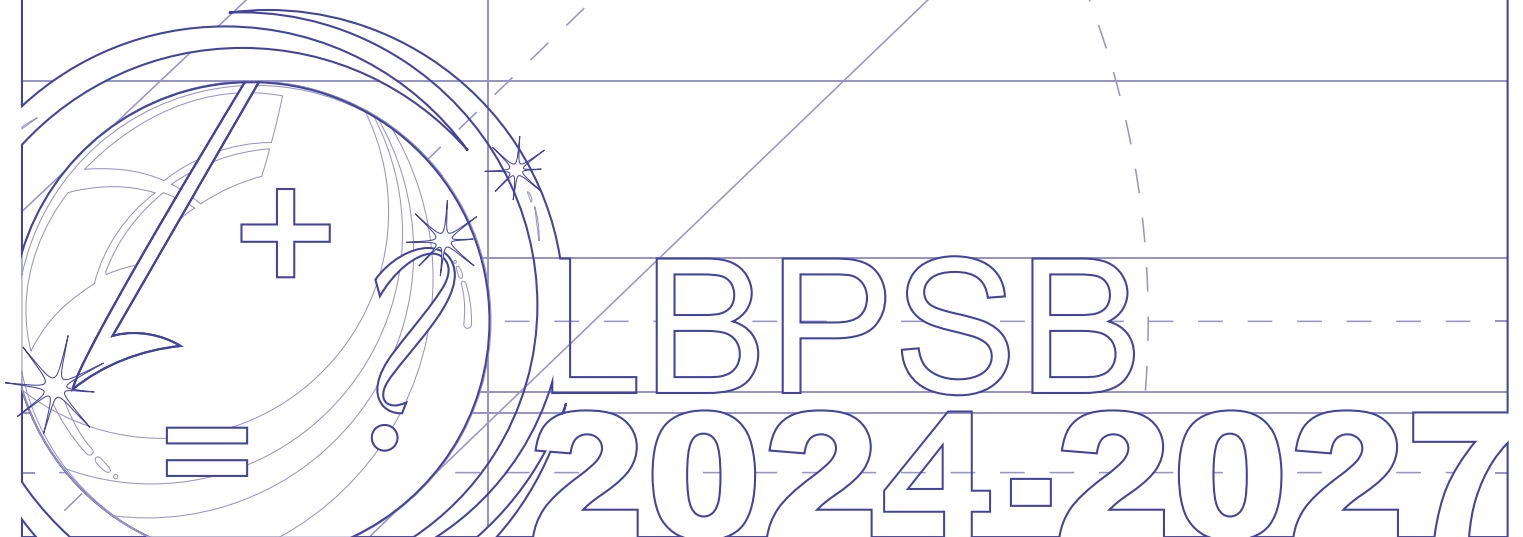




Educational Project 2024-2027

School Name: Forest Hill Jr. Elementary School

Approved on: Draft





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

Our Success Plan is aligned with the LBPSB Commitment to Success Plan as our orientations are aligned with the board plan.

Summary of Educational project:

School Orientation 1: To improve effectiveness at meeting the academic needs of diverse learners at Forest Hill, specifically in reading.

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
To increase the number of students reading proficiently in English and French

School Orientation 2: Making social emotional health a priority with focus on belonging (EDDI - Equity, Diversity, Dignity & Inclusion). To make social emotional health a priority at Forest Hill with a focus on anxiety levels

School Objective 2: 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.
CROSS CURRICULAR COMPETENCY: To construct his/her identity To increase sense of belonging with a focus on belonging (EDDI - Equity, Diversity, Dignity & Inclusion)

School Orientation 3: To make social emotional health a priority at Forest Hill with a focus on anxiety levels

School Objective 3: To decrease anxiety of students

School Profile

School Context

Forest Hill Elementary School opened in 1998 as a Kindergarten to Grade 6 school. In 2006, in response to a rapidly growing population in the off-island districts of the Lester B. Pearson School Board, the school was divided into a junior and senior campus, and a new building was opened.

Our students come from an extended geographical area and a vast majority are bussed to school every day. The school serves a mostly English-speaking clientele. At the Junior campus, 85% of instruction occurs in French with the remaining 15% in English. When students move to the Senior Campus in Grade 3, instruction then becomes 50% French and 50% English.

At Forest Hill, we have a strong, dedicated staff who go above and beyond to meet the needs of our students. We offer many supports to students: francisation, academic help, integration aide support for special needs students, social emotional and behavioral support and access to professionals.

We offer library, spiritual animation, educational assemblies, guest speakers, field trips and workshops. We also provide opportunities for our students to participate in many extracurricular opportunities and various clubs to foster a strong sense of belonging.

Parents play an important role at Forest Hill and support the school in various ways. We have a strong, supportive Home & School Committee. We welcome parent participation in school life as we believe this partnership is an important one.

We strive for collaboration and alignment between the two campuses for a cohesive, unified school community.

Programs of Study and Approaches to Learning

Forest Hill Junior and Senior schools provide a French Immersion Program. Forest Hill Junior offers 85% of their curriculum in French. Forest Hill Senior's curriculum is composed of 50% French and 50% English instruction. In Grade 3, students start working towards the acquisition of reading, writing, and mathematics in English.

We provide an innovative, nurturing, and trusting educational environment where all students can reach their full potential using an Universal Design for Learning Approach. This approach allows students to have a lot of choice in their school day. We also embrace the Deep Learning Philosophy and actively look for ways to authentically incorporate the 6 C's (Communication, Collaboration, Citizenship, Character, Creativity and Critical Thinking) into daily life at Forest Hill.

The "Club Énergie" program at Forest Hill Elementary school provides active brain breaks for its students. The energy stations are used by students when movement breaks are needed throughout the day. The "Club Énergie" goal is to positively impact the well-being and educational success of the students. Teachers also provide physical activity as well as mindfulness breaks during class time.

We have a variety of Social Emotional Learning initiatives such as morning meetings, check ins, mindfulness, break cards, Peace Pals (Sr).

At Junior, there is an Outdoor Classroom.

Orientation 1: To improve effectiveness at meeting the academic needs of diverse learners at Forest Hill, specifically in reading.

It is linked to Orientation # 1: improving effectiveness at meeting academic needs of diverse learners.		
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. To increase the number of students reading proficiently in English and French	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure. Junior Campus Common leveled texts (decoding & comprehension) & DELF (gr.2) for comprehension	JR: Baseline determined 24-25	JR-Target will be determined at end of 2025
School Indicator 2: Senior Campus French as a second language - Decoding - DELF for Comprehension	FRENCH as a second language Decoding Gr. 3: 70% Gr. 4: 88% Gr. 5: 93% DELF (Comprehension) Text Heard & Text Read Gr. 3: 94% & 83% Gr. 4: 97% & 77% Gr. 5: 99% & 94% Gr. 6: 99% & 87%	Decoding Target: An increase in decoding of 2% at each grade level DELF Comprehension Target: An increase of 2% in text read in french
School Indicator 3: Senior Campus English - Decoding - Comprehension	ENGLISH Decoding Pass Rate Gr. 3: 75.2 % Gr. 4: 78.7% Gr. 5: 84.9% Comprehension Pass Rate Gr. 3: 86.2% Gr. 4: 87.9% Gr. 5: 93.2	Decoding Target: An increase of 2% Comprehension Target: An increase of 2%

Orientation 2: Making social emotional health a priority with focus on belonging (EDDI - Equity, Diversity, Dignity & Inclusion). To make social emotional health a priority at Forest Hill with a focus on anxiety levels

It is linked to Orientation # 3 - Making social emotional health a priority at LBPSB		
	Indicator Baseline Data	2026-2027 Target
<p>School Objective 2: 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>CROSS CURRICULAR COMPETENCY: To construct his/her identity</p> <p>To increase sense of belonging with a focus on belonging (EDDI - Equity, Diversity, Dignity & Inclusion)</p>		
<p>School Indicator 4: Yearly evaluate the efficacy of implemented practices. TELL THEM FROM ME SURVEY</p>	<p>65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%</p>	<p>Increase by 4% by 2027</p>

Orientation 3: To make social emotional health a priority at Forest Hill with a focus on anxiety levels

It is linked to Orientation # 3 - Make social emotional health a priority at LBPSB.		
School Objective 3: To decrease anxiety of students	Indicator Baseline Data	2026-2027 Target
School Indicator 5: TTFM Survey Data	<p>2023 TTFM Survey</p> <p>32% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.</p> <ul style="list-style-type: none"> • 46% of the girls and 18% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18% 	Decrease by 4% by 2027