

St-Patrick's Elementary School A.S.J. Memorial High School

**EDUCATIONAL PROJECT
2023-2027**

SECTION 1: CONTEXT

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents teachers and other school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centred goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

In 2023-2024, our elementary school has 210 students from pre-kindergarten to grade six. Our high school has 105 students from secondary one to secondary five (including our Pathways cohort). We offer the provincially mandated 4-year old kindergarten. Elementary students in cycle one have 1153 minutes of ELA per 9-day cycle, students in cycles two and three have 898 minutes of ELA per 9-day cycle. We offer French Second Language instruction to all of our students from Grade 1 to Grade 6 for 297 minutes per 9-day cycle as well as Physical Education for 200 minutes per 9-day cycle in cycle 1, 240 minutes per 9-day cycle in cycle 2 and 235 minutes per 9-day cycle in cycle 3. Students in Kindergarten have Physical Education 190 minutes per 9-day cycle.

Students at ASJ may follow the General Education path leading to a Diploma of Secondary Studies or may enter our Pathways program as a WOTP (Work Oriented Training Path), 15+, or Concomitant student. These certification paths are designed for students preferring to enter the work field earlier or preferring professional trades.

As we are the only English language school in a large region, all our students are bussed to school, some from up to 55 km away. We provide a breakfast program that caters specifically to these students, but that also welcomes all students. All students eat lunch at school. This travel affects how we plan for many school related events such as extra-curricular activities and remediation. Our high school students have 5 periods of 60 minutes and a 30 minute PLUS period that allows for regular remediation and independent work.

We are also designated as a Community Learning Center, and our community development agent focuses on increasing student engagement in school life and on bringing our community back into the school. The poverty index for St-Patrick's Elementary School is 4.23, and for ASJ is 4.39, with 10 being the maximum according to the IMSE Index issued by the MEQ (MEQ – compilation spéciale des données du recensement canadien – production 2022). Our school offers a free breakfast program 3 mornings per week that serves approximately 70 students per day. The funding for this comes from our School Foundation, from community organizations, especially from the Masons, and from independent donors.

Approximately 30% of our student population has an I.E.P. (Individual Education Plan). There are 11 coded students that receive individual intervention from our Special Education Technicians. Every student permitted technological adaptations in our school has their own assigned laptop, and their use is strongly encouraged and facilitated by staff. Although our student population is visibly fairly uniform, the high number of students with special needs and the high percentage of French/other first language students (>90%) make differentiation of instruction a significant challenge but a necessity.

The school staff is comprised of one principal, twenty-five teachers, seven special education technicians, one document technician, one guidance counselor, two secretaries and eight caretakers. There is a full-time resource teacher in the elementary school, and a full-time resource teacher at the high school. Professional resources, such as a psychologist, psychoeducator and speech language pathologist, are provided by the School Board at regular intervals throughout the year. However, psychological services are particularly sporadic, and we rely heavily on local, external services for our students. Some services are offered by the local Centres intégrés de

santé et de services sociaux (CISSS) including a nurse for one half day per week, a social worker for one half-day every two weeks (and on request), and a dental hygienist. As a CLC, we also have a part-time community project developer that works on engaging students in school life and on getting our community involved with the school. The staff believes in connection with students and with parents, and we place the onus on student learning as opposed to content teaching.

Community involvement in the school is very important. Our parents have a positive view of the school's role in their child's lives and they feel welcome here. We have regular inter-generational activities such as pen-pals and board games and craft fair. We have parents and seniors that read to students every day during Drop Everything and Read time. With the Megantic County English-Speaking Development Corporation (MCDC) we have two community days per school year. These afternoons are filled with activities to bring parents into the school to enjoy a day with their children and the staff. Our school is recognized as a hub for the English community.

The arts, including music, visual arts and dance, are part of each student's week throughout high school. Since September 2023, the school offers a profile option for high school students. Once per cycle, for a whole afternoon, students participate in a profile of their choice (ie: art, lifeskills, sports). At the elementary level, dance is provided as an activity during the lunch hour. Students also participate in both local and regional sports competitions, including volleyball, cross-country running, and basketball. For daily activity, students have a 20-minute recess in the morning, a 60-minute lunch, and a 20 minute recess in the afternoon . During these times, students free-play outside.

The school hosts regular activities such as lunches in class with entertainment, pyjama days, and even sleepovers. These events create lasting memories for our students, but also develop their sense of belonging to our school.

Our Mission

We exist to create bonds with young people, then ensure that these students learn... English, academics, and also how to live a life with self-worth and integrity.

Our Vision

A student that feels cared for, safe, and encouraged to excel. A student that is empathetic, respectful and that lives with integrity. A staff and community that provide the framework.

Our Beliefs and Values

We believe in each individual's right to learn. We believe that students learn best when they feel a sense of belonging to their school, so we strive to create bonds with each of them. We believe that "*we are how we treat each other*". We foster community involvement, volunteerism and living with a sense of service. We strive to create a safe, caring, learning environment that promotes empathy and attachment.

SECTION 2: ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS

Saint-Patrick's Elementary School

Orientation	<i>Faire de la réussite de nos élèves une grande priorité de la société québécoise</i>
Objective	Increase the proportion of students whose result is at 70 % or higher on the Ministry's compulsory Grade 6 ELA exam, <i>Reading</i> competency
Indicator	Proportion of students whose result is at 70 % or higher on the Ministry's compulsory grade 6 ELA exam, <i>Reading</i> competency
Target	June 2023: 46% June 2027: 50%

Orientation	<i>Faire de la réussite de nos élèves une grande priorité de la société québécoise</i>
Objective	Increase the proportion of students whose result is at 70 % or higher on the Ministry's compulsory Grade 6 Math exam, <i>Solves a situational problem</i> competency
Indicators	Proportion of students whose result is at 70 % or higher on the Ministry's compulsory grade 6 Math exam, <i>Solves a situational problem</i> competency
Target	June 2023: 46% June 2027: 52%

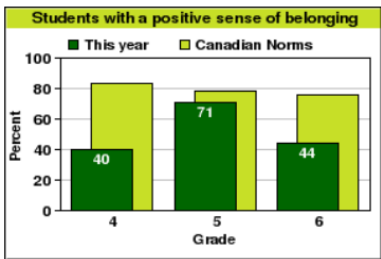
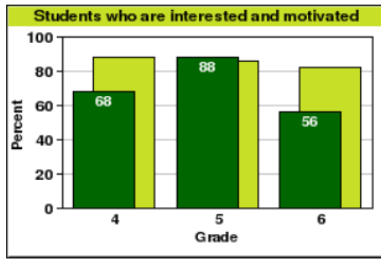
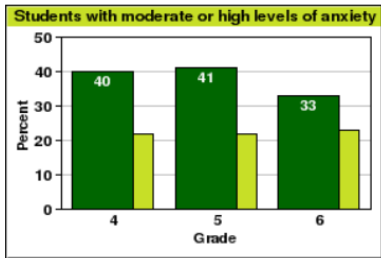
A.S.J. Memorial High School

Orientation	<i>Faire de la réussite de nos élèves une grande priorité de la société québécoise</i>
Objective	Increase the proportion of students whose result is at 70 % or higher on the Secondary 5 Ministry's uniform exam, Writing competency
Indicator	Proportion of students whose result is at 70 % or higher on the Ministry's uniform Secondary 5 ELA exam, Writing competency
Target	June 2023: 40% June 2027: 60%

Orientation	<i>Faire de la réussite de nos élèves une grande priorité de la société québécoise</i>		
Objective	Increase the proportion of students who obtain their Secondary 4 Math credits during the June exam session		
Indicator	Proportion of students who obtain their Secondary 4 Math credits during the June exam session		
Target	2017 2018 2019 2022 2023 2027	CST 100% 75% 90.9% 42.9% 85.7% 80%	SN 90% 83.3% 70% 85.7% 90.9% 85%

Orientation	<i>Développer de nouveaux projets pédagogiques particuliers</i>
Objective	Promote the development of PPPs for targeted groups and maintain the certification rate of students in the Pathways Program above 80%.
Indicator	Continue to offer 15+, 16+, WOTP and 24U and develop PPPs for students
Target	June 2023: 10% June 2027: 15%

Combined Objective

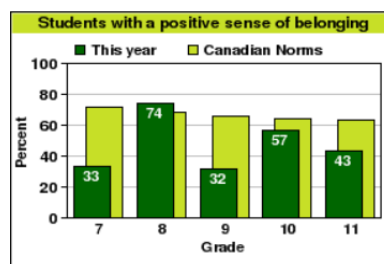
Orientation	Améliorer le climat de bienveillance, de bien-être et de sécurité des élèves																																						
Objective	To ensure students feel a strong sense of belonging to our school																																						
Indicator	Analysis of the following indicators from the Compass Survey and Our School Survey: <ul style="list-style-type: none">sense of belonginginterestmotivationlevel of anxiety																																						
Target	<div><div>SPES</div><div><div>Students with a positive sense of belonging</div><div>Students who feel accepted and valued by their peers and by others at their school.<ul style="list-style-type: none">51% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.54% of the girls and 52% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.</div></div><div><div>Students who are interested and motivated</div><div>Students who are interested and motivated in their learning.<ul style="list-style-type: none">70% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.75% of the girls and 67% of the boys in this school were interested and motivated. The Canadian norm for girls is 88% and for boys is 83%.</div></div><div><div>Students with moderate or high levels of anxiety</div><div>Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.<ul style="list-style-type: none">38% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.46% of the girls and 28% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.</div></div></div>	<div><div>Students with a positive sense of belonging</div><table><caption>Students with a positive sense of belonging</caption><thead><tr><th>Grade</th><th>This year</th><th>Canadian Norms</th></tr></thead><tbody><tr><td>4</td><td>40</td><td>80</td></tr><tr><td>5</td><td>71</td><td>79</td></tr><tr><td>6</td><td>44</td><td>78</td></tr></tbody></table></div> <div><div>Students who are interested and motivated</div><table><caption>Students who are interested and motivated</caption><thead><tr><th>Grade</th><th>This year</th><th>Canadian Norms</th></tr></thead><tbody><tr><td>4</td><td>68</td><td>86</td></tr><tr><td>5</td><td>88</td><td>86</td></tr><tr><td>6</td><td>56</td><td>83</td></tr></tbody></table></div> <div><div>Students with moderate or high levels of anxiety</div><table><caption>Students with moderate or high levels of anxiety</caption><thead><tr><th>Grade</th><th>This year</th><th>Canadian Norms</th></tr></thead><tbody><tr><td>4</td><td>40</td><td>22</td></tr><tr><td>5</td><td>41</td><td>22</td></tr><tr><td>6</td><td>33</td><td>18</td></tr></tbody></table></div>	Grade	This year	Canadian Norms	4	40	80	5	71	79	6	44	78	Grade	This year	Canadian Norms	4	68	86	5	88	86	6	56	83	Grade	This year	Canadian Norms	4	40	22	5	41	22	6	33	18	<div>June 2027</div> <div>80%</div> <div>75%</div> <div>25%</div>
Grade	This year	Canadian Norms																																					
4	40	80																																					
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6	44	78																																					
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ASJ

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 47% of students in this school had a high sense of belonging; the Canadian norm for these grades is 67%.
- 44% of the girls and 52% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



being happy to be at their school: 64 %

feeling safe in their school: 73 %

feeling they are part of their school: 69 %

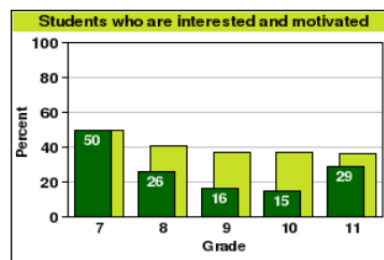
feeling close to people at school: 65 %

75%

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 26% of students in this school were interested and motivated; the Canadian norm for these grades is 40%.
- 35% of the girls and 18% of the boys in this school were interested and motivated. The Canadian norm for girls is 40% and for boys is 40%.



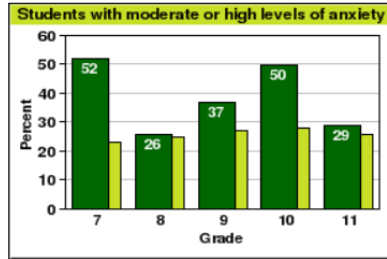
feeling engaged and interested in their daily activities*: 64 %

73%

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

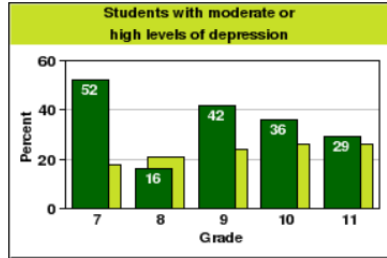
- 40% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 62% of the girls and 20% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 36% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 23%.
- 56% of the girls and 18% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 31% and for boys is 15%.



20%

Proportion of adolescents who declared:



they felt nervous, anxious, or on edge on most days in the last 2 weeks: 36 %



they felt depressed most days in the last week: 16 %



often having difficulty making sense out of their feelings: 30 %

having supportive and rewarding social relationships*: 64 %

being optimistic about their future*: 71 %

having a purposeful and meaningful life*: 67 %

SECTION 3: CONSULTATIONS

To assist with determining objectives for the Educational Project, Saint-Patrick’s Elementary School and A.S.J. Memorial High School held:

- in-person consultations with the governing board
- in person consultations with SPES staff
- in-person consultations with ASJ staff
- in-person consultation with high school students during a wellness committee meeting

There was a wellness committee meeting with school staff members (psycho-social worker, guidance counsellor, SETs, teachers) and other professionals (dependence counsellor, CISSS agent, MCDC director general, MCDC mental health youth coordinator) to provide input on the creation of the objective: “to ensure students feel a strong sense of belonging to our school”. Every year, staff will examine academic success data as well as survey results (*Compass Survey* and *Our School Surveys*)

The following stakeholders were consulted during the preparation of the educational project:

Stakeholders	Consultation Date(s)
October 3 rd , 2023	Wellness committee meeting
October 17 th , 2023	SPES staff meeting
October 24 th , 2023	Analysis of Compass Results (ASJ staff)
November 7 th , 2023	Governing Board
November 28 th , 2023	ASJ staff meeting

SECTION 4: TIME FRAME FOR THE EVALUATION OF THE EDUCATIONAL PROJECT

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

The governing board will provide the education community with information on the school team's choices and results (ref.: Education Act, sections 75 and 109.1)

SECTION 5: SIGNATORY PARTIES

GOVERNING BOARD RESOLUTION

Saint-Patrick Elementary School and A.S.J. Memorial High School EDUCATIONAL PROJECT 2023-2027

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY _____ AND RESOLVED THAT the Educational Project of 2023-2027 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY _____ AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY _____ AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

Principal of the school:

Name:

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Surname:

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Signature:

--

Date:

--

Chair of the governing board:

Name:

--

Surname:

--

Signature:

--

Date:

--

Director General of the school board:

Name:

--

Surname:

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Signature:

--

Date:

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APPENDIX 1

Factors that can be considered when examining the educational institution's external and internal environment

Source: *Results-Based Management: Governance of the Education System – Volume 4: Educational Project, MEES, 2018.*

EXTERNAL ENVIRONMENT

- the territory's socio-economic situation and its impact on education (e.g. population increase or decrease, average level of education of parents)
- the services offered by organizations to support education in the educational institution's territory and administrative region (e.g. municipalities, other educational institutions, regional coordinating authority on student retention, integrated health and social services centre, Carrefour jeunesse-emploi, local development centre, etc.)
- the type of commitment made by these organizations
- educational services provided by the public and private sectors (early childhood, preschool, elementary, secondary, adult education, vocational training, higher education) within the educational institution's territory and administrative region
- the socio-economic environment index (SEEI)
- the low-income cut-off indicator (LICOI)
- the type or level of support and guidance that parents provide for their children
- the family status of students
- the placement rate by type of vocational training program

INTERNAL ENVIRONMENT

The students and their success

Provincial indicators provided by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES):

- the percentage of students who are 13 years of age or over when they start secondary school
- the pass rate for the uniform examinations set by MEES in Secondary IV and Secondary V
- the percentage of students who leave school each year without a diploma or qualifications (dropout rate)

Other provincial indicators provided by the school board or educational institution:

- the pass rate for the uniform examinations set by MEES in the sixth year of elementary school
- the percentage of students who leave school each year without a diploma or qualifications (dropout rate), by level of education, age, gender, language status, socio-economic level and special needs (students with handicaps, social maladjustments or learning difficulties, first-generation immigrant students, etc.)
- the qualification and graduation rate, by students' gender, language status, socio-economic level and special needs (students with handicaps, social maladjustments or learning difficulties, first-generation immigrant students, etc.)

Statistical profile of the school population:

- the number of students, by level of education and sector (youth general education, vocational training, adult general education)
- the estimated size of the student body for the next five years
- the number of students using daycare services
- the average age of newly-enrolled students in vocational training
- the percentage of students under 20 years of age in vocational training
- the percentage of students with a secondary school diploma in vocational training

Students' characteristics:

- the nationality of the students
- the first language of students

Success-related characteristics:

- the number of students in transition
- the number of students with an individualized education plan
- the number of students with an individualized intersectoral service plan
- the number of students with a TSAL (transition from school to active life)
- the percentage of students with handicaps, social maladjustments or learning difficulties
- the percentage of students with handicaps, social maladjustments or learning difficulties who are integrated into regular classes
- the number of instances of bullying or violence per year
- the rate of student absenteeism
- the number of classroom expulsions per year
- the percentage of students involved in extracurricular activities (student activities, interscholastic sports, community activities, etc.)
- the level of student motivation
- the percentage of students able to organize their work satisfactorily
- the percentage of students with paid employment and the number of hours worked per week
- the percentage of children who, when starting school, exhibit no characteristics that place them in a vulnerable situation that could jeopardize their development
- the percentage of students who enter Secondary III in the general education sector
- the percentage of students who enter Secondary IV in the general education sector
- the percentage of students who enter Secondary V in the general education sector
- the percentage of students who continue their studies in the vocational training sector
- the percentage of students who continue on to higher education
- the student retention and pass rate in Secondary Cycle Two adult general education, across all age and student groups
- the number of people who obtain a diploma of vocational studies

School staff members and school structure

- the number of teachers, non-teaching professionals and other staff providing students with direct or indirect support, by employment category, type of position, etc.
- the stability of the workforce
- the average age of school staff members
- the level of staff involvement
- the educational institution's curriculum (options, profiles, programs, etc.)
- the special education services provided
- the complementary services provided
- the extracurricular activities offered to students
- the type of leadership provided by the principal
- student supervision practices
- educational practices
- the degree to which information and communications technologies are integrated
- the learning support services available to students
- evaluation practices
- the characteristics of the relationship between the school and families
- the characteristics of the relationship between staff and students
- the organizational climate

The educational institution

- the availability of funding
- technological equipment
- the number of buildings and their condition
- the number and type of specialized facilities
- the availability of rooms

GLOSSARY

Challenge:	A challenge is defined as something that the educational institution, its students and its partners may lose or gain, depending on the strategies implemented. The challenges faced by the educational institution are identified from the information gathered on the internal and external environment.
Educational project:	The educational project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education.
Indicator:	An indicator is a piece of information or a quantitative or qualitative measurement used to assess progress toward the achievement of an objective.
Objective:	An objective is one of the educational institution's priority commitments for the period covered by the educational project. It sets out specific, measurable changes that the institution must make through its activities. It is formulated as a perceptible meaningful result for students, and the institution is responsible for achieving this outcome.
Orientation:	A policy orientation is a statement of an educational institution's intentions when carrying out its mission. It reflects the institution's priorities and is connected to a challenge.
Target:	A target is associated with an indicator and refers to the result associated with an objective. It is precise and will usually be quantifiable, although a qualitative target may be set in cases where a quantitative measurement is either impractical or inappropriate.