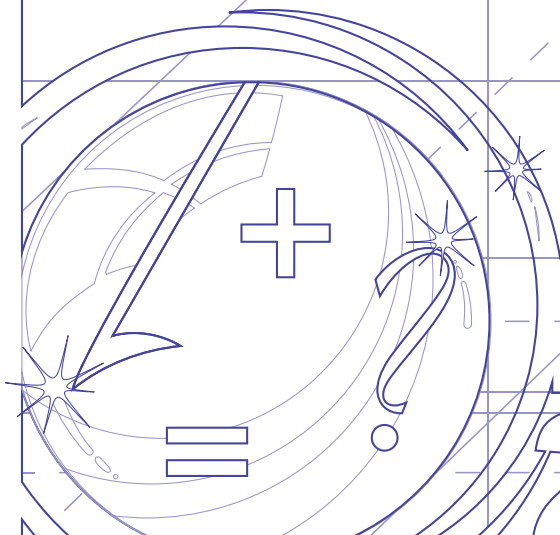




Educational Project 2024-2027

School Name: St. Patrick Elementary School

Approved on: September 9, 2024



L B P S B

2024-2027



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

The St Patrick Elementary School Educational Project's three orientations are directly aligned with LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners and LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.

Summary of Educational project:

School Orientation 1: To improve our effectiveness at meeting the academic needs of all students.

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
Improved reading skills in English.

School Objective 2: Improved oral communication skills in French

School Objective 3: Improved numeracy skills

School Orientation 2: To improve the critical thinking and problem-solving skills of our students.

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 Orientation 3: To improve the level of student and parent engagement.

School Objective 5: Improved level of student engagement.

School Objective 6: Improved level of parental engagement.

School Context

St Patrick Elementary School 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 approximately 500 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 Patrick Elementary School. With a focus on academic excellence and social emotional health, our 40 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 35 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, a committed group of professionals, including a school psychologist, speech-language pathologist, consultant in Inclusive Education, FSSTT consultant, consultant for autism and others, 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 from varied socio-economic backgrounds, with an IMSE rating of 3. The socio-economic levels in our community contribute to the unique fabric of St Patrick Elementary School. Our school and community's 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. St Patrick Elementary has a resourceful and supportive staff committed to meeting the needs of all students.
2. St Patrick Elementary is at the heart of a diverse, caring and collaborative school community.
3. St Patrick Elementary offers a rich variety of school activities.

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

1. St Patrick Elementary is committed to developing foundational skills in our kindergarten and Cycle 1 students through early intervention in literacy (English and French) and numeracy.
2. St Patrick Elementary is working towards aligning all members of the school team to establish clear and consistent expectations.
3. St Patrick Elementary is working towards better maximizing resources for students with diverse needs.

At St Patrick Elementary School, 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 Patrick Elementary School aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

- Bilingual program
- Early literacy and early numeracy programs
- Francisation
- Nurture Room
- Social-emotional support groups and clubs
- Parent learning evenings
- Intramural and extracurricular programs
- DELF program
- Emotional Regulation programs

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Orientation 1: To improve our effectiveness at meeting the academic needs of all students.

Our first orientation addresses the academic development of students in English, French Math, which aligns directly with LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. Improved reading skills in English.	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure. Literacy screeners in English at the end of Cycle 1.	2024: 51% of Grade 2 students were assessed as "fluent" or "developing - level 2" readers.	75% of students will be "fluent" or "developing - level 2" readers by the end of Cycle 1 by 2027.
School Indicator 2: Literacy screeners in English at the end of cycle 2	2024: 46% of Grade 4 students were assessed as "fluent decoders" or "fluent comprehenders".	70% of students will be "fluent" readers by the end of Cycle 2 by 2027.
School Indicator 3: Grade 6 Response to Literature Ministry exam.	2023: 55% of students achieved 70% or higher	70% of students obtaining a grade of 70% or higher.
School Objective 2: Improved oral communication skills in French	Indicator Baseline Data	2026-2027 Target
School Indicator 4: DELF A1 standards for oral competency at the end of Cycle 2.	2024: 57% of Grade 4 students obtained a grade of 70% or higher.	70% of Grade 4 students obtaining a grade of 70% or higher.
School Indicator 5: DELF A2 standards for oral competency at the end of Cycle 3.	2024: 55% of Grade 6 students obtained a grade of 70% or higher.	70% of Grade 6 students obtaining a grade of 70% or higher.
School Objective 3: Improved numeracy skills	Indicator Baseline Data	2026-2027 Target
School Indicator 6: Numeracy screeners at the end of Cycle 1.	2024: 31% of Grade 2 students were assessed as "proficient" or "high average" in May 2024.	50% of students will be "proficient" or "high average" at the end of Cycle 1.
School Indicator 7: Grade 3 Math Reasoning exam.	2024: 45% of Grade 3 students obtained a grade of 70% or higher.	65% of Grade 3 students obtaining a grade of 70% or higher.
School Indicator 8: Grade 6 Ministry Math Reasoning exam.	2023: 61% of Grade 6 students obtained a grade of 70% or higher.	70% of Grade 6 students obtaining a grade of 70% or higher.

Orientation 2: To improve the critical thinking and problem-solving skills of our students.

This orientation aligns with the LBPSB's Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.		
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.	Indicator Baseline Data	2026-2027 Target
School Indicator 9: Yearly evaluate the efficacy of implemented practices.	N/A	Will be established based on June 2024 results.

Orientation 3: To improve the level of student and parent engagement.

This orientation aligns directly with the LBPSB's Orientation 3: Make social emotional health a priority at the LBPSB.		
School Objective 5: Improved level of student engagement.	Indicator Baseline Data	2026-2027 Target
School Indicator 10: Our School survey - Students who are interested and motivated in their learning.	2023: 73% (M: 69%; F: 82%)	76% of students interested and motivated in their learning (M: 72%, F: 83%) by 2027.
School Indicator 11: Our School survey - Students with a positive sense of belonging.	2023: 68% (M: 68%, F: 72%)	73% of students with a positive sense of belonging (M: 70%, F: 76%) by 2027.
School Objective 6: Improved level of parental engagement.	Indicator Baseline Data	2026-2027 Target
School Indicator 12: Number of parent activities offered.	2023-2024: (3) Cycle 1 Literacy evening, Kindergarten parents' evening, Kindergarten orientation	Increase of at least one parent activity by 2027.
School Indicator 13: Attendance at parent activities and extracurricular activities.	Total attendance at: Parent-teacher 1 total appointments (233) + confirmations for literacy evening (82) + confirmations for K parents evening (42) + confirmations for K orientation (51) + concerts (531 + 286 + 270) + play (247) + total attendance at monthly Home & School meetings (132) = 1874	Increase of 10% by 2027.