



Ormstown Elementary School's Educational Project 2023-2027

Ormstown Elementary School

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www.oes.nfsb.qc.ca

An elementary school of the New Frontiers School Board

www.nfsb.qc.ca

1. An introduction to our Educational Project

Welcome to Ormstown Elementary, a community-based school where we cater to the needs of 228 students. Our educational project places a strong emphasis on literacy, mathematical proficiency, and the reduction of anxiety among our students, but also aligns with our broader orientations including strengthening employee engagement, leveraging the power of data, and fostering relationships, partnerships, and global perspectives. At the core of our mission is a commitment to evidence-based practices, a culture of continuous learning, and a cohesive staff dedicated to the holistic development of every child.

Our approach is founded on research-based strategies, ensuring that our staff is equipped with the most effective tools and methodologies. We embrace change as an opportunity for growth and improvement, always seeking evidence to inform our practices and enhance student outcomes.

In our learning environment, we recognize that education extends far beyond the traditional classroom setting. Learning opportunities abound throughout the day, both indoors and outdoors, allowing students to engage with curriculum in diverse and dynamic ways.

Central to our approach is the concept of teaching the whole child. We understand that academic success is intertwined with social-emotional well-being, and we prioritize the development of skills such as resilience, empathy, and critical thinking alongside academic achievements. To foster consistency and clarity, we promote the use of common language among our staff, ensuring that expectations and strategies are communicated effectively across all levels of instruction. This shared language facilitates collaboration and alignment, enhancing the overall coherence of our educational program.

In essence, our educational project is a reflection of our values: a commitment to evidence-based practices, a dedication to lifelong learning, and a belief in the transformative power of education to nurture the whole child. Together, as a cohesive staff, we strive to create an environment where every student can thrive academically, emotionally, and socially.

This Educational Project between Ormstown Elementary School and the New Frontiers School Board is written within the framework of the Education Act.

2. Who we are at Ormstown Elementary School

Ormstown Elementary is one of ten elementary schools in the New Frontiers School Board. Our territory includes the towns of Ormstown, St. Louis de Gonzague and St. Stanislas de Kostka as well as 53 out of zone students. Ormstown Elementary School is located on the Kanien'kehá:ka Iroquois Nations territory and has a socio-economic index of 9 out of 10, which results in the receiving of additional funding from the MEQ (Ministère de l'Éducation de Québec) in order to better support all of our students.

Our school's mission statement is 'A place to grow and learn and where our mission is student success,' and our staff work diligently at providing academic, social and emotional, and personal growth support. Ormstown Elementary School currently has a bilingual model beginning in Pre-school through grade 6. Our bilingual model gives students an opportunity to express their learning in two languages as well as develop the French language skills essential to their future success.

We believe in an inclusive model of integration of students with special needs, and we provide additional support to a small number of students with exceptionalities that are grouped into two special education classes also known as our 'Learning Centers'.

Every Friday afternoon (for the duration of 10 sessions) our students participate in a variety of Option Classes/Clubs in an attempt to develop school engagement and personal growth. This year, these include Pottery, Performing Arts, Crochet, Student-Leadership, Environmental Studies, Drumming and Ukelele, Board Games, Cooking, Outdoor Education, Entrepreneurship and Dance. While these classes provide our students with hands-on experiences, they release our teachers to participate in Instructional Planning – a designated afternoon for teachers to collaborate, share their experiences and continue their learning in the areas of Social-Emotional development, English, French and Math classes.

Ormstown is known to be a welcoming and vibrant community whose members have shown interest in supporting the school and its initiatives. Local artisans and businesses have graciously provided our students with abundant opportunities for learning through volunteering, providing materials, and offering activities at affordable costs in support of our Option Classes. This collaborative effort not only enriches our students' experiences but also strengthens ties with local businesses and community members.

As an additional incentive to keep cycle 2 and 3 students engaged in school life, a musical is selected by the music teacher to be performed in the Spring. Our previous musicals have included scenes from Peter Pan, The Lion King, Annie, Cats, Willy Wonka and the Chocolate Factory, Aladdin, Beauty & the Beast, The Wizard of Oz and The School of Rock. The entire staff coordinates all aspects of the performance including the set design, costumes, choreography and rehearsals. It is truly a team effort, and an important learning opportunity for all our students.

Additionally, our active student leadership group plays a pivotal role in organizing theme days, school-wide activities for special events, and contributes to the school newsletter. Their input is sought on changes affecting students, further emphasizing our commitment to student voice and participation.

At Ormstown Elementary, we cultivate a culture of equity among all staff members, valuing the unique strengths and contributions of each individual, whether they be teachers or support staff. We firmly believe that our collective understanding of effective practices and our commitment to ongoing professional growth significantly influence student success. We understand that if a student faces challenges, it indicates an opportunity for us to further refine our approaches to meet their learning needs.

Furthermore, we provide training opportunities to ensure that all staff members acquire a common approach, enhancing coherence and effectiveness in our educational practices. Ormstown Elementary serves as a dynamic learning environment for both students and staff alike, promoting equity, respect, and continuous growth.

Our Students & Staff	Pre-School	Elementary
Number of students	45	183
Number of teachers	4	15
Number of support staff	3	9
Number of non-teaching professionals	0	2.5 (1 day/week each)
Our socio-economic index	9	
Our budget statement @ June 30		

3. Educational Project Committee Members

Anne Marie McCaffrey, Beth Kennedy, Michelle Wallace, Jessica Mackay

4. Consultation Process

In the development of our Educational Project, the following consultations were undertaken:

Group	Date	Format	Notes
Teaching Staff	Nov 1st, 2023 Jan 10 th , 2024 March 21 st , 2024	Discussion at Staff Meeting Discussion at Staff Meeting Discussion at Staff Meeting	
Support Staff & Professionals	March 21 st , 2023	Feedback via email	
Students	March 22 nd , 2023	Discussion with Gr. 5/6 students	
Parents	March 22 nd , 2024 March 20 th , 2023	Meeting Survey via Microsoft Forms	Francesca Hampson Governing Board Members
Community Representative/ prior OES Principal	March 14 th , 2024	Consultation with Ms. Mackay	Joanne Henrico
The School Board	March 21 st , 2024 March 22 nd , 2024	Consultation with Ms. Mackay	Rob Buttars Mike Helm
School Council	March 19 th , 2024	Meeting after school	
Governing Board	March 27 th , 2024	Meeting at school	
Educational Leadership Consultant	March 20 th , 2024	Consultation with Ms. Mackay	Carol Marriott

5. Some of our Challenges

In recent years, Ormstown Elementary School (OES) has undergone significant changes in its staffing composition, with the retirement of several veteran teaching and support staff members. The process of finding and onboarding new staff members has consistently posed a challenge for the school. Moreover, the current lack of personnel to fill in as replacements further exacerbates the staffing challenges faced by OES.

As a school that supports inclusion at all levels, we face the challenge of teaching students with diverse needs and a range of academic abilities. A significant proportion of our students have been identified with Learning Difficulties or other exceptionalities with a total of 40% of our students having Individualized Education Plans (IEPs). A comprehensive approach to meeting the diverse needs of our students would greatly benefit our ability to support all learners.

To address these pressing challenges in the upcoming Educational Project, OES has identified key areas of focus. In recent years, the school has a decline in levels of achievement in both literacy and mathematics. As a result, we have identified a need to establish a structured and consistent approach to literacy and mathematics in order to provide students with the necessary support for success.

Furthermore, according to the Our School Survey from 2023, OES students were reported to be dealing with higher-than-average levels of anxiety. Aligning all teaching and support staff members on effective strategies for managing challenging behaviours and supporting student social emotional needs, rooted in current research, has proven to be another challenge. Addressing this issue will fall under the broader orientation of Fostering Relationships and Partnerships and Developing Global Perspectives, highlighting the importance of collaboration and utilizing evidence-based approaches to support student well-being and academic success.

6. Our Plan

In line with the aforementioned challenges, we will focus on the following areas to improve student achievement:

Orientations	Objectives	Targets	Indicators	Results
1. Strengthen employee engagement	<p>For teachers and support staff to develop, establish, update and adopt a tiered approach to literacy instruction and intervention.</p> <p>For teachers and support staff to develop, establish, update and adopt a tiered approach to mathematics instruction and intervention that highlights strategies from the Ministry of Education’s “Framework for Interventions to Improve Math Skills.”</p>	<p>For 100% of teachers feel moderate to high levels confidence implementing a tiered approach to literacy and mathematics instruction by the end of each academic year.</p> <p>For 100% of support staff to feel moderate to high levels of confidence in understanding how they can support a tiered approach to literacy and mathematics intervention by the end of each academic year.</p>	<p>End of year surveys: Administer likert scale questions to teachers to assess their level of confidence in implementing tier 1 literacy and mathematics instruction and interventions at the end of each academic year. Administer likert scale questions to support staff to assess their level of confidence in supporting literacy and mathematics interventions at the end of each academic year.</p>	
2. Leverage the power of data	To track and use data to advance student success in reading and mathematics.	<p>To have 80% of students reading at level 24 PM Benchmark by the end of grade 3.</p> <p>To have 70% of students reading at level 17 GB+ in French by the end of grade 4.</p>	<p>PM Benchmark retrieved through GPI</p> <p>GB+ retrieved through GPI</p> <p>GRADE assessment retrieved through GPI</p> <p>New CFA for Mathematics</p> <p>D-Vision & Power BI</p>	

		<p>To have 80% of 5th grade students reading at grade level by June of each year according to the GRADE assessment.</p> <p>To increase CFA scores in Mathematics by 10% over the next 5 years. (Percentage of students in each color category – green, yellow and red.)</p> <p>To increase end of cycle Mathematics scores in situational problems (C1) by 10% over the course of the next 5 years.</p>		
3. Foster relationships & partnerships, and develop global perspectives.	To reduce levels of anxiety in our student population by helping students develop social and emotional growth.	<p>To decrease the overall anxiety level of our female student population by 15% between now and June 2026 for grades 4-6.</p> <p>To achieve 90% student participation in extra-curricular activities in order to enhance school engagement.</p>	<p>The Our School Survey will determine student levels of anxiety and specific questions will enable students to elaborate on where they experience anxiety (e.g. home, school yard, bus, classroom, ect...)</p> <p>The Our School Survey will be used to determine levels of participation in extra-curricular activities.</p>	

7. Sustainable Development

Ormstown Elementary's environmental initiatives, such as the pollinator garden, community garden, composting program, outdoor sensory spaces, and outdoor classrooms play a vital role in fostering relationships and partnerships within the community while also developing global perspectives among students. These initiatives not only enhance the local environment but also contribute to the well-being of students.

Outdoor sensory spaces and outdoor classrooms provide students with opportunities to engage with nature, which can have significant benefits for their mental and emotional health. By spending time outdoors and interacting with natural elements, students can reduce levels of anxiety and stress. The calming effects of nature can help students feel more relaxed, focused, and connected to their surroundings.

Additionally, outdoor learning environments offer opportunities for hands-on exploration and experiential learning, which can enhance students' curiosity and creativity.

Moreover, offering option classes on discovering biodiversity demonstrates the school's commitment to providing diverse learning opportunities that encourage students to explore their interests and develop a broader perspective on environmental issues. By nurturing these interests and perspectives, Ormstown Elementary prepares students to become active participants in addressing local and global challenges related to sustainability and environmental conservation. Overall, these initiatives not only promote environmental awareness but also contribute to the school's broader goals of fostering relationships, building partnerships, and developing global perspectives among students.



8. Alignment & Accountability


Our Educational Project is in alignment with the Commitment to Success Plan of the New Frontiers School Board and the priorities of the Quebec Ministry of Education.

This Educational Project will be evaluated on a regular basis and the results will be presented to our community. We will analyse our results and determine the degree of success in the attainment of our targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

9. Signatures

Signed at Ormstown, Quebec this 27th day of March 2024.

	
Jessica Mackay, Principal Ormstown Elementary School	Francesca Hampson, Chair Ormstown Elementary School Governing Board

I, Mike Helm, Director General, confirm that this plan is in line with the Commitment to Success Plan of the New Frontiers School Board, and is in conformity with our timeline:	
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