



# Ormstown Elementary School

7, Georges, Ormstown, Quebec JoS 1K0

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## Educational Project 2019-2022

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### Compiled by our Educational Project Committee:

Kathryn Claude, teacher  
Kim Hardy, GB representative  
Melissa Larocque, teacher  
Jessica Mackay, teacher  
Émilie McCaig, teacher  
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**New Frontiers School Board**

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# 1. INTRODUCTION TO THE EDUCATIONAL PROJECT

## 2. LEGAL REFERENCES AND REGULATIONS:

The Educational Project between **Ormstown Elementary School** and the New Frontiers 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. It is important that the educational community is aware of the legal aspects and respects those obligations as they create the Educational Project.

### **Bill 105 AN ACT TO AMEND THE EDUCATION ACT**

THE PARLIAMENT OF QUÉBEC ENACTS AS FOLLOWS:

#### EDUCATION ACT

1. Section 36 of the Education Act (chapter I-13.3) is amended by striking out “implemented by means of a success plan” in the third paragraph.

2. Sections 36.1 to 37.1 of the Act are replaced by the following sections:

“37. The school’s educational project, which may be updated if necessary, shall contain

- (1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;
- (2) the specific policies of the school and the objectives selected for improving student success;
- (3) the targets for the period covered by the educational project;
- (4) the measures selected to achieve the objectives and targets;
- (5) the indicators to be used to measure achievement of those objectives and targets; and
- (6) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, the basic school regulation and the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board’s commitment-to-success plan. The educational project must respect students’, parents’ and school staff’s freedom of conscience and of religion.

“37.1. The period covered by the educational project must be harmonized with the period covered by the school board’s commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.”

3. Section 74 of the Act is amended

(1) by replacing “strategic plan” in the first paragraph by “commitment-to-success plan” and by replacing “adopt, oversee the implementation of and periodically evaluate the school’s educational project” in that paragraph by “adopt the school’s educational project, oversee the project’s implementation and evaluate the project at the intervals specified in it”;

(2) by replacing the second and third paragraphs by the following paragraph: “Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives.”

4. Section 75 of the Act is replaced by the following section:

“75. The governing board shall send the school’s educational project to the school board and make it public on the expiry of at least 60 days after sending it. 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 comes into force on the date of its publication.”

5. Section 77 of the Act is amended by replacing “The plans, rules and measures provided for in sections 75 to 76” in the first paragraph by “The plan, rules and measures provided for in sections 75.1 to 76”.

5. Section 209.1 and 209.2 of the Act is replaced by the following:

Sections 209.1.

For the exercise of its functions and powers, every school board shall establish a commitment-to-success plan that is consistent with the strategic directions and objectives of the department's strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.3.

In addition, the period covered by the plan must be harmonized with the period covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.

This plan, which the school board may update if necessary, must contain

- (1) the context in which the school board acts, particularly the needs of its schools and centres, the main challenges it faces, and the characteristics and expectations of the community it serves;
- (2) the directions and objectives selected;
- (3) the targets for the period covered by the plan;
- (4) the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;
- (5) a service statement setting out its objectives with regard to the level and quality of the services it provides; and
- (6) any other element determined by the Minister.

In preparing its commitment-to-success plan, the school board shall consult, in particular, the parents' committee, the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, the advisory committee on management, the governing boards, the teachers and other staff members, and the students. The parents' committee and advisory committee on management may, among other things, make recommendations on what should be included in the school board's commitment-to-success plan. The school board shall send its commitment-to-success plan to the Minister and make it public on the expiry of 60 to 90 days after sending it or of another period if the school board and the Minister so agree. The commitment-to-success plan takes effect on the date of its publication. The school board shall present the content of its commitment-to-success plan to the public at the meeting following the effective date of the plan. Public notice specifying the date, time and place of the meeting must be given not less than 10 days before it is held.

209.2 The school board shall ensure that the policies and objectives set out in the educational projects of its educational institutions are consistent with its commitment-to-success plan, and that any terms prescribed by the Minister under the first paragraph of section 459.3 are complied with. For those purposes, the school board may, after receiving an institution's educational project, require it, within the period prescribed by section 75 or 109.1, as applicable, to defer publication of the educational project or to amend it."

459.2 The Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must consider in preparing their commitment-to-success plans.

459.3 The Minister may, for any school board, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school board and the department.

The Minister may also, after receiving a school board's commitment-to-success plan, require the school board, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under Section 459.2.

459.4 The Minister shall evaluate the results obtained under each school board's commitment-to-success plan, at intervals determined by the Minister, and send the evaluation to the school board concerned.

The Minister and the school board shall agree on any corrective measures to be put in place to ensure that the policy directions, objectives or targets set out in the commitment-to-success plan are achieved.

If, despite the corrective measures, the Minister considers it unlikely that the school board will be able to achieve those policy directions, objectives or targets, the Minister may prescribe any additional measure to be put in place by the school board within a specified period.

The Commitment to Success Plan between the Minister of Education and the School Board and the Educational Project between the School Board and the School are 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.

### 3. EDUCATIONAL PROJECT COMMITTEE

Kathryn Claude, teacher  
Kim Hardy, Parent & GB representative  
Melissa Larocque, teacher  
Jessica Mackay, teacher  
Émilie McCaig, teacher  
Joanne Henrico, principal

### 4. CONSULTATIONS UNDERTAKEN

1. Survey of parents on electronic reporting and communications (Oct, 2018)
2. “Our School” survey of students in Grades 4 through 6 (March, 2019)
3. Discussions with staff on identified challenges (April – June 2019)
4. Presentation and discussion with Governing Board (June, 2019)
5. Survey of parents on identified challenges (June, 2019)

### 5. PORTRAIT OR CONTEXT IN WHICH THE SCHOOL OPERATES

Our Motto: **Knowledge, Truth and Service**

Our Vision: **A place to grow and learn, and where our mission is student success.**

To realize our Vision, our Mission is to:

- Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others and the environment;
- Engage students, parents, staff and our communities as educational partners;
- Expect and support our staff to continuously improve with the focus on enhancing student learning;
- Create a hospitable learning environment where everyone feels they belong and are appreciated.

Ormstown Elementary is one of 10 elementary schools in the New Frontiers School Board.

Ormstown Elementary’s territory include the towns of Ormstown, St. Louis de Gonzague and St. Stanislas de Kostka. Our school also receives students from other elementary schools in the Chateauguay Valley who attend our Learning Centres.

Our programming entails a bilingual model of 60% English/40% French in kindergarten through grade 6. While an inclusive model of integration of students with special needs is the norm, a small number of students with particular challenges are regrouped into mixed special education classes. OES hosts a “Learning Centre” that welcomes students with exceptional special needs from other elementary schools in the Chateauguay Valley. This isn’t a closed classroom approach. Our students are integrated with their peers for as many subjects as possible with the LC classroom acting as their home base. Each student works with their own personalized timetable and participate in all field trips and school activities with their peers. This approach and the focus on

attachment and pro-social skills (using the Zones of Regulation) has been integral to the success of our students.

Ormstown Elementary School has a socio-economic index of 9 and receives additional funding from the MEES (Ministère de l'Éducation et de l'Enseignement supérieur) in order to support our students considered "at risk" due to socio-economic disadvantage.

Our students work with the 6 Pillars of Character on a daily basis and understand how our school motto "Knowledge, Truth and Service" relates to these character traits. We focus on one of the six Character Pillar (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) each term. We recognize students who demonstrate good character at the end of each month in our citizenship assemblies. Our code of conduct at the school was developed by our students with every expected behaviour framed by one of the 6 Pillars. This behaviour expectation chart is updated yearly and is published in our student agenda.

All students in grades 3 through 6 perform 30 minutes of Community Service in their school every week. This work supports our pre-school students, our food services, our main office reception and our recycling program. It's an effort to develop a work ethic, to contribute to our school's success and give back to our school community.

Every second Friday afternoon is dedicated to "Option Classes". Our students select from a list of offerings hosted by our support staff and community members. The options in the past have included: sewing, yoga, carpentry, Zumba, board games, science explorations, cooking, knitting, square dancing, arts, outdoor education, learning to play the ukulele, robotics & coding. These classes provide students with a different kind of hands on learning experience and are often the highlight of their week.

While students are engaged in option classes, teachers are released to work through their vertical instructional planning within their programs of study in English Language Arts and French Second Language. Teachers meet in their subject-specific teams and then come together to discuss the purposeful transfer of teaching strategies between the English and French classes. Last year our focus was on mapping out our writing instructional outcomes as well as identifying effective teaching strategies to support these outcomes. This year, the staff received a PDIG grant to support the evolution of our work addressing the balance of reading and writing instruction across the grade levels and between the subject areas.

Each year, a musical is selected to be performed by our students in grades 5 & 6 with all the music performed live by our students in grade 3 & 4. Our previous musicals have included scenes from *The Lion King*, *Annie*, *Cats*, *Willy Wonka and the Chocolate Factory*, *Aladdin*, *Beauty & the Beast*, *The Wizard of Oz* and *School of Rock*. The experience provides student with an opportunity to stretch beyond their comfort zones in singing, dancing and acting and develop the confidence to perform in front of an audience. The effort helps us develop self-confidence, self-esteem and other abilities that cannot necessarily be achieved in the classroom. The entire staff coordinates all aspects of the performance including the set design, costumes, choreography and rehearsals. It is truly a team effort, a show not to be missed and an important learning opportunity for our students.

When we talk about our staff, we do not differentiate between teachers and support staff. Our work is a team effort and everyone contributes in many ways, often above and beyond the call of duty. Our staff believes that their students' success is dependent on their understanding of good practice and their continued professional growth. We understand that when a student doesn't succeed, we haven't figured out how to address their learning needs, yet.

## 6. CHALLENGES

Ormstown Elementary School will focus on the following challenges:

Challenge ONE	
ORIENTATION 1	Strengthen student reading competencies at all grade levels; <b>I am learning to read and reading to learn.</b>
OBJECTIVES	By 2022, increase the percentage of students reading at level by the end of each cycle elementary, in both English and French
TARGETS	<ol style="list-style-type: none"> <li>To increase to 65%, the percentage of Cycle 1 students reading at level by June 2022.</li> <li>To increase to 75%, the percentage of Cycle 2 students reading at level by June 2022.</li> <li>To increase to 85%, the percentage of Cycle 3 students reading at level by June 2022.</li> </ol>
INDICATORS	<ul style="list-style-type: none"> <li>PM Benchmarks Reading Assessment</li> <li>GB+ évaluation de lecture</li> <li>GRADE (Group Reading Assessment &amp; Diagnostic Evaluation)</li> </ul>
MINISTRY INDICATOR	By 2030, bring to 85% the percentage of students under the age of 20 who obtain a first diploma, and to 90% the percentage of students who obtain a first diploma or qualification.

Challenge TWO	
ORIENTATION 1	Strengthen student writing competencies at all grade levels; <b>I am an author and I can write all kinds of texts.</b>
OBJECTIVES	By 2022, increase the overall average and percentage of student success on the elementary cycle 3 ELA and FSL written production evaluations
TARGETS	<ol style="list-style-type: none"> <li>To increase to 90% by June 2022, the <b>success rate</b> of students on the MEES End of Cycle 3 Elementary ELA Writing Evaluation (Production) and the NFSB End of Cycle 3 Elementary FSL Evaluation (production écrite)</li> <li>To increase to 80% by June 2022, the <b>group average</b> of students on the MEES End of Cycle 3 Elementary ELA Writing Evaluation (Production) and the NFSB End of Cycle 3 Elementary FSL Evaluation (production écrite)</li> </ol>
INDICATORS	<ul style="list-style-type: none"> <li>Success rate and overall average, MEES End of Cycle 3 Elementary ELA Evaluation, Production</li> <li>Success rate and overall average, NFSB End of Cycle 3 Elementary FSL Evaluation, Production</li> </ul>
NFSB INDICATOR	By 2030, bring to 90% the success rate on the Elementary Cycle 3, Year 2 English Mother Tongue Ministry Evaluation, Written Component (Production)

<b>Challenge THREE</b>	
ORIENTATION 1	Reduce the anxiety and bullying perceived by our students while increasing the safe and positive learning climate in our school; <b>I have the tools to manage my emotions and I feel safe and secure at school.</b>
OBJECTIVES	By 2022, improve the emotional wellness indicators in our student population
TARGETS	<ol style="list-style-type: none"> <li>1. To reduce to 20%, the percentage of students who experience moderate or high anxiety;</li> <li>2. To increase to 8.0, the rating given to reflect the positive learning climate of the school;</li> <li>3. To increase to 80%, the percentage of students who feel safe attending our school;</li> <li>4. To reduce to 20%, the percentage of students who experience bullying at school</li> </ol>
INDICATORS	<ul style="list-style-type: none"> <li>• Measures from the “Our School” Survey: Anxiety, Positive Learning Climate, Feeling Safe at School, Victims of Bullying</li> </ul>
MINISTRY INDICATOR	None

## 7. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

**Challenge 1 - Strengthen student reading competencies at all grade levels;  
I am learning to read and reading to learn.**

### Strategies/Measures for 2019-2020

- Create an opportunity for all teachers to have a yearly refresher on the process of performing a PM Benchmark, GB+ or GRADE reading assessment. This is to ensure that each teacher is performing this subjective assessment in as standardized a fashion as possible in an effort to strengthen the indicator's validity.
- Perform the GRADE reading assessments twice a year (in September and June), for all Grade 4, 5 & 6 students. Students working below grade level may also receive a PM Benchmark.
- Use the PM, GB+ and GRADE assessment results to inform our reading instruction and targeted interventions.
- Provide weekly targeted intervention and additional practice for all Cycle 1, 2 & 3 students reading below grade level, in both English and French.
- Continue our school-wide instructional planning efforts, while ensuring that the 5 components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) are targeted at appropriate grade levels, with effective instructional strategies, in our effort to coordinate and guarantee instructional outcomes.
- Inform our teaching of reading with research-based approaches namely, Adrien Gear and Jennifer Serravallo and as selected through our instructional planning efforts.

**Challenge 2 - Strengthen student writing competencies at all grade levels;  
I am an author and I can write all kinds of texts.**

### Strategies/Measures for 2019-2020

- Develop common summative writing evaluations in Cycle 1, Year 2 and Cycle 2, Year 2 to help measure and monitor this objective.
- Continue our school-wide instructional planning efforts, highlighting the essential outcomes of writing instruction for each grade level.
- Create an opportunity for teachers to collaboratively review and discuss their writing outcomes at the beginning of every term.
- Continue to develop our understanding and use of the Units of Study in Writing (Les ateliers d'écriture) from Kinder through the end of Cycle 3 in both English and French.
- Establish a writing portfolio for every student from Kindergarten to the end of Cycle 3, collecting assessment samples selected by the teacher and a student selected piece of writing.
- Inform our teaching of writing with research-based approaches namely, Adrien Gear and Jennifer Serravallo and as selected through our instructional planning efforts.

**Challenge 3 - Reduce the anxiety and bullying perceived by our students while increasing the safe and positive learning climate in our school;  
I have the tools to manage my emotions and I feel safe and secure at school.**

### Strategies/Measures for 2019-2020

- Establish a professional learning opportunity for all staff to be introduced to the "Zones of Regulation" and its use with our students.
- Support each class grouping with its use of some form of relaxation/mindfulness/brain break program.
- Research programming that will permit the staff to work a common community building/relational approach into our work with the Character Pillars.
- Staff will analyze the "Our School" survey questions in an effort to understand student concerns about positive learning climate, feeling safe at school and bullying.
- Create a forum for students to express their concerns about learning climate, feeling safe at school and bullying.



## 8. ACCOUNTABILITY AND THE EDUCATIONAL PROJECT

The Educational Project must be evaluated on a regular basis and the results must be presented to the school/centre's community.

It is up to the school/centre to analyse its results and determine the degree of success in the attainment of its targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

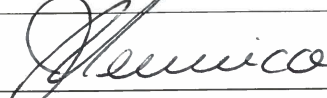
The School Board must determine with the Principal or Centre Director, the frequency of the Educational Project's evaluation. The School Board may decide upon certain requirements in the content of the Educational Project as well as the dates of transmission or the model to be used.

The Governing Board must ensure that information in the evaluation be communicated to the school/centre's community in an accurate, succinct, and transparent fashion.

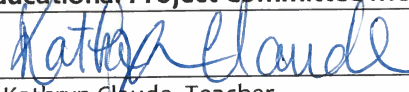
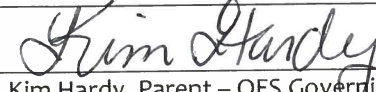
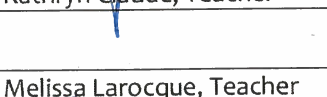
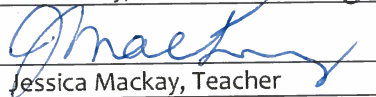
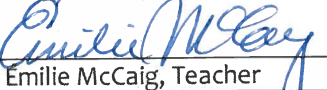
Challenge	Timeline	Who is responsible for monitoring...
Strengthen student reading competencies at all grade levels	September – June Yearly assessment: June	Cycle 3 team & Principal
Strengthen student writing competencies at all grade levels	September – June Yearly assessment: June	Cycle 2 team & Principal
Reduce the anxiety and bullying perceived by our students while increasing the safe and positive learning climate in our school	September – June Yearly assessment: April	Cycle 1, LC team & Principal

## 9. SIGNATURES


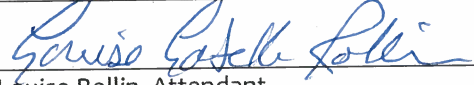
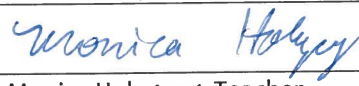
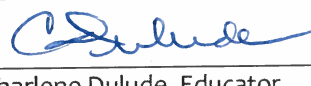
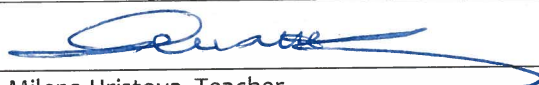
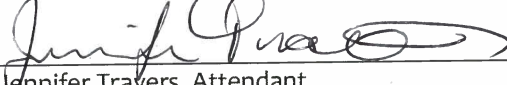
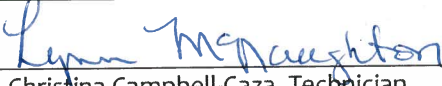
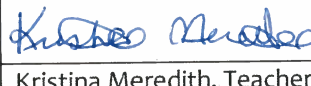
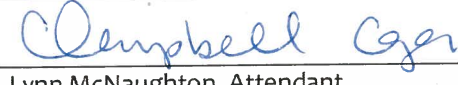
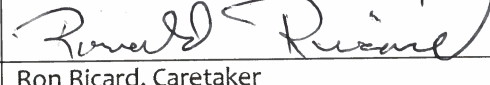
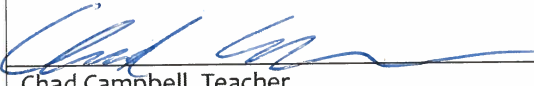

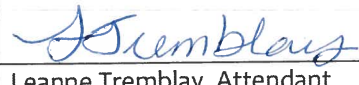


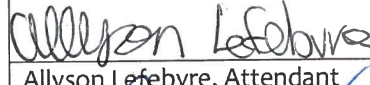

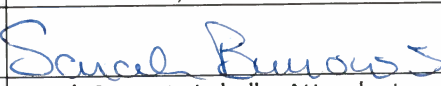

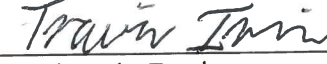
Signed at \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_, 2019

	
Joanne Henrico Principal, Ormstown Elementary School	Rob Buttars Director General, New Frontiers School Board

### Educational Project Committee Members:

	
Kathryn Claude, Teacher	Kim Hardy, Parent – OES Governing Board
	
Melissa Larocque, Teacher	Jessica Mackay, Teacher
	
Emilie McCaig, Teacher	Anne Marie McCaffrey, Teacher

### Other collaborators in the development of our Educational Project:

	
Joëlle Frank, Teacher	Louise Rollin, Attendant
	
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