



ENGAGE • BUILD • ACHIEVE
ENGAGER • BÂTIR • ACCOMPLIR



John F. Kennedy Elementary School

EDUCATIONAL PROJECT

2023-2027

Formatted: Not Highlight



www.swlauriersb.qc.ca



AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD



PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT	2
LEGAL FRAMEWORK	3
GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT	3
CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT	4
MISSION	4
VISION	4
SCHOOL/CENTRE PROFILE	4
CHALLENGES	10
POLICY ORIENTATIONS	11
OBJECTIVES	11
SCHOOL/CENTRE ORIENTATION 1	12
SCHOOL/CENTRE ORIENTATION 2	13

PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which John F. Kennedy Elementary School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. -This educational project reflects the characteristics and needs of the students who attend John F. Kennedy Elementary School, as well as the community's expectations with regard to education.





LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Natalie Met	Teacher & and Staff Assistant
Reshma Patel	Teacher
Nicole Eleftheriou	Teacher
Tiffany Emanuelides	Teacher
Sonia Busnardo	Principal





CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	March 2023		Survey	
Other Staff Members	March 2023		Survey	
Students	March 2023		Survey	
Parents	March 2023		Survey	
Governing Board	April 25 th , 2023, November 28 th , 2023		School	
Other Stakeholders				

MISSION

To support student success and ensure all students experience opportunities to build their capacity to contribute to a changing world. John F. Kennedy Elementary aims to provide a balanced education designed to engage all learners and meet their academic, cultural, and social needs.

VISION

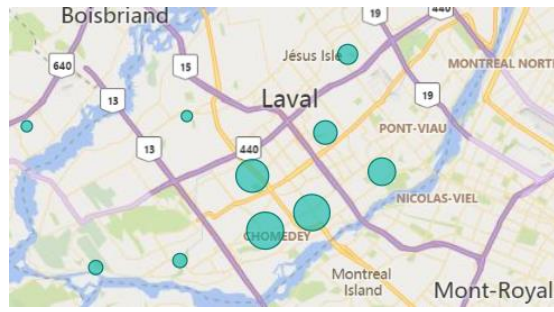
We believe that educating the child as a whole, focusing on the body, spirit and mind, is essential to promoting a rigorous learning experience. Supporting student success goes beyond teaching academics and involves learning to stretch the boundaries of our imagination, strive for personal excellence, and develop interests, strategies and skills necessary to contribute positively and productively to an evolving global society.

SCHOOL/CENTRE PROFILE

John F. Kennedy's External Environment

John F. Kennedy Elementary is an elementary school (preschool to Grade 6) committed to ensuring that the academic, cultural and social needs of ~~our~~ the Chomedey, Laval students are met. Situated on 500^e rue Cardinal, JFK's school territory covers South of Autoroute 440 between Curée-Labelle and Boul. d'Des Laurentides. John F. Kennedy Elementary School services a disadvantaged socio-economic community with an ISME index of 9, thus placing it in the milieu défavorisé category (*indices de défavorisation*, MEQ, 2021-2022).





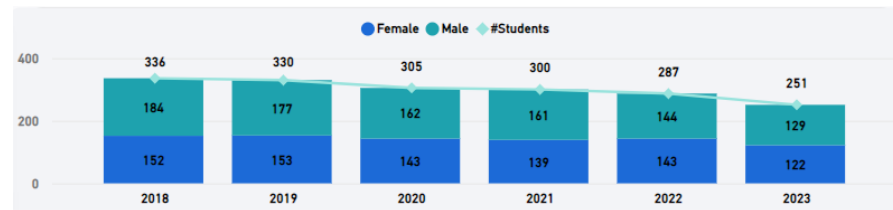
The external services offered by organizations to support the students at JFK include the CISSS of Laval, the Department of Youth Protection, the Center of Excellence for Mental Health, Force 4, Moisson Laval (food bank), Breakfast club of Canada, [AGAPE](#), Giant Tiger, and Operation Warm in partnership with FedEx Canada. Commitments made by the organizations listed include financial support, in-home services, educational services, as well as health and safety assistance services.

School is home to a student population that comes from a diverse multilingual and multicultural community. Students come from a range of home experiences with differing levels of responsibility and commitment. Family statuses include, but are not limited to, two-parent families, blended families, single-parent families, foster care and group homes.

Upon completion of the elementary program, JFK student graduates typically attend Laval Junior Academy and then move on to Laval Senior Academy.

John F. Kennedy's Internal School Environment

Trends in student enrollment over the past five years suggest a progressive decrease from 2018 to 2023, with the number of male elementary students always greater compared to the number of female elementary students (data extracted from *In-school Administrators Dashboard* available in *PowerBI*, October 2023).



The three-year projection for school enrollment also indicates that the decline in student enrollment is likely to continue (data provided by *School Affairs and School Organization Department*, Sir Wilfrid Laurier School Board, October 2023).





ÉCOLE PRIMAIRE JOHN-F.-KENNEDY JOHN F. KENNEDY ELEMENTARY SCHOOL	ORDRE D'ENSEIGNEMENT / LEVEL OF INSTRUCTION		
500, rue Cardinal Laval (Québec) H7V 1T5	Maternelle 4 ans / Kindergarten for 4-Year-Olds		
	Maternelle 5 ans / Kindergarten for 5-Year-Olds		
Numéro de l'école / School Number: 885 156	Primaire – 1 ^{er} , 2 ^e et 3 ^e cycle / Elementary – Cycles 1, 2 and 3		
Numéro du bâtiment / Building Number: 885 039			
CAPACITÉ / CAPACITY			
	2024-2025	2025-2026	2026-2027
Capacité MEQ / MEQ Capacity	342	342	342
Effectif prévu / Projected Enrollment	246	243	236
UTILISATION DES LOCAUX / USE OF PREMISES			

Student enrollment for the 2023-2024 school year indicates that the number of students in each grade level ranges from 20 to 38 students.

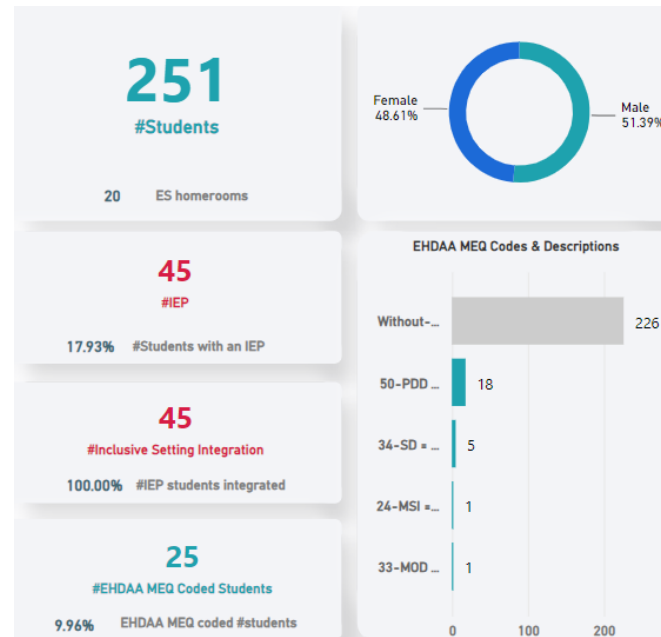


Of the 251 students, 63 use daycare services on a regular basis (data extracted from *In-school Administrators Dashboard* available in *PowerBI*, October 2023).

Student-Success Related Characteristics

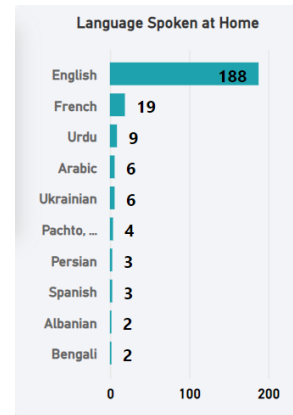
As a member of the Sir Wilfrid Laurier School Board, John F. Kennedy Elementary is an inclusive school that meets the needs of a diverse clientele from varied cultural and linguistic backgrounds. Of our 251 students, 45 students follow an Individualized Education Plan and 25 students have received a MEQ EHDAA code.





The table below shows that the mother_tongue for a large proportion of JFK students (75%) is English. Because JFK includes a culturally diverse student population, the mother_tongue of our students also includes a range of languages (data extracted from *In-school Administrators Dashboard* available in *PowerBi*, October 2023).





Supporting student success also involves promoting a positive school climate conducive to learning. The results from *OurSchool Survey (2023-2024)* indicated that students with a positive sense of belonging, i.e., students who feel accepted and valued by their peers and by others at their school:

- 62% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 62% of the girls and 63% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.

Students who feel safe at school as well as going to and from school:

- 44% of students felt safe attending the school; the Canadian norm for these grades is 62%.
- 47% of the girls and 44% of the boys felt safe attending the school. The Canadian norm for girls is 63% and for boys is 62

Formatted: Font: Arial Narrow, Not Highlight

Formatted: Font: Arial Narrow, Not Highlight



John F. Kennedy's School Staff and School Structure



Formatted: Not Highlight

The John F. Kennedy teaching staff consists of 28 teachers, 20 homeroom teachers, 2 physical education teachers, 2 resource teachers and 4 part time teachers who work with our students that have specific academic needs. Twenty-four teachers are permanent (87% of our teachers), indicating a high rate of teacher stability. We also have 10 attendants and two full-time behaviour technicians supporting our special needs students. They provide children with more one-on-one support, which reduces their anxiety and allows students to be more successful. We receive services from a Speech and Language Pathologist, an Occupational Therapist, and a School Psychologist. There is one school secretary and a part-time secretary, and a 10-hour library technician.

Student supervision includes 1 daycare technician, 3 daycare educators and 14 lunchtime supervisors to complete the school's team. We offer a broad range of extracurricular activities facilitated by our teaching staff as well as external organizations, namely:

- After-school basketball
- Mad Science
- Soccer
- Leadership
- Gardening club
- Walking club
- Yoga and meditation

Our Educational Institution

John F. Kennedy Elementary houses a gymnasium, a library, a resource room, a room for special education technician, a staff room as well as two offices for visiting professionals. The school would benefit from having a minimum of 2 extra rooms; 1 to be used as a sensory room and another to accommodate students needing quiet areas to work in small groups with teacher guidance.

All classrooms include SMART Boards and have access to mobile carts with either Chromebooks, laptops and iPads, as well as robotic kits.





CHALLENGES

John F. Kennedy Elementary School services a disadvantaged socio-economic community with an ISME index of 9, thus placing it in the milieu défavorisé category. Socio-economic status is one of the key factors affecting student learning outcomes. As a result, our index has a direct impact on many students' readiness to learn. Students who come from low socioeconomic backgrounds may be affected by circumstances such as low-quality living environments, mobility, family unemployment or underemployment and lack of access to resources that encourage learning such as books. These factors are linked to poor attendance and less readiness for schooling. Research shows that students who come from low SES families commonly do not perform as well in literacy and numeracy. They may come to school less organized and come from a home life that cannot offer educational support due to time constraints from work commitments. Research has also demonstrated that a teacher's level of professional knowledge can positively contribute to student learning, irrespective of a student's socio-economic status. All these factors play a fundamental role in determining how well students achieve in school.

Challenge 1:

Academic success for at-risk students and diverse learners.

Challenge 2:

An inclusive, cultural and socially-relevant education for all students.





POLICY ORIENTATIONS

Supporting student success

Engaging all students

Promoting inclusivity, culture and well-being

OBJECTIVES

An objective is your school/centre's commitment to a priority for the period covered by the educational project. It sets out the precise and measurable changes that the activity of the school/centre's should produce. It should contain perceptible and meaningful outcomes for students, youth and adults, and is the basis for accountability.

Objectives	Description
Objective 1	By 2027, increase the success rate of students with an IEP <u>in</u> the three core subjects by implementing best teaching practices at all grade levels.
Objective 2	By 2027, increase the success rate for the oral competency in ELA and FSL for all students.
Objective 3	Support initiatives that promote student autonomy and celebrate diverse cultures and diverse learners.





SCHOOL/ CENTRE ORIENTATION 1

To promote student engagement and academic success for diverse learners and at-risk students.

MEQ OBJECTIVE /+ ORIENTATION	SWLSB OBJECTIVE /+ ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1 Accroître-Increase Student Success la réussite des élèves.	SWLSB Orientation 1 To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.	To improve knowledge in key subject areas through ongoing assessment and targeted interventions.	End of cycle 3 final marks in ELA, Math and FSL for students with an IEP.	Final Subject Mark for Grade 6 Students with an IEP ELA- From 73% success rate, June 2023 to 87% success rate by June 2027. Math- From 33% success rate, June 2023 to 53% success rate by June 2027. FSL- From 69% success rate, June 2023 to 81% success rate by June 2027.	Administration along with Cycle 3 teams review progress (i.e., results from assessments and targeted interventions) every 6 weeks through various PLC's and/or end of term.





SCHOOL/ CENTRE ORIENTATION 2

To support bilingual literacy and promote an appreciation of Québec's culture.

MEQ OBJECTIVE ORIENTATION	SWLSB OBJECTIVE ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1 Accroître la réussite des élèves.	SWLSB Orientation 3 To ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec.	To develop literacy skills supporting proficiency in communication in English and French.	Grade 6 oral competency final result in both ELA and FSL.	To increase the success rates on the final competency result in both languages. We aim to go from a 90% success rate to a 100% success rate in ELA. We aim to go from an 82% success rate to a 90% success rate in FSL.	Administration along with Cycle 3 teams review progress (i.e., results from assessments and targeted interventions) every 6 weeks through various PLC's and/or end of term. Use of resource teachers' time to monitor those students at risk.

Formatted: Not Highlight





GOVERNING BOARD ADOPTION

Resolution	<p>G.B. RESOLUTION NUMBER GB20231128-10 MOVED THAT the 2023-2027 Educational Project be adopted as presented on November 28th, 2023. (date)</p> <p>Seconded by _____ Carmen Tutunciyan _____.</p>
Signatures	<p>Jennifer Subaihi _____ <i>Sonia Busnardo</i> _____ CHAIRPERSON PRINCIPAL</p>

