

Celebration/Célébration



Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson

Fiers de notre passé. Passionate about our Future



Educational Project: Elementary

Forest Hill Senior Elementary School



2019-2022

Lester B. Pearson School Board

MISSION

Forest Hill Senior is committed to providing an innovative, nurturing, and trusting educational environment where all students can attain personal wellness and reach their full potential.



VISION

As inquisitive and committed learners, Forest Hill Senior staff and students will be socially responsible problem solvers and risk takers who will strive to be prepared for tomorrow's diverse world.



SCHOOL PROFILE

Forest Hill Senior Elementary School opened in the beautiful town of St-Lazare in 2006. This was in response to rapidly growing population in the off-island districts of the Lester B. Pearson School Board. The students come from an extended geographical area and a vast majority of them are bussed to school every day. The school serves a mostly English-speaking clientele from grade 3 to 6, the majority of the students coming from the K-2 program at Forest Hill Junior Elementary School.

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.

In an attempt to provide an innovative, nurturing, and trusting educational environment where all students can attain personal wellness and reach their full potential Forest Hill Senior has adopted the New Pedagogies For Deep Learning (NPDL). NPDL is a global partnership with six deep learning competencies that define what it means to be a deep learner. The six competencies are: Collaboration, Critical Thinking, Creativity, Citizenship, Communication & Character. These competencies will be developed under these four elements: Pedagogical Practices, Leveraging Digital, Learning Partnerships, Learning Environment.

The "Energy Club Énergie" program at Forest Hill Senior 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 "Energy 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.



Challenges:

Everyone Achieving Full Potential Achievement	Inclusive Ed. Settings Wellness & Student Engagement	Mobilization of Partners & Stakeholders
Adapting to diversity of learners	Research-based pedagogical practices (Deep Learning, Formative Assessment, RTI)	Better support for parental engagement
Success among various groups & paths for lifelong learning (e.g. boy/girls, leveraging digital)	Healthy, safe and caring environment (Our School survey)	Concerted community support (inc. daycare)

Broad Area of Intervention 1

Everyone achieving their full potential

Orientation: Improving Achievement

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
<p>Improving Achievement: Reduce the gap in success rates between various groups of students.</p>	<p>1. To reduce the gap in results between boys and girls in communication, reading and written production.</p>	<ul style="list-style-type: none"> - Grade 4 ELA and FLA board results. - Grade 6 FLA board results. - End of Cycle 3 Grade 6 English MEES results 	<ul style="list-style-type: none"> - To eliminate the 3-5 % gap between boys and girls overall results in the Grade 4 ELA and FLA and Grade 6 FLA. - To increase boys overall English MEES Grade 6 by 5% (from a 68.9 % to a 74%)
	<p>2. To increase the results in mathematical summary results. (gap between boys and girls is minimal)</p>	<ul style="list-style-type: none"> - Grade 3 and 5 Board Math Assessment results. - End of Cycle 3 Grade 6 MEES Math Exam results. 	<ul style="list-style-type: none"> - To increase by 5% the overall results in Grade 3 and 5 Math and end of Cycle 3 Grade 6 MEES Math (from a 78% to an 83%).

Broad Area of Intervention 2
**An inclusive environment for development,
learning and success**

Orientation: Healthy, Safe and Caring environments.

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
Wellness	<ol style="list-style-type: none"> 1. To continue to offer a variety of physical activities outside of the regular physical education class. 2. To reduce anxiety amongst students and increase a sense of belonging. 3. To maintain high level of interest and motivation. 	<p>-Number of opportunities of physical activities (Club énergie, my daycare is physically active, on Bouge au cube, teachers provide physical activity breaks during class time).</p> <p>OurSchool Survey</p> <p>OurSchool Survey</p>	<p>Introduce one new physical activity at all grade levels.</p> <p>To reduce anxiety levels in our students to closer reflect national average (16 %).</p> <p>To continue to maintain our high level of interest and motivation (86%, 15 % above Canadian average).</p>

Broad Area of Intervention 3
Mobilization of partners and stakeholders and support
of educational success

Orientation: Parental Engagement and Community Support

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
Strengthening Engagement	<ol style="list-style-type: none"> 1. To maintain connections with community groups. 2. To maintain parental involvement. 	<ul style="list-style-type: none"> -Number of community partners. (C.P.E., l'âge d'or, city of St-Lazare) - Number of parental involvement in our school community (guitar club, robotics, costume designs, reading clubs, ...) 	<ul style="list-style-type: none"> - At least have one community partner for each cycle. -To increase the number of parental volunteers at each grade level.