



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

**ENGAGE • BUILD • ACHIEVE**  
**ENGAGER • BÂTIR • ACCOMPLIR**

# St. Paul Elementary School

EDUCATIONAL PROJECT

2019-2022



AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**  
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**  
[www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)



*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 St. Paul, as well as the community's expectations with regard to education.*

#### VISION STATEMENT:

Students can achieve their full academic potential, become confident members of 21<sup>st</sup> century society living full and meaningful lives.

#### MISSION STATEMENT:

At St. Paul Elementary School, our mission is to ensure that our students receive high quality social and educational learning experiences which are informed by research-based and innovative pedagogy in order to support the diverse learning needs of our students.

## SCHOOL PROFILE

### External Environment

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St. Paul Elementary School is situated in a suburban neighbourhood, in Laval, Quebec. The community it serves is of high socioeconomic status (SEEI of 3), is largely homogenous, with the local population being predominantly of European ancestry.

Our school zone includes areas in the districts of Vimont and Duvernay. After a substantial rezoning in 2012, in order to address the declining enrolment at St. Paul and the overpopulation of Terry Fox, our school zone was expanded northward in Vimont. Our students come from neighbourhoods between Boulevard des Laurentides and Route 335 from west to east and north of Highway 440 up to Boulevard des Lacasse. In Duvernay, our students reside south of highway 440, but north of Boulevard de la Concorde, east of Highway 19 and west of Highway 25. The majority of our students travel between home and school by school bus, if they are not enrolled in our Daycare.

Our school community benefits from the services of other stakeholder organizations in our region, predominantly the health and social worker services provided by our CISSS.

Activities and support related to school perseverance are provided by The Regroupement Lavallois pour la Reussite Educative.

St Paul's Elementary School is surrounded by other educational institutions. Most of these are public sector schools of La Commission Scolaire de Laval. In addition, our territory feeds into CEGEP Montmorency for further education and there is also an Anglophone private school, 'The North Star Academy'.

The St. Paul parent community is very involved in their children's educational journey. Over 90% of our parents attend curriculum evenings, parent meetings and student-led conferences. We have a very dedicated Parent Participation Organization, boasting over 20 members, who supports the school in providing opportunities and materials for students that would not otherwise be available due to budgetary restrictions. Our Governing Board is comprised of six dedicated parents, four committed teachers, two involved support staff members and an enthusiastic Community Representative.

Our parental community was recently surveyed in order to obtain their feedback for the construction of this educational project. Predominantly positive responses were obtained with parents describing St. Paul's as having a *strong sense of community, friendly, and welcoming*.

62% of our students' mother tongue is English, 23% Italian, 8% French and 7% other languages, though 94% speak English at home.

## Internal Environment

St. Paul students have a very high rate of success throughout their years in elementary school. All of our success rates on SWLSB assessments and MEES uniform examinations exceed 90%. 99.6% of our current students will graduate elementary school and begin high school before the age of 13, having completed their preschool and elementary studies within the prescribed 7 years.

Subject	2015-2016		2016-2017		2017-2018	
	SWLSB	St. Paul	SWLSB	St. Paul	SWLSB	St. Paul
ELA 2	96.8	98.8	96.2	98.5	96.2	100
ELA 4	98.4	100	98.8	100	97.4	100
ELA 6	99.2	100	98.8	98.4	97.2	98.0
FRA 2 (Basic)	93.6	96.4	94.8	100	-	-
FRA 4 (Basic)	94.8	96.1	93.7	95.8	-	-
FRA 6 (Basic)	95.7	98.1	95.1	93.4	-	-
FRA 2 (Immersion)	-	•	-	-	94.9	96.6
FRA 4 (Immersion)	-	-	-	-	97.3	93.8
FRA 6 (Immersion)	-	-	-	-	96.5	90.0
MATH 2	96.22	97.6	95.9	100	95.8	100
MATH 4	93.2	92.2	93.9	100	94.8	98.8
MATH 6	87.1	94.3	89.3	100	89.9	92.0

7.6% of St. Paul students benefit from Individualized Education Plans in order to support them in their education (11.2% male and 4.0% female). Of them, 7.1% of boys and 2.7% of girls have diagnosed learning disabilities that are recognized by the Ministry of Education, giving them an EHDAA designation.

St. Paul's Elementary School promotes a sense of safety, security and well-being and uses the *Our School Survey* on an annual basis to obtain insights regarding students' perceptions.

An analysis of 3 years of data indicates that on average 25% of students perceive to have been victims of moderate to severe bullying in the previous month. This statistic is in line with the Canadian norm for these grades which is 26%.

An analysis of 3 years of data indicates that on average 65% of students feel safe during the school day (at school or travelling to and from school). This statistic is in line with the Canadian norm for these grades which is 67%.

Recently teachers were surveyed in order to gain insights that could be used for the educational project. Almost all respondents expressed a belief that increased student supervision at recess will decrease the incidents of violence and bullying.

The *Our School Survey* is also used to glean insights regarding student motivation with data collected over the recent years indicating that 83% of students were interested and motivated in their learning. This is well above the Canadian norm of 71%.

Extracurricular activities are offered at all levels (K-6) at St. Paul, provided by both teaching staff and external organizations (Karaté Sportif and *Mad Science*). These activities are offered during lunch hours and after school hours. These activities are well attended with approximately 40% of our students participating.



## Enrollment statistics

Since the rezoning in 2012, St. Paul has seen a consistent increase in enrolment. Prior to the rezoning, St. Paul School saw a drastic decline in enrolment from 577 in 2007 to 426 in 2012. Subsequent to the rezoning, a steady climb from 439 in 2013 to 452 in 2018 has been observed. Prior to 2017, St. Paul offered the basic French course (FLS de base), which caused several students who were zoned for St. Paul, to choose other SWLSB schools that offered a higher percentage of French instruction and the FSL “Immersion” course. In 2017, St. Paul opted to also offer the FSL Immersion course after a careful analysis of our success rates in the “basic” French course. We have noted a steady increase from 436 to 452 students since this change and we’re still growing, with a projected enrolment of 478 for the 2019-2020 school year. Projected enrolment stabilizes over the next 3 years with numbers hovering in and around the 455 mark.

## CHARACTERISTICS RELATED TO STUDENT SUCCESS

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### Staff Characteristics

Approximately 30% of our teachers are not permanent members of the St. Paul staff, as they occupy various part time tasks as well as replacement contracts. This causes a high turnover rate from year to year, as there is no guarantee that these staff members will have the opportunity to return the following year. We have 23 tenured teachers and approximately 10 teachers who occupy part time or replacement positions.

### Local Programs / Specialized Settings / School Orientations

All of our students are fully integrated into our mainstream classes and are supported by resource teachers and classroom attendants. Students with sensory needs benefit from the use of our Sensory Room in the Main building.

As a chosen school for the “Bouge au Cube” measure in 2017, 2018 and 2019, we have placed focus on the Ministry’s priority of getting students moving throughout the day. Brain Break stations are set up throughout both buildings, providing students with opportunities to stay active throughout their day of learning. Desk bikes have been strategically placed in the hallways for students who either need a break or who focus better while moving/pedaling. We participated in the “Grand défi Pierre Lavoie” in both 2017 and 2018, creating school-wide opportunities to students to be active together, all while encouraging families to spend time being active outside of school.

In 2017, in order to address the needs of the community as well as lost enrolment, we opted to change our French program from “FLS de base” to “FLS Immersion”, offering our students a higher level of French Second Language Instruction. During the last two years, we have lost fewer students to “Out of Zone” requests for other schools and our enrolment has begun to increase slowly and steadily.

Several teachers attended professional development sessions about Universal Design for Learning (UDL) and have transformed their classrooms to incorporate the Flexible Seating model. This model allows students to choose a seating environment that best suits their individual needs. For example, those who rock on a traditional chair may opt for a “wobble stool”, which is a safer alternative, while still allowing the student to experience the same sensation (sensory-based). Some student opt to read in a more comfortable “reading nook” or work at standing-height tables/desks.

### School conditions

Between 2012 and 2016, there were four different Principals assigned to St. Paul, which caused some instability in planning and continuity with regards to student expectations and pedagogical initiatives. In addition to this, the Principal of St. Paul must divide their time between two buildings, since the abolishment of the Vice Principal position in 2011. With this high rate of change in the position of Principal, it was challenging to pursue long-term projects, initiatives and changes, as the focus and approach of each leader has its own direction and flavor.

Further, annually there are approximately 10 replacement and part time positions that need to be filled by teachers who are not permanent. This high turnover and inconsistency allows for many new teachers to be assigned to St. Paul each year. This also creates instability with regards to long term pedagogical initiatives and student expectations. While many of these replacement and part time teachers are fully dedicated to their positions, the changeover annually causes instability in the community and doesn’t allow long term relationships to be built between staff and students, in some cases. This also creates challenges in building a cohesive staff identity and consistent pedagogical orientations.



## Challenges:

- 1.0 Success for all students
- 2.0 Physical and psychological well-being of students
- 3.0 Professional Growth and development of teaching staff

## POLICY ORIENTATIONS:

- 1.0 To promote academic equity
- 2.0 Provide a healthy, safe environment
- 3.0 To promote a culture in which professional growth and development are valued and prioritized

## OBJECTIVES:

- 1.1 To reduce the gap between boys and girls on the C2 competency of the grade 6 math exam
- 1.2 Maintain our 100% success rate.
- 1.3 Encourage teachers to use inquiry-based model to promote student engagement.
- 1.4 To increase the success rate from 58% on the C2 competency of the end of year grade 6 math exam to a 70% success rate.
- 2.1 Maintain 60 minutes of physical activity
  - 2 recesses of 15 minutes
  - 30 minute outdoor period during lunch
  - 120 minutes of physical education per week at all levels (K-6)
- 2.2 Brain breaks throughout the day on a need basis

3.1 To ensure that all St. Paul teachers continue to have opportunities to learn about evidence-based practices.

3.2 School staff will pursue professional development in the area of restorative practices.



**SCHOOL ORIENTATION: To reduce the gender gap on the C2 competency of the grade 6 math exam.**

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to the gap in success rates between various groups of students by 50%	By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%	To reduce the gap between boys and girls on the C2 competency of the grade 6 math exam	To reduce the gap between boys and girls success rate on the grade 6 math exam by 4%	Grade 6 MEES math exam	Administration and cycles 2 and 3 teachers will analyze results from end of year math exams
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%				
	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%	N/A			



**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:**

MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.</p>	<p>By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%</p>				



**SCHOOL ORIENTATION: To maintain our success rate**

MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<b>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.</b>	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	Maintain our success rate in the grade 6 English Language Arts Reading Competency.	Maintain 100%.	MEES Grade 6 end-of-year Assessment	Administration and Cycle 3 teachers will analyze results of the end of year ELA exam.
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	Maintain our success rate in the grade 6 English Language Arts Writing Competency.	Maintain 98%.	MEES Grade 6 end-of-year Assessment	Administration and Cycle 3 teachers will analyze results of the end of year ELA exam.
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%				
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%				



**SCHOOL ORIENTATION:**

MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, ensure that all school buildings are in good condition</p>	<p>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</p>	<p>The SWLSB Head Office oversees this objective</p>			



**SCHOOL ORIENTATION:**

MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Increase the level of literacy competencies among the adult population on the school board territory	Increase the level of literacy competencies among the adult population on the school board territory	AEVT			



**SCHOOL ORIENTATION: To maintain our level of time dedicated to physical activity**

MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	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)	Maintain 60 minutes of physical activity <ul style="list-style-type: none"> <li>• 2 recesses of 15 minutes</li> <li>• 30 minute outdoor period during lunch</li> <li>• 120 minutes of physical education per week at all levels (K-6)</li> <li>• Brain breaks throughout the day on a need basis</li> </ul>	All students are active for at least 60 minutes daily	The existence of scheduled and spontaneous opportunities for movement in the students' timetable	Administrative team ensures that students have opportunity



**SCHOOL ORIENTATION: To continue to ensure opportunities for professional development**

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>	<p>To ensure that all St. Paul teachers continue to have opportunities to learn about evidence-based practices.</p>	<p>All teachers will participate in a minimum of 2 professional development sessions each school year.</p>	<p>Teachers will share best practices at staff meetings.</p>	<p>Principal will oversee release time provided for teachers to attend PD sessions.</p>



**SCHOOL ORIENTATION: To implement inquiry-based model**

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>	<p>Encourage teachers to use inquiry-based model to promote student engagement.</p>	<p>At least one time during the school year, teachers will incorporate the inquiry-based model into a unit.</p>	<p>The use of the inquiry-based model will be explicit in the course outline provided to parents.</p>	<p>Administrator will be invited to visit the class during the unit/lesson to observe.</p>



**SCHOOL ORIENTATION: To implement restorative practices**

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	School staff will pursue professional development in the area of restorative practices.	3-5 teachers will receive training and lead the staff through this change process	Number of teachers attending the restorative practices training.	Administration will oversee the change process as part of the committee.



**SCHOOL ORIENTATION: To increase the success rate on the C2 competency of the end of year grade 6 math exam**

SCHOOL ORIENTATION	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
	To increase the success rate from 58% on the C2 competency of the end of year grade 6 math exam to a 70% success rate.	70% success rate on the C2 competency of the grade 6 math exam	Increase in the number of students from category 2 to category 3 at a pace of minimum 2 students per year for 3 years	Administration and cycles 2 and 3 teachers will analyze results from end of year math exams



## CONSULTATIONS

- Teachers: *DATE(s) October 2018 and Febraury 2019*
- Other staff members *DATE(s)*
- Students: *DATE(s)*
- Parents: *February 2019*
- Governing Board: *March 2019 and April 2019*
- Community Partners: *CISSS de Laval*

## Governing Board ADOPTION

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

\_\_\_\_\_  
CHAIR

\_\_\_\_\_  
PRINCIPAL