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Morin Heights Elementary School

EDUCATIONAL PROJECT

2024-2028





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Morin Heights 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 Morin Heights Elementary School, as well as the community's expectations with regard to education.

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Véronique Bond	Principal
Ryan Whitehouse	Staff Assistant
Kelly Fahey	Teacher
Stephanie Cabral	Teacher
Tanya Conklin	Special Education Technician
Rebecca Saunders	Teacher
Karianne Dicaire	Teacher

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	April 24, 2023		MHES	
Other Staff Members	April 24, 2023		MHES	
Students	April		MHES	
Parents	April 24, 2023		Online Survey	
Governing Board	January 16, 2023	6:30pm	ZOOM	
Other Stakeholders	April		Online Survey	





MISSION

At Morin Heights Elementary, our vision is to create a close-knit community of learners who value respect, fellowship, and environmental responsibility. We inspire students to persevere through challenges and develop a strong sense of responsibility, empowering them to become compassionate leaders and stewards of the environment.

VISION

Our vision is to encourage each child to be independent and develop a sense of responsibility for themselves and respect for others. Our goal is to inspire students to persevere through challenges empowering them to become compassionate leaders and stewards of the environment.

SCHOOL/CENTRE PROFILE

External Environment

Morin Heights Elementary School was established in 1950 in the Laurentian rural community of Morin Heights. Morin Heights is west of Saint – Sauveur and North of Lachute. We are in the regional municipality of Les Pays-en-d'en-Haut, a 45 minute drive from Montreal. Morin Heights is primarily a tourist town, with Les Sommets Morin Heights ski area at its center. The community has 130 km of cross-country ski trails, and is the cross-country ski capital of Quebec. Morin Heights is an outdoor recreational area for many Montreal citizens, offering skiing, hiking, snowshoeing, mountain biking, kayaking and canoeing.

Morin Heights Elementary School offers classes to students from Pre-Kindergarten to Grade 6. Based on admissions data, 50% of our students are Anglophone, and 50% are Francophone. Cycle 1, 2, and 3 students receive 27% of their instruction in French, and preschool receives 30% of their instruction in French. Our students come from 9 different communities; Morin Heights, St-Adolphe d'Howard, St-Sauveur, Prevost, Piedmont, Mille-Isles, Lac- des- Seize- Iles, Wentworth North, Sainte-Anne-des-Lacs, and St-Hippolyte.





Community

Morin Heights Elementary School has a strong connection with its community. The municipality supports education in the community by taking care of our school grounds, and endorsing our Wild School initiative.

Community members volunteer their time and expertise to enrich our educational programs; reading volunteers, retired teachers, Parent Participation Organization, grad committee, Winter Activity volunteers, Trinity Anglican Church, etc.

A nurse and a dental hygienist visit the school several times a year. Students requiring external social or health services are directed to our local CISSS. Access to English medical and social services for the region are limited. Families requiring any kind of therapy (SLP, psychology, psychiatry, OT) must wait for services for an extended period of time or travel to Laval or Montreal to receive support in English. Although parents in our community are willing to provide specific support for their child in need, we have repeatedly seen occasions where parents experience difficulty making arrangements to receive these services.

Public education in the Morin Heights Elementary School territory is also provided by the Francophone Service Centres; Centre de Services Scolaire des Laurentides, Centre de Services Scolaire de la Riviere-du-Nord, and by CEGEP St. Jerome. Privates education in the same region is offered by Academie Lafontaine and College Laurentien.

As a result of the Covid-19 pandemic and a desire for many individuals to move out of the city, the general population of our territory has been increasing over the past few year. From 2016 to 2021 the population of Morin-Heights has increased from 4 145 to 4 678 (Statistics Canada 2023). As a result, our school population has also been increasing.

Projected Enrolment (April 2023)

	2023-2024	2024-2025	2025-2026	2026-2027
MEQ Capacity	243	243	243	243
Projected Enrolment	228	240	246	252





Socio-economic Index

Despite the fact that our socio economic index of 5 appears favorable, this figure does not accurately reflect the complex reality of the situation as our school's territory is vast and draws from a diverse socio-economic area.

MHES Population Profile

As of the 2022-2023 school year, Morin Heights Elementary School has 225 students from Pre-K to grade 6. The genders are approximately equal boys (51%), girls (49%). 40% of our student population is registered for our daycare service.

Number of Students by Grade *Spring 2023*

<i>Pre-K</i>	<i>Kindergarten</i>	<i>Gr. 1</i>	<i>Gr. 2</i>	<i>Gr. 3</i>	<i>Gr. 4</i>	<i>Gr. 5</i>	<i>Gr. 6</i>
17	36	17	40	29	34	25	27

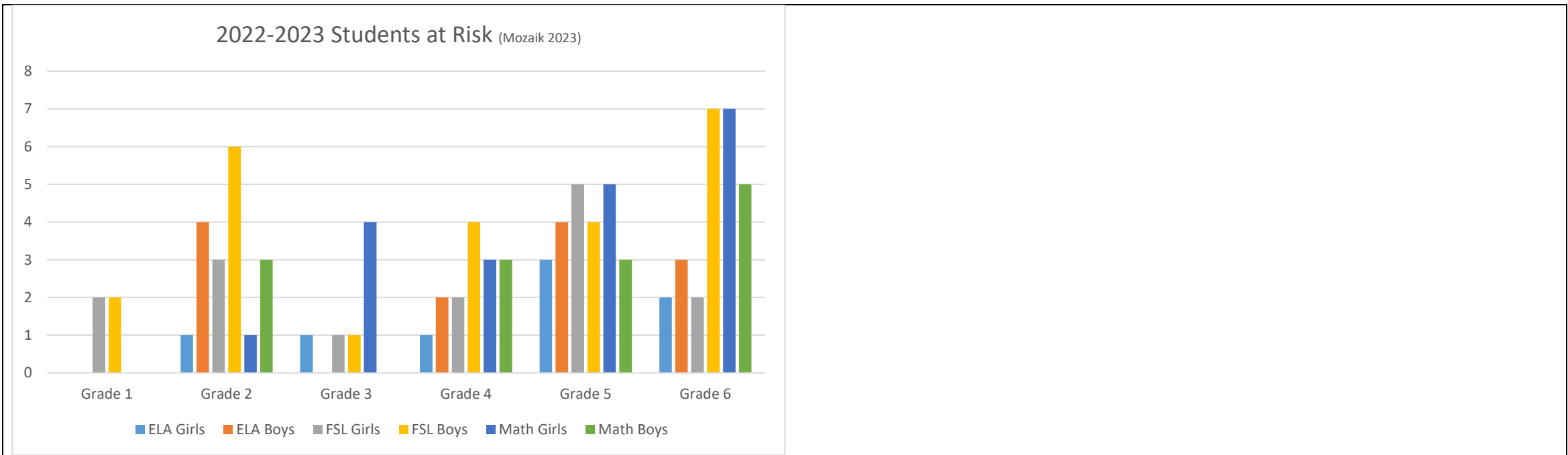
Students at MHES are predominantly of European ancestry.

Like most schools MHES has a population of students that have special educational needs. The total number of students that have a ministry code which indicates a handicap or learning challenge is 8 (5 boys, 3 girls). This represents 3.5% of the student population.

A number of our students (39) benefit from having an Individualized Educational Plan (IEP) (22 boys, 17 girls). This represents 17% of our population.

Students At-Risk –at risk students are students who display characteristics likely to affect their learning or behavior that will place them in a vulnerable situation, particularly, with respect to academic failure or their socialization, without immediate intervention. Particular attention must be devoted to at-risk students.





All of our students with special needs are integrated into the classroom.

Resource support is provided to students from grades 1-6 in ELA, Mathematics and FSL. Pull-out and in-class support models are used. Our school is also supported by a number of school board engaged professionals, including an O.T., SLP, and psychologist. They are present at the school when available, upon request and when available. Referrals for at-risk students are prioritized by the School Level Special Needs Committee (SLSNC). Some families are referred to private specialists, as internal wait times can be very long.

School board consultants are available to provide teachers and staff with assistance in the areas of pedagogy, differentiation, behavior management and assessment.

A special education technician is present on a daily basis to work with students, teachers, and support staff. This individual works directly with students with specific behavioral needs throughout the school day.





Attendants are assigned to classes with students who have particular physical, emotional or academic needs. Recommendations for the distribution of the allocated attendant time is made by the SLSNC based on the level of needs.

Morin Heights Elementary teachers practice a mixture of collaborative, reflective, integrative, and inquiry-based pedagogy. Evaluation practices are developed in our Standards and Procedures process. Annually an evaluation guide is drawn from the document and distributed to parents. Educators employ a mixture of summative and formative evaluation procedures. Proportionally more of the evaluation process is summative in nature and consists of end of unit/term tests and end of year exams.

The breakdown of our staff is as follows:

Teachers	20
Support Staff	22

There is a stable core of teachers and support staff at MHES. Each year, this core is complemented with new staff members depending on the fluctuation of enrollment. Being in a medium-sized school, most of the teachers are involved in extra-curricular activities. Most of the staff is within a 30 minutes commute of the school.

School Initiatives at Morin Heights

The Wild School Project is a framework used by our elementary school to guide students to learn about their personal impact on their environment. Students explore, engage and learn about their local environment: the home, the schoolyard, the local community walking trails, parks, etc. The Wild School program is specific, and built on year after year from Pre-Kindergarten to Grade 6. Students work on projects which illicit deeper critical thinking when discovering and/or investigating their immediate environment or local issues. Whenever possible, learning the school curriculum takes place outside, such as, research on indigenous plants and animals, discovering geology, inspiration for writing, math patterning, etc. Much of this learning takes place in our community garden and outdoor classroom. The Wild School Project encourages all of our students to become environmentally literate learners and global decision makers of the future.

Winter Activity Program. All students participate in a variety of outdoor activities, including alpine skiing, cross-country skiing, skating, and winter survival. *The format of his program is currently under revision considering the rising costs of transportation and activities.* These activities complement our Wild School

philosophy.





Extra-curricular activities at Morin Heights elementary include a wide variety of stem, physical education and artistic clubs. These activities take place during the lunchhour and after school.

Technology. Students have access to Chromebooks, laptops and Ipads. Some students benefit from assistive technology. Each classroom is equipped with a desktop and a Smartboard.

Pet therapy is available to all students with a variety of animals. We currently have a guinea pig, a leopard gecko and a dog to help lower student and staff anxiety levels.

MHES Strengths

- Professional Development
- Engaged and involved staff
- Wild School Project
- Connection with the community
- Winter Activity Program
- Outdoor Classroom
- Wide variety of extra-curricular activities
- Daycare services
- Mindfulness Activities
- Special Education Technician
- Leadership Program
- Pet therapy





Vulnerabilities

- Being an English school located in a French community
- Lack of English professional services in school and within the community
- Long wait time for assistance from professionals
- Being remote
- Access to affordable transportation for field trips and/or extra-curricular activities
- School board covers a massive territory
- Large area – long bus rides for students
- Technology – lack of up-to-date and functional equipment
- Lack of French resource
- Yearly fluctuation in enrollment





Student Success Rates

School Success Rate Summary (Mozaik 2023)

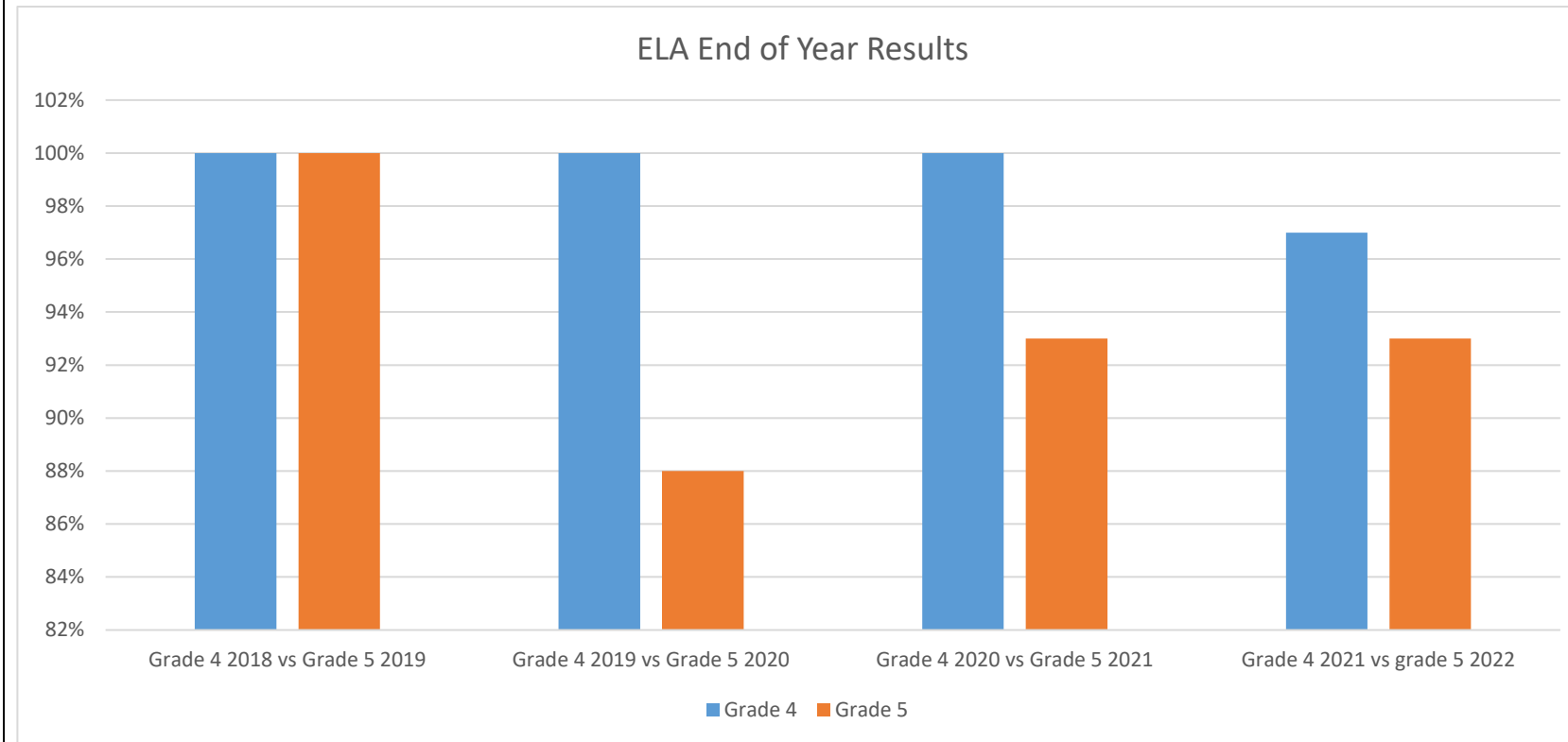
Subject	2018-19 Subject Success Rate	No. of Results	2019-20 Subject Success Rate*	No. of Results	2020-21 Subject Success Rate	No. of Results	2021-22 Subject Success Rate	No. of Results
English Language Arts								
Grade 2	100%	26	100%	19	88%	31	97%	32
Grade 4	100%	17	100%	27	96%	29	100%	26
Grade 6	100%	22	96%	23	100%	19	90%	30
French as a Second Language								
Grade 2	76%	25	79%	19	78%	32	97%	32
Grade 4	88%	17	89%	28	83%	29	92%	26
Grade 6	100%	21	96%	23	89%	18	77%	30
Mathematics								
Grade 2	100%	26	89%	19	88%	32	88%	32
Grade 4	100%	16	100%	28	93%	29	100%	26
Grade 6	96%	23	96%	23	90%	19	63%	30

* Due to the pandemic, results from term 2 are displayed for the 2019-20 school year.





Success Rate Discrepancy Between Grade 4 and Grade 5 (Mozaik 2023)

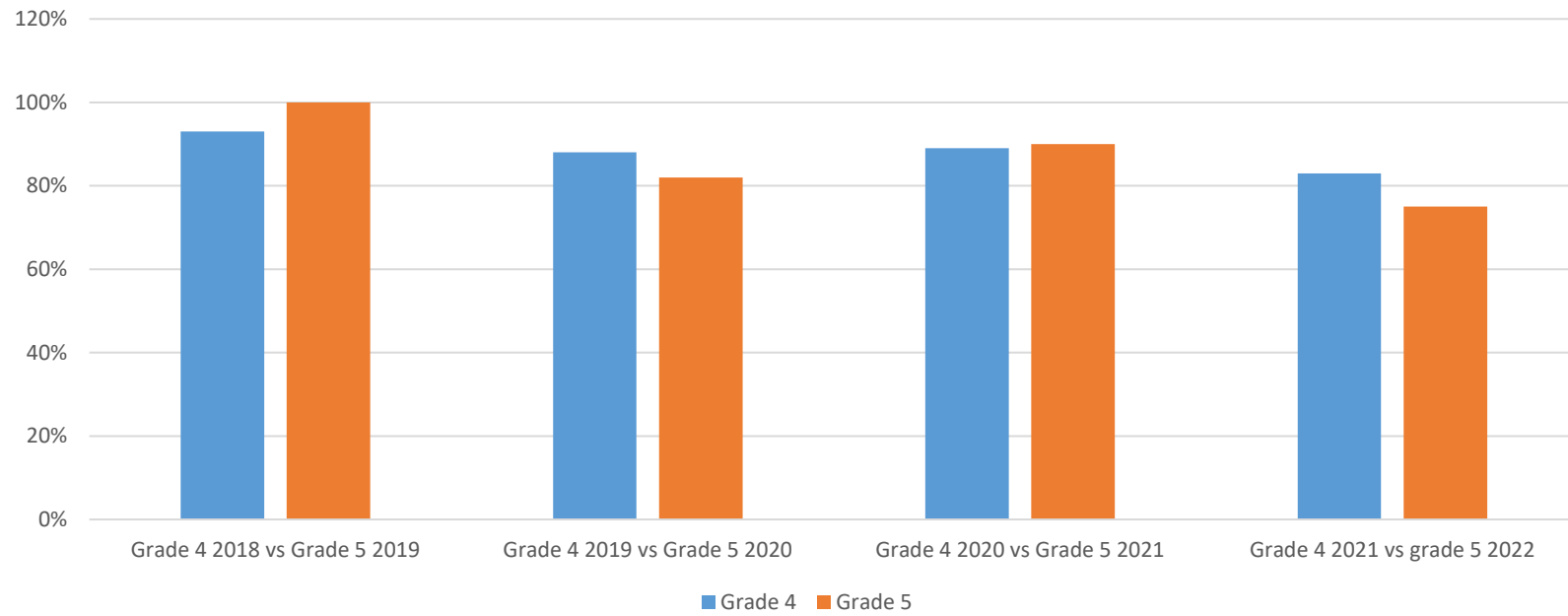


* Due to the pandemic, results from term 2 are displayed for the 2019-20 school year.





FSL End of Year Results

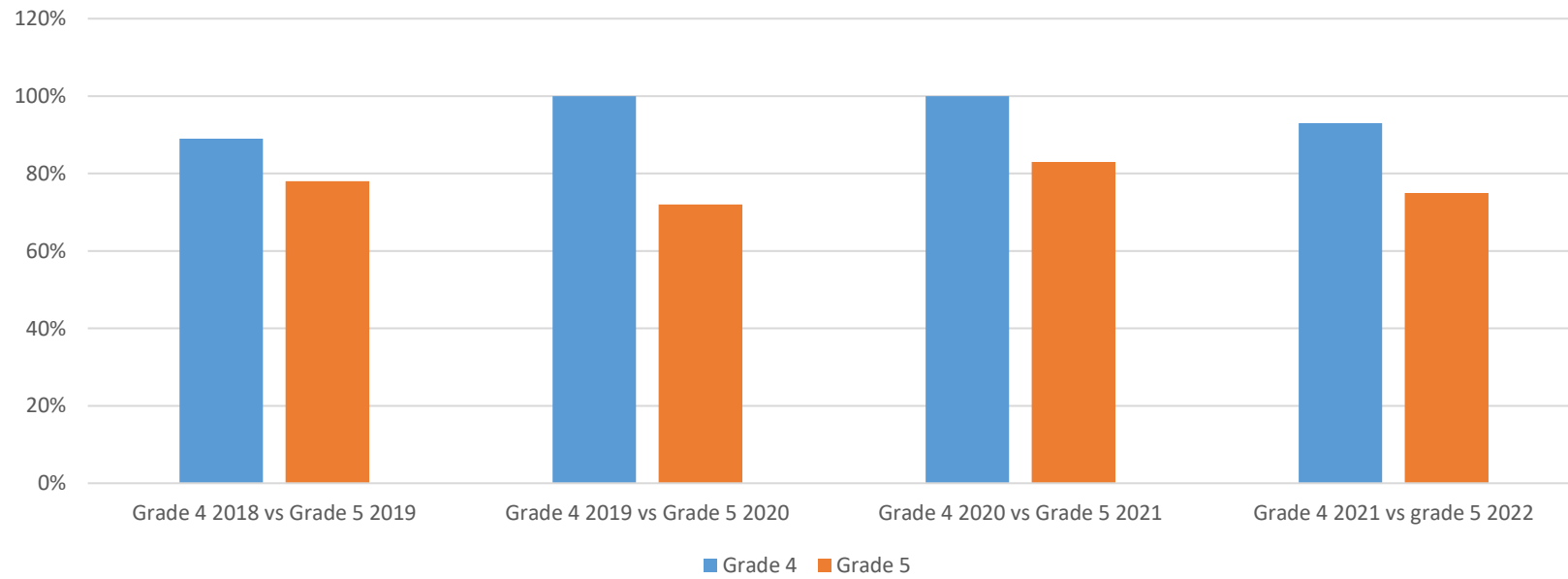


* Due to the pandemic, results from term 2 are displayed for the 2019-20 school year.





Math End of Year Results



* Due to the pandemic, results from term 2 are displayed for the 2019-20 school year.

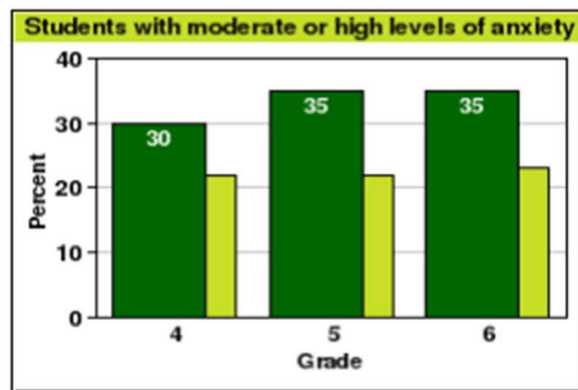




Our School Survey Results

Students in grade 4, 5 & 6 at Morin Heights Elementary take part in the Our School Survey each year, which asks questions about their social and emotional well-being. Below you will find the results in the following areas; positive sense of belonging, moderate to high levels of anxiety, and feel safe attending school.

Students with moderate to high levels of anxiety (Our School Survey 2022)



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

- 33% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 28% of the girls and 38% 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%.

Due to our small population, the sample size of the students does not necessarily reflect the true portrait of the situation in our school.

Challenges

- Drop in academic performance since beginning of pandemic
- Demands of the program increase between cycles
- Level of anxiety in students since the pandemic
- Access to professional services
- Parental involvement since the pandemic





POLICY ORIENTATIONS

At Moring Heights Elementary, we are focusing on three orientations:

- Returning academic performance to prepandemic levels.
- Maintaining consistent evaluation standards at all grade levels.
- Reducing anxiety levels in all students.

OBJECTIVES

Objectives	Description
Objective 1	By 2028, 90% of students will be reading at or above grade level in both fluency and comprehension.
Objective 2	By 2028, student evaluation will be consistent from one grade to the next.
Objective 3	By 2028, student anxiety levels will be decreased to that of national norms.





SCHOOL/CENTRE OBJECTIVES, INDICATORS AND TARGETS

SCHOOL/ CENTRE ORIENTATON

Promoting academic rigour through effective and innovative teaching

SCHOOL/ CENTRE ORIENTATION 1

Returning academic performance to prepandemic levels.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	SWLSB Objective 1	By 2028, 90% of students will be reading at or above grade level in both fluency and comprehension.	DIBELS reading assessments.	At level profeceincy as indicated on the DIBELS rating scales.	DIBELS assessments conducted at all grade levels three times per year.





SCHOOL/ CENTRE ORIENTATION 2

Maintaining consistant evaluation standards at all grade levels.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 2	SWLSB Objective 3	By 2028, student evaluation will be consistant from one grade to the next.	Discrepancy in grades from the first report card of the current year to the last report card of the previous year.	A discrepancy of less than 10% in all core subject areas from one year to the next.	Results from common assesments as stated in the Standards and Procedures of Evaluation.

SCHOOL/ CENTRE ORIENTATION 3

Reducing anxiety levels in all students.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 3	SWLSB Objective 3	By 2028, student anxiety levels will be decreased to that of national norms.	Results from the Our School Survey, conducted twice per school year.	To be at or below the national average as indicated by the Our School Survey results.	Our School Survey conducted twice per school year. Observations by school staff.





GOVERNING BOARD ADOPTION	
Resolution	<p>G.B. RESOLUTION NUMBER _____ MOVED THAT the 2024-2028 Educational Project be adopted as presented on _____ (date).</p> <p>Seconded by _____.</p>
Signatures	<p>_____ CHAIRPERSON _____ PRINCIPAL</p>

