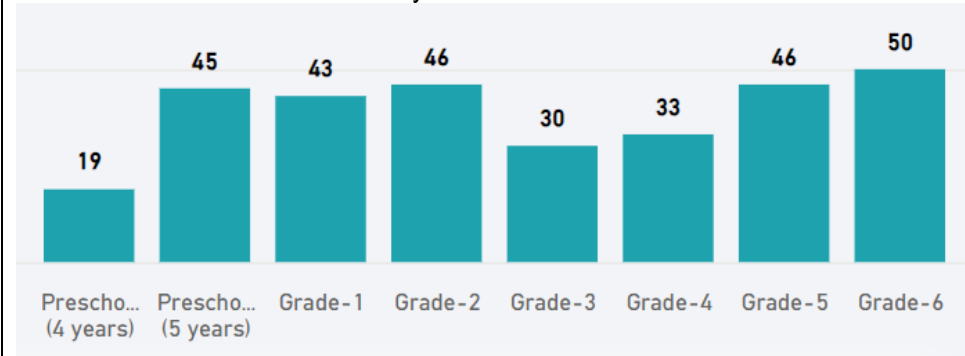


Our Demographics



We welcome 312 students each day, ranging in ages from 4 to 12. Students are distributed across grade levels as indicated in the table below.

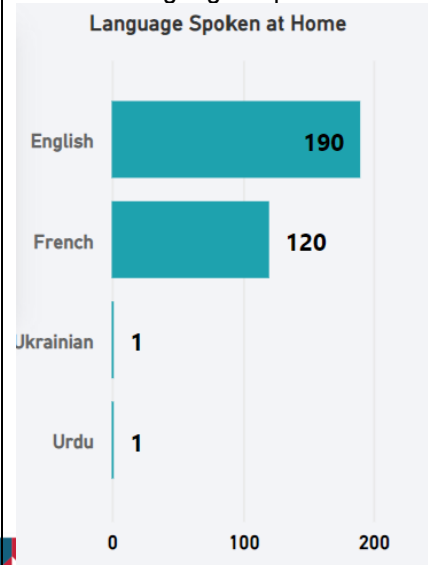
Table 2. Distribution of Students by Grade Level



Graph sourced from Dvision

As referenced in the tables below, most of our students speak English or French at home and are born in either Quebec or Ontario. Laurentian Elementary is a bilingual school community.

Table 3. Languages Spoken at Home

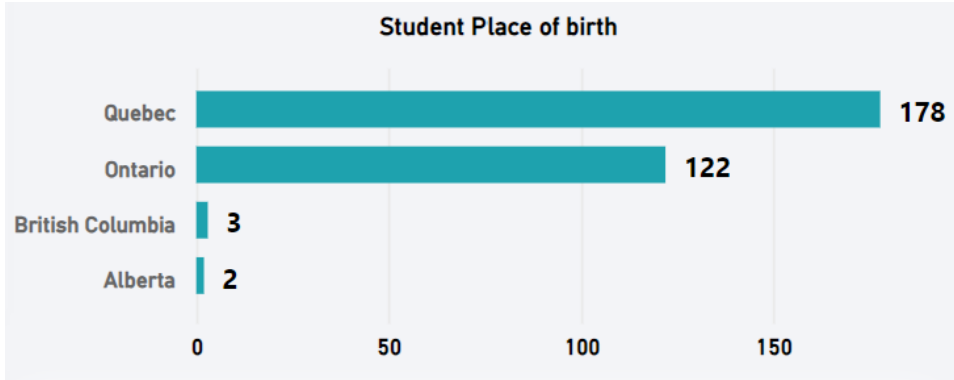


Graph sourced from Dvision





Table 4. Students Place of Birth



Graph sourced from Division

Laurentian Elementary School has been designated an SES (socio-economic index) of 9 in the 2023-2024 school year. Many families in our community are less affluent and may face challenges that are not present in communities with lower SES. Higher SES ratings and the struggles that accompany this rating can present challenges to student learning and preparedness to be at school. To give our students the best possible start to their day, Laurentian Elementary School offers a free breakfast program, sponsored by Breakfast Clubs of Canada, to all our students. This ensures that no child starts the day hungry, and it puts them in the best possible position to be able to learn effectively.

Our school has a long history in our community, with many of our students being the second or third generation of their families to attend elementary school in our building.

Table. 5 Demographic Profile

| | Canada census – Lachute community profile | | |
|--------------------------------|---|--------------------------------------|--------------------------------------|
| | 2021 | 2016 | 2011 |
| Population | 14,100 (+9.6% from 2016) | 12,862 (+2.5% from 2011) | 12,551 (+6.1% from 2006) |
| Land area | 108.66 km ² (41.95 sq mi) | 109.96 km ² (42.46 sq mi) | 109.20 km ² (42.16 sq mi) |
| Population density | 129.8/km ² (336/sq mi) | 117.0/km ² (303/sq mi) | 114.9/km ² (298/sq mi) |
| Median age | 50.4 (M: 48.0, F: 52.8) | 49.3 (M: 47.0, F: 51.1) | 47.1 (M: 45.6, F: 48.4) |
| Private dwellings | 6,862 (total) | 6,403 (total) | 5,991 (total) |
| Median household income | | \$44,681 | \$40,516 |



Median household income



Data sourced from Statistics Canada

Our Values

Laurentian Elementary School values the following:

- High leverage teaching practices that foster quality education for all students
- Implementation of trauma-informed practices that create a safe space for all stakeholders
- Commitment to Social-Emotional Learning so that students at Laurentian Elementary School can become strong global citizens as well as strong students

Our Internal and External Learning Environment

Laurentian Elementary School services students from Pre-Kindergarten to Grade 6. We have 23 classrooms, a library, three resource rooms, a music room, a gymnasium, an auditorium, and washrooms. All our classrooms are large and well lit. The layout of our building allows for classroom clusters to be divided by cycle and age. There are several multi-purpose rooms used to support services to students including student support rooms, offices for professionals, and a cafeteria.

Outdoors, we enjoy a large, enclosed schoolyard that includes various play spaces including a large grassy area, a play structure and a paved play area that includes basketball nets.

Our school is close to a variety of community locations including a park and a municipal library.

There are several educational institutions in the vicinity of our territory, including public sector schools of La Centre de Service Rivière du Nord and Sir Wilfrid Laurier School Board. The private sector offers educational services from Seminaire du Sacré-Coeur. There are several early childcare daycare centers on our territory. The SWLSB secondary school that serves our territory is Laurentian Regional High School. SWLSB Adult Education Sector school in our area is CDC Lachute.

Our Team

At Laurentian Elementary School, we have a passionate team dedicated to the academic, social, and emotional development of our students. Our school is comprised of 30 teachers, including two physical education teachers, and two French specialists. We have three English remedial teachers and a part-time 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, 10 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. 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.

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 target a broad range of interests including sports, STEAM, academic clubs, outdoor activities, green initiatives, and leadership.

We offer morning and after-school daycare services. There are approximately 40 students using our daycare services.

At Laurentian Elementary School, we follow the Ministère de l'Éducation du Québec's (MEQ) prescribed program of study. We teach the Français Langue Seconde, Programme de Base. 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, Physical Education, Ethics and Religious Culture, and Music are taught in English; French Langue de Base and Visual Arts are taught in French.

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

In Cycle Three, English Language Arts, Mathematics, Physical Education, Ethics and Religious Culture, Science and Technology, and Music are taught in English; French Langue de Base and Visual Arts are taught in French.

Upon completion of the elementary school program, Laurentian Elementary School graduates typically attend Laurentian Regional High School or a high school in the French public sector.

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

Table 6: Success Rates in English Language Arts

| | 2021-2022 | | 2022-2023 | |
|--|---------------|------------|---------------|------------|
| | Ministry Exam | Final Mark | Ministry Exam | Final Mark |
| Uses language to communicate and learn | N/A | 95.1% | N/A | 88.9% |
| | | | | |
| Reads and listens to spoken, written and media texts | 61% | 82.9% | 64.3% | 64.4% |
| | | | | |
| Produces written and media texts | 80.5% | 87.8% | 73.2% | 60% |
| | | | | |





Table 7: Success Rates in Mathematics

| | 2021-2022 | | 2022-2023 | |
|------------------------------|---------------|------------|---------------|------------|
| | Ministry Exam | Final Mark | Ministry Exam | Final Mark |
| Uses mathematical reasoning | 42.3% | 88% | 65.5% | 71.1% |
| Solves a situational problem | 48.7% | 68.3% | 69% | 44.4% |

Table 8: Success Rates in French Second Language

| | 2021-2022 | | 2022-2023 | |
|-----------------------------------|------------|------------|------------|------------|
| | SWLSB Exam | Final Mark | SWLSB Exam | Final Mark |
| <u>Communiquer</u> | N/A | 75.6% | N/A | 80% |
| <u>Comprendre et lire</u> | N/A | 88% | N/A | 71.1% |
| <u>Produire des textes variés</u> | N/A | 78.6% | N/A | 73.3% |

Tables sourced from data retrieved from Division

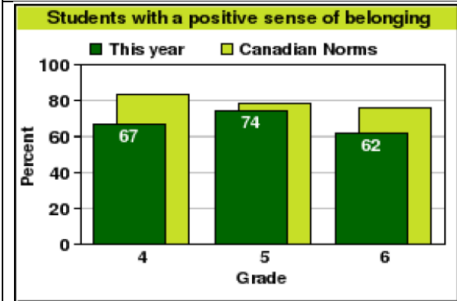
Every year, we conduct the Our School Survey. The survey is administered to all students in grade 4 to 6 to gather insights regarding student engagement in their learning. The tables below demonstrate the results for the 2022-2023 survey as well as the trends and comparisons to the Canadian norms.

Table 9. Student Sense of Belonging





Students with a positive sense of belonging

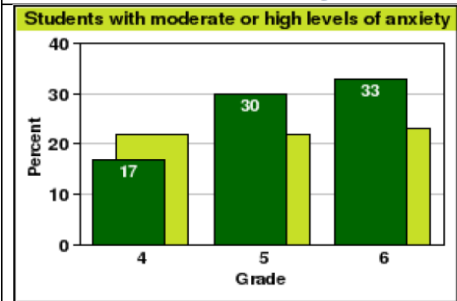


Students who feel accepted and valued by their peers and by others at their school.

- 68% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 72% of the girls and 71% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

Table 10. Student Feelings of Anxiety

Students with moderate or high levels of anxiety

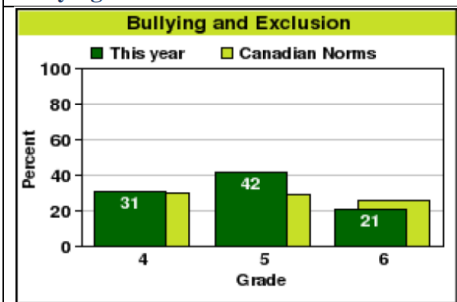


Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 27% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 27% of the girls and 20% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.

Table 11. Student Perception of Bullying and Exclusion

Bullying and Exclusion



Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 31% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- 25% of the girls and 35% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%.





Table 12. Student Perception of Positive Behaviour at School

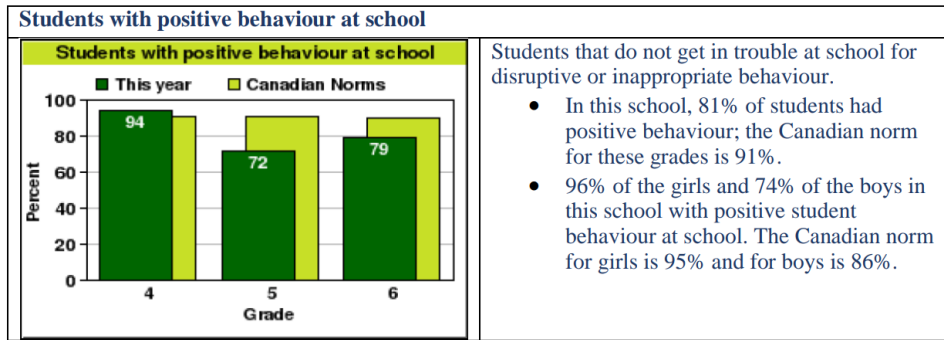
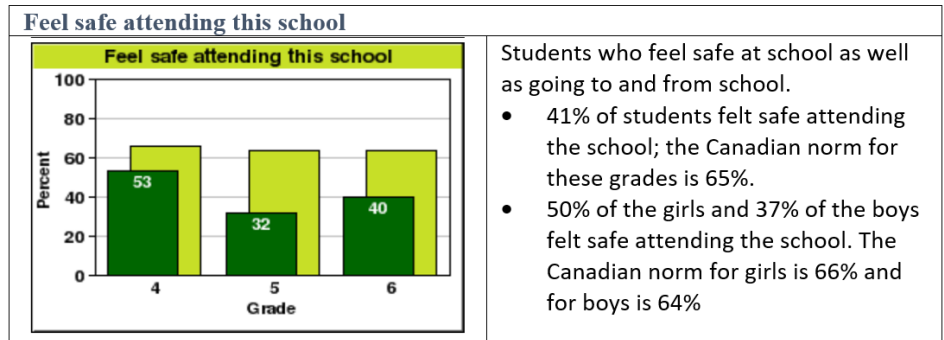


Table 13: Student Perception of Safety at School



Graphs sourced from Our School Survey, Learning Bar, 2023

Parental Involvement

Laurentian Elementary School has a Home and School Organization called Friends of Laurentian Elementary School (FOLES). This organization raises funds for the school and each year the target of their fundraising changes based on the school's needs. FOLES works with the school to provide parental support and material for student activities. Parents are also encouraged to come and volunteer in classrooms and to help host special events. Every week we have parent volunteers who help with our Breakfast Program, sponsored by Breakfast Clubs of Canada and monthly, our pre-kindergarten classes host parent-child events. During these events, parents are encouraged to come to the school and participate in an activity with their child. This event encourages healthy communication between the home and school and promotes strong parent-child relationships.





Governing Board

Laurentian Elementary School has a supportive Governing Board that meets monthly to discuss the operation of the school. The school's governing board meet online to consult on important decisions such as the school budget, the schools Anti-Bullying/Anti-Violence Plan, the school's Educational Project, rentals of the school facilities and field trips and special school events. During the 2023-2024 school year our Governing board is made up of 6 parents, 1 support staff member, 1 daycare technician, 4 teachers, and the school principal. Meetings are held monthly and last roughly 60-90 minutes.

Technology

Laurentian Elementary School provides technological support to its students in the form of 1 laptop cart with a class set of laptops per cycle. Each classroom also has access to several iPads to be able to support student learning. Several students have access to MEES technological devices should they be required in their Individualized Education Plans. Furthermore, every classroom has a Smart Board, or a Smart TV and every teacher is assigned a laptop.

Special Needs profile

Laurentian Elementary School has 36 students with Individualized Education Plans and 18 students with MEES difficulty codes in the 2023-2024 school year.

Data sourced from Dvision suggests a gap between the academic success rates of students with an individualized education plan and students without an individualized education plan. 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 (Individual Education Plans) students.

Supports in place

To support the emotional and academic needs of the students at Laurentian Elementary School, we offer the services of 2 special education technicians and 2.5 resource teachers. The special education technicians work with students individually and in small groups to support their emotional needs and social emotional learning (SEL). The special education technicians work with students to give them tools to be able to function productively at school. Tools such as movement breaks, daily check-ins, communication strategies, and self-regulation tools are provided to be able to help students function despite social or emotional struggles they may face in their day.

The resource teachers at Laurentian Elementary School work one on one or in small groups with students to help them strengthen their basic skills so that they can perform at their best in class. They work with classroom teachers to develop and implement the strategies and objectives present in student Individualized Education Plans (IEPs). They collaborate with classroom teachers to differentiate lessons so that all students are given equitable chances to achieve success. Our resource teachers also work with the school administration to effectively identify students with special needs and ensure that the appropriate steps are taken to get these children the adapted support they need to be successful at school.

Professional Development

Laurentian Elementary School believes that we are all lifelong learners so professional development is important at all categories of employment. All employees are encouraged to attend professional development workshops so that they can remain current with the best practices in their fields. During the 2023-2024 school year, many PD opportunities have been presented to teachers. Teachers have attended workshops on how play is important in developing second language skills, and how observation can be used to effectively identify students with needs. There have been workshops on new literacy tools that have been acquired for the school, and how to develop leadership skills in students. Every month teachers have access to workshops that highlight





best practices in technology, evaluation, discipline specific skills (ex: ELA (ENGLISH LANGUAGE ARTS), FSL, Math), and social emotional development in students. Our special education technicians have access to a Professional Learning Community (PLC) that allows them to network with other special education technicians at other schools and share their insight and tools. Our office admins have attended workshops on the database they use to do everything from track student attendance and create report cards, and during the 2023-2024 school year, 11 of our attendants, daycare educators and physical education teachers were re-certified in CPR.

Results of Stakeholder Survey

According to the survey conducted in May of 2023 offered to parents, students and staff, the following elements were highlighted as strengths and challenges present at Laurentian Elementary School.

- Strengths:
 - Community
 - Communication between home and school
 - Extra-Curricular Activities
 - Equity, Diversity, & Inclusion
 - Teaching Practices
- Challenges
 - Socio-economic status/ISME 9
 - Special Needs Population
 - Material Resources
 - Academic Success
 - School Climate

CHALLENGES

POLICY ORIENTATIONS

Orientation 1 - Promoting high leverage teaching practices to increase student success rates with a focus on early literacy.

Orientation 2 - Promoting quality differentiated instructional practices that foster equitable learning opportunities for all students.

Orientation 3 – Promoting a safe and caring environment that supports the social and emotional growth of all stakeholders.





OBJECTIVES

| Objectives | Description |
|-------------|--|
| Objective 1 | To increase success rates on the MEQ grade 6 ELA assessment C2 competency. |
| Objective 2 | Reduce gap in success rates on the grade 6 MEQ Mathematics assessment C1 competency between students with IEP and Students without an IEP. |
| Objective 3 | To increase feelings of safety as measured by the Our School Survey. |





SCHOOL/ CENTRE ORIENTATION 1

Promoting high leverage teaching practices to increase student success rates with a focus on early literacy

| MEQ OBJECTIVE / ORIENTATON | SWLSB OBJECTIVE / ORIENTATION | SCHOOL/CENTRE OBJECTIVE | INDICATOR(S) | TARGET(S) | MONITORING |
|---------------------------------------|---|--|---|--|--|
| Objective 1: Increase student success | Objective 1: To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally | To increase success rates on the MEQ grade 6 ELA assessment C2 competency. | MEQ Grade 6 end-of-year English Language Arts Reading Response Assessment | From 64.3% in June 2022 to an 70% success rate by June 2028 on the MEQ Grade 6 English Language Arts Reading Response Assessment | Administration along with Cycle team reviews curricular progress, assessment data and action plan at the end of every term DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment twice per year by the Resource team. |





SCHOOL/ CENTRE ORIENTATION 2

Promoting quality differentiated instructional practices that foster equitable learning opportunities for all students.

| MEQ OBJECTIVE / ORIENTATON | SWLSB OBJECTIVE / ORIENTATION | SCHOOL/CENTRE OBJECTIVE | INDICATOR(S) | TARGET(S) | MONITORING |
|---|--|--|--|--|--|
| Objective 1.3: Success rate of students with handicaps, social maladjustments or learning difficulties (HDAA) | Objective 1: To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally. | Reduce gap in success rates on the grade 6 MEQ Mathematics assessment C1 competency between students with IEP and Students without an IEP. | MEQ Grade 6 end-of-year Mathematics assessment C1 competency | From 65.5% in June 2022 to a 70% success rate by June 2028 on the MEQ Grade 6 Mathematics Assessment C1 competency | Administration along with Cycle team reviews curricular progress, assessment data and action plan at the end of every term |





SCHOOL/ CENTRE ORIENTATION 3

Promoting a safe and caring environment that supports the social and emotional growth of all stakeholders.

| MEQ OBJECTIVE / ORIENTATON | SWLSB OBJECTIVE / ORIENTATION | SCHOOL/CENTRE OBJECTIVE | INDICATOR(S) | TARGET(S) | MONITORING |
|--|--|--|--|--|---|
| Objective 5: Improve the climate of caring, well-being and safety for students | Objective 6: To implement an action plan with annual targets to promote a culture of collaborative and respectful working environments in all schools, centres and departments | To increase feelings of safety as measured by the Our School Survey. | Results of the Our School Survey administered twice per year (fall and spring) | To increase from 41% in the spring of 2023 to 50% by the spring of 2028 the number of students feeling safe at school according to the Our School Survey | The analysis of the Our School Surveys implemented at school twice per year and the appropriate implementation of the school's ABAV (Anti Bullying Anti Violence) plan by school administration and teachers. |





GOVERNING BOARD ADOPTION

Resolution

G.B (Governing Board). RESOLUTION NUMBER 159-20231128-40. Annie-Lynn Garcia MOVED THAT the 2024-2028 Educational Project be adopted as presented on November 27, 2023.

(date)

Seconded by Tracy Price

Signatures

CHAIRPERSON
Annik Morisseau

PRINCIPAL
Tammy Noble

