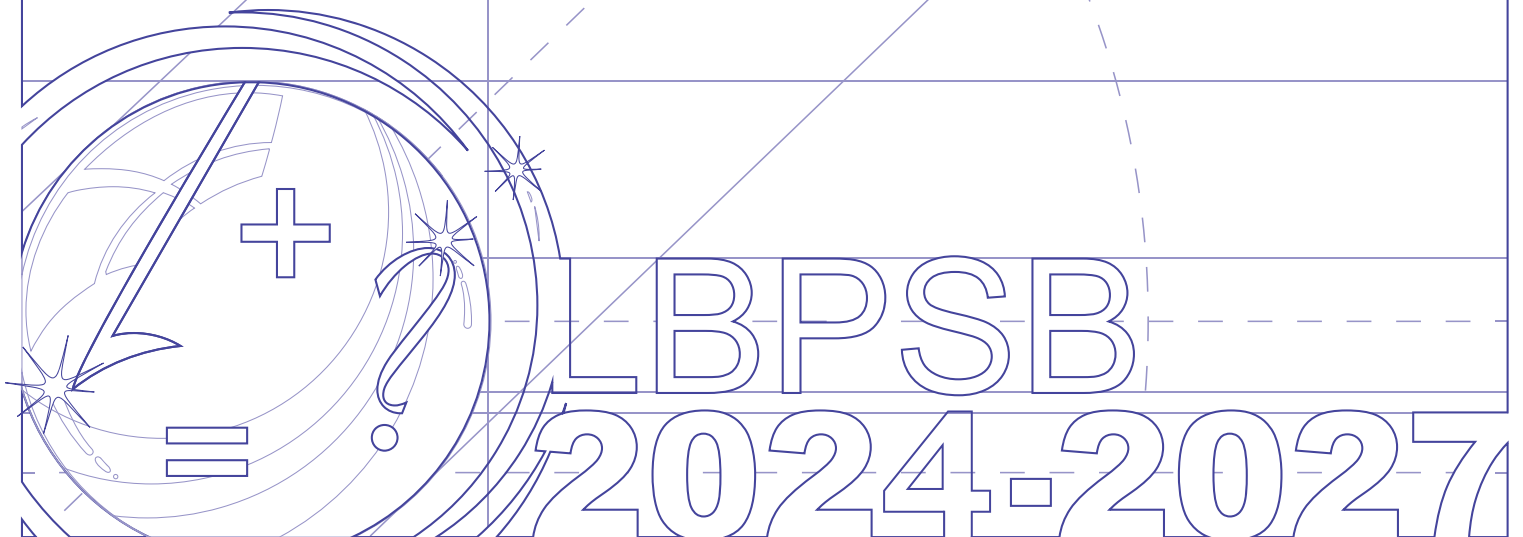




Educational Project 2024-2027

School Name: St. John Fisher Jr. Elementary School

Approved on: June 26, 2024





VISION

Achieving **excellence** by maximizing the potential of each individual.
Atteindre l'**excellence** en maximisant le potentiel de chacun.



VALUES / VALEURS

Community • Communauté

We promote local and global citizenship through strong engagement.
Promouvoir la citoyenneté locale et mondiale grâce à un engagement solide.

Inclusion • Inclusion

We reflect and celebrate diversity.
Refléter et souligner la diversité.

Innovation • Innovation

We support creativity and a spirit of inquiry.
Appuyer la créativité et l'esprit de recherche.

Integrity • Intégrité

We commit to honesty, equity and accountability.
Encourager l'honnêteté, l'équité et la responsabilité.

Respect • Respect

We foster a respectful, nurturing and safe environment.
Favoriser un environnement respectueux, stimulant et sécuritaire.

Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
Objective 4: Develop new specific "Special School Project"
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

Educational Project

School Board alignment

In developing our educational project, we have respected the LBPSB Orientations by focusing on meeting the academics needs and social-emotional needs of all our students to follow LBPSB Orientation 1.
We are committed to improving principal and teacher collaboration towards the implementation of research-based practices for instruction and support which aligns with the LBPSB Orientation 2.
We want to enhance the sense of belonging by fostering a sense of unity, acceptance, respect and belonging amongst our community, which respect the LBPSB Orientation 3.

Summary of Educational project:

School Orientation 1: To improve the French language skills of our students.

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.

School Objective 2: To increase school-wide French literacy pedagogical projects.

School Objective 3: To improve French communication abilities.

School Orientation 2: To increase Social-Emotional Learning (SEL) practices in school.

School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.
Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.

School Objective 5: To increase SEL practices in the classroom.

School Objective 6: To improve sense of belonging in the SJF community.

School Orientation 3: To improve SJF Jr. presence in the community.

School Objective 7: Increase the number of school-wide activities.

School Objective 8: Increase activities within the community.

School Profile

School Context

St John Fisher Junior is a vibrant educational institution committed to providing a nurturing and inclusive learning environment for students from diverse backgrounds. Our school community comprises a dynamic mix of 240 students, each bringing unique talents, perspectives, and aspirations to our classrooms.

Our dedicated team of educators plays a pivotal role in shaping the educational experience at St John Fisher Junior. With a focus on academic excellence and social-emotional health, our 20 highly qualified teachers are passionate about fostering a love for learning and equipping students with the skills they need for success in an ever-evolving world.

Supporting the academic and extracurricular endeavors of our students is a team of eleven support staff members who directly support our students, and contribute to the smooth functioning of various administrative and logistical aspects of the school. Their commitment to creating a conducive and organized environment ensures that students can fully engage in their educational journey.

In addition to our teaching and support staff, six professionals, (CIE, O.T, SLP, school psychologist, school nurse, FSSTT Consultant), work collaboratively to address the diverse needs of our student body. This comprehensive approach to education underscores our commitment to providing a well-rounded and inclusive learning experience for all.

Our school and community strengths lie in fostering a sense of inclusivity, where each student is valued and supported. The collaborative efforts of teachers, parents, and community members create an environment that encourages academic achievement, personal growth, and social responsibility.

As a school community, we are very proud of the strengths we bring to the educational experiences of our students. We have a strong school community, the school's physical location is an asset and, we have an engaged school team.

Our school also faces challenges that we diligently work towards addressing to support our students and community. Because of their young age, our students are not yet identified. We must maintain enrollment as our registration numbers have gone down in the last few years, and we feel that communication with all school stakeholders can be clearer and more effective.

At St John Fisher Junior, we take pride in our collaborative community where students, teachers, support staff, and professionals work together to create an atmosphere of academic rigor, creativity, and personal growth. Through a rich tapestry of experiences, St John Fisher Junior aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

Junior Campus (K4 to grade 2)

Immersion school

Digital Literacy

Outdoor physical education

Music cycle 1

Music et mouvement K4/5

Curriculum Mapping

UDL

SEL

Les Fourmis Vertes (SEL- leadership)

Social Educational Extended Day (where they see the whole child social-emotional educators)

Orientation 1: To improve the French language skills of our students.

By improving the French language skills of our students, by providing them various opportunities to develop their French skills and by working on school-wide French pedagogical projects, we are aligning with LBPSB Orientation 1: Improve effectiveness in meeting the academic needs of diverse learners and meets the definition of its three objectives.

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure.		
School Objective 2: To increase school-wide French literacy pedagogical projects.	Indicator Baseline Data	2026-2027 Target
School Indicator 2: Completion of a French literacy school-wide project.	2 school-wide French projects per year.	1 French school-wide project per term.
School Objective 3: To improve French communication abilities.	Indicator Baseline Data	2026-2027 Target
School Indicator 3: To provide students with various opportunities for student to communicate in French.	To implement a causerie-moment in every class once a week.	To increase the number causerie-moment to 3 times a week.

Orientation 2: To increase Social-Emotional Learning (SEL) practices in school.

By increasing SEL teaching time, the school's orientation is aligning with LBPSB Orientation number 1: Improve Effectiveness in Meeting the Academic Needs of Diverse Learners, specifically the Objective 3: Increase Systemic Capacity to Support Post-COVID Students; the Orientation number 2: Improved principal and teacher collaboration towards the implementation of research-based practices for instruction and support as well as the LBPSB Orientation number 3: Make social and emotional health a priority at the LBPSB.

<p>School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 4: Yearly evaluate the efficacy of implemented practices.</p>		
<p>School Objective 5: To increase SEL practices in the classroom.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 5: To implement a 20-minute SEL teacher-led activity weekly</p>	<p>1 activity per week</p>	<p>2 activities per week.</p>
<p>School Indicator 6: To use innovative practices to enhance student cognitive engagement.</p>	<p>1 mindfulness break per day.</p>	<p>1 mindfulness school-wide break per month (done by all students at the same time).</p>
<p>School Objective 6: To improve sense of belonging in the SJF community.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 7: To promote wearing school color/school apparels.</p>	<p>To implement -Wear your school color day- every Friday.</p>	<p>To wear school apparel or school color during assemblies, school wide activities, outings, etc.</p>

Orientation 3: To improve SJFJr. presence in the community.

By ensuring a better school visibility, by reaching out to the community, by fostering a sense of belonging, unity, acceptance and respect, the school's orientation aligns with LBPSB Orientation number 3, objective 8: Improved sense of belonging in the LBPSB community.

School Objective 7: Increase the number of school-wide activities.	Indicator Baseline Data	2026-2027 Target
School Indicator 8: Indicator 1: Number of school-wide assemblies	1 school assembly per term	5 school assemblies
School Indicator 9: Indicator 2: Participation in cross-grade activities.	2 cross-grade activities per year	3 cross-grade activity
School Objective 8: Increase activities within the community.	Indicator Baseline Data	2026-2027 Target
School Indicator 10: Number of activities engaging community members done by the school.	2 per year	1 per term
School Indicator 11: Number of activities done by the school that connects with the community.	2 per year	1 per term