

# Educational Project: Elementary



# Engaging learners for life



## Mission

### The Lester B. Pearson School Board:

works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.  
prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society.  
measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.



### STRATEGIC DIRECTIONS

- 1 Improving Achievement
- 2 Ensuring Wellness
- 3 Strengthening Engagement

# TABLE OF CONTENT

Mission Statement	p.1
Vision Statement	p.2
Student Exit Profile (optional element)	p.3
Community Profile	p. 4
Academic Program - Approaches to Learning	p.5
Other	p.6
Local Success Targets & Objectives	p.8

## APPENDICES

Appendix A: Evaluation Standard and Procedures - <http://verdun.lbpsb.qc.ca/documents/Evaluation.pdf>

Appendix B: ABAV Plan - <http://verdun.lbpsb.qc.ca/documents/ABAVPlan.pdf>

Appendix C: Student and Parent Code of Conduct  
<http://verdun.lbpsb.qc.ca/documents/CodeofConduct.pdf>

# EDUCATIONAL PROJECT

## MISSION Statement

Verdun Elementary School is committed to providing a quality learning environment in which all students feel safe and are motivated to achieve academically, socially and emotionally in preparation for the challenges and expectations of higher learning in an evolving society.

At Verdun Elementary, the students, parents and personnel come together as educational partners to initiate and to improve upon the learning process. Achievements are celebrated on a daily basis.



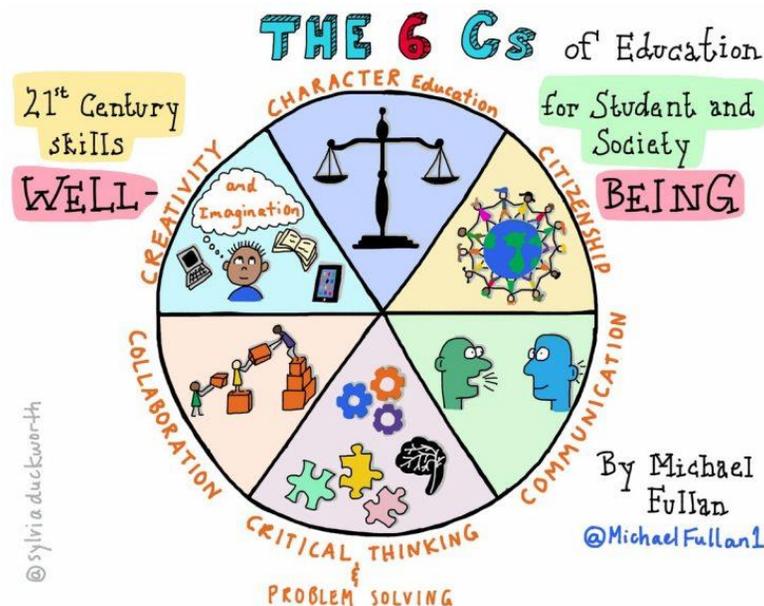
# EDUCATIONAL PROJECT

## VISION Statement

Our vision is to graduate active learners who are literate in both official languages. We believe that literacy and numeracy are the foundation upon which leadership, respect, and compassion are built. Our vision is not only to improve high school graduation rates, but also to instill independence in learning. We believe our vision will be realized with the involvement of all of our community stakeholders who are committed to the success of our initiatives.

Verdun Elementary School will strive to:

- create a school climate in which every student feels valued, respected and safe
- maintain high academic standards and expectations of student achievement in all subject areas
- commit to integrating social emotional content and explicit teaching of self-regulation
- openly communicate with families and to include our families as partners in the school's educational project
- encourage students to “connect, create, collaborate and communicate in a 21st Century Learning Context
- support multiple intelligences across the curriculum and value the artistic contributions of all students



## Student Exit Profile

When students leave Verdun Elementary School they should:

- have acquired the academic and social competencies to enable them to maximize their potential
- have an appreciation of the importance of a bilingual education
- have developed a strong sense of community, responsibility and citizenship
- have a positive self-image and be able to embrace diversity
- be literate, self-motivated learners who are able to think and function independently and cooperatively
- have developed the ability to relate and interact peacefully within others



# EDUCATIONAL PROJECT

## Community School Profile

Verdun Elementary School was established in 2003 through the merger of St. Thomas Moore and Woodland Schools. The current structure, built in 1922, is situated at 610 Boulevard Desmarchais in Verdun.

Our school has a long history with the Verdun community. Many of our students are the third generation of their families to attend elementary school in our building. As the neighborhood has evolved, Verdun Elementary School has stayed current with the growing expectations and changes that have been necessary to ensure success for all students.

Upon completion of the elementary program, VES students may choose from any of the high schools in the Lester B. Pearson School Board. Graduates of Verdun Elementary School typically attend LaSalle Community Comprehensive High School and Beurling Academy which offer a range of programs including the International Baccalaureate program.

Verdun Elementary School offers a Bilingual program from Kindergarten to Grade 6, a full-day Pre-Kindergarten Program for 4 year olds and a variety of extra-curricular activities to enhance our comprehensive music, physical education and arts programs.

The classrooms at Verdun are large, well lit, offer flexible seating, interactive whiteboards and wireless connections to support one-to-one technology. There are three school yards which have features that support developmental play such as play structures for our pre-cycle, soccer turf, running track and quiet spaces nestled amongst trees and green spaces. In addition, there is an outdoor classroom located in the main courtyard, where classes may go and enjoy lessons in this restorative and tranquil space.

Verdun Elementary is committed to the physical well-being of its students. Students engage in many different activities in the gymnasium, outdoor spaces, library and auditorium. Families have access to a multidisciplinary team with links to the Verdun CLSC. Twice a week, a hot lunch program is served in one of the two cafeterias. In addition, students have access to fresh snacks, breakfast and a daily milk program to encourage healthy eating.

Over many years, we have formed strong links to the community through our involvement with community partners such as:

- Dawson Community Centre
- Share the Warmth
- AMSFA (Une école montréalaise pour tous)
- J'apprends avec mon enfant (JAME)

- Southwest Mission
- Collective Community Services(CCS)
- Bibliothèque de Jacqueline-De Repentigny (bibliothèque de Verdun)

# EDUCATIONAL PROJECT

## Academic Program – Approaches to Learning

Verdun Elementary is a bilingual school with a multidisciplinary approach that provides its staff with ongoing professional training to foster student-centred learning in a hands-on environment. This approach allows teachers to meet the individual needs of students with various learning styles and abilities.

As a member of the Lester B. Pearson School Board, Verdun Elementary is an inclusive school that meets the needs of a diverse clientele. The Verdun team supports individual students as well as the community of learners, and strives to help each student realise her or his potential. In accordance with the *Progression of Learning*, our students acquire the necessary knowledge and skills to successfully transition to high school.

In our bilingual program, we strive to take full advantage of our students' capacity for learning. The approaches we use to foster this development are:

### **Literacy Approaches**

The Daily 5 - Les cinq au quotidien  
instruction)

Lively Letters & Sound Prints - Sons signes

Guided reading - La lecture guidée

### **SEL (Social Emotional Learning)**

Zones of regulation

Social thinking

School wide mindfulness breaks

Predictability and Routines Teaching  
with Executive Functions in mind

### **Mathematics**

CGI (Cognitively guided

TQE (Task-Question-Evidence –  
Visible Learning)

### **General Practices**

Explicit teaching of skills

Flexible learning environments

Restorative discipline

1:1 Chromebook classrooms

# EDUCATIONAL PROJECT

## Academic Program – Approaches to Learning (continued)

Verdun Elementary has developed a unique approach to address the social emotional skills of its students, known as **LEADS**. This approach allows students to acquire and develop the following competencies:

Leadership  
Executive Functioning  
Active Learning  
Developmental Approach  
Social Emotional

Leadership  
Capacités Exécutives  
Apprentissage Actif  
Approche Développementale  
Apprentissage Socio-Émotionnel



# LOCAL SUCCESS TARGETS AND OBJECTIVES: Verdun Elementary School

## Strategic Direction 1: Improving Achievement

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
To improve students' proficiency in written English	<ul style="list-style-type: none"> <li>● extensive use of exemplars</li> <li>● precise teacher feedback                             <ul style="list-style-type: none"> <li>○ Chromebooks, specifically the "comment" feature in Google Docs</li> </ul> </li> <li>● familiarize students with a variety of written texts (graphic novels, fiction . . .)</li> <li>● Brain Frames</li> <li>● complete a reading response per term to increase critical thinking by providing specific evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>- Competency 3 results in Grade 6 ELA (overall report)</li> <li>- Grade 6 Ministry Exam results</li> <li>- Competency 3 results in Grade 3 ELA (overall report)</li> </ul>	<p>Three point increase to 80% on Grade 6 C3 results by 2020 from 77% in 2015</p> <p>To increase the success rate from 92% in 2015 to 95% by 2020</p> <p>Three point increase to 81% on Grade 3 C3 results by 2020 from 78% in 2015</p>
To improve the success rate in solving situational problems in mathematics	<ul style="list-style-type: none"> <li>● to complete at least 1 formal situational problem per term for each grade</li> <li>● focus on teaching mathematical language to increase students' ability to justify his/her thinking through oral presentations, peer teaching and written records</li> <li>● reinforcing mathematical reasoning through application and word problems</li> <li>● practice decoding skills such as highlighting the critical information</li> </ul>	<ul style="list-style-type: none"> <li>- Grade 6 Ministry Exam C1 Situational Problem results</li> <li>- Grade 3 Board Exam - C1 Situational Problem results</li> </ul>	<p>Five point increase to 70% on Grade 6 C1 MEES exam results from 65% in 2015</p> <p>To maintain a 100% success rate by 2020</p>
To raise students' level of confidence when speaking French	<ul style="list-style-type: none"> <li>● daily practice for French communication skills</li> <li>● French speaking days every month</li> <li>● Positive feedback for participation</li> </ul>	<ul style="list-style-type: none"> <li>- TTFM Survey</li> <li>- Self-reporting by students</li> </ul>	<p>To increase the percentage of students by 10% who responded to the TTFM survey "Where else do you speak French?" from 37% in 2015</p>
To improve students' Running Record scores in reading in both French and English	<ul style="list-style-type: none"> <li>● guided reading</li> <li>● sound prints</li> <li>● Daily 5</li> <li>● Lively Letters</li> </ul>	<ul style="list-style-type: none"> <li>- Running records</li> </ul>	<p>To increase the number of students who have attained the targeted end of cycle reading level by 5% each year</p>

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Verdun Elementary School

## Strategic Direction 2: Ensuring Wellness

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
<p>Increase a positive sense of belonging.</p>	<ul style="list-style-type: none"> <li>● zones of regulation and social thinking</li> <li>● providing a safe place and classroom meetings</li> <li>● peer tutoring</li> <li>● Groups, clubs and extracurricular activities</li> <li>● social-emotional texts in language arts</li> <li>● 'Harbour Time'</li> </ul>	<ul style="list-style-type: none"> <li>● TTFM survey Do feel accepted and valued by others in your school school ?" - 2015</li> </ul>	<ul style="list-style-type: none"> <li>● To increase the percentage of students by 7% to 86% who responded to the TTFM survey "Do feel accepted and valued by others in your school school ?" from 79% in 2015</li> </ul>
<p>Encourage students to adopt a healthy and physically active lifestyle</p>	<ul style="list-style-type: none"> <li>● school wide fresh snacks readily available</li> <li>● Health Day</li> <li>● dental hygienist services</li> <li>● intramural sports</li> <li>● Breakfast Club</li> <li>● animated games and activities during lunch and recess</li> </ul>	<ul style="list-style-type: none"> <li>● TTFM survey Do you play sports in school other than in phys. Ed. class? - 2015</li> </ul>	<ul style="list-style-type: none"> <li>● To increase the percentage of students by 6% to 90% who responded to the TTFM survey "Do you play sports in school other than in phys. Ed. class?" from 84% in 2015</li> <li>● To maintain the high rate of participation in club and groups by 25% higher than the canadian norm in 2015 of TTFM - Student Participation in School Clubs</li> </ul>
<p>To reduce visible anxiety and stress in the student population.</p>	<ul style="list-style-type: none"> <li>● explicit teaching and practice of executive functions</li> <li>● zones of regulation</li> <li>● classroom meeting</li> <li>● social thinking</li> <li>● mindfulness and breathing breaks</li> </ul>	<ul style="list-style-type: none"> <li>● TTFM survey</li> </ul>	<ul style="list-style-type: none"> <li>● To reduce by 5% the number of grade 6 students that are experiencing moderate to high levels of anxiety from 24% in 2015 to 19% in 2020</li> </ul>

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Verdun Elementary School

## Strategic Direction 3: Strengthening Engagement

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
<p>To provide the students with the opportunity to showcase their work to a wider audience beyond their own class.</p>	<ul style="list-style-type: none"> <li>• portfolio evening</li> <li>• student sharing assemblies</li> <li>• 1 classroom showcases per term</li> <li>• recording classroom work and achievement via Seesaw and other digital formats</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM survey results of - Students who are Interested and Motivated</li> </ul>	<p>To increase the percentage of students by 3% to 87% who reported in the TTFM survey that “they are interested and motivated” from 84% in 2015</p>
<p>To provide more opportunities to students to create secure attachments with school personnel</p>	<ul style="list-style-type: none"> <li>• SEL classroom lessons</li> <li>• Zones of Regulation lessons</li> <li>• Classroom meetings</li> <li>• Harbour Time</li> <li>• Clubs and Extracurricular activities</li> <li>• Regular PD for staff re: Attachment &amp; learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM - Survey results Advocacy at school - Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.</li> <li>• TTFM Survey results for Positive teacher-student relations</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain or increase a rate of 7.3 out of 10 for Advocacy; the Canadian norm was 5 in 2015.</li> <li>- To maintain or increase a rate of 8.3 out of 10 for positive teacher-student relations; the Canadian norm was 7.9 in 2015.</li> </ul>
<p>To provide opportunities for project based learning to increase student engagement</p>	<p>“Genius Hour”- explore their passion                      present “finished example” to guide the students’ exploration                      Sharing opportunities such as “gallery walks” and “learning coaching”                      One project per term to be completed by each class.                      Formalizing opportunities within the student timetable to explore                      Increase the number of standing stations                      Provide alternative seating                      optimize access to tools and assistive technology</p>	<ul style="list-style-type: none"> <li>• TTFM survey results of - Relevance of Learning</li> </ul> <p>The questions:                      The things we learn at school are meaningful.                      The things we learn at school are useful in my everyday life.                      I know the purpose of what we are learning at school.</p> <p>TTFM survey results of - Interested and Motivated</p>	<p>To maintain or increase the average score of Relevance of Learning of 8 in 2015</p> <p>To increase the percentage of students by 3% to 87% who reported in the TTFM survey that “they are interested and motivated” from 84% in 2015</p>