



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

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Joliette Elementary School

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**
www.swlauriersb.qc.ca





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This educational project is a strategic tool through which SCHOOL has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend SCHOOL, as well as the community's expectations with regard to education.



MISSION STATEMENT:

Joliette Elementary School's mission is to create a learning community in which individual student academic success and character development is our primary goal. ~~This learning includes all dimensions; intellectual, linguistic, moral, social and physical.~~ Our school incorporates everyone involved in the school; students, teachers, parents, staff and the larger community, who have a collective stake in each child's future as a contributing citizen^[HG1].

VISION STATEMENT:

Joliette Elementary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being^[HG2].

SCHOOL PROFILE

External Environment

Joliette Elementary School (JES) is located at 345 boul. l' Assomption ouest in Saint-Charles-Borromée, which is a municipality just north of the city of Joliette, QC. Saint-Charles-Borromée is part of the larger Joliette Census Metropolitan Area which has a population of approximately 48,600 (StatsCan 2016). The current building opened in 2012 in a mixed [residential/residential](#) neighborhood adjoining a park, community center and French elementary [school](#) (2019) to the east, a vacant, wooded lot to the north and residential housing to the south and west. JES is a regional school that serves families with the right to education in English from 26 municipalities in the north-eastern Lanaudière region. Though the school is located in an area of high property values and higher socio-economic status, our families are drawn from a diverse regional population.

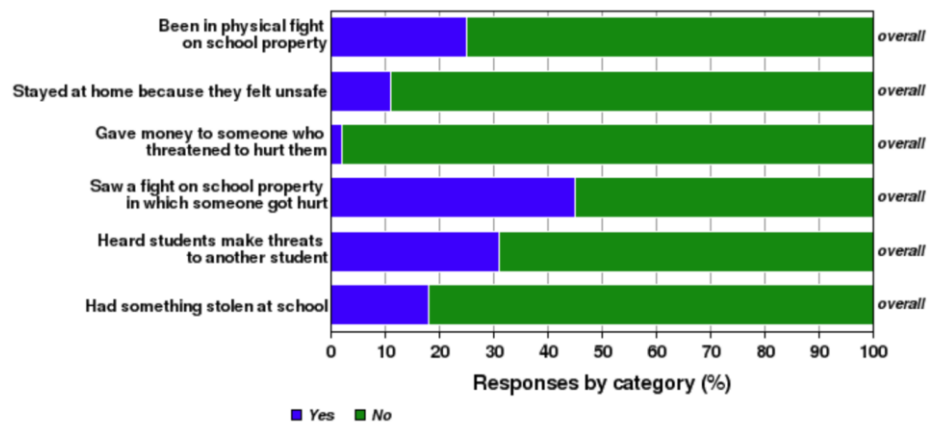
Linguistically, our region is predominately Francophone (98.7% French mother-tongue for the Lanaudière region) with 36% of the regional population indicating some knowledge of English and French (StatsCan 2016). The majority of our families speak French at home and in their communities. This is a significant challenge for our school since we are often the sole interactive source for communicating and learning in English for many in our community. Early intervention to identify learning challenges versus language familiarity is a concern in pre-kindergarten, kindergarten and cycle one. Reading comprehension skills of students in cycles two & three is also a focus because the cycle-appropriate texts, materials and evaluation tools presuppose a rich understanding of English vocabulary both in English Language Arts and Mathematics.

Another challenge is the predominance of single and two parent families who have expressed concern with their ability to help their children in the learning process. 86% of students spend between 1.5 to 4 hours for transportation each day. This includes waiting after school, transferring from one bus to another (some students have three transfers on their journey) and actual driving time. This leaves students tired and hungry when they arrive at school and at home. In addition, our soci-economic status of 8 indicates a high proportion of parents with less than secondary school completion. Thirty-three percent ~~Consequently, some parents lack confidence in being able to help their children with more complex learning tasks.~~ of parents completing our school survey indicated that they did not feel comfortable completing homework tasks while 26% of families indicated that our current policy, which includes only home reading and study for evaluations, should be further limited.

Finally, our school community is drawn from a wide geographic region. Our challenge is to create an atmosphere of caring, cooperation and respect among students as well as all stakeholders. Building a sense of community through, volunteerism, after-school activities and community events is very challenging since only approximately 25% of our families actually live in or near Joliette. Moreover, 60% of parents who completed our school survey indicated that work commitments and caring for younger children precluded consistent involvement in school activities.

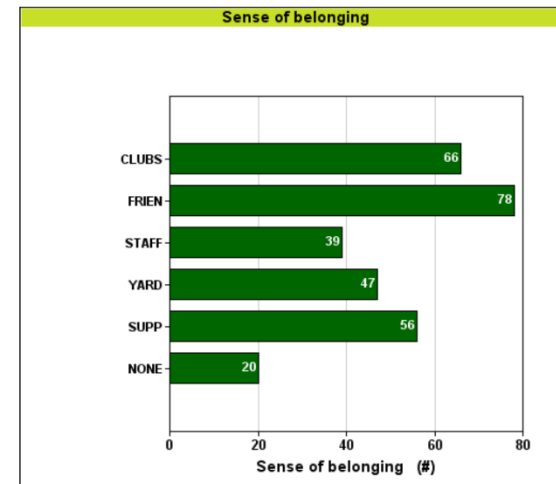
From a student perspective, only 69% of students feel a strong sense of belonging and 38% of students felt safe attending school in 2018. Joliette Elementary is committed to provide a safe and welcoming environment for students and all other stakeholders. Sixty-six percent of students surveyed (Our School, 2018) indicated that clubs and activities fostered a sense of belonging which our school will continue to promote. Joliette Elementary is also committed to adopting Restorative Practices to promote social-emotional learning and conflict resolution.

Joliette Elementary: Feel safe attending this school



Students were asked: "What makes you feel like you belong in your school? Please check all that apply."

- Participating in sports / clubs / activities (CLUBS)
- Having good friendship(s) (FRIEN)
- Caring student-staff relationships (STAFF)
- School and school yard (YARD)
- Feeling supported (SUPP)
- I do not feel connected to my school (NONE)



Internal Environment

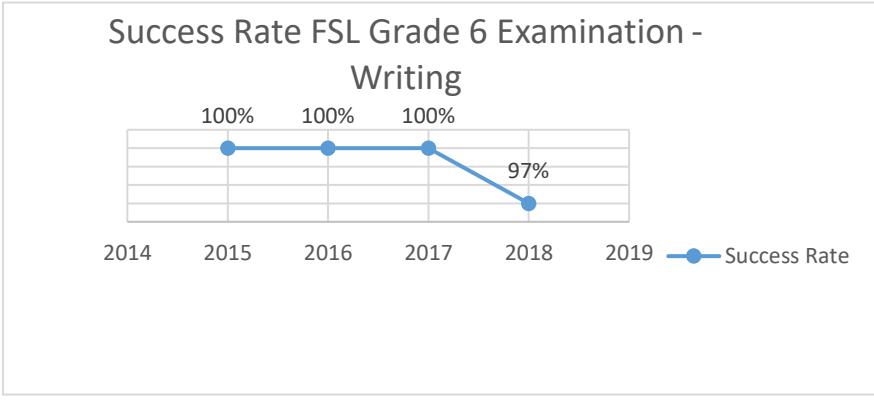
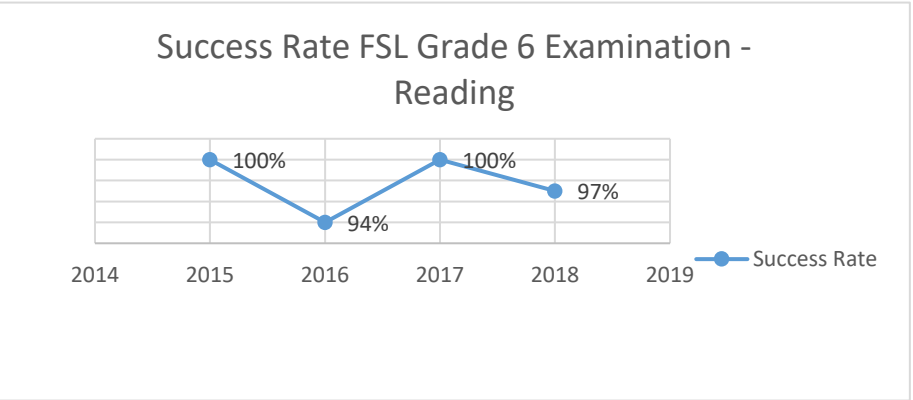
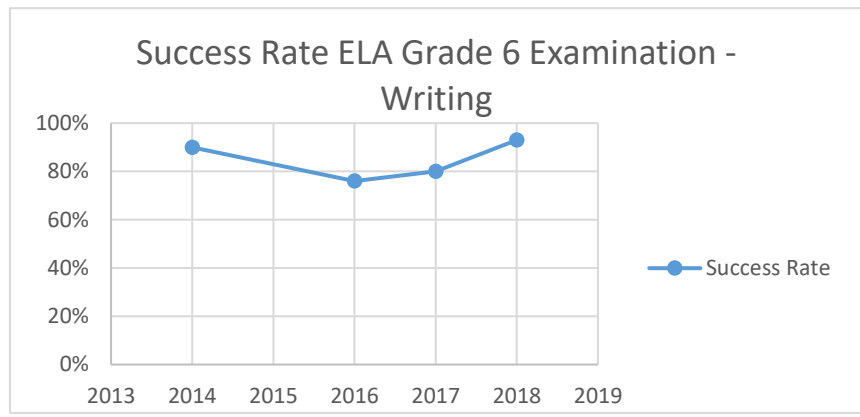
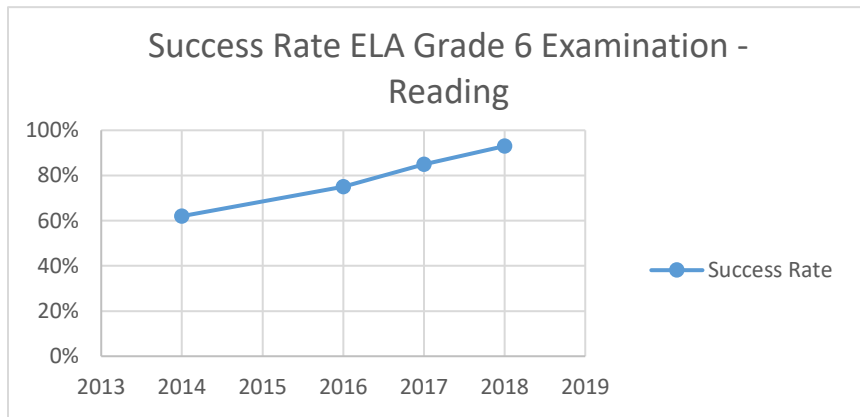
Enrollment statistics

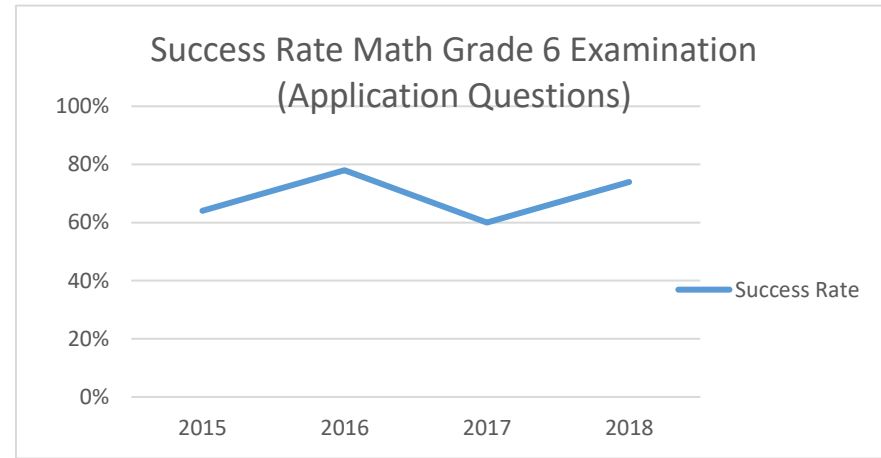
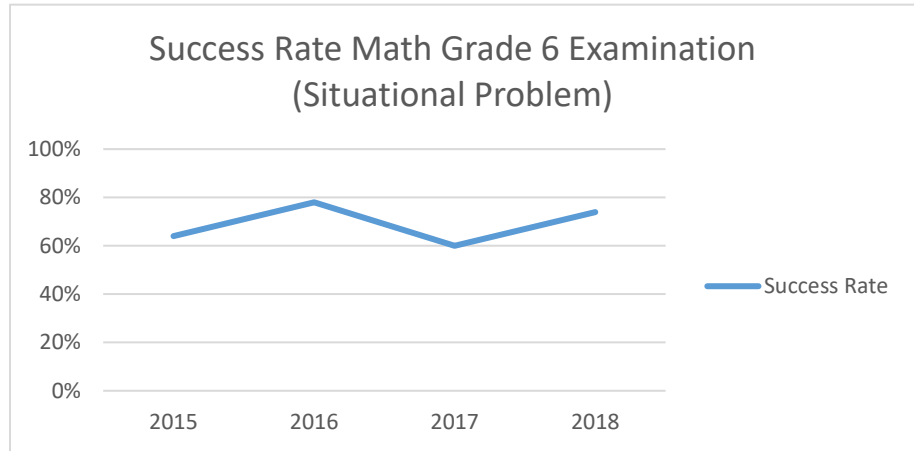
Since moving to our new location, the student population has increased by 40% from 173 to 287 students. The 287 students currently enrolled are split almost evenly with 145 boys and 142 girls. The school is organized in cycle pods with 59 students in pre-school, 85 students in cycle One, 69 students in cycle two and 75 students in cycle three. There is currently a higher proportion of our student population in our pre-school, cycle one programs and, on average 5-10% of our student population enrolls or withdraws over the course of a school year. Consequently, there is a continual integration of new or returning students, many with learning or behavioral challenges and some who have very limited English skills. Joliette Elementary has accepted 50 new students between the 2017-2018 to 2018-2019 school years [alone](#)^[HG3]. [Our current enrollment projection, Spring 2019, is 299 students.](#)

Characteristics related to student success

Joliette Elementary, like many other public schools, addresses the varied needs of students who are identified as having learning and behavioural challenges, and MEES coded handicaps. There were 35 children with Individual Learning Plans (IEP's) in the 2018-2019 school year of which 10 have a MEES-validated code. This represented 12% of our total student population. Our challenge is to provide school-based resource services which will allow all of our students to attain literacy and numeracy levels appropriate to their age and cycle in an inclusive classroom environment. We believe that our collective effort will allow our students to transition to high school and experience success.

Joliette Elementary School's linguistic environment is the opposite of the vast majority of our students' lives in their larger social context. Our pre-school programs (four and five year-olds) are 100% English while grades one to six are 76-78% English with 22-24% French Second Language. There appears to be a literacy lag among our students. Literacy statistics from our 2017-2018 and present (2018-2019) grade six cohorts indicate that between 25%-50% of students completing their elementary studies at JES are reading; decoding accurately, comprehending, retelling, at an end of cycle two level. However, the success rate for our students finishing their elementary studies has varied over the three years from 81% to 100% in English Language Arts, 84% to 100% in Mathematics and 84% to 100% in Français Langue [Seconde](#)^[HG4]. [The graphs below represent cycle 3 student success on significant, literacy-based competencies in core subjects. These competencies have a significant impact on overall student achievement. It is important to triangulate literacy data to develop a comprehensive portrait of student success. The following tables illustrate the success rates for end of cycle three examinations which are used by the MEES to determine student achievement.](#)





Staff Characteristics

There are currently 18 teachers at JES; 12 teachers of English subjects, 3 French Second Language teachers, -2 physical education teachers, and one remedial/resource teacher. Our support staff consists of a two secretaries, a library technician, a building concierge, and two daycare educators. In addition, there are seven student supervisors and a behaviour technician who fulfill a variety of roles including transportation supervision and handicapped student attendant.

Joliette Elementary School's location in the north eastern sector of our school board attracts teachers from eastern Montreal and northern suburbs. Our teaching staff is educated mainly through Montreal-based universities and our school board has a significant presence in the suburban regions just north of Montreal. As a result, many teachers gain experience and seniority by accepting part-time and full-time contracts which are used to eventually find teaching positions closer to Montreal. Consequently, JES experiences a year upon year turn-over of 30%-50% of [HG5] our teaching staff which challenges our ability to maintain a knowledge base and commitment to our educational orientation and clientele. This notwithstanding, our full-time and part-time teaching staff work collaboratively to ensure that our school's mission and vision are fulfilled.

Local Programs / Specialized Settings / School Orientations [HG6]

Joliette-JES maintains 13 classrooms in which students of varying abilities are integrated. This inclusion model is necessitated by our role as a regional school with few specialized educational settings offering instruction in English. As a result, our staff has sought professional development to enable students with Autism, language ~~disorders and disorders, and~~ other diagnosed learning challenges to succeed. To address this JES has implemented:

- The Great Leaps Reading Fluency Program for Cycle 1-3 – The aim of the program is to improve reading fluency, thereby improving reading comprehension as a result.
- Simultaneous Multisensory Teaching (SMT) is an approach to reading skills development in which music and movement are incorporated into reading and writing skills.
- Sensory Tools - For the past 7 years, JES has aided students with sensory needs through the use of special seating, ear-muffs, weighed items and fidget equipment which is recommended by occupational therapy and psycho-educational reports. Teachers receive ongoing training through both private and school board employed therapists.
- Facet-FACET Project – This project involves the integration of lesson planning in English Language Arts and French as a Second Language in order for students to practice common writing conventions and structures in both languages.
- Homework Policy – JES has a no-homework policy which asks parents to read with their children and review some learning orally. This places the responsibility for learning squarely on the JES school team but also requires our community to encourage positive parent involvement within their capacity.
- Pre-Kindergarten Program – As a socio-economically disadvantaged school, JES qualifies for a 4-year old Pre-K program over the two school years beginning in 2017. This allows a maximum of 17 students to become acclimatized to school through play, fine and gross motor activities, and social interaction to encourage readiness for school as well as language skills. Only 25% of our Pre-K students entered with a limited knowledge of English; the rest were unilingual Francophone.

Regional Community Learning Center (CLC)

Joliette Elementary, Rawdon Elementary and Joliette High School form a regional CLC which seeks to provide connections to the community through a number of initiatives and partnerships. The overall aim of the project is to increase parent, volunteer and stakeholder involvement in our schools and provide students with a vision of their future in our larger community. This project is funded by LEARN Quebec through a combination of provincial and federal sources along with grants received through foundations and private enterprise. A full-time coordinator manages CLC activities and liaisons with our schools and the larger community in harmony with Joliette Elementary's school-based committee composed of teachers and parent representatives.

The CLC supports:

- educational activities, links and exposure to local cultural opportunities and healthy living activities
- basic needs through the Breakfast Club of Canada
- articulation/transition activities between our elementary and high schools,
- pre-school playgroup provided through the English Community Organization of Lanaudiere (ECOL),
- projects with grandparent centers in Joliette and Rawdon,
- Work Oriented Training Program (WOTP) opportunities for high school students at the elementary school (kindergarten helper, janitorial worker, snack program)
- ~~communication~~Communication with parents through our Facebook page and parent workshops.
- ECO-Club with recycling, composting and conservation efforts
- linksLinks to the regional Health & Social Service Center (CISSS) to encourage teacher understanding of economic and social challenges for families in Lanaudiere.
- ~~school~~School yard/park project linking community partners with school board to facilitate preservation and improvement of our school yard forest.

CHALLENGES

There are a number of important and persistent challenges facing the JES learning community:^[HG7]

1. ~~Persistent Literacy Lag—A significant portion of our students are reading (decoding fluidly, retelling, comprehending) below grade level in English which impacts their ability to succeed in all subjects in both reading and writing but particularly math.~~Literacy Development
2. ~~Creating a sense of community and overall student well-being and belonging at school given that students come from a wide geographical area and diverse socio-economic backgrounds.~~Student Well-Being
3. ~~Parental involvement and attitude towards school as a place of learning. This includes involvement in committees like PPO, Governing Board, CLC as well as, parent volunteerism, presence in school for special events and fundraising.~~Community Involvement.

POLICY ORIENTATIONS

An orientation is a school priority and it will define the accomplishment of your mission statement.

Improve Student Literacy - Joliette Elementary will continue to seek and implement literacy initiatives, reading fluency for example, which will increase student success in reading, including decoding, comprehension and retelling at all cycle levels and resource. ~~This will increase literacy in core subjects such as English Language Arts (reading), Français Langue Seconde (lecture) and Mathematics (problem-solving).~~

~~Currently, only 69% of students feel a strong sense of belonging and 38% of students felt safe attending school in 2018. Joliette Elementary is committed to provide a safe and welcoming environment for students and all other stakeholders. 72% of students surveyed (Our School, 2018) indicated that clubs and activities fostered a sense of belonging which our school will continue to promote. Joliette Elementary is also committed to adopting Restorative Practices to promote social-emotional learning and conflict resolution.~~Provide an Atmosphere of Community – Joliette Elementary will continue to improve our school environment to provide a place where students feel a sense of belonging.

Parental involvement in ~~Joliette~~ Elementary school ~~needs parents to be involved in school life~~ ~~life as it~~ is integral to building positive student attitudes toward school and learning in general. Joliette is committed to ongoing efforts to increase parent ~~involvement~~ participation ~~in our Governing Board, Parent Participation Organization, Community Learning Centre.~~ We will also provide opportunities to volunteer in the classroom as well as special events in addition to initiatives like Breakfast Club which requires long term commitment. Our focus also includes effective communication with our parent community through as many means possible.

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OBJECTIVES

An objective is your school'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 should produce. It should contain perceptible and meaningful outcomes for students, youth and adults, and is the basis for accountability.

Objective 1 JES will ensure that student success rate for the grade 6 reading competency in English Language Arts will improve from a yearly (2016-18) average of 85% to a three-year average 92.5% by 2022.

By 2022, JES will ensure that 90% of students completing elementary studies will achieve a cycle appropriate reading level by cycle three.

Objective 2 As a means of promoting a healthy safe school environment, student participation in structured physical and creative extra-curricular activities will increase from 59% (cycles 2 & 3) in 2019 to 80% by June 2020.

Students and Staff will use Restorative Questions to address inter-student conflict in all school settings and consequently increase students' perception of safety at school will increase from 38% in 2018 to 50% of students in 2020.

Objective 3 JES will establish and maintain a functioning PPO (5 consecutive meetings with quorum).

An active volunteer list with no less than 30 parent volunteers will be established for 2018-2019. ~~Joliette will increase its' number of Facebook followers to 500 by June 2020.~~

SCHOOL ORIENTATION:

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to the gap in success rates between various groups of students by 50%</p>	<p>By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%</p>				
	<p>By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%</p>				
	<p>By 2022, reduce the success gap between students who start secondary school in a <i>milieu défavorisé</i> and those that don't from 12.6% to 10.2%</p>				



SCHOOL ORIENTATION:

MEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older</p>	<p>Maintain a target of below 5% of students who enter high school at 13 years or older.</p>	<p>The SWLSB Head Office oversees this objective</p>			



SCHOOL ORIENTATION: Developing and Improving Literacy in English Language Arts

MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.</p>	<p>By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%</p>	<p>JES will ensure that student success rate for the grade 6 reading competency in English Language Arts will improve from a yearly (2016-18) average of 85% to a three-year average 92.5% by 2022.</p> <p>JES will ensure that 85% of students completing elementary studies will achieve a cycle appropriate reading level when cycle three is complete.</p>	<p>2019 – 90% success rate on Cycle 3 MEES evaluation</p> <p>85% of students will achieve a PM Benchmark Score of 29 or higher by the end of cycle 3</p>	<p>MEES Grade 6 end-of-year Assessment</p> <p>PM Benchmark Scores – 3 times yearly</p>	<p>The principal and Cycle teacher will review and monitor progress every reporting period.</p> <p>The principal ,cycle and remedial/resource teachers will review and monitor progress every reporting period for ELA.</p>
	<p>By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%</p>	<p>JES will ensure that student success rate for the grade 6 writing competency in English Language Arts will improve from a three-year (2016-18) average of 83% to a three-year average 94% by 2022.</p>	<p>2019 – 90% success rate on Cycle 3 MEES evaluation</p>	<p>MEES Grade 6 end-of-year Assessment</p>	<p>The principal and Cycle teacher will review and monitor progress every reporting period.</p> <p>The principal ,cycle and remedial /resource teachers will review and monitor progress every reporting period for ELA.</p>

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SCHOOL ORIENTATION:



MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, ensure that all school buildings are in good condition	By 2022 ensure that 50% of our buildings are in good condition with learning environments that will promote the health, wellness and safety of our students and staff	The SWLSB Head Office oversees this objective			

SCHOOL ORIENTATION:

MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p>Increase the level of literacy competencies among the adult population on the school board territory</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px;">AEVT</p>			



SCHOOL ORIENTATION:

MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Elementary school students will engage in physical activity (60 minutes a day for elementary school students)</p>	<p>Elementary school students will engage in physical activity (60 minutes a day for elementary school students)</p>				



SCHOOL ORIENTATION:

SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners</p>				



SCHOOL ORIENTATION:

SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement</p>				



SCHOOL ORIENTATION: Joliette Elementary will foster a sense of belonging amongst students from varied geographical and socio-economic backgrounds

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>Promoting learning and working environments that promote health, safety and well-being</p>	<p>As a means of promoting a healthy safe school environment, student participation in structured physical and creative extra-curricular activities will increase from 59% (cycles 2 & 3) in 2019 to 80% by June 2020.</p> <p>Students and Staff will use Restorative Questions to address inter-student conflict in all school settings and consequently increase students' perception of safety at school will increase from 38% in 2018 to 50% of students in 2020.</p> <p>JES will establish and maintain a functioning PPO (5 consecutive meetings with quorum).</p> <p>An active volunteer list with no less than 30 parent volunteers will be established for 2019-2020.</p>	<p>80% student participation in extra-curricular activities</p> <p>50% of students indicate that they feel safe at school in 2020.</p> <p>5 PPO Meetings</p> <p>30 Volunteer List</p>	<p>Student activity attendance records</p> <p>2019-20 Our School Results</p> <p>PPO Minutes</p> <p>School produced records</p>	<p>The principal and ABAV/ Student Life Committee will meet 5 times per year to promote and monitor extra-curricular activities.</p> <p>The principal and ABAV/ Student Life Committee will meet 5 times per year Using revised school behavior and reflection forms</p> <p>Principal</p> <p>CLC Coordinator & School Team</p>



SCHOOL ORIENTATION:

SCHOOL ORIENTATION	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING



CONSULTATIONS

- Teachers: *DATE(s)* **SAMPLE: November 4th, 2018; January 4th, 2019**
- Other staff members *DATE(s)*
- Students: April 3, 2019*DATE(s)*
- Parents: DATE(s) April 8-15, 2019
- Governing Board: DATE(s) April 25,
- Community Partners: *DATE(s)*

Governing Board ADOPTION

G.B. RESOLUTION NUMBER Motioned by _____ and Seconded by _____ to adopt the 2019-2022 Educational Project as presented.

CHAIR

PRINCIPAL