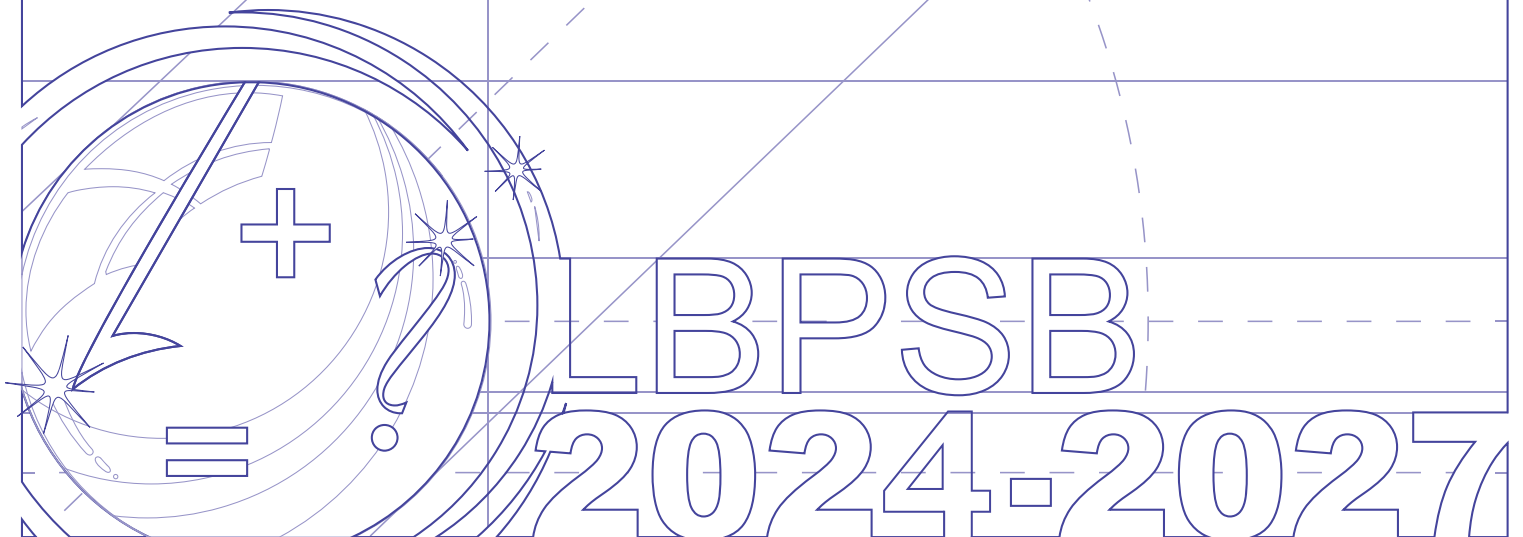




Educational Project 2024-2027

School Name: St. Charles Elementary School

Approved on: May 29, 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

St. Charles Elementary School's Educational Project aligns with the Lester B. Pearson School Board's (LBPSB) Commitment to Success Plan by prioritizing literacy education and improvement for all students, regardless of their ability and specific needs. St. Charles also aligns with the LBPSB's plan by facilitating collaboration between administration and teachers/educators at all levels and by promoting social-emotional health via organized activities that will enhance the sense of belonging and well-being among students and staff members.

Summary of Educational project:

School Orientation 1: To increase reading proficiency in both languages

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
To increase the use of research/evidence-based best practices for literacy instruction across all grade levels

School Objective 2: To increase training for staff on research-based literacy practices

School Orientation 2: To increase social-emotional well-being for students and staff members

School Objective 3: 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.
To increase extra-curricular activity opportunities during recess, lunch, and before and after school

School Objective 4: To increase team-building activities for staff members

School Orientation 3: To increase cross-cycle collaboration to ensure cohesion between grades/cycles

School Objective 5: To reserve time for cross-cycle meetings during pedagogical days and staff meetings

School Objective 6: To increase collaboration between administration and staff on pedagogical projects

School Profile

School Context

St. Charles 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 278 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. Charles. With a focus on academic excellence and social emotional health, our 23 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 25 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, 6 professionals comprised of a school nurse, a psychologist, a speech and language pathologist, an occupational therapist, a consultant for Autism Spectrum Disorder, and a consultant in Inclusive Education, 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 is comprised of families who live within different socio-economic situations. The socio-economic levels in our community contribute to the unique fabric of St. Charles. 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:

- A strong sense of community which promotes a sense of belonging for all students and encourages involvement at all levels
- The embrace of the cultural diversity and many varying interests among the student population
- A STEAM (Science, Technology, Engineering, Art, Mathematics) approach to learning which promotes collaboration and enhances connections between all students across all grade levels

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

- A changing student population and its many diverse needs
- Varying literacy levels which require intensive and specific intervention
- Cohesive transitions from one cycle to another

At St. Charles, 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. Charles aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

St. Charles follows a Français Plus model of instruction, which consists of the following:

- Students in Cycles 1 and 2 (Kindergarten, grade 1, grade 2, grade 3, grade 4) have approximately 85% of their instruction in French and 15% in English. French is the language of instruction for Language Arts, Mathematics, Science and Technology, Geography/History/Introduction to Citizenship, Visual Arts, and Culture/Citizenship in Quebec. English is the language of instruction for Physical Education, Music, and English Language Arts Enhancement.
- Students in Cycle 3 (grade 5, grade 6) have approximately 43% of their instruction in French and 57% in English. French is the language of instruction for French Language Arts, Science and Technology, Geography/History/Introduction to Citizenship, and Visual Arts. English is the language of instruction for English Language Arts, Mathematics, Physical Education, Music, and Culture/Citizenship in Quebec.

St. Charles also follows a STEAM (Science, Technology, Engineering, Arts, Mathematics) model of instruction. This consists of the inquiry method of learning and includes the use of the Smarter Science Framework to create school wide projects that cover specific content and competencies while engaging students with various technological devices.

Orientation 1: To increase reading proficiency in both languages

This orientation is coherent with the LBPSB Commitment to Success Plan because it meets the needs of diverse learners and includes a plan to assess student growth.		
<p>School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.</p> <p>To increase the use of research/evidence-based best practices for literacy instruction across all grade levels</p>	Indicator Baseline Data	2026-2027 Target
<p>School Indicator 1: Yearly evaluate the efficacy of implemented measure.</p> <p>The difference in results between the September and May student literacy screenings for all grade levels</p>	N/A	A 95% positive increase of literacy levels from September to June
<p>School Objective 2: To increase training for staff on research-based literacy practices</p>	Indicator Baseline Data	2026-2027 Target
<p>School Indicator 2: The number of training sessions provided during the school year</p>	0 training sessions/year	1 training session/year

Orientation 2: To increase social-emotional well-being for students and staff members

This orientation is coherent with the LBPSB Commitment to Success Plan because it addresses social-emotional health and looks to improve the sense of well-being and belonging of students and staff members.

<p>School Objective 3: 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>To increase extra-curricular activity opportunities during recess, lunch, and before and after school</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 3: Yearly evaluate the efficacy of implemented practices.</p> <p>The number of students who participated in at least one extra-curricular activity offered during the school year</p>	<p>N/A</p>	<p>75% of student population</p>
<p>School Objective 4: To increase team-building activities for staff members</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 4: The number of team-building activities during the school year</p>	<p>0 team-building activities/year</p>	<p>2 team-building activities/year</p>

Orientation 3: To increase cross-cycle collaboration to ensure cohesion between grades/cycles

This orientation is coherent with the LBPSB Commitment to Success Plan because it seeks to enhance in-school leadership by promoting collaboration between administration and all staff members.

School Objective 5: To reserve time for cross-cycle meetings during pedagogical days and staff meetings	Indicator Baseline Data	2026-2027 Target
School Indicator 5: The number of cross-cycle meetings scheduled during the school year	0 cross-cycle meetings/year	6 cross-cycle meetings/year
School Objective 6: To increase collaboration between administration and staff on pedagogical projects	Indicator Baseline Data	2026-2027 Target
School Indicator 6: The number of meetings between administration and staff dedicated to pedagogical projects during the school year	0 meetings/year	6 meetings/year