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# SAA 172 Elementary

EDUCATIONAL PROJECT

2024-2028





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## PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Sainte-Agathe Academy Elementary 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 Elementary, 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
Alfonso, Jaime	Teacher
Berstaller, Jade (until July 2023)	Resource Teacher
Pilon, Andrée-Anne	Resource Teacher and Staff Assistant
Paquin, Chantal	CLC Community Development Agent Technician
Celestino, France	Principal

## CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	Spring 2023 & November 2023		Online & at school	
Other Staff Members	Spring 2023		Online & at school	Ongoing with CLC
Students	Spring 2023		Online at school	Only cycle 3
Parents	Spring 2023		Online	
Governing Board	Spring 2023 & November 2023		Online	
Other Stakeholders				





## MISSION

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

## VISION

### VISION

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

- o engagement in the community
- o being active within our natural surroundings
- o 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/CENTRE PROFILE

### ENVIRONNEMENT

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 Center<sup>1</sup>.



<sup>1</sup> 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. MEQ website.



The neighbouring Centre de services scolaires 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 and one alternative school operating on the same territory: École Imagine (Pédagogie Waldorf) in Val David, Collège Laurentien (Plein air) in Val Morin, École Marie-Clarac (Programme Harmonie-Nature) in Saint-Donat, and École alternative de l'expédition in Sainte-Adèle. Post-secondary education is available through Cegep de Saint-Jérôme, which also counts a campus in Tremblant.

Sainte-Agathe Academy covers vast school attendance zones (over 25 municipalities). Therefore, more than 1/3 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 Centre de services scolaires 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 two nights per week. A small private daycare offers services to some of our elementary parents.

Situated within walking distance are the CLSC Sainte-Agathe and the CISSS<sup>2</sup> 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 Sexuality Education Program. We also receive screening services from l'École de la vue. Social workers and specialized educators work with the school to support families and/or students requiring interventions that are more specific. Affiliated with the CSSS des Sommets<sup>3</sup>, Le Flores<sup>4</sup>, Le Bouclier<sup>5</sup>, Le Centre de Pédiatrie sociale Coeur des Laurentides offer, on a needs basis and as per parental request, specialized services for children 0 to 16 years old 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, Groupe JAD for teens with drug addiction, 4Korners for English family resources, Tangage Laurentides for addiction prevention, Espace Ludiques offering learning through board games, 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. A Sureté du Québec community officer assists with prevention workshops for staff and students and is available on request.

### **SCHOOL POPULATION AND STUDENT CHARACTERISTICS**

The IMSE (Indice de milieu socio-économique)<sup>6</sup> is 8 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 MEQ<sup>7</sup> intervention strategy for retention.

<sup>2</sup> Centre Intégré de Santé et de Services sociaux des Laurentides

<sup>3</sup> Centre de Santé et de services sociaux des Sommets

<sup>4</sup> Centre de soutien aux personnes ayant une déficience intellectuelle

<sup>5</sup> Centre de réadaptation en déficience physique

<sup>6</sup> 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. MEQ Website.

<sup>7</sup> Ministère de l'Éducation du Québec





As of September 2023, enrolment for 2023-24 is 126 students, up one student from previous year at 125<sup>8</sup>. We have observed a small increase in enrolment since 2020.<sup>9</sup> 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 55% of students speak French at home and 45% speak English<sup>10</sup>. Accordingly, starting school in a second language setting represents an extra challenge for many entering Kindergarten. 26% of our students have two addresses and another 14% 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<sup>11</sup>.

Special needs students, those on modified programs and those considered at risk, are integrated into regular pre-school and elementary classrooms. Out of 126 in October 2023, 11 have a MEQ handicap, social maladjustment or learning difficulty code (6 boys and 5 girls) which represents 8.7%<sup>12</sup>, lower than the SWLSB 9.3%. 24 students (13 boys and 10 girls) follow an Individual Education Plan. This represents 18.7% compared to 29.4% for all SWLSB schools. Three students follow a modified program in one or more core subjects. In elementary, 5 students are presently on a waiting list to be evaluated by our school psychologist. A dozen students are in the process of, or awaiting, an evaluation with our Speech and Language Pathologist or our Occupational Therapist.

In 2022-2023, 0 incidences of bullying and 19 incidences of violence were reported in ISM<sup>13</sup>. In elementary, one should take into consideration that not all incidences, especially at the lower grades, are documented in ISM. The data collected from the October 2023 OurSchool Survey<sup>14</sup> shows that 31% of students in Grades 4 to 6 had moderate to high levels of anxiety, the Canadian norm being 29%. One of the indicators revealed that 37% said they had been victims of bullying or violence in the previous month, the Canadian norm being at 30%, most of it categorized as verbal violence and predominantly occurring during recesses. 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

<sup>8</sup> Taken from 2023-2024 Enrolment as of September 30<sup>th</sup>, 2023.

<sup>9</sup> Enrolment on September 30<sup>th</sup> of 2020: 101, 2021 : 117, 2022 : 125

<sup>10</sup> Power BI data March 2023

<sup>11</sup> GPI Data October 2023: 74% live of both parents, 26 % of the students' parents are separated, 14% of the students live at one address, 11 % of students are garde-partagée

<sup>12</sup> Data from Power BI with recent additions

<sup>13</sup> Information System Monitoring

<sup>14</sup> The OurSCHOOL student survey allow to measure and understand the factors that are known to have direct and profound impacts on student learning and well-being. [thelearningbar.com](https://thelearningbar.com)





year. At the end of each term, students are evaluated using formal assessment tools and some mandated MEQ and SWLSB exams. Here we present some of the data collected in June 2022 and June 2023<sup>15</sup>.

The success rates (scoring 60% or more) on the June 2022 and June 2023 end-of-year assessments in the three core subjects are as follows for Grade 6. The Math and the English Language Arts exams are MEQ mandated. The French Second Language exam is School Board mandated.

#### June 2022

- 67% on the Math exam Competency 1 (situational problem) and 56% on the Math exam Competency 2 (mathematical reasoning)<sup>16</sup>  
78% passed grade 6 Math (14 out of 18 students – 1 student on a modified program not included in result)
- 88% on the Reading Comprehension component<sup>17</sup> and 94% on the Writing component<sup>18</sup> of the English Language Arts exam  
93% passed grade 6 ELA (15 out of 16 students – 3 students on modified programs not included in result)
- 73% for Lecture, 67% for Produire and 80% for Interaction in French Second Language<sup>19</sup>  
81% passed grade 6 FSL (13 out of 16 students – 3 students on modified programs not included in result)

#### June 2023

- 69% on the Math exam Competency 1 (situational problem)<sup>20</sup> and 69% on the Math exam Competency 2 (mathematical reasoning)<sup>21</sup>  
85% passed grade 6 Math (11 out of 13 students – 2 student on a modified program not included in results)
- 100% on the Reading Comprehension component<sup>22</sup> and 83 % on the Writing component<sup>23</sup> of the English Language Arts exam  
100% passed grade 6 ELA (12 out of 12 students – 3 students on modified programs not included in results)
- 75% for Lecture, 100% for Produire and 100% for Interaction in French Second Language -  
92% passed grade 6 FSL (11 out of 12 students – 3 students on modified programs)

<sup>15</sup> Data from DVision and Lumix

<sup>16</sup> Male success rate 43%, female success rate 64%

<sup>17</sup> Male success rate 60%, female success rate 100%

<sup>18</sup> Male success rate 80%, female success rate 100%

<sup>19</sup> Male success rate 40% female success rate 91%

<sup>20</sup> 46 % of students scored between 74 and 100%, while 23% of students scored between 60 and 74%, 31% failed (4 students)

<sup>21</sup> 54% of students scored between 74 and 100%, while 15% of students scored between 60 and 74%, 31% failed (4 students)

<sup>22</sup> 25% of students scored between 74 and 100%, while 75% of students scored between 60 and 74%

<sup>23</sup> 33 % of students scored between 74 and 100%, while 50 % scored between 60 and 74%, 17% failed (two students)







Since reading is the foundation of all academic success we find it important to track results from Grade 2 to 4. This enables intensive, sometimes individual, intervention when needed. The success rate of students on the June 2023 final mark in the ELA competency <sup>24</sup> *Reads and Listens to spoken, written and media texts* are:

Grade 2 – 74% with 38% scoring 74% to 100%

Grade 3 – 100% with 63% scoring 74% to 100%

Grade 4 – 87% with 40 % scoring 74% to 100%

### **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 45 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, an occupational therapist and a speech and language pathologist, are assigned to the school. A school psychologist is assigned to cases prioritised by the SWLSB Pedagogical Services Department. These non-teaching professionals conduct evaluations and provide the school team with recommendations to support students with special needs. They do not provide ongoing therapy. Consultants from the SWLSB Pedagogical Services Department also provide support when requested in core subjects, resource, and school climat. Many parents seek outside professional help for psycho-educational evaluations.

In 2023-2024, Sainte-Agathe Academy has one split Prekindergarten/Kindergarten group (15 students). The elementary is composed of seven groups: two Grade 1 (27 students), a Grade 2 (20 students), a Grade 3 (13 students), a Grade 4 (18 students), a Grade 5 (15 students) and a Grade 6 (19 students). With increasing enrolment and a higher score on the IMSE (Indice de milieu socio-économique), the school board is allocating enough groups to allow for no slits in elementary.

Annually one or two student teachers complete internships 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, there is a yearly turnover in teachers at both the elementary and secondary levels.

In terms of professional development, teachers and support staff can take part in sessions or workshops presented either by the SWLSB Pedagogical Services Department or by exterior organizations. Teachers and support staff also have access to funds through the Professional Improvement Committee to participate in training. It should be mentioned, that because of geographical location and transportation being provide by Centre de services scolaires 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. During this school



<sup>24</sup> Data from DVision June 2023



year however, two teachers took part in different PDIGs<sup>25</sup>. Furthermore, there has been an ongoing Professional Learning Community of teachers at the elementary level to encourage collaborative professional improvement on topics related to literacy and teaching of mathematics – aligning best practices across levels.

One of the areas teachers are wanting to explore further is the use of digital resources. Two teachers, community lead practitioners, attend training regularly and share their knowledge with other teachers. These community lead practitioners have helped develop and are implementing SAA's Digital Strategic Plan to encourage the use of technology to enhance the learning in different subjects and introduce digital citizenship education for students.

Staff works hard to motivate students and promote school perseverance. Interesting data from the October 2023 OurSchool Survey results showed that 90% of students in our Grade 4 to 6 valued schooling outcomes and that 86% 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 green club, lego club, knitting, book club, dance, student council. An Outdoors Program familiarizes students with a variety of fall, winter and spring activities. Despite this, OurSchool Survey results from October 2023 indicate that only 65% of students had a high sense of belonging compared to 72%, 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 one key function of the CLC. The Breakfast Program, activities with seniors at next door's Le Manoir, parent workshops with 4Korners, music discovery for students at lunch, Toolbox for transitioning Grade 5 and 6 to high school, Autism & Arts in the Laurentians club, gardening projects with local businesses, workshops for teacher by Croquarium, 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 winter sports equipment 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, and a cafeteria where the caterer serves homemade meals every day.



<sup>25</sup> 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 2022-23, our teachers took part in the following PDIGs: Literacy and SEL in Preschool.



SAA was allocated a grant by the MEQ under the program Embellissement des cours d'école just before the pandemic. Under the coordination of the CLC community development agent, and with donations from local stakeholders, SAA's outdoor classroom project was completed and inaugurated in October of 2023. This beautiful installation provides a convenient outdoor space to accommodate two groups of students for learning activities.

Teachers and students have access to laptops, Chromebooks and Ipads for educational projects. Smartboards are installed in all classrooms. Several portable devices are easily accessible as well as a video conferencing unit. A information resources operator, 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, during transitions, and extra-curricular activities. Despite these new resources, the growing needs of our at-risk population who requires specialized interventions are still not covered.

# CHALLENGES

## 1. TEACHING AND LEARNING OF MATHEMATICS

Success rates on the MEQ Grade 6 end-of-year Math assessment in Competency 1 (problem-solving) and Competency 2 (mathematical reasoning) are low at 69% respectively for June 2023. Only 46 % of students scored between 74 and 100% on Competency 1 and only 54% of student scored between 74 and 100% on Competency 2. An increase in the results in Math across elementary is essential to ensure the future success of SAA students.

Intensive intervention and resource support are initiatives already in place. To allow for sharing of best practices and accountability across cycles, the participation of teachers in a Professional Learning Community (PLC) focusing on Math is a priority and is taking place in 2023-24.

## 2. READING FLUENCY, ACCURACY, AND COMPREHENSION, IN CYCLE 1 AND 2

While results show a success rate of 100% on the Grade 6 end-of-year English Response to Literature in June 2023, only 25 % of students scored between 74 and 100%<sup>26</sup>. Similar results present themselves across levels in elementary. DIBLES<sup>27</sup> and DRA<sup>28</sup> results show that a large proportion of students in cycle 1 and 2 struggle with fluency, decoding accuracy, and comprehension. This has a significant impact on reading across subjects in elementary. As mentioned above, 55% of our students speak mainly French at home. Attending SAA is synonymous with learning a second language for many.



<sup>26</sup> Three students on modified programs are not included in this success rate

<sup>27</sup> Dynamic Indicators of Basic Early Literacy Skills

<sup>28</sup> Developmental Reading Assessment



Targeted intervention through resource support and tutoring are priorities as well as the alignment of practices to insure cohesive instruction and the use of research based strategies in teaching decoding skills and developing comprehension abilities.

### 3. ACQUIRING A SOLID BASE IN FRENCH

As an anglophone school, SAA strives to offer a quality English education. Stakeholders are aware that SAA is located in a majority francophone environment. As such, students will be better equipped to meet job requirements and succeed, here or elsewhere in Quebec, if they have acquired a solid base in French.

As of August 2023, the French Second Language *immersion* program is offered to all elementary students. This changes the weighting of the competencies in this subject putting more emphasis on reading and writing when comparing to the French Second Language *de base* program. Teachers are piloting a series of six training sessions with a consultant to ensure a progressive transition from FSL *de base* to FSL *immersion*.

### 4. MENTAL HEALTH AND WELLBEING IMPACTING LEARNING

Support personnel assigned to special needs students are having to intervene with a growing number of students showing signs of restlessness, anxiety, and depression. These manifestations of issues related to mental health are impeding on student learning by having an impact on self-esteem, motivation, and resiliency. While we do not have data indicating the number of students struggling in this area at this time, on a daily basis the attendants, the special education technician, and the resource teacher are having to manage difficult or distressing behavior. The lack of professionals, such as a school psychologist, has consequences on the effectiveness of the interventions.

Improving the school climate by putting in place preventative measures as in the Anti-Bullying and Anti-Violence/Safe School plan helps with the behavior. Training teachers and staff to become knowledgeable in applying the fundamentals of SEL – Social and Emotional Learning as explained on the CASEL website<sup>29</sup> *SEL can be a powerful lever for creating caring, just, inclusive, and healthy schools that support all young people*. To measure progression SAA would use the data provided by the OurSchool survey results and the *Student Well-being Framework* that will be provided by the MEQ in the year to come.



<sup>29</sup> <https://casel.org/fundamentals-of-sel/>



## POLICY ORIENTATIONS

*Statement of your school/centre's policy orientations introduced by a single verb (i.e. Achieving high expectations):*

- Improve student competencies in academics
- Improve student well-being

## 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	Increase the success rates on the MEQ Grade 6 end-of-year Math exam in competency 1 <i>Solves a situational problem</i> and in competency 2 <i>Uses mathematical reasoning</i>
Objective 2	Increase the success rate on the final mark, on the report card, on the ELA competency 2 <i>Reads and Listens to spoken, written and media</i> , in cycle 1 and 2
Objective 3	Increase the success rates on the board mandated Grade 6 end-of-year FSL (immersion) exam in competency 2 <i>Produces oral and written text</i> and in competency 3 <i>Understands oral and written text</i>





## SCHOOL/ CENTRE ORIENTATION 1

- Improve student competencies in academics

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective1: Increase student success – 1.5 Proportion of students scoring between 70 and 100% in the compulsory mathematics exam (C1 Problem-solving competency), 6th year elementary	SWLSB Objective 5: To ensure that collaborative teams, like PLCs, are in place to allow for sharing of best practices	Increase the success rates on the MEQ Grade 6 end-of-year Math exam in competency 1 <i>Solves a situational problem</i> and in competency 2 <i>Uses mathematical reasoning</i>	MEQ Grade 6 end-of - year Mathematics results for C1 <i>Solves a situational problem</i>  MEQ Grade 6 end-of - year Mathematics results for C2 <i>Uses mathematical reasoning</i>	<ul style="list-style-type: none"><li>• Increase from 69 % in June 2023 to a 75% success rate by June 2027 on the MEQ Grade 6 end-of -year Mathematics C1 <i>Solves a situational problem</i></li><li>• Increase from 69% in June 2023 to a 75% success rate by June 2027 on the MEQ Grade 6 end-of -year Mathematics C2 <i>Uses mathematical reasoning</i></li></ul>	Administration along with resource and cycle 3 Math teachers, every six weeks during PLC <sup>30</sup> meetings, using pertinent available data from formative assessments, diagnostic tests <sup>31</sup> , end-of-term results, and possibly grade 4 SWL Math data entry (in the works)



<sup>30</sup> Professional Learning Community

<sup>31</sup> Leveled Mathematic Diagnostic Tests developed by SWL Pedagogical Services Department



## SCHOOL/ CENTRE ORIENTATION 1

- Improve student competencies in academics

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1: Increase student success	SWLSB Objective 1: To improve board-wide special needs students` reading levels through targeted intervention	Increase the success rate on the final mark, on the report card, on the ELA competency 2 <i>Reads and Listens to spoken, written and media</i> , in cycle 1 and 2	<ul style="list-style-type: none"><li>• Term 3 final result in the report card, on ELA C2 <i>Listens to spoken, written and media</i></li></ul>	<ul style="list-style-type: none"><li>• Grade 2: Increase from 38% in June 2023 to 50% by June 2027 the number of students scoring 74% to 100% on the June 2023 final result on the C2 <i>Reads and Listens to spoken, written and media</i></li><li>• Grade 4: Increase from 40% in June 2023 to 50% by June 2027 the number of students scoring 74% to 100% on the June 2023 final result on the C2 <i>Reads and Listens to spoken, written and media</i></li></ul>	Administration along with resource and ELA teachers in cycles 1 and 2, every six weeks, using pertinent available data from formatives assessments, DIBLES <sup>32</sup> and DRA <sup>33</sup> scores, and end-of-term results on the report card

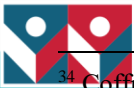


<sup>32</sup> Dynamic Indicators of Basic Early Literacy Skills  
<sup>33</sup> Developmental Reading Assessment





SCHOOL/ CENTRE ORIENTATION 1					
<ul style="list-style-type: none"><li>Improve student competencies in academics</li></ul>					
MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1: Increase student success (in French)	SWLSB Objective 8: Increase the level of competency of French by the end of the CTSP – 8.1 At the elementary level : offer French as a Second Language (FSL) immersion at all levels	<p>Increase the success rates on the board mandated Grade 6 end-of-year FSL (immersion) exam in competency 2 <i>Produces oral and written text</i> and in competency 3 <i>Understands oral and written text</i></p> <p>Note: As of August 2023, all elementary students are following the FSL (immersion) at SAA.</p>	<p>SWLSB Grade 6 end-of-year FSL (immersion) results on the C2 <i>Produces oral and written text</i></p> <p>SWLSB Grade 6 end-of-year FSL (immersion) results on the C3 <i>Understands oral and written text</i></p>	<ul style="list-style-type: none"><li>Establish baseline using June 2024 end-of-year SWLSB FSL (immersion) results on the C2 and C3</li><li>By June 2027, increase the success rate to 70% on the end-of-year FSL (immersion) C2 <i>Produces oral and written text</i></li><li>By June 2027, increase the success rate to 70% on the end-of-year FSL (immersion) C3 <i>Understands oral and written text</i></li></ul>	Administration along with consultant and French teachers, every six weeks, using pertinent available data from formative assessments, GB+ <sup>34</sup> scores, and end-of-term results







## GOVERNING BOARD ADOPTION

<b>Resolution</b>	<p><b>GB10012024-11</b>___Lindsay Redhead___MOVED THAT the 2024-2028 Educational Project be adopted as presented on ___January 10, 2024 ___. (date)</p> <p>Seconded by___Cynthia Fournier_____.</p>
<b>Signatures</b>	<div><div data-bbox="760 768 962 833">Melanie Bow CHAIRPERSON</div><div data-bbox="1776 768 1978 833">France Celestino PRINCIPAL</div><div data-bbox="2091 673 2311 787"></div></div>

