Waterloo Elementary School

EDUCATIONAL PROJECT
2019-2022

École Primaire Waterloo
Waterloo Elementary School

Hand in Hand. Together we can!

The Educational Project

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This document contains sections adapted from MEES, Guide 4 and CQSB.

1. PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution : students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

2. LEGAL FRAMEWORK

-The Educational Project between the school and the School Board is conceived and written within the framework of the Education Act and amendments to that Act by Bill 105- An Act to Amend the Education Act.

The Education Act (EA) states that an institution's educational project must take into account the following requirements:

- consist of the following elements (EA, Sections 37 and 97.1):
  - 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;
  - the specific policy orientations of the educational institution and the objectives selected for improving student success;
  - the targets to be achieved by the end of the period covered by the educational project;
  - the indicators to be used to measure achievement of these objectives and targets;
  - the intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
- 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 MEES strategic plan (EA, Sections 37.1, 97.2 and 209.1);
- 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 MEES (EA, Section 459.3);
- be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

3. GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee members	Roles
1- Cathy Canzani	**Principal**
2- Ashley Lawrence	**Head Teacher**
3- Katrina Paxton	**Resource Teacher**
4-Megan Hlusko	**Chair of GB**

4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

The educational project is a product of the community, so the governing board encourages the participation of students, parents, teachers, other school staff and representatives of the community and the school board. (EA, Section 7)

Consultations	Date	Time	Location	Group	Details (optional)
1. Governing Board	October 25th, 2019	6:00 pm	Staff Room	Governing Board	-Strengths and needs of WES
2. Planning Session with Committee	November 8, 2019	1:15	Office	Planning Committee	-Timeline for gathering information established
3. Survey of Parents	November 22, 2019	2:30	School	Parents	-Digital survey for parents during parent/teacher night
4. Survey of community	January 18, 2019	9:00	Town Hall	Community	-Surveyed Committee WATT as to how WES is perceived in the community
5. Survey of WES staff and former staff	February 19, 2019	4:00	School	Staff	-Sent out surveys to both staff and former staff regarding strengths and needs of WES
6. Survey of WES Students	February 25	9:00	Classrooms	Students	-Did a digital survey using Google Forms to learn about how the students feel at school

5. SCHOOL CONTEXT

a. School Context

We are a NANS school with an indice of 9 on the Rang décile (IMSE) and an indice of 9 for the NANS ranking. The situations that disadvantaged areas face are complex. They are connected to different factors such as *the students' school life* (failure, grade repetition, low motivation), personal and interpersonal factors (difficult relationships with peers and adults, violence*), family-related factors* (parents' low education level, poverty, risky lifestyle habits, drug dependence, low value placed on school, isolation, insufficient support and guidance provided to children*), social factors* (lack of support and guidance for young people in the community, lack of knowledge about available services) and, finally, *the school itself* (school environment, management of learning and behaviour, collaboration between the school, family and community).

All of the above factors can be found in our small school to varying degrees. Serving a rural population, we face the extra challenges of lack of literacy in many homes, distance factors, lack of access to books and such. Another factor that affects our students is that the population is mainly francophone, and services are mostly in French, leading to further isolation of the English population. The issues the school face greatly outweigh what can be done without making choices: prioritizing issues, choosing objectives and choosing measures to be implemented.

According to John Hattie (2012), research shows that clear, purposeful feedback (formative feedback) has a significant impact on student learning and this is what our school is moving towards using the PLC (Professional Learning Community) model as well as the RTI (Response to Intervention) model. Another strategy that yields high results for learning is Acceleration (Pre-teaching concepts to Tier 2 students), which is another strategy that our school is using to make an impact on student learning.

Nevertheless, our staff is committed to implementing or strengthening measures designed to have a positive impact on student success and sense of belonging to our school community. Everything Waterloo Elementary does falls under the umbrella of the three protective factors: Caring Relationships, High Expectations and Meaningful Participation.

Internal and External Environments

In the town of Waterloo 70.5 % of students successfully graduate from secondary 5 after 7 years. This is slightly lower than that of the province of Quebec, at 74.7%. The graduate rates for the students who attended Waterloo Elementary School for the same year (2016) is 60% (internal calculation based on the cohort who was in grade 5 during 2009-2010).

The town of Waterloo is highly devoted to athletics, including soccer, hockey, gymnastics, tennis and multi-sport classes. These are available to both French and English students. The town also offers services through l'espace famille, the CLSC, the YLC, Centre action benevole, cuisine collective, and the maison des jeunes. La maison de la Culture, guitar, painting, ballet, hiphop, sculpture, rowing, fishing and music school. These services are oriented to the French population with limited English service. This creates a further distance for our anglophone population, who might not feel as comfortable with their limited French.

One of the things we have been focusing on at WES is building a sense of belonging in our students. The 2017-2018 MESA results showed that:
- 78% of students from grades 4-6 had a high sense of belonging, which is lower than our target of 90%.
- 76% of students from grades 4 to 6 had a high rate of participation in sports or clubs, which is below our goal of 90%.

According to our 2019 student survey 83.5% of the school population felt a high sense of belonging and 80% of the student population felt that their teachers cared about them. From 2019-2021, all students and staff will have a stronger sense of belonging. Our staff, however, had a low response rate for sense of belonging with 6 staff saying they felt supported, comfortable and listened to at WES, while 8 said they didn't.

Academic results for grade 2 (June 2018) are as follows:

Reading (Benchmarks) 21% (kids at level

Math application   67%
Situational problems   NA

Success Rate:

Grade 4 (June 2018)

Benchmarks 57%
Narrative Writing 62%

Math application 59%
Situational   69%

FSL
Comprendre 100%
Produire   70%

Grade6 (June 2018)

DRA 45%
Narrative writing 100%

Math application 87%
Situational 100%

FSL
Comprendre 100%
Produire 100%

*Modified students are not recorded in this data.

The 2018 MESA objective was an increase in the number of students under 20 enrolled in vocational training.
- A career day at WES (including ALL students) exposed students to many different careers, both in their community and beyond.

The data shows us that we need to target reading in the earlier grades. With a low success rate of 21% at the grade 2 level vs 57% in grade 4 and 45% in grade 6, we can see the biggest need is in the lower grades, with the hope that this will have a positive impact on the higher grades as the students progress. These results have already encouraged the school to implement an RTI model for early literacy skills in grades 1 and 2.

The data for math shows us that in grade 6 students are highly successful (87%, 100%) in both applications and problem-solving. This may be as a result of the acceleration program put in place in 2017-2018, as well as having an additional teacher teaching math in grade 6, allowing teachers to work with smaller groups and give targeted instruction.

The grade 4 level the results are substantially lower (59%, 69%) in both applications and problem solving. In grade 2, 67% of the students successfully passed the end of year application problems. Looking at the math results, we can see that acceleration and extra teacher support is making an impact. Ideally, we would bring these same supports to the lower grades, however this presents a financial challenge to WES. *Modified students are not included in this data and this is where we are lacking resources in order to give these students more targeted instruction.

The data used to create the RTI program also leads us to see that students are coming to school with less readiness than necessary. This is one of our school's biggest challenges and requires a focus on both transition from home to school, and on readiness to learn. In order to facilitate the transition and meet the needs of the students, a Transition Agent has been employed to bridge communication between the school and the potential students and their parents, to offer support and information before school begins.

b. School Mission

VISION

Our vision is a partnership of <u>active learning</u> where students, staff, parents and our community work together to build a <u>safe, healthy</u>, <u>caring environment</u> where students thrive and develop a life-long love of learning.

MISSION STATEMENT

Every child at Waterloo Elementary School is unique, special and full of potential. We are committed to our students learning at high levels in a richly literate, stimulating environment. Our school is a safe and welcoming place, which embraces parental and community involvement.

6. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE INSTITUTION

ETSB Commitment to success plan 2019 to 2022		2014-15	2015-16	2016-17	2017-18	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Main objective:	MEES rate	74.9%	76.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*84%
Increase 7 year Graduation & Qualification	ETSB rate	68.5%	71.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*76.2%

School challenge:	Vulnerability of our preschoolers		
Coherence with ETSB Commitment to success plan	*Vulnerable Preschoolers* *60' phys. act.*	*Formative Assessment* *Boys vs Girls*	*Pedagogical leadership* PLC	**Attachment based theory** *Student Engagement*

School policy orientation(s)	School objective (s)	Indicator(s)	Target s)
To improve school readiness and transition from K4/K5 to Grade 1	• To provide support to parents for K4 transition • To provide support to parents for K5 transition	• Satisfaction survey • Attendance at workshops • Parents will attend K4/K5 orientation	• Parents report 75% satisfaction with readiness workshops • 100% of parents attend K4 orientation and 75% of parents attend K5 orientation

ETSB Commitment to success plan 2019 to 2022		2014-15	2015-16	2016-17	2017-18	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Main objective:	MEES rate	74.9%	76.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*84%
Increase 7 year Graduation & Qualification	ETSB rate	68.5%	71.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*76.2%

*Target for 2022

School challenge:	Low Levels of Early literacy

Coherence with ETSB Commitment to success plan		*Vulnerable Preschoolers*	*Formative Assessment*	*Pedagogical leadership*	*Attachment based theory*
		60' phys. act.	*Boys vs Girls*	*PLC*	*Student Engagement*

School policy orientation(s)	School objective (s)	Indicator(s)	Target s)
To promote skills in developing early literacy	• To increase early literacy success rates in grades 1 to 3 • To provide small group and individualized help to struggling students in Cycle 1 and year 1 of Cycle 2.	• Benchmarks • EI DATA • Report Cards	• 85% of students will be either at minimum level of Benchmark (as identified in curriculum alignment document) or show 8-12 months growth by June. • Students with IEPs will show 3-6 months growth in Benchmarks by June. • Students who are already at level will be expected to achieve 75% or higher on their report card.

ETSB Commitment to success plan 2019 to 2022		2014-15	2015-16	2016-17	2017-18	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Main objective:	MEES rate	74.9%	76.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*84%
Increase 7 year Graduation & Qualification	ETSB rate	68.5%	71.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*76.2%

*Target for 2022

School challenge:	Low math scores in applications and problem solving

Coherence with ETSB Commitment to success plan	*Vulnerable Preschoolers*	***Formative Assessment***	***Pedagogical leadership***	**Attachment based theory**
	60' phys. act.	*Boys vs Girls*	*PLC*	***Student Engagement***

School policy orientation(s)	School objective (s)	Indicator(s)	Target s)
To increase the success rate in math	To increase success rates in both application and problem solving in grades 4-6	• Report card in June looking at both competencies • Grade 6 section of math exam looking at mastery of concepts	• 75% of regular students will achieve 60% or higher on their Term 3 report cards.

ETSB Commitment to success plan 2019 to 2022		2014-15	2015-16	2016-17	2017-18	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Main objective:	MEES rate	74.9%	76.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*84%
Increase 7 year Graduation & Qualification	ETSB rate	68.5%	71.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*76.2%

*Target for 2022

School challenge:	Well-being of students and staff			
Coherence with ETSB Commitment to success plan	*Vulnerable Preschoolers*	*Formative Assessment*	*Pedagogical leadership*	**Attachment based theory**
	60' phys. act.	*Boys vs Girls*	*PLC*	***Student Engagement***

School policy orientation(s)	School objective (s)	Indicator(s)	Target s)
Increase the sense of belonging for all	• Increase feelings of safety and belonging for students and staff	• Survey students using questions from 2019 Google form survey • Survey staff with questions from 2019 survey monkey	• 90% of students will report feeling a strong sense of belonging • 80% of staff will report having a strong sense of belonging

7. TRANSMISSION AND DISTRIBUTION OF THE EDUCATIONAL PROJECT

The governing board shall send the school's educational project to the school board and make it public on the expiry of 60 to 90 days after sending it or of another period if the governing board and school board so agree. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project takes effect on the date of its publication.
(EA sections 75 and 109.1)

8. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT
See Action Plan (Annex 1)

9. REPORTING ON THE EDUCATIONAL PROJECT

The school will report to its community and its school board on the Educational Project on an annual basis.

10. SIGNATURES

_____   _____
NAME and SURNAME   NAME and SURNAME
Principal of the School   Director General of the School Board

_____
Date

_____   _____
NAME and SURNAME   NAME and SURNAME
Chair of the Governing Board   Title

_____   _____
NAME and SURNAME   NAME and SURNAME
Title   Title

NAME and SURNAME
Title

NAME and SURNAME
Title

School/centre_____

Action Plan 2019-2020

Copy and paste this two next tables for each of your schools' orientations.

Orientation X					P. i.	V. Bo 60 ph F. A.
						Monitoring of results
Objective (s)	Indicator(s)	Target (s)	Strategies			Date: | Date: | Date: | Date:
1.1						
1.2						
...						

Legend of monitoring results : * ✔ **Implemented** ⬆ **In control** ⚠ **To be monitored** ✶ **Unlikely implementation** **X Not initiated**

Yearly Progress Report of School/Centre Orientation		
Year: 2019-2020 (Sept.30, 2020)		
Global Evaluation of Orientation	🟩 🟨 🟥	
Comments:		

Next Steps:

Orientation X			
2.			
Objective (s)	Indicator(s)	Target (s)	Strategies
1.1			
1.2			
…			

Legend of monitoring results : * ✔ **Implemented** ⬆ **In control** ⚠ **To be monitored** ✦ **Unlikely implementation** **X Not initiated**

Annex 1

School/centre_____

Action Plan 2019-2020

Copy and paste this two next tables for each of your schools' orientations.

Orientation X				Pillars (4)	V. preschool	Boys vs Girls	60 phys. act.	F.A.	Monitoring of results			
1.												
Objective (s)	Indicator(s)	Target (s)	Strategies						Date:	Date:	Date:	Date:
1.1												
1.2												
…												

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Yearly Progress Report of School/Centre Orientation			
Year: 2019-2020 (Sept.30, 2020)			
Global Evaluation of Orientation	🟩	🟨	🟥
Comments:			
Next Steps:			

Orientation X			
2.			
Objective (s)	**Indicator(s)**	**Target (s)**	**Strategies**
1.1			
1.2			
...			

Annex 1

School/centre_____

Action Plan 2019-2020

Copy and paste this two next tables for each of your schools' orientations.

Orientation X					Pillars (4)	V. preschool	Boys vs Girls	60 phys. act.	F.A.	Monitoring of results			
1.													
Objective (s)	Indicator(s)	Target (s)	Strategies							Date:	Date:	Date:	Date:
1.1													
1.2													
…													

Legend of monitoring results : * ✔ **Implemented** ⬆ **In control** ⚠ **To be monitored** ✶ **Unlikely implementation** **X Not initiated**

Yearly Progress Report of School/Centre Orientation		
Year: 2019-2020 (Sept.30, 2020)		
Global Evaluation of Orientation		🟩 🟨 🟥
Comments:		
Next Steps:		

Orientation X			
2.			
Objective (s)	Indicator(s)	Target (s)	Strategies

1.1			
1.2			
...			

Legend of monitoring results : * ✔ **Implemented** ⬆ **In control** ⚠ **To be monitored** ✦ **Unlikely implementation** **X Not initiated**

Annex 1

School/centre_____

Action Plan 2019-2020

Copy and paste this two next tables for each of your schools' orientations.

Orientation X				Pillars (4)	V. preschool	Boys vs Girls	60 phys. act.	F.A.	Monitoring of results			
1.												
Objective (s)	Indicator(s)	Target (s)	Strategies						Date:	Date:	Date:	Date:
1.1												
1.2												
...												

Legend of monitoring results : * ✔ **Implemented** ⬆ **In control** ⚠ **To be monitored** ✦ **Unlikely implementation** **X Not initiated**

Yearly Progress Report of School/Centre Orientation			
Year: 2019-2020 (Sept.30, 2020)			
Global Evaluation of Orientation			
Comments:			
Next Steps:			

Orientation X			
2.			

Objective (s)	Indicator(s)	Target (s)	Strategies
1.1			
1.2			
...			

Legend of monitoring results : * ✔ **Implemented** ⬆ **In control** ⚠ **To be monitored** ✶ **Unlikely implementation** **X Not initiated**