



**Success Plan  
2010-2015  
St. John Fisher**

## Success Plan For St.John Fisher for 2010-2015

### Introduction

St. John Fisher School is situated in the quiet, peaceful neighbourhood of Valois, Pointe-Claire. It has been serving the community of Pointe-Claire and parts of Dorval since 1957. The socio-economic standing of the school area is mainly middle-class. The vocation of St. John Fisher is that of an early Immersion school.

In 2006, at the last major school change, St. John Fisher became two campuses, a junior campus K to cycle 1 and a senior campus cycle 2 to 3. Both campuses maintained their early immersion status. In the 2010-2011 school year, both campuses will be welcoming students from Jubilee school which is closing at the end of the school year of 2010. The incoming population of students come from a Bilingual program and will be making the transition into an Immersion program. St. John Fisher has always enjoyed a strong parent/school connection and we are confident that this support and involvement will be maintained during this time of change.

St. John Fisher Junior campus has a population of 302 students. The building is surrounded by ample green space. The children have access to a large fenced in playground (grass and paved). The two paved areas have a variety of painted games for the students to enjoy during nonstructured play times. Jubilee School will be donating its Jungle Gym to St. John Fisher where it will be installed on one of the grassy areas. We also have a separate bus path to load and unload the students in a safe manner. A walking path between the two campuses provides safe, fast access for parents, students and staff.

St. John Fisher Senior campus has a projected enrollment of 467 students for 2010-11, including 100 former Jubilee students. This will make for an excellent, diverse and multi-talented student population, but one that will take some transition time to bring together. We will also be adding approximately 30% new teaching staff for 2010-11, again something that will make the school even stronger, but will take some time for adjustments. The senior campus is located on a cul-de-sac, with enclosed play areas and field, adjacent to Lindsay Place High School.

### Characteristics of the School

**In this section you will find the Characteristics of each campus that makes up the face of St. John Fisher School:**

#### **Junior Campus:**

- early immersion program
- 90% francophone teaching staff
- Kindergarten, grade one and two student population
- accredited PSI (Peaceful Schools International) school
- large daycare program
- computer literate school
- strong focus on literacy skills development in both French and English
- looping opportunities for teachers and students
- rich extra-curricular activities provided by the daycare program and the school (sports, culture, health, school choir).
- buddy systems in place between junior and senior campuses as well as with the high schools (Lindsay Place and John Rennie)
- involvement with Big Brothers and Big Sisters Organization
- annual Semaine de Litt ratie
- dynamic librarian who coordinates large group of volunteers who read to children
- unique English language Arts enhancement program

- cultural outings at all levels throughout the year
- early literacy intervention throughout the year
- differentiated innovative teaching practices approaches: Match Select Name, Touch Math for special needs students for cycle 1, O.T. room Smart Boards

### **Senior Campus:**

- Early Immersion program cont'd
- Grade 3, 4, 5 and 6 (Cycle II and III) with strong teaching teams
- accredited PSI (Peaceful Schools International) school
- well developed and extensive daycare program
- extra-curricular activities provided by daycare and school (hockey, ringuette, drama, team and individual sports, academic clubs, arcade room, animators for daycare activities...)
- community services organized by spiritual consultant
- 'Aide aux Devoirs' homework program directed by a teacher and school staff person
- excellent library program which includes parent volunteers, guest speakers and literary presentations
- cultural and educational extracurricular programs and field trips
- provides placements for High School and University stage students
- school 'buddy' programs with the Junior campus and Lindsay Place High School
- well developed band and choir programs
- strong Resource Dept.
- continued commitment to, and professional development regarding, the Quebec Education Program (QEP)

Both campuses share excellent and supportive Governing Board and Home and School Committees.

### **School Vision / Mission**

**Guiding Principles: St. John Fisher Junior is guided by the principles set forth in our Mission Statement:**

### **Mission Statement:**

**"Making each child a success story."**

The mission of St. John Fisher Elementary School is to bring all students to their highest individual potential in literacy (English and French) and numeracy by providing them with excellent learning opportunities, experiences, and role models. The school aims to promote and maintain a culture of Peace within a caring community which facilitates the academic, physical, personal and spiritual growth of the students. St. John Fisher School encourages students to assume

responsibility for their learning so as to enable them to become life-long learners. Our ultimate purpose is to help the student to become a productive, caring, creative and confident member of a global community ready for challenges and to assume responsibility in a rapidly changing world.

### **Vision**

- St. John Fisher students will be responsible, curious and creative learners prepared to meet their future academic challenges.
  
- Parents are active supportive participants, and informed collaborators in their child's education.
  
- In our Peaceful school, students will be educated in a safe, caring, and respectful environment.
  
- All personnel will be committed to the development of the students and dedicated to the mission and vision of the school.

### **School Portrait**

<b>School Profile</b>			
<b>Junior School</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
Total enrolment Cycle one	186	163	174
Number of boys	94	99	
Number of girls	92	64	
Proportion born in Québec	93.0%	93.3%	N/A
Portion English speaking	95.7%	97.5%	N/A
Number of at Risk & Special Needs Students	12	18	27
Proportion integrated students	100%	100%	100%

<b>School Profile</b>			
<b>Senior School</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
Total enrolment Cycle two and three	393	405	
Number of boys	188	200	
Number of girls	205	205	
Proportion born in Québec	92.1%	90.9%	N/A
Portion English speaking	94.1%	95.1%	N/A
Number of at Risk & Special Needs Students			
Proportion integrated students	100%	100%	100%
Proportion of students entering cycle one at age	100%	98.9%	
Proportion of students leaving elementary school at age	99.2%		N/A

<b>Running Records Results French</b>				
<b>Cycle</b>	<b>2007-2008</b>		<b>2008-2009</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
*Cycle One Year 1	3.9	13	4.88	16.99
*Cycle One Year 2	12.20	19.88	9.36	21.39
Cycle Two Year 1	18.98	19.35	21.49	23.27
Cycle Two Year 2	N/A	22	22.78	22.62
Cycle Three Year 1	22.1	22.61	22.49	24.08
Cycle Three Year 2	N/A	N/A	N/A	21.04

\*Student results above the Benchmark target recommended by the School Board

<b>Running Records Results English</b>				
<b>Cycle</b>	<b>2007-2008</b>		<b>2008-2009</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
Cycle Two Year 1	N/A	26.96	23.10	26.29
Cycle Two Year 2	N/A	25.64	27.79	28.10
Cycle Three Year 1	22	26.56	28.30	28.95
Cycle Three Year 2	27	23.11	24.83	28.00

<b>Success Rate For End of Cycle III Exams</b>				
<b>Exam</b>	<b>2007-2008</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2008-2009</b>
	<b>School</b>	<b>School Board</b>	<b>School</b>	<b>School Board</b>
French		87.0%	N/A	85.0%
English		82.0%	85.48%	82.0%
Math		82.0%	87.2%	83.0%

Note - Data may change significantly with the integration of bilingual program students into the school, 2010-2011. An accurate baseline will have to be

established using statistics after 2010-2011, before realistic and attainable numerical targets can be set.

## Action Plan

### Strategic Directions 1: Maximizing student success in a culture for learning.

Objective	Strategies	Indicator	Targets / Results
<p>1.To increase the success rate of the general students population at the end of cycle 3 in mathematical skills and abilities.</p>	<p>In order to increase the success rate of the general students population at the end of cycle 3, we have to start at kindergarten level stage to build a strong foundation in Numeracy.</p> <ul style="list-style-type: none"> <li>● do more Pre-math skills in Kindergarten</li> <li>● use of Nelson website for cycle 1, 2 and 3</li> <li>● prime for the students who are not at level (done by resource teacher or by a trained teacher)</li> <li>● continuously using previous situational problems as learning tools through the year and their application</li> </ul>	<ul style="list-style-type: none"> <li>● the success of MELS Elementary End of Cycle 3 Math exams results</li> <li>● the success of Math exams at the end of cycle 1 and 2</li> <li>● teachers' observations</li> <li>● in-class assessments</li> </ul>	<ul style="list-style-type: none"> <li>● 2% increase in the success rate for MELS Elementary by the End of Cycle 3 math exams results by 2015</li> </ul>

### Strategic Directions 1: Maximizing student success in a culture for learning.

Objective	Strategies	Indicator	Targets / Results
<p>2.To increase the qualification rate of Students at Risk and Students with special needs.</p>	<p>In order to increase the qualification rate of Students at Risk and Students with special needs, it is important to make the students and their parents aware that our School Board is offering different Work-Oriented Training Paths to meet their needs.</p> <ul style="list-style-type: none"> <li>• resource teachers to speak more about the different Training Paths (to both parents and students)</li> <li>• inviting graduating students from different Work-Oriented Training Paths to meet our grade 5 students and their parents to prepare them in making their choices when they have to decide on a High School in grade 6</li> <li>• we also will invite successful adult speakers with different disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• resource teachers need to be informed on the different Work-Oriented training Paths and High School program</li> <li>• in-school visits of students enrolled in the Work-Oriented Path for grade 5 students and their teachers where parents would be present</li> <li>• inviting successfull adult speakers to show the students different work paths</li> </ul>	<ul style="list-style-type: none"> <li>• the resource teacher of the school will be kept informed on the different Work-Oriented Training Paths</li> <li>• Applicable students and their parents will be informed about the different Work-Oriented Training Path offered by the school board for students with difficulties</li> <li>• once a year during fall we will invite some successfull participants that will talk about their school and work experience to the participants (students and parents)</li> </ul>



### Strategic Directions 1: Maximizing student success in a culture for learning.

Objective	Strategies	Indicator	Targets / Results
<p>3. To build a sense of belonging in school and a sense of appreciation of learning.</p>	<p>In order to give the students a strong feeling of belonging at school, it is important to offer different activities to complement their class day.</p> <p><b>Junior Campus:</b></p> <ul style="list-style-type: none"> <li>• working with the interactive community to have role models come visit our school</li> <li>• having students from grade 2 participate in the Space Day</li> </ul> <p><b>Senior Campus:</b></p> <ul style="list-style-type: none"> <li>• working with interactive community to have a career fair for grade 5 &amp; 6</li> <li>• Peace Pals</li> <li>• visits to high school through the music program</li> </ul>	<ul style="list-style-type: none"> <li>• Peaceful school program</li> <li>• Interactive community</li> </ul>	<p>For the Junior Campus:</p> <ul style="list-style-type: none"> <li>• use of the Interactive Community starting in September 2010</li> </ul> <p>For the Senior Campus:</p> <ul style="list-style-type: none"> <li>• use of the Interactive Community at least once by the end of June 2011</li> <li>• use of the Peace Pals program starting in September 2010</li> <li>• music teachers will get in touch with the High School music teachers</li> </ul>

### Strategic Directions 1: Maximizing student success in a culture for learning.

Objective	Strategies	Indicator	Targets / Results
<p>4. To increase English and French literacy through activities offered to children.</p>	<p>In order to increase English and French literacy, here are the activities that we are proposing for both students and teachers. We also have to keep in mind that we need to improve the written part of the end of cycle 3 French written exam.</p> <p><u>Junior Campus:</u></p> <ul style="list-style-type: none"> <li>● use of Daily 5 approach to individualize teaching</li> <li>● livrothèque (containing level books)</li> <li>● authors visits</li> <li>● hands on and adapted materials available for children with LD</li> <li>● partnership with Valois Library and visit from the Pointe-Claire librarian</li> <li>● phonological awareness starting at kindergarden level</li> </ul> <p><u>Senior Campus:</u></p> <ul style="list-style-type: none"> <li>● cycle and intercycle meetings in order to put in common the goals and content to be attained</li> <li>● I love to read week</li> <li>● Francisation as soon as possible in the school year</li> <li>● development of a Livrothèque</li> <li>● partnership with Valois Library</li> </ul>	<ul style="list-style-type: none"> <li>● the success of MELS Elementary End of Cycle 3 English and French exams results</li> <li>● the success of French exams at the end of cycle 1 and 2</li> <li>● the success of English exams at the end of cycle 2</li> <li>● teachers observations</li> <li>● in-class assessments</li> <li>● increase of cultural activities in both English and French offered to children</li> <li>● increase in exposure to French</li> <li>● Daily 5</li> </ul>	<p><u>Junior Campus:</u></p> <ul style="list-style-type: none"> <li>● to reach and/or exceed the required BenchMark target levels by the School Board</li> <li>● every other year, money will be allotted to enrich materials for the livrothèque</li> <li>● by 2015, each child of the school will be a member of the Pointe-Claire Library</li> <li>● annual authors' visits</li> <li>● resource room with adapted materials</li> </ul> <p><u>Senior Campus:</u></p> <ul style="list-style-type: none"> <li>● numerical targets will be set after the integration of Jubilee students and more accurate baseline data can be attained</li> <li>● maintain and expand exposure to literary presentations</li> <li>● maintain and expand academic clubs (Math Olympics, math club, speech and public speaking...)</li> <li>● expanded Resource Rooms with both French and English adapted materials (numeracy, literacy and technological resources)</li> </ul>



### Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
To develop staff capacity to support the (4) strategic directions.	<ul style="list-style-type: none"> <li>• forming one PDIG committee per campus</li> <li>• each PDIG committee will write at least one grant request per year</li> <li>• requesting the visit of at least one School Board consultant per year per campus</li> <li>• teacher participates at one of the major congress per campus: APSQ, ACPI, ACELF, Springboard, AQEP, QAMT, ATEQ, AQUOPS, Association pré-scolaire</li> </ul>	<p>Each Campus per year:</p> <ul style="list-style-type: none"> <li>• a PDIG committee formed</li> <li>• one grant request</li> <li>• one visit of School Board consultant</li> <li>• teacher participation in one of the major conventions</li> </ul>	<p>Each Campus per year:</p> <ul style="list-style-type: none"> <li>• one PDIG committee formed</li> <li>• one PDIG request for a grant</li> <li>• one teacher attending a major conference</li> </ul>

### Strategic Directions 3: Enhancing School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
<p>To develop opportunities for successful transitions from the junior campus to the senior campus; as well as the transition from elementary school to secondary school.</p>	<p>In order to facilitate these major transitions through the elementary and secondary school years, we propose:</p> <ul style="list-style-type: none"> <li>• to increase the number of grade six visits to high schools (i.e. collaborative projects, mini days, )</li> <li>• organizing a similar approach between the junior and the senior campuses. The students in grade 4 will visit the students in grade 2 twice before Christmas and the students in grade 2 would visit grade 4 twice after Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• visits between elementary and secondary school</li> <li>• visits between campuses</li> </ul>	<ul style="list-style-type: none"> <li>• 4 visits a year between the grade 6 and the High School</li> <li>• 4 visits a year between the grade 4 and grade 2 in both campuses</li> </ul>

### Strategic Directions 3: Enhancing School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
To promote skilled occupations and trades.	<p>In order to promote different paths for all the students:</p> <ul style="list-style-type: none"> <li>• organize a minimum of 3 visits of professionals from the community for cycles 1 and 2 as well as 2 visits from students in their last year of Work-Oriented Training Paths to meet the cycle 3 students</li> </ul>	<ul style="list-style-type: none"> <li>• interactive community activities</li> <li>• Career Fair</li> <li>• visits from different professionals and graduating students</li> </ul>	<ul style="list-style-type: none"> <li>• students and parents will be informed about the different work-oriented training paths offered in the high school program</li> <li>• once a year during fall we will invite some successful participants that will talk about their school and work experience to the participants (students and parents)</li> </ul>

### Strategic Directions 3: Enhancing School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
To enrich learning opportunities through Global Education and Community Partnerships.	In order to increase this exposure, we recommend: <ul style="list-style-type: none"> <li>• creating a committee that would promote within each campus, upcoming GOAL activities such as posters in staff room</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Community (GOAL approach)</li> </ul>	<ul style="list-style-type: none"> <li>• the use of the Interactive Community will be documented</li> </ul>

### Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
To develop in our school a culture of pride and respect for the environment.	In order to respect the environment: <ul style="list-style-type: none"> <li>• implementation of "Zero Waste Lunches" program that would include a composting initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• to reduce garbage and increase recycling</li> <li>• composting</li> </ul>	<ul style="list-style-type: none"> <li>• fully implemented by June 2015</li> </ul>



### Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
To support and expand programs that foster healthy living.	<ul style="list-style-type: none"> <li>• to expand on current practices (active extracurricular programs, nutrition grants, inviting guest speakers, etc.)</li> <li>• to follow the recommendations of École et milieu en santé</li> </ul>	<ul style="list-style-type: none"> <li>• wellness oriented extra-curricular activities provided by daycare and school (sports, culture, health, school choir)</li> <li>• increase the number of participants in those programs</li> </ul>	<ul style="list-style-type: none"> <li>• whole school involvement by June 2015</li> </ul>

### Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
To provide a safe, secure, healthy, and welcoming environment.	<ul style="list-style-type: none"> <li>• continue with Peaceful schools initiatives (PALS program at the junior and Peace Pals at the senior)</li> <li>• adults modeling "Peaceful play" to children during unstructured time periods (ie. recess, lunch)</li> </ul>	<ul style="list-style-type: none"> <li>• the number of discipline reports</li> <li>• children solving conflict problems autonomously in a peaceful way</li> <li>• Peace Pals visible throughout the school actively promoting peaceful behaviour</li> <li>• reduced disciplinary action required by principals</li> </ul>	<ul style="list-style-type: none"> <li>• A reduction in the number of the discipline reports by June 2012 at the Junior</li> <li>• A reduction in the number of the discipline reports by June 2015 at the Senior</li> </ul>