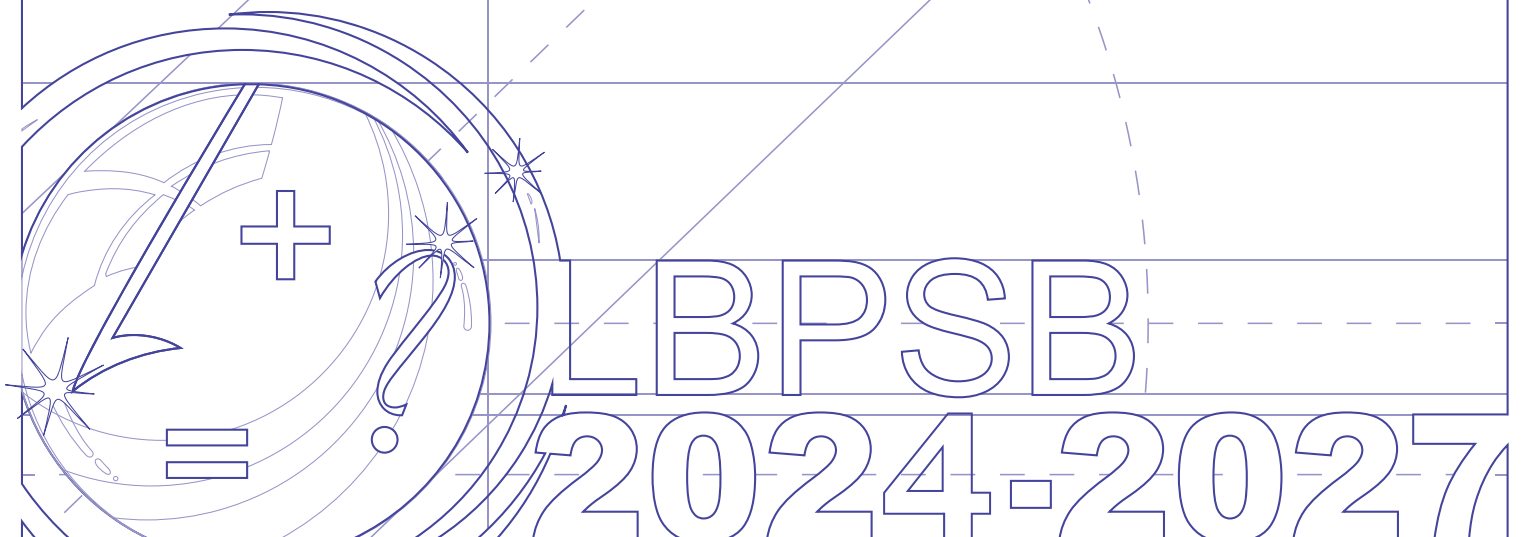




Educational Project 2024-2027

School Name: Allion Elementary School

Approved on: January 6, 2025





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

Summary of Educational project:

School Orientation 1: Improving Academic Achievement
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.
School Objective 2: To improve students' literacy in English and in French.
School Objective 3: To improve students math literacy and numeracy
School Objective 4: To raise students' level of comprehension and confidence when speaking French.
School Orientation 2: Strengthening Engagement (STEAM)
School Objective 5: 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 6: To provide more opportunities for students to engage in hands-on STEAM activities.
School Objective 7: To provide workshops for staff to feel more comfortable and better equipped to conduct STEAM projects.
School Objective 8: To have frequent guest speakers with a variety of educational backgrounds in STEAM. This will help students become more engaged and will help foster a passion towards the STEAM disciplines.
School Orientation 3: Ensuring Wellness (Social-Emotional Well-being)
School Objective 9: To foster a positive sense of inclusivity and a sense of safety within the school environment. To promote tolerance and acceptance of students with differences.
School Objective 10: To reduce anxiety in the student population.
School Objective 11: To continue to support our students with special needs and students who have difficulty self-regulating.

School Context

Allion Elementary 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 350 students, each bringing unique talents, perspectives and aspirations to our classrooms.

Our dedicated team of educators play a vital role in shaping the educational experience at Allion Elementary. With a focus on academic excellence and social and emotional health, our 27 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 16 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, 8 professionals, including resource teachers, a psychologist, a speech and language therapist, an occupational therapist, a FSSTT, music therapist and special education teachers, 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. We have a strong focus on literacy and have a librarian present at Allion two days a week. Our objective over the past several years has been to continue to encourage and develop a reading culture at Allion. The library has become, for students and staff, a space for shared joy, collaboration and exploration.

Our school is comprised of families coming from various economic backgrounds. The socio-economic levels in our community contribute to the unique fabric of Allion Elementary. 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 following **strengths** we bring to the educational experiences of our students:

1. Our school is made up of a diverse community of staff and students.
2. We have a great sense of community and collaboration within the school environment.
3. We offer students a variety of clubs and activities to accommodate the diverse needs and interests.

Our school also faces challenges which we diligently work towards addressing in order to support our students and community:

1. Strengthening Community Engagement- building even stronger connections between school, families & community to support academic and personal growth of students
2. Limited space (Physical environment)- being creative with the space we have
3. Improving Health and Wellbeing (Staff & Students)
4. Embracing diverse learning styles and creating environment where all continue to feel included, supported and celebrated

At Allion Elementary, 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, Allion aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

Allion is a bilingual school where students learn in French and English. Allion has adopted the STEAM philosophy where units of inquiry foster student-centered learning in a hands-on environment. This approach allows teachers to meet the needs of individual students with various learning styles and abilities.

To support the diversity within our school, we offer a variety of clubs and programs to foster a sense of belonging with our students. Academic programs include English and French resource, francisation, STEAM related programs such as robotics, 3-D printing and coding. Allion also offers a wide range of recreational clubs that allows students to work collaboratively. These clubs include a variety of sports, reading clubs, math club, cooking, student council, yoga and the opportunity to practice and showcase musical talent.

We also have the Work Den, which is available for students at recess and during the school day. This offers a safe-space for students to develop their emotional-regulation skills and social skills. This is also a place for students to work on specific learning goals .

Orientation 1: Improving Academic Achievement

Our classes are made up of students with varying abilities, strengths and weaknesses. We recognize the challenges that students are experiencing and the staff works diligently to help students reach their full potential. Our objective is to feel better equipped to meet the diverse academic needs of all students by having access to more resources , professional development, such as guest speakers,workshops and training. We would like to bring more awareness to parents in regards to all of the free resources that are available to students (such as Learn Quebec, AlloProf, IXL and other free websites). All of these things together, will strengthen our ability to meet the diverse needs and will allow for students to attain their full potential.

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 improve students' literacy in English and in French.	Indicator Baseline Data	2026-2027 Target
School Indicator 2: - ministry exam results - report card results and comments - Bench marks/GB + & Screeners		
School Objective 3: To improve students math literacy and numeracy	Indicator Baseline Data	2026-2027 Target
School Indicator 3: - ministry exam results - board exams - report card results and comments -class tests & evaluations (Situational problems & applications)		
School Objective 4: To raise students' level of comprehension and confidence when speaking French.	Indicator Baseline Data	2026-2027 Target
School Indicator 4: - GB + - French communication competency - French literacy week -Francisation	TTFM Survey	Increase the number of students who responded to the question "How comfortable are you using your French outside of school?"

Orientation 2: Strengthening Engagement (STEAM)

STEAM encompasses many disciplines all together. As we have diverse learners, STEAM helps offer a variety of disciplines that could reach the different interests of the students. This helps foster a sense of belonging as there is something for everyone. This empowers students to follow and experience different avenues that are aligned with their interests, skills and aspirations. STEAM gives students the opportunity and tools to work collaboratively, which promotes a positive and inclusive learning environment.

School Objective 5: 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.	Indicator Baseline Data	2026-2027 Target
School Indicator 5: Yearly evaluate the efficacy of implemented practices.		
School Objective 6: To provide more opportunities for students to engage in hands-on STEAM activities.	Indicator Baseline Data	2026-2027 Target
School Indicator 6: Providing multiple opportunities for students to showcase their work to peers and parents.	We have one big exposition in May.	To have at multiple and consistent opportunities to showcase their work.
School Indicator 7: To offer field trips reinforcing concepts that are taught in class.	Students went to the Science Centre this year.	Students will the opportunity to go on at least 2 field trips per year pertaining to STEAM disciplines.
School Objective 7: To provide workshops for staff to feel more comfortable and better equipped to conduct STEAM projects.	Indicator Baseline Data	2026-2027 Target
School Indicator 8: The amount of workshops that are present throughout the year.	Teachers received 1-2 workshops per year.	Teachers should be given the opportunity to express their needs and the areas in which they need more support. Workshops could be planned with this feedback in mind.
School Indicator 9:		
School Objective 8: To have frequent guest speakers with a variety of educational backgrounds in STEAM. This will help students become more engaged and will help foster a passion towards the STEAM disciplines.	Indicator Baseline Data	2026-2027 Target
School Indicator 10: The number of guest speakers that are present throughout the year.	There are a few guest speakers throughout the year.	Increase the number of guest speakers to two speakers per cycle.
School Indicator 11:		

Orientation 3: Ensuring Wellness (Social-Emotional Well-being)

Our student body is made up of students with diverse social and emotional needs and abilities. Our goal is to provide a positive environment, where students feel safe, accepted and valued by their peers. When students feel a positive sense of belonging, they are better able to use the available tools to self-regulate.

Equity, diversity, dignity and inclusion

School Objective 9: To foster a positive sense of inclusivity and a sense of safety within the school environment. To promote tolerance and acceptance of students with differences.	Indicator Baseline Data	2026-2027 Target
School Indicator 12: TTFM Survey	68% of students felt a positive sense of belonging. This is below the Canadian norm for these grades.	We would like for students to reach the Canadian norm for these grades, which is 79%.
School Objective 10: To reduce anxiety in the student population.	Indicator Baseline Data	2026-2027 Target
School Indicator 13: TTFM Survey	Students are experiencing a higher level of anxiety (34%) in comparison to the Canadian norm (22%) for these grades.	We would like for students to reach the Canadian norm for these grades, which is 22%.
School Objective 11: To continue to support our students with special needs and students who have difficulty self-regulating.	Indicator Baseline Data	2026-2027 Target
School Indicator 14: The number of students who have difficulty self-regulating has increased.	Many students have frequent outbursts and have difficulty controlling their emotions.	Better equip students with strategies and a safe space to decompress and self-regulate.
School Indicator 15:		