



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

ENGAGE • BUILD • ACHIEVE
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Franklin Hill Elementary

EDUCATIONAL PROJECT

2019-2022

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





MISSION STATEMENT:

Franklin Hill Elementary School's mission is dedicated to provide a caring and rich learning environment in which every child is respected and given the opportunity to develop character and positive values; to acquire skills such as tolerance, perseverance, excellence, and patience, adapting to change and remaining open to progressive techniques.

VISION STATEMENT:

We believe that our students' intellectual, physical, social and emotional needs are best served in a nurturing student centred atmosphere

SCHOOL PROFILE

External Environment

Franklin Hill Elementary School at 1111 Basile-Routhier, is situated in the eastern section of Repentigny, in a residential neighborhood known as Valmont-sur-Parc. Repentigny is located off the eastern tip of Montreal Island and is part of the southern Lanaudière region. The school attendance zone includes the municipalities of Charlemagne, L'Assomption, Mascouche, Repentigny and Terrebonne. Our immediate surroundings are predominantly residential and have been constructed within the last fifteen years.

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.

Accordingly, even though the school's Socio-Economic Environment Index (SEEI) is high (the school is assigned '4') this does not accurately portray the diverse socioeconomic backgrounds of the regions that feed the school i.e. Franklin Hill is not considered to be a school in a disadvantaged area, however there is a variation in income and level of education within the region we serve.

A number of organizations and stakeholders support education in our territory. The CiSSS provides social work for members of our community that require it and the school's sexuality education curriculum is supported by one of their nurses. The Comité régional pour la valorisation de l'éducation ('CREVALE') supports school perseverance initiatives in our region.

Formal education in the school's territory is provided by 2 public school boards; Sir Wilfrid Laurier School Board (Anglophone) and Commission scolaire des Samares (Francophone). The local 'CEGEP' is cégep régional de Lanaudière and private education in the area is available at Collège Esther-Blondin.

Linguistically, our region is predominately Francophone (95% French mother-tongue for the Lanaudière region) while 32% of the regional population indicate some knowledge of English and French (StatsCan 2006). The majority of our families speak French at home and in their communities. This is a significant challenge for our school since we are the sole interactive source for communicating and learning English for many in our community. Early intervention to identify learning challenges, versus language familiarity, is a concern in kindergarten and cycle one, as is the reading comprehension skills of students in cycles two & three because the cycle-appropriate texts and materials presuppose a rich understanding of English vocabulary.

It is clear that the vast majority of our regional population is not fluent in Franklin Hill's primary language of instruction. According to our kindergarten orientation questionnaire responses, 67% of our 55 kindergarten children do not speak or comprehend English upon entry to school in September.

Another challenge is the predominance of single or double income families who have expressed concern regarding the ability to help their children in the learning process. Approximately 34% of our families avail themselves of our full-time daycare service. This increases to 43% of our families when part-time service is included. Time constraints for homework, projects and exposure to English, reading books for example, may influence students' ability to learn effectively.

Further, Franklin Hill, like many other public schools, addresses the varied needs of students who are identified as having learning challenges, MEES coded handicapped or behavioural challenges. There were 30 children with Individual Learning Plans (IEP's) in the 2018-2019 school year. This represented 8% of our total student population. Our challenge is to provide school-based resource services, which will allow the majority of our students to attain literacy and numeracy levels appropriate to their age and cycle. We hope that our collective effort will allow our students to transition to high school and experience success. The results shows that 95,14% of our students without IEP are successful compare to 75,24% with an IEP.

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. We aspire to have our students relate to each other in positive ways, through our house system and other initiatives like peer mediation, which promotes a sense of community.



Internal Environment

FHES currently has 388 students which are distributed across grades as shown in the table below

Level	Number of students
Kindergarten	55
Cycle 1	112
Cycle 2	113
Cycle 3	98

The size of the student body over the next 5 years is as follows;

Year	2019	2020	2021	2022	2023
No. of students	378	378	370	365	356

Our students perform well on the MEES grade 6 compulsory exams, namely English Language Arts and Mathematics, which have success rates of 96% and 85% respectively

3.1% of our students are 'coded' signifying that they have handicaps, social maladjustments or learning difficulties. All of these students are incorporated into regular classes as both our school and the wider school board promotes notions of 'inclusion'.

At FHES, there is a very low incidence of both bullying and violence. An analysis of the situation is conducted each year by reviewing and analyzing entries of GPI/ISM (digital reporting platform) entries related to bullying and/or violence. Last year only 1 incident was reported in the most recent 'Anti Bullying Ant Violence' report. This low number of recorded events contrasts with student perception regarding bullying/safety as revealed by the results of the Our School Survey

Results from the latest ***Our School Survey*** (formerly *Tell Them From Me*):

Students with a positive sense of belonging

70% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%. • 68% of the girls and 72% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

Students with moderate or high levels of anxiety

24% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%. • 25% of the girls and 24% 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%.

Bullying and Exclusion

22% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%. • 15% of the girls and 27% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%

Our school provides a large array of extra-curricular activities and opportunities for our students such as sports, cheerleading, Mad Science, Drama productions, Food Bank volunteering, Earth Day, CURE Denim Day, Bras for Breast Cancer, Terry Fox Run, Jump Rope for Heart as well as House Activities like Harvest Breakfast, Winter Carnival and Olympic Day along with Monthly House rewards.

Last year alone there were 2375 instances of students taking part in individual events or activities.

This is reflected in 64% of our parents saying that this aspect of school life was a real strength of the school. It is also indicative of the high degree of involvement of our teaching staff in the wider life of the school.

The educational practices at FHES include a combination of traditional magisterial teaching and more contemporary, student centred socio-constructivist pedagogies. This is mirrored by the fact that the utilization of traditional educational tools takes place alongside the use of modern digital resources.

The school has a 'Standards and Procedures' document from which an Evaluation policy is drawn on an annual basis. The evaluation practices at FHES include traditional summative style assessments (end of unit quizzes, end of term/year tests) as well as formative assessments to give an ongoing indication of students learning trajectories.

Our School

Franklin Hill Elementary School was constructed and opened in 2004. An extension was added in 2018. The school contains three kindergarten and nineteen regular classrooms, two student special education resource rooms, two gymnasiums, library, drama room, computer lab and a cafeteria as well as daycare facilities, in addition to rooms for education specialists. The rooms of the school are laid out in age-similar classroom clusters by cycle.

Outdoors, we enjoy a large, enclosed yard which includes a play apparatus and a paved area which encircles the exterior of the school. The school is surrounded on three sides with new residential development and a park on our eastern border which includes a sliding hill, ice rink (in winter) and a soccer field.

Staff

Franklin Hill's teaching staff is comprised of twenty-five teachers including four French Second Language specialists, two physical education specialists and two remedial teachers who support children having learning difficulties. A special educational technician addresses social and behaviour issues eight hours per week. As well, teaching attendants support special needs students as required. Our secretarial staff keeps the general office functioning efficiently and looks

after the needs of many. Our day and evening caretakers keep the building and its systems clean and operating. The daycare technician, daycare educators and lunchtime supervisors complete the school's team.

Work Groups/Cycle Teams

Cycle teams (kindergarten, 1, 2 and 3) as well as the French Second Language team, meet regularly throughout the year to ensure that the programs and their applications are uniform and coordinated. As well, team collaboration permits the synchronization of cycle-wide themes and special events.

Committees/Councils

Our Governing Board performs its legal role in terms of educational project, success plans, subject-time allocation, building usage and budget, and exemplifies the steering capacity possible by a representative and collaborative group.

Teacher Council fulfills a consultative role which advises on pedagogical issues like evaluation, subject-time allocation, calendar and extra-curricular activities.

The School Level Special Needs Committee (SLSNC) is mandated to organize the allocation of educational resources to special needs students and communicate our needs to the board's Special Education Parity Committee.

The Parent Participation Organization (PPO) contributes to special event planning as well as general and special project fundraising. The PPO also coordinates volunteers for special events. PPO members also provide general feedback on school issues from the parents' perspective.

PROGRAMS AVAILABLE IN OUR SCHOOL

Franklin Hill follows a Ministry of Education and Higher Education (MEES) prescribed program of study with an emphasis placed on English Language Arts and Math and French-as-a-Second Language. **English is the primary language of instruction (77%)**, with technology embedded within English Language Arts. Our French Language program is taught by a team of specialists and includes both second language, Arts Plastiques and Géographie, Histoire et Education à la Citoyenneté. Proficiency in French is highly desired by our parents, as many of our students remain in their immediate community for secondary studies. Dramatic

Arts and Ethics and Religious Culture are taught in all cycles while Science and Technology is offered in English in the second and third cycles. All children, cycle one to three, receive 120 minutes of physical education and health.

Information technology, and the use of computers, is integrated across the curriculum and high speed internet access is available to all students and staff through classroom desktops and in the computer lab. We maintain the school board average of one computer per five students.

Our subject-time allocation is conducive to students who require extra support in mastering English. The majority of families (65%) are francophone mother tongue and our community milieu is largely francophone.

Individualized Education Plans (IEP's) are developed to support students as needed in collaboration with the parents. Our staff includes two remedial teachers who provide support and specialized knowledge which is used, in concert with classroom teachers, to sustain IEP's for students. Students with special needs are included in the regular stream of study. The goal is to provide equity of opportunity to all students while supporting literacy across all cycles.

Services

Services that contribute to the comprehensive and positive learning environment at Franklin Hill include instruction by highly qualified classroom teachers, specialists in French and physical education as well as remedial teachers and attendants. A psychologist, speech/language pathologist, on-call social worker and nurse through the CSSS, special educational consultants from Pedagogical Services and MEES daycare, all support our students further on a part-time basis. The services of a special education technician have also been retained and have been integrated through lunchtime supervision.

The role of the special education technician is to monitor positive social interaction and provide social skills training.

PARENT PARTICIPATION

Parent activity in the school has grown steadily over the past two years. Our governing board representatives are a balance of experienced members and newcomers who share enthusiasm and commitment to the school. Our PPO includes a base of ten members who actively seek and organize the participation of all parents who, because of work or other commitments, only attend one or two events per year. A number of our PPO members are also employees of the school and are able to

bring insight, perspective and ideas to the wider community. Our school librarian also works in conjunction with our PPO to organize book fairs twice a year to provide English books to the community in addition to the PPO Summer Reading Club.



CHALLENGE 1

- Student Success

POLICY ORIENTATION 1

- 1.0 Promote Literacy Development
- 1.1 Ensure equitable access to success for all students
- 1.2 Increase levels of mathematical reasoning

OBJECTIVE

- 1.0 To increase students' literacy levels in both English and French (both oral and written)
- 1.1 To reduce the difference between the average marks of boys and girls in grade 6 mathematics
- 1.2 To increase the average C2 summary results in grade 6 mathematics

CHALLENGE 2

- Social well-being of students

POLICY ORIENTATION 2

- To create a an environment in which students feel increasingly safe and secure

OBJECTIVE 2

- To reduce the percentage of students feeling moderate to severe bullying



CHALLENGE 3

- The professional growth and development of teachers

POLICY ORIENTATION 3

- To ensure that all teachers have regular opportunities to improve professional knowledge

- **OBJECTIVE 3**

- Increase the number of times teachers participate in PD events



SCHOOL ORIENTATION: Ensure equitable access to success for all students

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 in the average mathematics summary results of boys and girls	Equal average marks for both genders in grade 6 mathematics by 2022.	Average marks in grade 6 mathematic	The Principal and teachers will monitor termly.
	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%				



SCHOOL ORIENTATION: Increase levels of mathematical reasoning

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>	<p>To increase the success rate in grade 6 Mathematics (C2)</p>	<p>To increase the success rate from 80% to 87% by 2020</p>	<p>The success rate on the C2 component of the grade 6 MEES exam in mathematics</p>	<p>The Principal and teachers will monitor termly.</p>



SCHOOL ORIENTATION: Promote Literacy Development

MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
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.	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	To increase the average ELA summary score while maintaining the success rate.	A 10% increase in the average score by 2022.	End of grade 6 ELA summary score.	The principal and the ELA teachers in cycle 3 will monitor results termly.
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	To increase the average ELA summary score while maintaining the success rate.	A 10% increase in the average score by 2022.	End of grade 6 ELA summary score.	The principal and the ELA teachers in cycle 3 will monitor results termly.
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%	To increase the average FSL summary score while maintaining the success rate.	An 8% increase in the average score by 2022.	End of grade 6 FSL summary score.	The principal and the FSL teachers in cycle 3 will monitor results termly.
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%	To increase the average FSL summary score while maintaining the success rate.	An 8% increase in the average score by 2022.	End of grade 6 FSL summary score.	The principal and the FSL teachers in cycle 3 will monitor results termly.



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>	<p>At Franklin Hill our daily opportunities for physical activities is at 20 minutes. We will organize the two 20 minutes recess to ensure physical engagement for our students. We will also provide different activities before and after school. Offer activities at lunch-time.</p>	<p>To have 60 minutes total of activities per day.</p>	<p>The number of students who are participating the extra-curricular activities.</p>	<p>The principal will monitor the participation rate to all activities.</p>



SCHOOL ORIENTATION: To ensure that all teachers have regular opportunities to improve professional knowledge

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>Increase the number of times teachers participate in PD events</p>	<p>All teachers will participate in 2 PD events/sessions per year</p>	<p>The number of PD events/sessions per year each teacher participates in</p>	<p>Principal will monitor PD participation on a termly basis</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: • To create a an environment in which students feel increasingly safe and secure

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	To reduce the percentage of students feeling moderate to severe bullying	A 10% reduction in student perceptions of moderate bullying and violence	Our School Survey results	The principal and lead teachers will monitor the results of related initiatives



CONSULTATIONS

- Teachers: **April 13, 2018; September 25th, 2018; May 15, 2019**
- Other staff members *DATE(s)*
- Students: *DATE(s)*
- Parents: April, 2018; April 2019.
- Governing Board: April 30, 2018; May 9, 2019, June 13, 2019
- Community Partners: April 2019

Governing Board ADOPTION

20190623-05 Motioned by Normand Urbain and Seconded by Mirella Vetrano to adopt the 2019-2022 Educational Project as presented.

Motion carried.

CHAIR

PRINCIPAL