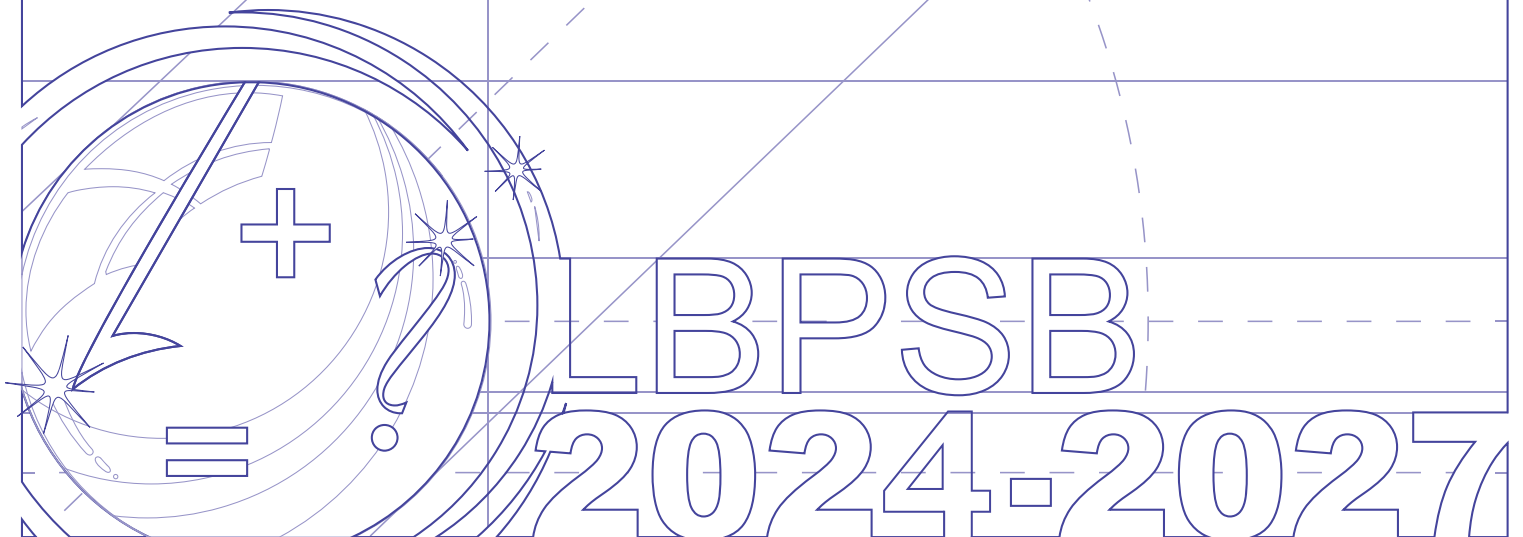




Educational Project 2024-2027

School Name: Terry Fox School

Approved on: February 3, 2025





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

Orientation 1:

Terry Fox Elementary is committed to early identification of literacy and numeracy deficits among its maternelle and grade 1 students. These same students will benefit from targeted instruction and assessments of their learning.

Orientation 2:

Student leadership and mentoring are a key component of cycle 3 programming. Our team engage students to play leadership roles in all student activities with particular attention to extracurricular enrichment.

Orientation 3:

Social emotional learning is the cornerstone of Terry Fox Elementary's curriculum and programming. Students learning the language of prosocial communication and emotional self-regulation will prepare our students for the only constant they will face in their lives;"change".

Summary of Educational project:

School Orientation 1: To improve the effectiveness of meeting the academic needs of diverse learners

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.

School Objective 2: To improve literacy skills in both French and English

School Objective 3: To improve numeracy skills for all students

School Orientation 2: Enhance the leadership of in-school teams and building community partnerships

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 Objective 5: To prioritize community and staff involvement in building a positive school culture

School Objective 6: To promote and build student agency

School Orientation 3: Prioritize social emotional health for every classroom

School Objective 7: To increase social emotional learning curriculum in our school at all levels

School Objective 8: To engage in a weekly, school-wide, multi-grade SEL instruction

School Profile

School Context

Terry Fox Elementary will have 325 students registered with our school in September, 2025. Our school has grown rapidly from 263 students in 2019 and with this increase in student numbers we have gained home room classes in K4, K5, cycles 1 and 2. At peak times, our school may have 80 staff members comprising 25 teachers, 8 integration aides, 2 special education technicians, support staff, lunch monitors, handicap attendants, education professionals, custodians and volunteers. Our team supports a community that draws from families across the entire socioeconomic spectrum, comprising ever increasing income gaps, to designate our community's *Indice de défavorisation* of 7, and a *Rang Décile* of 4. Both figures bely a broad gap in family incomes and educational attainment within our school's adult population. The rapid growth of our school registrations has challenged our team to adapt to a greater number of students with learning exceptionalities. With these increased needs comes additional educational resources in the form of integration aide time and professional consultants. One characteristic we share with all of our Terry Fox Elementary families is mutual support and trust, a relationship which has been foundational to our pedagogical innovations and classroom teaching strategies which we have undertaken on behalf of this wonderful, diverse and growing community.

Programs of Study and Approaches to Learning

Terry Fox Elementary is a Français+ school comprising French immersion instruction to the end of grade 3. Promoting the use of the French language throughout school routines coupled with a celebration of La culture Québécoise supplements our French instruction with authentic use of the French language in all grade levels. Among the changes brought on by rapid school growth during a time of societal upheaval as a consequence of the COVID epidemic, our team has prioritized our professional development in the domain of emotional health through Social Emotional Learning (SEL). SEL is a primary consideration in all of our programming decisions including the introduction of an art specialty to permit students an essential alternative avenue for learning distinct from core subject disciplines. In addition to strong arts based programming, including a vibrant music program, we recognise the importance of early literacy intervention on which to build a foundation for effective learning, particularly in consideration of at risk students lacking exposure to learning experiences outside of the school setting. For this reason, Science of Learning, science based literacy instruction, is another professional development priority for our teachers as we target specific learning groups beginning in Maternale.

Orientation 1: To improve the effectiveness of meeting the academic needs of diverse learners

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure.	NA	
School Objective 2: To improve literacy skills in both French and English	Indicator Baseline Data	2026-2027 Target
School Indicator 2: Reading screening (DIBELS) beginning in early cycles (focus on Science of Reading)	NA	75% of students will be at level for language of instruction by 2027.
School Indicator 3: Early small group intervention to help struggling readers in both languages	NA	Implementation of assessment every 8-10 weeks showing improvement in both languages (assessment tool to be determined)
School Objective 3: To improve numeracy skills for all students	Indicator Baseline Data	2026-2027 Target
School Indicator 4: Use of 'math talks' and conceptual instruction	NA	All math teachers will implement math talks into their curriculum by 2027.

Orientation 2: Enhance the leadership of in-school teams and building community partnerships

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 5: Yearly evaluate the efficacy of implemented practices.	NA	
School Objective 5: To prioritize community and staff involvement in building a positive school culture	Indicator Baseline Data	2026-2027 Target
School Indicator 6: TFS Community/staff events that bring students and teachers together in a non-academic setting	NA	These events will be held 2-3 times per year and included on the school calendar.
School Indicator 7: Community support, outreach and learning via connecting students and staff with local organizations and needs at the school level	NA	The school and community partnerships will meet these three criteria: children's learning, family support, and community impact
School Objective 6: To promote and build student agency	Indicator Baseline Data	2026-2027 Target
School Indicator 8: Mentoring (staff-student)	80% of staff are currently participating in the Terry Fox student mentorship program	All teaching staff will mentor at least one student per school year.
School Indicator 9: Clubs and groups promoting student leadership (Ex: Student council/ peer mediation)	Currently a student council made up of grade 5 students.	A leadership program including a student council and peer mediators in place for grades 4-5-6 by 2027.

Orientation 3: Prioritize social emotional health for every classroom

School Objective 7: To increase social emotional learning curriculum in our school at all levels	Indicator Baseline Data	2026-2027 Target
School Indicator 10: monthly anecdotal evaluation of content in cross level groupings	NA	Students and parents will complete monthly online check in to assess student learning on SEL curriculum.
School Indicator 11: impact of class meetings, class charters, peace corner, flexible seating, mood check in, SEL lessons	Homeroom teachers are actively implementing at least two of these strategies	All homeroom classes will be implementing a minimum of 6 SEL strategies from the list by 2027.
School Objective 8: To engage in a weekly, school-wide, multi-grade SEL instruction	Indicator Baseline Data	2026-2027 Target
School Indicator 12: Trailblazer families meet to participate in SEL themed activities	Weekly SEL instruction embedded in school schedule	Results obtained from a school based check in system for all grades measuring mental health, social support and positive self-regard for each child will gauge program efficacy.