



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

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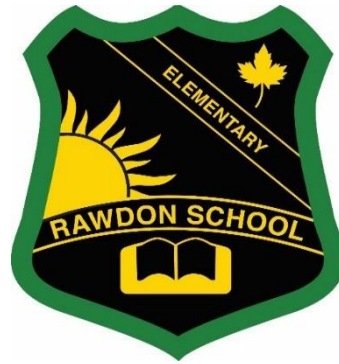
RAWDON ELEMENTARY SCHOOL

EDUCATIONAL PROJECT

2019-2022

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





This educational project is a strategic tool through which RAWDON ELEMENTARY 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 RAWDON ELEMENTARY SCHOOL, as well as the community's expectations with regard to education.

CONCERTED ACTION

The orientations, objectives and strategies to be carried out were determined following concerted action taken by RES Educational project steering committee. The Governing Board members, community representatives and school staff were directly involved in every step of the process. The students and families were consulted. RES Educational Project steering committee reviewed the situation analysis previously conducted by the school as part of its educational project and existing action plan. It then selected the priorities and strategies to be maintained or developed.

We would like to recognize the commitment and dedication of the members of RES Educational project steering committee:

Michele Eaton-Lusignant, ECOL executive director
Anthony Fuschini, parents and GB chairperson,
Nadia Montesano, teacher,
Karen Plaisance, daycare educator and parent.

Ruby Emond, CLC coordinator, Peter Papadeas
Stephannie Hammel, Parent representant,
Heather Scott, Resource teacher and parent,

, School Principal,
Natalie Korb, Teacher, Staff assistant and parent,
Christine Paquette, Organisatrice communautaire CISSL

VISION STATEMENT:

Nurturing Wellbeing and Success for all

MISSION STATEMENT:



Rawdon Elementary School's mission is to build a culture of self-efficacy where all stakeholders have high expectations, promote an active and healthy life style and maintain a safe and secure environment where students can take risks.

VALUES:

The following educational values were prioritized by the parents:

- ❖ Love of learning
- ❖ Reaching full potential
- ❖ Academic achievement

SCHOOL PROFILE

EXTERNAL ENVIRONMENT

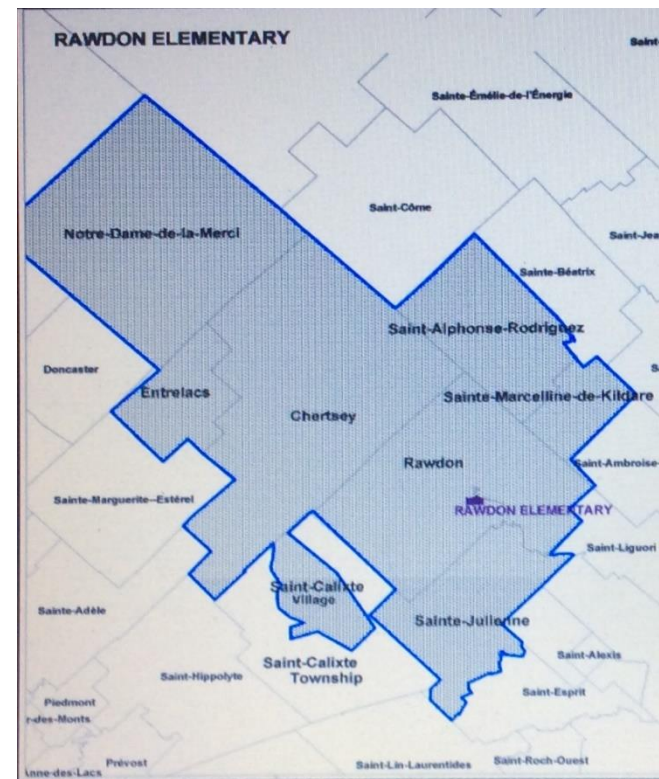
Rawdon Elementary School (RES) is located in Matawinie, at the north end of Lanaudière. The actual building opened on January 11, 2000. Rawdon first School dates back to 1823 and has always been a stronghold of the greater Rawdon Anglophone community. Formerly on Metcalfe Street, its new location is 4121 Queen Street. This modern school is a one-story building, offering lots of facilities: In addition to twelve classrooms, two of which have been built to answer the needs of preschool students, we have a computer lab, a library, a resource room, a lunch room, a daycare, a large office, three smaller rooms where specialists can meet with students and a gymnasium. The school has a large schoolyard with a wooded area, a soccer field as well as an area for swings and a jungle gym. RES is located in a rural area, 67 kilometers from the School Board, which makes teachers' retention a serious concern. We have more or less 35 % yearly turnover. The team members have developed a collaborative approach, which helps new teachers integrate easily. However, consistency throughout the school

continues to be a challenge. Detailed transitions procedures have been identified as an area to be improved. The plan of action of our Educational Project will also be a useful reference for new teachers.

The school serves a large territory, up to Entre-Lac on the north end, to St. Julienne on the South. The western part is St. Calixte and the eastern part is St-Alphonse. It is a long bus ride on country roads. Many students have a 75 minutes bus ride morning and afternoon. The morning In terms of feeling of safety, buses are an area of concern for 15 percent of our students. There is a Francophone Elementary School and High School within one km of the school, as well as one private francophone elementary school and high school.



Villages	# of students	Time spent in bus <u>one way</u>
Rawdon	93	Average 30 minutes
St.Julienne	40	Up to 82 minutes
St-Alphonse	8	Up to 58 minutes
Chertsey	8	Up to 80 minutes
St. Marcelline	2	Up to 82 minutes
Entre-Lac	2	Up to 75 minutes
St-Calixte	1	Up to 70 minutes



RES is located in a disadvantaged socio-economic environment (ISME 9). It is therefore imperative to be wary of cognitive biases. It would be too easy to conclude that our students will automatically have learning or behavioral difficulties. The myths conveyed in education may be detrimental to our effectiveness. Which is why our school team's priorities are based on empirical evidence. Longitudinal studies have clearly demonstrated that when school leaders implement the following correlates, they overcome the risk factors of low socioeconomic index.

- Safe and Orderly Environment
- Clear and Focused Mission/Vision
- Positive Relationships with Families
- Climate of High Expectations for Success
- Effective uses of class time
- Strong Instructional Leadership
- Frequent Monitoring of Student Progress



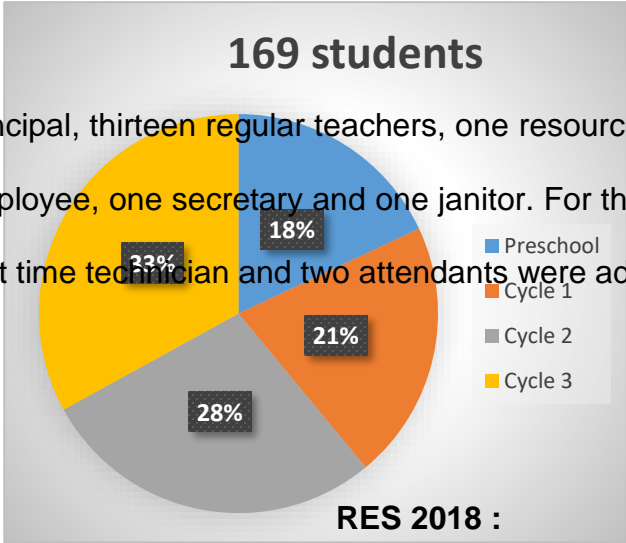
These correlates we have influenced the preparation of the Educational Project consultation and the articulation of Rawdon Elementary school's mission, vision, orientations and objectives.

As per the Public Health report prepared by P. Bellehumeur in April 2019, the Matawinie population has a lower level of education than Quebec. Approximately 22% of the population aged between 25-64 years old do not have a high school diploma, and 8.6% live below the low-income cut-off.

Among the 25-34 year olds, about 22% do not have any certification; for men it is 25%. This finding is a direct result of high school dropout rates in the MRC, especially among boys. The situation of people aged 25 to 34, especially men, is worrying since 25% of young men have no diploma. In light of these results, the issues surrounding school enrollment in Matawinie are major. Which is why it is imperative that we implement strategies that will specifically foster boy's engagement and perseverance. While helping boys cultivate a stronger sense of belonging to their school, we will prevent drop out later on.

INTERNAL ENVIRONMENT

The school serves a population of 168 students, from pre-kindergarten to grade 6. The vast majority of the families are bilingual, 33% indicate speaking French as their first language. In 2018-19, we had one group of students per level and one multi-level class in cycle two and one in cycle three. Ten percent have an individualized educational plan (IEP), seven percent have a handicapped code. More boys have and IEP. The school population has been relatively stable for the last six years, but as the kindergarten registrations have been around twenty students for the last five years, we foresee a gradual decrease that should stabilized around 155 for the school year 2022-23. Twenty percent of the children attend the school daycare. The regular school staff includes one



principal, thirteen regular teachers, one resource teacher, a part time special education technician, two attendants, two-daycare educator, a part time library employee, one secretary and one janitor. For the last two years, with the financial measures dedicated to school, the equivalent of two resource teachers, a part time technician and two attendants were added to the team.

RES Population at a glance			
	Male	Female	Overall
Number of Students	89	79	168
Number of Students with an IEP	11	7	18
Percent of Students with an IEP	12.4%	8.9%	10.7%
Number of Students with a Code (EHDAA)*	6	4	10
Percent of Students with a Code (EHDAA)*	6.7%	5.1%	6.0%

Since RES is a school with an index of socio-economic (IMSE) of 9, it is supported by the measure New Approaches New Solutions (NANS). The IMSE is composed of two variables: the under-education of the mother and the inactivity of parents on the workforce, which stand out as the most important predictors of non-academic success. To determine the ranking, all schools in Quebec are arranged in order of increasing value of the respective index and then divided into ten groups. Rank 1 consists primarily of students coming from the most advantaged backgrounds, while the ranking 10 serves students from the most disadvantaged backgrounds. The NANS schools rank of IMSE is 8, 9 or 10, they represent about a third of public schools in Quebec. Schools in disadvantaged areas face complex situations because the factors that make their students more at risk exist in greater numbers, and their effects are



combined. NANS supports early intervention in the schooling process to counter the impact of adverse social, cultural and economic conditions that may affect the success of students from disadvantaged backgrounds. This is a reality RES school team keeps in mind when prioritizing strategies; we make sure to implement the protection factors in order to counteract the risks factors.

Rawdon Elementary school is also part of the Lanaudière Regional Community Learning Center (CLC) along with Joliette Elementary and Joliette High School. The Community development Agent (CDA) assists our schools in becoming community schools, combining education with other resources such as health and social services and community organizations. A unique aspect of the role of the CDA is her ongoing presence on community tables, where she advocates our needs for appropriate resources. She is the voice of the English-speaking populations in our region.

The CLC supported the elaboration of a theory of change/strategic plan for our CLC, which is aligned with our Mission. Another important participation of the CLC is the increased access to grants and financial resources. The CDA supports pedagogical, cultural and artistic initiatives such as the organization of videoconferences, grants' request for Culture in the school, supports School Perseverance (Crevale) workshops and activities, represents our school at ECOL, community garden, municipal initiatives, finds speakers for annual celebration such as Remembrance Day ceremony, supersedes provincial projects, plans first aid workshop for students.

The CDA also plays a key role in connecting younger students to the experience of high school in advance. Running specific programs with the mandate to support transition, allowing elementary school students to interact with high school students/mentors. RES struggles with retention from elementary to High School. This approach offers children and parents a clear pathway to stay within the SWLSB. Our objective is to decrease attrition as more students may



remain in our school board as they transition to high school. Our efforts have not proven to be successful so far, we have considered including grade 5 students to some of the activities as they often chose their high school a year ahead of time.

Transition to high school	Grade 6 enrollment	Registered to JHS	Private/DesSamares
2016	19	14	5
2017	17	14	3
2018	21	17	4
2019 (prevision)	30	23	7

the activities as they often school a year ahead of

Rawdon Elementary School also provides a hot breakfast program to all families who wishes to register. Sixty percent of our students participate. It is supported by Le Club des Petits Déjeuners du Québec. The school offers this program since 2006. This service does not only targets family with financial difficulties. It responds to the needs of children who have a very long bus ride in the morning. Children who take the bus at 6:30 may not have the time to eat and many of them are motion sick, so it is preferable that they eat when they get to school.





RES has a positive culture where teachers and educators are collaboratively engaged in ongoing professional development. They teach with purpose, prioritize research-based practices and strategies such as explicit teaching, students are informed of the learning goals. Teachers share knowledge and support each other's. The lessons are planned to be adapted to special needs in the classroom, small group instruction is part of the routine. Technology is implemented, to support learning, on a regular basis. All teachers offer extra Remediation. Grade 6 students offer peer tutoring. All teachers and the school principal attended the Math summer institute training and continue to learn as a member of the school board math professional learning community. Many teachers are building their expertise on the Daily 5 approach which promotes students autonomy and small group instruction. Cycle one teachers and resource teacher are being trained

BREAKFAST PROGRAM ATTENDANCE							
Prek	kg	1	2	3	4	5	6
8	10	9	10	8	18	18	10

the Daily 5 approach which autonomy and small group

on literacy and language development. The school staff is energetic and constantly seeks innovative ways to facilitate the children's progress, the educators are part of the professional conversation that is ongoing, formally and informally. All members of the community are genuinely committed to working together.

Resource teachers focus on Tier 1, classroom subject, providing research-based instructional strategies with in-class support for the students. Despite gains, some students require more intensive instruction to increase their literacy skills. We plan to continue the focus on Tier 1 research-based instructional strategies with most of the resource hours provided for in-class resource support. A portion of the resource hours will be used to start a research-based intervention called Empower Reading for the students that require more intensive literacy instruction.



SCHOOL SUCCESS RATE SUMMARY:



Subject	2015-16	2016-17	2017-18		
	Subject Success Rate	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results
English Language Arts					
ENG210	100.0%	90.0%	20	100.0%	23
ENG410	100.0%	100.0%	29	100.0%	27
ENG610	100.0%	94.1%	17	95.8%	24
French as Second Language					
FRA210	100.0%	100.0%	20	100.0%	23
FRA410	100.0%	80.0%	30	88.9%	27
FRA610	84.2%	70.6%	17	95.8%	24
Mathematics					
MAT210	100.0%	95.0%	20	100.0%	23
MAT410	85.7%	96.7%	30	92.6%	27
MAT610	63.2%	70.6%	17	91.3%	23

For the last three years, the school success rates at the end of year evaluations are either increasing or stable. However, when digging deeper into the data we notice that the cycle 2 students who seem to stay behind with their reading difficulties continue to struggle right through Cycle 3,. We need to help them in an explicit, systematic, intensive way, increasing their skills before they leave for high school. We are setting up a project that will evolve with staff input, early intervention funds in cycle 1 and different cohorts as we move through the years.

The Collaboration with families is minimal, about 75% of the families attend curriculum night, 65% attend the November Meet the teacher night and a little over 50 % attend the March meeting. When breaking down, the numbers we notice that the older the students are the less parents attend the schools' meetings. Some parents of children considered at risk, tend to avoid attending school meeting. We have discussed meeting with the parents of at risk students earlier in the year in order to build trust and collaboration.

Socio-emotional difficulties are increasing at all grade level. An average of 30 % of the students require to leave the class on a regular basis because they display signs of anxiety such as extreme agitation, irritability, task avoidance, refusal to comply to basic instruction.

Office referrals 2017-2018 (from class teacher, these numbers exclude recess incidents)			
	First term	Second term	Third term
Prek and kg	27	30	35
Cycle 1	36	15	15
Cycle 2	102	98	116
Cycle 3	80	90	115

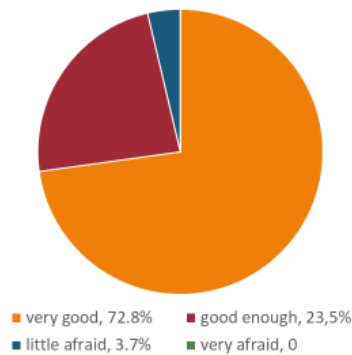
It is usually the same students, about 5 or 6 per class, who express in various ways, the needs to cool down. The time they need varies from one student to the other. The school team is providing sensory equipment, models regulations strategies and refers to specialists. We are exploring the implementation of a school wide model so that expectations on what is safe and appropriate to do when needing a break from the class are aligned and consistent.



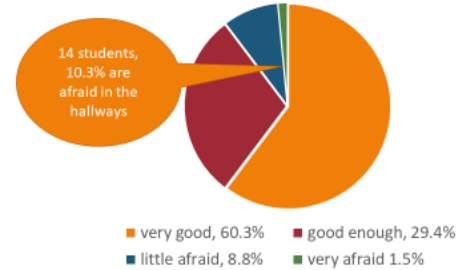
Self-regulation is a major concern as it also affects the quality of the learning environment and students' wellbeing. The students express more concerns during transition and in unstructured areas such as the locker area and the schoolyard. Below you will find the results of the survey that was sent home. Only half of the students expressed feeling safe in the schoolyard. The school Anti-Bullying Anti-Violence plan (ABAV) provides prevention measures to improve this situation. A more details analysis shows that the incidents in the schoolyard are related to the difficulty, for many of our students, to relate and interact peacefully with others. This area is identified as one of RES challenges. Many of our families are extremely vulnerable and we need to compensate to help them build a good self-esteem.



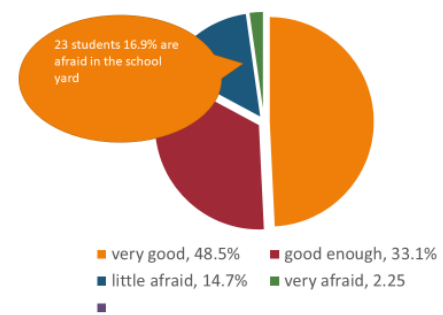
Feeling of safety in class



Feeling of safety in the hallways



Feeling of safety in the playground



CHALLENGES

Weak literacy skills

Students' Emotional wellbeing

Students' difficulty to engage into a mental or physical effort

POLICY ORIENTATIONS

Orientation 1: keeping high expectations for all

Orientation 2: Maintaining a safe and secure environment where students can take risks

Orientation 3: Promoting an active and healthy life-style.

Orientations and objectives

Orientation 1: keeping high expectations for all

Objective 1 To maintain the success rate of the MEES and School Board grade 6 compulsory Exam

Orientation 2: Maintaining a safe and secure environment where students can take risks

Objective 2: Reducing the gap between the numbers of students who can function in their regular class without needing a time out, from 30% to 15%.

Orientation 3: Promoting an active and healthy life-style.

Objective 3: Implementing a playground program that will increase the number of physically active children during every recess.

SCHOOL ORIENTATION: Keeping High Expectations for All

MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	RAWDON ELEMENTARY SCHOOL OBJECTIVES 1	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>To maintain the success rate of the MEES and School Board grade 6 compulsory Exam</p>	<p>2019 100% success rate on Cycle 3 MEES evaluation</p>	<p>MEES Grade 6 end-of-year Assessment</p>	<p>During the first term of the following year, the school Principal and teachers will analyse the results as a team.</p>
	<p>By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%</p>	<p>To maintain the success rate of the MEES and School Board grade 6 compulsory Exam</p>	<p>2019 100% success rate on Cycle 3 MEES evaluation</p>	<p>MEES Grade 6 end-of-year Assessment</p>	<p>During the first term of the following year, the school Principal and teachers will analyse the results as a team.</p>
	<p>By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%</p>	<p>To maintain the success rate of the School Board grade 6 FLS Exam</p>	<p>2019 100% success rate on Cycle 3 SWLSB evaluation</p>	<p>SWLSB Grade 6 end-of-year Assessment</p>	<p>During the first term of the following year, the school Principal and teachers will analyse the results as a team.</p>



SCHOOL ORIENTATION: Promoting an active and healthy life-style.

MEES ORIENTATION 2	SWLSB ORIENTATION 2	RAWDON ELEMENTARY SCHOOL OBJECTIVE 4	TARGET	INDICATORS	MONITORING
Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Implementing a playground program that will increase the number of physically active children during every recess.	The majority of students will participate in diverse physical activities throughout the week by utilizing different sectors of the schoolyard / gym.	Students actively involved in different sectors of the school on a daily basis.	Providing a periodic snapshot of student engagement. Using this periodic snapshot to monitor progress and to make adjustment.



SCHOOL ORIENTATION: Maintaining a safe and secure environment where students can take risks

SWLSB ORIENTATION 3	RAWDON ELEMENTARY SCHOOL OBJECTIVES 3	TARGET	INDICATORS	MONITORING
<p>Promoting learning and working environments that promote health, safety and well-being</p>	<p>Reducing the gap between the number of students who function in their regular class without needing removal from class.</p>	<p>By June 2020 reduce the number of students needing removal from class from 10% to 5%.</p>	<p>Office referrals, hallways observations, feedback from teachers and behavioral technicians.</p>	<p>Detailed Tracking system will be examined to identify patterns</p>



CONSULTATIONS

- Teachers: *May 2018 to April 2019, and December 2020 to February 2021*
- Other staff members *February 2019 to April 2019*
- Students: *May 2018 to April 2019*
- Parents: November 2018 and *March 2019, and February 2021*
- Governing Board: *September 2018 to April 2019, and February 2021*
- Community Partners: *May 18 to April 2019)*

Governing Board ADOPTION

G.B. RESOLUTION NUMBER GB20190527-03 Motioned by Wesley Young and Seconded by Natalie Korb to adopt the 2019-2022 Educational Project as presented.

G.B. RESOLUTION NUMBER GB20210215-04 Amy Simpson MOTIONED TO ADOPT the changes to the Education Project as presented.