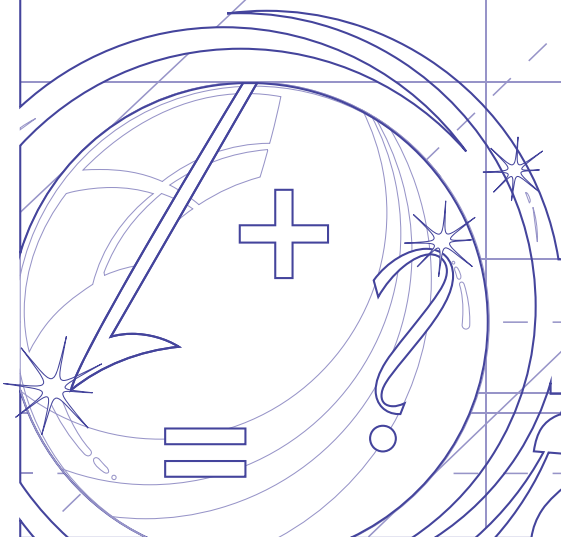




Annual Report 2024-2025

School Name: Forest Hill Senior Elementary School



L B P S B

2024-2025

Introduction

The 2024–2025 Annual Report outlines the progress made in advancing the school and centre Educational Projects in alignment with the LBPSB 2023–2027 Commitment to Success Plan. This year marked the completion of baseline data collection using new indicators, increased access to dashboards, and early integration of EDDI-informed data to support decision-making at both the school, centre and system levels. Development of Power BI dashboards and an action plan platform for schools, centres and school board departments were developed to standardize implementation, improve monitoring, and promote consistency across the system. While 100% adoption of the platforms was achieved, challenges remain deepening in understanding and ensuring effective and authentic use.

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

Our Educational Project, in its second year of implementation, is a strategic, school/centre-based planning tool that defines our priorities, goals, and actions in alignment with the LBPSB Commitment to Success Plan. Grounded in data and informed by our unique context, it identifies targeted areas for improvement, outlines measurable objectives, and establishes action plans designed to improve student success and well-being. The Educational Project serves as a living document that guides collective efforts, supports reflective practice, and promotes accountability by enabling us to monitor progress, adjust strategies, and report on outcomes over time.

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

Action Plan

The school or centre Action Plan is an operational document that translates the orientations and objectives of the Educational Project into concrete, measurable actions. It clearly outlines the strategies to be implemented during the current year. Grounded in data and informed by ongoing reflection, the action plan supports the coherent implementation of measures, promotes shared responsibility, and enables schools and centres to monitor impact, make informed adjustments, and report on progress toward improved student outcomes.

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

Identified Foundational Need:

This year we compiled data which we will be used as a our baseline data moving forward.

School Strategy 1: Employing a systematic approach to teaching of reading (Structured Literacy)

- Explicitly teaching decoding strategies (UFLI & Wilson)
- Using common school wide assessments
- Introduction of 30 minute daily DEAR period (Drop Everything & Read)
- Ongoing PD for teachers

Comment on success of strategy:

A common school wide approach to teaching reading has been employed using UFLI/Wilson in English and Son Au Graphe in French at all grade levels.

Common reading assessments were used at each grade level.

Our daily DEAR period provided an opportunity to instill a love of reading in our students while at the same time giving time for teachers to work individually with students on reading instruction.

There has also been ongoing professional development opportunities for reading instruction.

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

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)

Cross Curricular Competency or Broad Area of Learning Selected:
To construct his/her identity with a focus on EDDI

School Strategy 2: - Assemblies & Guest Speakers

- Morning Meetings
- Morning Announcements, Shout Outs and Birthdays
- Extracurricular activities and clubs
- Peace Pals at lunch & on bus
- Spirit Days
- School Clothing
- School Wide activities
- Student led initiatives
- Giving students responsibilities around school

Comment on success of strategy:

Assemblies were held monthly. We had several guest speakers.

Student feedback was very positive about assemblies. We acknowledged students at assemblies through the 6 C Deep Learning lens through our Stand Out Student awards.

Peace Pals helped out in classes at lunch time and bonds were formed between our younger and older students.

Buddy activities happened between several grade levels and with kindergarten at our junior campus.

We provided several extra-curricular opportunities: Jewelry Club, Intramurals at lunch, Dance, Kindness Clubs, and Grade 6 Leadership Team.

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

School Strategy 3: - Common school wide expectations with visuals

- Good sport code in Phys Ed
- SEL workshops from spec. ed techs
- Club Energy
- Ensure inclusive practices for choosing partners
- Reminders of strategies during morning announcements
- Providing opportunities for parents workshops
- Morning Meetings

Comment on success of strategy:

We put all of the above measures in place with intentionality to create predictability and consistency.

Looking Ahead

The dedication of educators, administrators, and community partners has been instrumental in shaping these initiatives, and their continued efforts will be key in driving meaningful progress. Together, we are fostering an innovative, inclusive, and student-centered learning environment that empowers every learner to thrive.

We look forward to the next phase of this journey, where the commitment to excellence, leadership, and equity will continue to guide our schools and centres toward greater success.