



Knowlton Academy

EDUCATIONAL PROJECT
2019-2022





The Educational Project

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**This document contains sections adapted from MEES, Guide 4 and CQSB.*

1. PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution : students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

2. LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must take into account the following requirements:

- consist of the following elements (EA, Sections 37 and 97.1):
 - 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;
 - the specific policy orientations of the educational institution and the objectives selected for improving student success;
 - the targets to be achieved by the end of the period covered by the educational project;
 - the indicators to be used to measure achievement of these objectives and targets;
 - the intervals at which the educational project is to be evaluated, determined in collaboration with the school board;
- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
- 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 MEES strategic plan (EA, Sections 37.1, 97.2 and 209.1);
- 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 MEES (EA, Section 459.3);
- be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

3. GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee members	Roles
1- Renalee Gore	Principal
2- Isabelle Leroux	Teacher
3- Sarah Lenz	Teacher
4- Sue Garneau	Teacher
5- Annie Butler	Teacher
6- Annie Lemay	Teacher
7- Sheila Perry	Teacher
8- Jana Valasek	GB Member/ Parent
9- Charlotte Coles	Head Teacher
10- Parliament members	Student Parliament

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

The educational project is a product of the community, so the governing board encourages the participation of students, parents, teachers, other school staff and representatives of the community and the school board. (EA, Section 7)

Consultations	Date	Time	Location	Group	Details (optional)
1. Day 1 workshop	October 4, 2018	9-3	Board Office	Isabelle Leroux, Sarah Lenz and Charlotte Coles	Looking at statistics at the board level, worked on school profile, discussed challenges and next steps
2 Committee meeting	November 28, 2018	3:00-4:00 pm	Knowlton Academy	Teacher/Principal committee members	Review the Day 1 workshop and discuss challenges
3 Day 2 workshop	December 5, 2018	9-3	Board Office	Sarah Lenz, Renalee Gore and Isabelle Leroux	Presentation of the next steps to be taken and start of the Educational Project document and survey to be developed.
4 Meeting	December 13, 2018	9-3	Knowlton Academy	Sarah Lenz, Renalee Gore, Isabelle Leroux	Finish filling out the Ed Project document,
5 Meeting	January 31, 2019	9 - 3	Knowlton Academy	Sarah Lenz, Renalee Gore, Isabelle Leroux	Creating Ed Project survey for staff, students, parents and community

6.Meeting	March 21, 2019	12:40 - 2:40	Knowlton Academy	Sarah Lenz, Renalee Gore, Isabelle Leroux	Compiling survey results
7. Meeting	March 21, 2019	1:40 - 3:40	Knowlton Academy	Renalee Gore, Sarah Lenz, Isabelle Leroux, Sue Garneau, Annie Lemay, Annie Butler, Sheila Perry	Analyzing survey results
8. Meeting	March 28, 2019	3:00-4:30	Knowlton Academy	Annie Lemay, Annie Butler, Sheila Perry, Isabelle Leroux, Sarah Lenz	Complete the Educational Project
9 Meeting	March 29, 2019	9:00-10:00	Knowlton Academy	Sheila Perry, Sarah Lenz, Isabelle Leroux, Renalee Gore	Read over, finalize and submit Ed Project
10. Meeting	June 11, 2019	12:40-2:40	Knowlton Academy	Sarah Lenz, Renalee Gore, Isabelle Leroux	Revised Ed Project after ETSB feedback
11. Meeting	June 13, 2019	3:00- 4:00	Knowlton Academy	Renalee Gore, Sarah Lenz, Isabelle Leroux, Sue Garneau, Annie Lemay, Sheila Perry	Share the Ed Project with the committee and make final revisions before submission to the Governing Board on June 19th at 5:45pm.
12. Meeting	November 13, 2019	8:20-3:00	Knowlton Academy	Renalee Gore, Sarah Lenz, Annie Lemay, Isabelle Leroux	Start the Action Plan

4. SCHOOL CONTEXT

a. School Context

Knowlton Academy, established in the 1820s, is located in Knowlton, Town of Brome Lake, in the Eastern Townships. Our student population, presently at 240 children, comes from both the small town in which the school is located, as well as the surrounding rural area. Our students are from a variety of socio-economic backgrounds. Due to this our student population has an enormous range of needs. Many are suffering emotionally, physically, academically and/or socially. A minimum of 83 students out of 240 receive extra support to help get them through their day. These students' needs involve overall anxiety, lack of organization, poor conflict resolution skills, lack social skills, very defensive behaviors, low-self-esteem, poor reading and math skills and have a broken link between home and school. On the Quebec survey of Child Development in Kindergarten 2017, Knowlton Academy's percentage of students in kindergarten with vulnerability in at least one domain was 44.8%. This result has been consistent since the first survey of 2012. Many of Knowlton Academy students at all levels come to school daily not ready to learn. It often falls upon the staff to move these students to a greater level of readiness before the school day begins.

Knowlton Academy has a multi-disciplinary curriculum with a strong focus on literacy and numeracy. The use of technology is integrated into all facets of the curriculum. We enrich our student's lives through our strong athletic and arts programs. We also offer a large variety of extra-curricular activities. We have multiple support systems to help move all of our students forward with additional resources for our special needs students. The majority of students are Anglophone; therefore, second language learning from Kindergarten to Secondary 1 is a priority.

Our staff is committed to implementing and strengthening measures designed to have a positive impact on both student success and a sense of belonging to our school community. These are Knowlton Academy's words to live by: **"Dream Big, Work Hard, Persevere, Have someone who believes in you and you will be successful."** Our mantra is: **Dream, Believe, Work, Achieve.** Caring relationships ("always be a little kinder than is necessary"), strong attachment, self regulation, high expectations and meaningful participation are our protective factors. School services include a daycare that is open before and after school, as well as providing services at noon hour and on pedagogical days. Our cafeteria serves a varied menu, including nutritious snacks and hot lunches (salad bar with vegetables provided seasonally from our garden). A free hot lunch is provided twice a week or more to multiple children through community partners. A Daily Free Breakfast Program is run by our community volunteers and is funded by both community partners and grants. Knowlton Academy has at least 75 students participating in this program daily.

Knowlton Academy benefits tremendously from the deep support of the community. Our students, families and the school are fully supported by the local community. Whatever the needs, there is always an organization or an individual that steps forward to fill it. Our committed volunteers provide enrichment to our school in many ways such as our extra-curricular activities and Village Reads program. Numerous community businesses and non-profit groups extend support and partnership to school activities. The town's richness in the arts and culture is reflected in our school community through our various programs and activities including violin, gymnastics, guitar, dance, guest authors and artists, pottery and painting. We are very proud of our "Knowlton Academy Green House and Garden Project" developed in coordination with our community and supported widely by local, regional, provincial, private and corporate grants. This teaches our students about healthy eating and sustainable living through a farm to table model.

Knowlton Academy has long been an integral part of the community and continues to provide a safe, enjoyable and nurturing environment for our students.

ACADEMIC DATA

Success Rates of those who wrote end of Cycle Exams June 2018

Grade 2		Grade 4		Grade 6	
ELA		ELA		ELA	
Reads DRA	49%	Reads	97%	Reads	93%
		Produces	80%	Produces	79%
FSL		FSL		FSL	
Alpha Jeunes	62%	Interagir	75%	Interagir	75%
		Comprendre	60%	Comprendre	79%
		Produire	70%	Produire	54%
Math		Math		Math	
Application Problems	94%	Application Problems	60%	Application Problems	72%
Mastery of Concepts	69%	Mastery of Concepts	47%	Mastery of Concepts	37%
Situational Problem	N/A	Situational Problem	67%	Situational Problems	78%

ADDITIONAL DATA

In Knowlton Academy's 2018 Parent Survey report, there were only 25 respondents. Therefore results are not statistically significant, but give us an indication of our school climate. We conducted a new survey in February 2019 in hopes of getting more accurate data. We surveyed teachers, support staff, students and parents/community members. The data collected from these surveys helped guide our objectives and targets for our new Educational Project.

In the Student Survey of 2018 (Our School Survey), we noticed 3 areas of concern:

- Positive learning climate (classroom management)
 - 67% of students feel there is a positive disciplinary climate in the school. The Canadian average is 74%
- Bullying
 - 30% of students report moderate to severe bullying. The Canadian average is 26%
- Feeling safe at school
 - 57% of students feel safe at school. The Canadian average is 68%

In the Educational Project Survey of 2019 we noticed:

- Discrepancy between teacher and student perception of students following the code of conduct
 - 84.9% of students believe they personally follow the KA code of conduct.
 - 38.9% of teachers agreed that students follow KA's code of conduct.
- Positive learning climate (classroom management)
 - 90.2% of students feel the staff clearly communicates behaviour and learning expectations with students to promote a positive learning climate
- Feeling safe at school
 - 61.9% of students feel safe at school.
 - 64.6% of students feel that our school environment is safe

On the Quebec survey of Child Development in Kindergarten 2017, Knowlton Academy's percentage of students in kindergarten with vulnerability in at least one domain was 44.8% (The Quebec average is 27.7%). The kindergarten vulnerability average has remained relatively constant since 2012.

KNOWLTON ACADEMY STUDENT VULNERABILITY

On the 2016 census, Knowlton Academy's socio economic scale moved from a category 4 to a category 6 out of 10. It is based on the socio economic status of our community which is mainly a mix of an elderly population and vacation home owners. Schools that are in postal code areas of categories 8-10 (Socio- economically disadvantaged) are considered Nans Schools. These schools receive extra support to help support and enrich the student's education. This 6 rating is a closer

representation of our school community . Even though the perception of Knowlton Academy is one of wealth and privilege (according to our Ed Project Survey February 2019, 68% of parents/community think KA families are economically advantaged), we have a high percentage of vulnerable students in one or more areas:

- psychological/emotional
- physical
- academic
- social/economic

All of these vulnerabilities impede on our student's school success.

Support for these students is given through:

- Our school's initiatives:
 - Helping Hands (which supports students and families in a variety of ways from clothing, food, extra activities , school supplies, etc).
 - Extra 1-1 or small group support through ministry decentralized grants
 - Oasis Room
 - Bistro Program
 - Village Reads Program
 - RTI
 - Lunch and after school activities that support the whole child
 - Art therapy
 - Hockey program (equipment, fees, outings to watch professional games)
 - Outside occupational therapist/ Go girls (anxiety group)/ Engine room training/ sensory walkways, etc
 - Engine room

- Cavaletti
- Neufeld training
- Personal donations and support/services from community members and local organisations such as: Vachon Foundation (10% of our student population supported), Lions' Club, Mason's Foundation, Optimist Club, Main dans la main, CLSC, Silent partners, etc.

b. School Mission

At Knowlton Academy we strive to be a safe, caring and welcoming environment. As a school community, we work collaboratively to facilitate individual well-being, and to teach and encourage our students to:

- Strive for excellence in bi-literacy and numeracy
- Take pride in their strengths and understand their needs
- Be empathetic and supportive members of our global society
- Be lifelong learners

5. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE INSTITUTION

6.

ETSB Commitment to success plan 2019 to 2022 Main objective: <i>Increase 7 year Graduation & Qualification</i>		2014-15	2015-16	2016-17	2017-18	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	MEES rate	74.9%	76.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*84%
	ETSB rate	68.5%	71.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*76.2%

*Target for 2022

School challenge:	In our school students struggle with producing at-level written text.			
Coherence with ETSB Commitment to success plan	<i>Vulnerable Preschoolers 60' phys. act.</i>	<i>Formative Assessment Boys vs Girls</i>	<i>Pedagogical leadership PLC</i>	<i>Attachment based theory Student Engagement</i>
School policy orientation(s)	School objective (s)	Indicator(s)	Target s)	
As a school we wish to increase the quality of the written texts of our students.	<ul style="list-style-type: none"> To increase the success rate of a production task on both FSL and ELA cycle 2 assessment. To increase the success rate of the production task on both the FSL and ELA Cycle 3 exams. 	<ul style="list-style-type: none"> End of cycle 2 written assessment in ELA and FSL End of cycle 3 ELA and FSL exams. 	<ul style="list-style-type: none"> 85% of students will receive a 4 range in production on the end of cycle 2 written assessment in ELA 75% of students will receive a 70% in production on the end of cycle 2 written assessment in FSL 85% of students will receive a 4 range in production on the end of cycle 3 exam in ELA 75% of students will receive a 70% in production on the end of cycle 3 exam in FSL 	

School challenge:	In our school students struggle with mastery of concepts in math			
Coherence with ETSB Commitment to success plan	<i>Vulnerable Preschoolers 60' phys. act.</i>	<i>Formative Assessment Boys vs Girls</i>	<i>Pedagogical leadership PLC</i>	<i>Attachment based theory Student Engagement</i>
School policy orientation(s)	School objective (s)	Indicator(s)	Target s)	
As a school we wish to increase the ability of our students to have a solid understanding of the different math concepts and their applications.	<ul style="list-style-type: none"> To increase the success rate of the Mastery of Concepts component of the end of cycle 2 math assessment. To increase the success rate of the Mastery of Concepts component of the end of cycle 3 math exam. 	<ul style="list-style-type: none"> End of cycle 2 math assessment (Mastery of Concepts) End of cycle 3 math exam (Mastery of Concepts) 	<ul style="list-style-type: none"> 75% of students will be successful on the Mastery of Concepts component of the end of cycle 2 math assessment 75% of students will be successful on the Mastery of Concepts component of the end of cycle 3 math exam. 	

School challenge:	In our school students do not always feel safe particularly on the bus and outside			
Coherence with ETSB Commitment to success plan	<i>Vulnerable Preschoolers 60' phys. act.</i>	<i>Formative Assessment Boys vs Girls</i>	<i>Pedagogical leadership PLC</i>	<i>Attachment based theory Student Engagement</i>
School policy orientation(s)	School objective (s)	Indicator(s)	Target s)	
As a school, we need to increase the feeling of safety in our students.	<ul style="list-style-type: none"> To increase the percentage of students who feel safe specifically on the bus and on the playground. 	<ul style="list-style-type: none"> Our School Survey on Safety 	<ul style="list-style-type: none"> We would like to increase the percentage of students who feel safe in Knowlton Academy from 62% to 100%. 	

School challenge:		In our school 44.8% (EQDEM survey) of students come to school vulnerable in at least one area.			
Coherence with ETSB Commitment to success plan		<i>Vulnerable Preschoolers 60' phys. act.</i>	<i>Formative Assessment Boys vs Girls</i>	<i>Pedagogical leadership PLC</i>	<i>Attachment based theory Student Engagement</i>
School policy orientation(s)	School objective (s)	Indicator(s)		Target s)	
As a school, we need to decrease the vulnerability of all our students.	<ul style="list-style-type: none"> Promoting the "attachment based theory" Increase collaboration between home and school To decrease the percentage of students who are vulnerable at Knowlton Academy 	<ul style="list-style-type: none"> One Neufeld course per year Number of meetings/information sessions attended by families Checklist of early strategies. 		<ul style="list-style-type: none"> 100% of teachers will attend one Neufeld course per year 80% of support staff will attend one Neufeld course per year 5 meetings/information sessions for parents to attend per year to decrease the vulnerability. (anxiety, health/well-being..) 	

7. TRANSMISSION AND DISTRIBUTION OF THE EDUCATIONAL PROJECT

The governing board shall send the school's educational project to the school board and make it public on the expiry of 60 to 90 days after sending it or of another period if the governing board and school board so agree. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project takes effect on the date of its publication.
(EA sections 75 and 109.1)

8. IMPLEMENTATION AND FOLLOW-UP OF THE EDUCATIONAL PROJECT

See Action Plan (Annex 1)

9. REPORTING ON THE EDUCATIONAL PROJECT

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

10. SIGNATURES

NAME and SURNAME
Principal of the School

NAME and SURNAME
Director General of the School Board

Date

NAME and SURNAME
Chair of the Governing Board

NAME and SURNAME
Title

NAME and SURNAME
Title

NAME and SURNAME
Title

NAME and SURNAME
Title

NAME and SURNAME
Title

Annex 1

School/centre: Knowlton Academy

Action Plan 2019-2020

Orientation I				P i l i a r s (4)	V i p r e s c h o o l	B o y s G i r ls	6 O p h y s i c s	F A	Monitoring of results				
Objective (s)	Indicator(s)	Target (s)	Strategies						Date June 18, 2020	Date	Date	Date	
1. As a school we wish to increase the quality of the written texts of our students.													
1.1 To increase the success rate of a production task on both FSL and ELA cycle 2 assessment.	<ul style="list-style-type: none"> End of cycle 2 written assessment in ELA and FSL 	<ul style="list-style-type: none"> 85% of students will receive a 4 range (the 6+1 traits) in production on the end of cycle 2 written assessment in ELA 75% of students 	<ul style="list-style-type: none"> Use 6 + 1 traits during writing instruction Regular cycle/subject team planning for teaching and assessment Using the KA literacy continuum Use of the Writing Strategies book by Serravallo Regular sustained independent writing practice Formative assessment to give feedback and drive learning needs Implementing RTI strategies Reading and discussing mentor (modélisation et écrire à la manière de...) texts/ rich literature Soundprints/Signature 	X		X		X	X				

		<p>will receive a 70% in production on the end of cycle 2 written assessment in FSL</p>	<ul style="list-style-type: none"> • Joyful literacy in cycle 1 • Use of writer's notebook 											
<p>1.2 To increase the success rate of the production task on both the FSL and ELA Cycle 3 exams.</p>	<ul style="list-style-type: none"> • End of cycle 3 ELA and FSL exams. 	<ul style="list-style-type: none"> • 85% of students will receive a 4 range (the 6+1 traits) in production on the end of cycle 3 exam in ELA • 75% of students will receive a 70% in production on the end of cycle 3 exam in FSL 	<ul style="list-style-type: none"> • Use 6 + 1 traits during writing instruction • Regular cycle/subject team planning for teaching and assessment • Using KA literacy continuum • Use of the Writing Strategies book by Serravallo • Regular sustained independent writing practice • Formative assessment to give feedback and drive learning needs • Reading and discussing mentor (modélisation et écrire à la manière de...) texts • Use of writer's notebook 	X		X		X	X					

Legend of monitoring results : * ✓ Implemented ⬆️ In control ⚠️ To be monitored ★ Unlikely implementation X Not initiated

Orientation 2				P i l l a r s (4)	V . p r e s c h o o l	B o y s v s G i r l s	6 O p h y s s. a c t.	F A	Monitoring of results			
Objective (s)	Indicator(s)	Target (s)	Strategies						Date June 18, 2020	Date	Date	Date
2. As a school we wish to increase the ability of our students to have a solid understanding of the different math concepts and their applications.												
1.1 To increase the success rate of the Mastery of Concepts component of the end of cycle 2 math assessment.	● End of cycle 2 math assessment (Mastery of Concepts)	● 75% of students will be successful on the Mastery of Concepts component of the end of cycle 2 math assessment	<ul style="list-style-type: none"> Regular cycle/subject team planning for teaching and assessment Using the KA math continuum (guaranteed curriculum) Formative assessment to give feedback and drive learning needs RTI strategies Summer Math Institute and ETSB workshops 	X		X		X	X			

<p>1.2 To increase the success rate of the Mastery of Concepts component of the end of cycle 3 math exam.</p>	<ul style="list-style-type: none"> ● End of cycle 3 math exam (Mastery of Concepts) 	<ul style="list-style-type: none"> ● 75% of students will be successful on the Mastery of Concepts component of the end of cycle 3 math exam. 	<ul style="list-style-type: none"> ● Regular cycle/subject team planning for teaching and assessment ● Using the KA math continuum (guaranteed curriculum) ● Formative assessment to give feedback and drive learning needs ● Reorganization of classes according to ability ● Summer Math Institute and ETSB workshops 	<p>X</p>		<p>X</p>		<p>X</p>	<p>X</p>				
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Legend of monitoring results : ✓ Implemented ↑ In control ⚠ To be monitored ★ Unlikely implementation X Not initiated

Orientation 3

3. As a school, we need to increase the feeling of safety in our students.

Objective (s)	Indicator(s)	Target (s)		P i l l a r s (4)	V i p r e s c h o o l	B o y s v s G i r l s	6 O p h y s. a c t.	F A	Monitoring of results				
									Date June 18, 2020	Date	Date	Date	
1.1 To increase the percentage of students who feel safe specifically on the bus and on the playground.	●Our School Survey on Safety	● We would like to increase the percentage of students who feel safe in Knowlton Academy from 62% to 100%.	<ul style="list-style-type: none"> ● Nurturing Support Center ● Sheltered recesses, sheltered lunch, morning check-ins, foster classrooms ● Support from re-adaptation officer ● Neufeld training (emotions course, winter 2020) ● Fluid interventions based on continual observational data (recess and lunch) ● Assigned bus seating when necessary ● Immediate intervention for bus incident reports by principal ● Teacher and re-adaptation officer intervention for bus conflicts/problems ● Parent workshop on aggression (winter 2020) ● A large variety of recess/lunch activities 	X		X			X				

Legend of monitoring results : + ✓ Implemented ⬆ In control ⚠ To be monitored ★ Unlikely implementation X Not initiated

Orientation 4				P i l l a r s (4)	V - p r e s c h o o l	B o y s v s G i r l s	6 O p h y s i c s	F A	Monitoring of results				
Objective (s)	Indicator(s)	Target (s)	Strategies						Date June 18, 2020	Date	Date	Date	
4. As a school, we need to decrease the vulnerability of all our students.													
1.1 Promoting the "attachment based theory"	<ul style="list-style-type: none"> One Neufeld course per year 	<ul style="list-style-type: none"> 100% of teachers will attend one Neufeld course per year 80% of support staff will attend one Neufeld course per year 	<ul style="list-style-type: none"> Compulsory attendance for teachers for Neufeld training on Emotions (winter 2020) Support staff strongly encouraged to attend one Neufeld course per year Continuing to implement Neufeld strategies into our school life (attachment) Sheltered recess/lunch, nurturing support center, foster classroom, etc. Village reads program Bistro program Buddy Classes 	X	X				X				
1.2 Increase collaboration between home and school	<ul style="list-style-type: none"> Increase collaboration between home and school 	<ul style="list-style-type: none"> 5 meetings /information sessions for parents to attend per year to decrease 	<ul style="list-style-type: none"> 2 Neufeld courses offered to parents in 2019-2020 school year (anxiety and aggression) Transition officer to work with school and parents of children currently in and those entering kindergarten Encourage and welcome parent/community members participation in KA school life Garden project 	X	X				Yes				

		the vulnerability. (anxiety, health/well-being..)	<ul style="list-style-type: none"> Family literacy book bag program 											
1.3 To decrease the percentage of students who are vulnerable at Knowlton Academy	<ul style="list-style-type: none"> To decrease the percentage of students who are vulnerable at Knowlton Academy 	<ul style="list-style-type: none"> 5 meetings /information sessions for parents to attend per year to decrease the vulnerability. (anxiety, health/well-being..) 	<ul style="list-style-type: none"> 2 Neufeld courses offered to parents in 2019-2020 school year (anxiety and aggression) Garden project Bistro program Buddy Classes Transition officer to work with school and parents of children currently in and those entering kindergarten Books to Belly program (Yamaska Literacy Council - February/March 2020) 	X	X				Yes					

Legend of monitoring results : * ✓ Implemented ⬆ In control ⚠ To be monitored ★ Unlikely implementation X Not initiated

Yearly Progress Report of School/Centre Orientation			
Year: 2019- 2020 (Sept.30, 2020)			
Global Evaluation of Orientation		X	
Comments: Due to Covid-19 we were unable to complete the objectives set out for the year in the Ed project. We will continue in the 2020-2021 school year.			
Next Steps: Continuation of the objectives into the following school year.			

Annex 2

K.A. 2019 School Survey Results**Scale 1 - 5**

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

Questions	Support staff (7/11)	Teachers (18/19)	Students 113	Parents/ Community 106
Leadership				
The staff agrees with the school mission, the orientation and the objectives set out in the Ed. Project.	1. 0% 2. 0% 3. 14.3% 4. 85.7% 5. 0%	1. 0% 2. 0% 3. 22.2% 4. 61.1% 5. 16.7%		
The staff conducts themselves with the values and the objectives of the school and school board in mind.	1. 0% 2. 0% 3. 0% 4. 71.4% 5. 28.6%	1. 0% 2. 5.6% 3. 11.1% 4. 72.2% 5. 11.1%		

Decisions are made in the best interest of the students.	1. 0% 2. 0% 3. 14.3% 4. 57.1% 5. 28.6%	1. 0% 2. 0% 3. 0% 4. 77.8% 5. 22.2%		1. 0.9% 2. 4.7% 3. 15.1% 4. 44.3% 5. 34.9%
The administration collaborates with the staff to achieve the educational success of our school.	1. 0% 2. 0% 3. 28.6% 4. 42.9% 5. 28.6%	1. 0% 2. 5.6% 3. 11.1% 4. 38.9% 5. 44.4%		
The principal highlights and recognizes the strengths and the contributions of the staff.	1. 0% 2. 0% 3. 0% 4. 71.4% 5. 28.6%	1. 0% 2. 5.6% 3. 5.6% 4. 55.6% 5. 33.3%		
Questions	Staff	Teachers	Students	Parents/ Community
Learning				
Student learning is the main focus of the staff.	1. 0% 2. 0% 3. 0% 4. 42.9% 5. 57.1%	1. 0% 2. 0% 3. 5.6% 4. 61.1% 5. 33.3%	1. 0.9% 2. 2.7% 3. 6.2% 4. 54% 5. 36.3%	

The students spend most of class time working towards learning goals and objectives.	1. 0% 2. 0% 3. 0% 4. 85.7% 5. 14.3%	1. 0% 2. 11.1% 3. 11.1% 4. 72.2% 5. 5.6%	1. 0.9% 2. 0 % 3. 23.9 % 4. 49.6% 5. 25.7%	
The pedagogy and technology training offered helps me maximize my teaching time in class.		1. 0% 2. 11.1% 3. 27.8% 4. 55.6% 5. 5.6%		
Knowlton Academy uses all of its resources to help foster student learning.	1. 0% 2. 0% 3. 0% 4. 28.6% 5. 71.4%	1. 0% 2. 0% 3. 11.1% 4. 50% 5. 38.9%		
Staff follows K.A.'s code of conduct.	1. 0% 2. 0% 3. 14.3% 4. 42.9% 5. 42.9%	1. 0% 2. 11.1% 3. 11.1% 4. 61.1% 5. 16.7%	1. 0.9% 2. 5.3% 3. 15.9% 4. 42.5% 5. 35.4%	
Students follow K.A.'s code of conduct.	1. 0% 2. 28.6% 3. 14.3% 4. 57.1% 5. 0%	1. 0% 2. 44.4% 3. 16.7% 4. 38.9% 5. 0%	1. 1.8% 2. 7.1% 3. 5.3% 4. 59.3% 5. 25.6%	

The staff clearly communicates behaviour and learning expectations with students to promote a positive learning climate.	1. 0%	1. 0%	1. 0.9%	1. 0.9%
	2. 0%	2. 16.7%	2. 1.8%	2. 3.8%
	3. 0%	3. 11.1%	3. 7.1%	3. 15.1%
	4. 71.4%	4. 66.7%	4. 50.4%	4. 55.7%
	5. 28.6%	5. 5.6%	5. 39.8%	5. 24.5%
K.A. empowers students to know how they learn best in order to explore their full potential.	1. 0%	1. 0%	1. 3.5%	1. 0.11%
	2. 0%	2. 5.6%	2. 3.5%	2. 7.5%
	3. 28.6%	3. 16.7%	3. 21.2%	3. 18.9%
	4. 57.1%	4. 66.7%	4. 34.5%	4. 48.1%
	5. 14.3%	5. 11.1%	5. 37.2%	5. 25.5%
Reading is an important part of my home.			1. 1.8%	1. 0.9%
			2. 10.6%	2. 1.9%
			3. 31.9%	3. 11.3%
			4. 22.1%	4. 37.7%
			5. 33.6%	5. 48.1%
Questions	Staff	Teachers	Students	Parents/Community
Climate				
Our school environment is safe.	1. 0%	1. 0%	1. 4.4%	1. 0%
	2. 0%	2. 11.1%	2. 13.3%	2. 4.7%
	3. 28.6%	3. 11.1%	3. 17.7%	3. 9.4%
	4. 42.9%	4. 66.7%	4. 35.4%	4. 57.5%
	5. 28.6%	5. 11.1%	5. 29.2%	5. 28.3%

K.A. is a welcoming and vibrant school.	1. 0% 2. 0% 3. 0% 4. 57.1% 5. 42.9%	1. 0% 2. 5.6% 3. 0% 4. 44.4% 5. 50%	1. 3.5% 2. 2.7% 3. 21.4% 4. 37.2% 5. 36.3%	1. 0% 2. 2.8% 3. 5.7% 4. 46.2% 5. 45.3%
K.A. has an action plan to prevent bullying and violence in our school.	1. 0% 2. 0% 3. 14.3% 4. 71.4% 5. 14.3%	1. 0% 2. 0% 3. 33.3% 4. 50% 5. 16.7%	1. 4.4% 2. 2.7% 3. 8.8% 4. 39.8% 5. 44.2%	1. 0.9% 2. 9.4% 3. 17.9% 4. 49.1% 5. 22.6%
I feel safe in the school.	1. 0% 2. 0% 3. 28.6% 4. 42.9% 5. 28.6%	1. 0% 2. 5.6% 3. 0% 4. 55.6% 5. 38.9%	1. 8.8% 2. 10.6% 3. 18.6% 4. 39.8% 5. 22.1%	1. 0% 2. 0.9% 3. 6.6% 4. 54.7% 5. 37.7%
The staff is showing enthusiasm and passion for their students' learning and growth.	1. 0% 2. 0% 3. 0% 4. 57.1% 5. 42.9%	1. 0% 2. 5.6% 3. 0% 4. 66.7% 5. 27.8%	1. 1.8% 2. 1.8% 3. 12.4% 4. 49.6% 5. 34.5%	1. 0% 2. 2.8% 3. 7.5% 4. 48.1% 5. 41.5%
All teachers help students reach their full potential.	1. 0% 2. 14.3% 3. 0% 4. 57.1% 5. 28.6%	1. 5.6% 2. 0% 3. 22.2% 4. 50% 5. 22.2%	1. 3.5% 2. 1.8% 3. 14.2% 4. 34.5% 5. 46%	1. 0.9% 2. 9.4% 3. 15.1% 4. 49.1% 5. 25.5%

K.A. helps students get along and work with each other as a community.	1. 0%	1. 0%	1. 8.8%	1. 0.9%
	2. 0%	2. 11.1%	2. 11.5%	2. 3.8%
	3. 0%	3. 11.1%	3. 27.4%	3. 14.2%
	4. 85.7%	4. 55.6%	4. 34.5%	4. 55.7%
	5. 14.3%	5. 22.2%	5. 17.7%	5. 25.5%
Students seek help when they have a problem at school.			1. 7.1%	1. 0.9%
			2. 17.7%	2. 10.4%
			3. 18.6%	3. 37.7%
			4. 34.5%	4. 34.9%
			5. 22.1%	5. 16%
K.A. families are economically advantaged.				1. 1.9%
				2. 30.2%
				3. 38.7%
				4. 18.9%
				5. 10.4%
Questions	Staff	Teachers	Students	Parents/ Community
Pedagogy				
K.A. provides opportunity to improve educational practices.	1. 0%	1. 0%		
	2. 0%	2. 0%		
	3. 14.3%	3. 11.1%		
	4. 14.3%	4. 55.6%		
	5. 71.4%	5. 33.3%		

K.A. encourages staff innovation.	1. 0% 2. 0% 3. 0% 4. 57.1% 5. 42.9%	1. 0% 2. 5.6% 3. 0% 4. 55.6% 5. 38.9%		1. 1.9% 2. 3.8% 3. 29.2% 4. 46.2% 5. 18.9%
Teaching strategies are adapted to fit the needs of all students to optimize their learning.	1. 0% 2. 0% 3. 0% 4. 85.7% 5. 14.3%	1. 0% 2. 11.1% 3. 16.7% 4. 66.7% 5. 5.6%	1. 2.7% 2. 2.7% 3. 21.2% 4. 48.7% 5. 24.8%	1. 1.9% 2. 7.5% 3. 19.8% 4. 50.9% 5. 19.8%
Students receive sufficient and regular feedback on their learning.		1. 0% 2. 5.6% 3. 16.7% 4. 72.2% 5. 5.6%	1. 3.5% 2. 6.2% 3. 14.2% 4. 45.1% 5. 31%	1. 2.8% 2. 10.4% 3. 18.9% 4. 52.8% 5. 15.1%
Teachers believe that positive relationships/attachment is important to student success.		1. 0% 2. 0% 3. 0% 4. 44.4% 5. 55.6%		
Questions	Staff	Teachers	Students	Parents/ Community
Partnership				

K.A. fosters communications with families and other partners.	1. 0%	1. 0%		1. 1.9%
	2. 0%	2. 0%		2. 2.8%
	3. 14.3%	3. 11.1%		3. 18.9%
	4. 42.9%	4. 66.7%		4. 54.7%
	5. 42.9%	5. 22.2%		5. 21.7%
K.A. encourages collaboration with community partners.	1. 0%	1. 0%		1. 0%
	2. 0%	2. 0%		2. 0.9%
	3. 14.3%	3. 11.1%		3. 12.3%
	4. 42.9%	4. 44.4%		4. 54.7%
	5. 42.9%	5. 44.4%		5. 32.1%
I am aware of services that are offered by the school and/or community.				1. 0%
				2. 7.5%
				3. 15.1%
				4. 59.4%
				5. 17.9%
Questions	Staff	Teachers	Students	Parents/Community
Staff Collaboration				
Staff works together to problem solve and come up with best solutions and practices.	1. 0%	1. 0%		
	2. 0%	2. 5.6%		
	3. 0%	3. 0%		
	4. 71.4%	4. 50%		
	5. 28.6%	5. 44.4%		

Teachers use their presence time to improve student learning.		1. 5.6% 2. 0% 3. 22.2% 4. 61.1% 5. 11.1%		
The cycle teachers collaborate to map out their learning intentions for the year using the essential knowledges.		1. 5.6% 2. 11.1% 3. 16.7% 4. 61.1% 5. 5.6%		
Number of Questions	27	31	17	22

