

**LBPSB Strategic Plan
2019-2020
Engaging Learners for Life**



**LaSalle Elementary Senior Success Targets and
Objectives**

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Mission Statement

Our mission is to engage all students to meet their potential through differentiated approaches that address all learning styles. We are committed to equip today's youth with the social, emotional and academic tools for higher learning. We provide a curriculum geared toward academic excellence that increases understanding of self-regulation strategies and gives students the opportunity to further their learning through inquiry and student-centered cooperative learning. LaSalle Elementary students are equipped with a strong foundation in bilingual literacy, numeracy, and the ability to think critically. Our aim is to produce well-rounded citizens who are knowledgeable in the arts, conscious of emotional and physical well-being, and well-versed in digital citizenship to navigate the challenges of tomorrow's world.

"Learning today to lead tomorrow"

Vision Statement

Our innovative team is committed to the development of a school climate where all members feel valued, respected, and safe. We maintain high expectations and encourage students to connect, create, and collaborate in a 21st century learning environment. Our outreach includes a partnership with parents and the community in an on-going exchange to promote the wellbeing of every child.

Student Exit Profile

Students will be:

- competent in communicating, reading and writing in both French and English

- respectful and understanding of self and others
- prepared for secondary school
- confident using technology for learning and communicating responsibly as citizens of the digital world
- understanding the importance of health, fitness and living a healthy lifestyle
- demonstrating an understanding and appreciation for the arts

Community Profile

LaSalle Elementary School offers an early immersion and bilingual program with a specialisation in visual art and music. Our Junior campus comprises Kindergarten and Cycle 1 (Grades 1 and 2). Our Senior campus comprises Cycle 2 (Grades 3 and 4) and Cycle 3 (Grades 5 and 6). We provide a learning environment which encourages each child to develop to their full potential and foster within them a sense of community. Student success depends upon our school team creating a welcoming and caring school climate where every child feels a sense of belonging and safety. We seek to instill the joy of lifelong learning within our students and strive to guide them to become critical thinkers, confident and responsible members of society who respect and appreciate diversity. As we look to the future, we strive to increase our students' awareness of global issues that impact our lives. We wish to instill in our students the importance of taking an active role in promoting positive change. In every child, we see a future parent, professional, caregiver, colleague and citizen. We strive to teach values and virtues that extend well beyond our mandated school curriculum.

Academic Program

Bilingual

In kindergarten and cycle 1 the bilingual program provides 41% instruction in the French language ((Francais, Science and Tech, Univers Social, Arts) and 59% in the English language (English, math, ERC, Phys. Ed., Arts)

In cycle 2 the bilingual program provides 47% instruction in the French language (Francais,, Science and Tech, Univers Social, Arts) and 53% in the English language (English, math ERC, Phys. Ed. Art)

In cycle 3 the bilingual program provides 47% instruction in the French language (Francais Science and Tech, Univers Social, Arts) and 53% in the English language (English, math, ERC, Phys. Ed. Art)

Science

In the science-based classroom, the students will learn in a way that will help them to understand the world in which we live in and adapt to it. Our program provides students with an introduction to hands-on and interactive scientific activities that make use of intellectual processes

like questioning, systematic observation, trial-and-error, experimental investigation, assessment of needs and constraints as well as model building.

Technology

Our students become responsible digital citizens through a variety of lessons and activities that will focus on the importance of developing a positive digital footprint. Through the introduction of many different technology tools, above all, the use of Chromebooks and Google digital tools. Our goal as educators is to examine how we can teach ourselves and our students to become informed and responsible digital citizens.

Visual Arts

LaSalle Elementary School is one of the few elementary schools able to offer an extensive visual arts program that enables students to develop their creative potential and acquire visual literacy in regard to the visual world and their abilities to symbolize, express and communicate through images. Our art program provides children a variety of cognitive, psychomotor, social and aesthetic experiences as they produce media works using a variety of mediums. Through the years of their elementary experience, students will learn how to criticize critical thinking and develop their aesthetic sense by appreciating their own creations and those of their classmates while making connections with references to other school subjects.

Music

Music is the art of combining and producing sounds for the purpose of expression, communication and creation. Our music program will develop the child's auditory sense and creative potential for working with sound. They will have many opportunities to express themselves and communicate their musical ideas by singing (a focus of coral and movement in Cycle 1), by playing musical instruments (e.g. percussions, xylophones) and through the use of technological tools using the technology. LaSalle Elementary students make use of different stimuli and multiple possibilities of sound sources and musical language.

Physical Education

Health, fitness, sportsmanship and respect are the pillars of our program. Our students gain a sense of self-responsibility for their health and fitness through developing a repertoire of movement skills, cognitive strategies, knowledge of proper nutrition and the critical sense they need to manage their own health wisely with positive attitudes in their relationships with others. The PE program expands beyond instructional time with lunchtime intramural sports and organized teams that participate in school board tournaments handball, track and field, cross country running, basketball, ultimate Frisbee and volleyball. Typically, all grades receive a minimum 90 minutes of physical education every week.

Resource/Resource Team

The principal, resource teachers, FSSTT technician, speech and language consultant, school psychologist and teachers meet regularly to plan for children who have special needs, or who are falling behind in their progress at school. Special services personnel and integration aides may also attend these meetings.

IEP Meetings

Parents, teachers, psychologist and resource teacher may meet to create or update an IEP (Individual Education Plan) for students with special needs.

Integration Aides

The LBPSB provides in-class and/or in-school assistance on a limited "as needed" basis for students with special needs.

Library

LaSalle Elementary School students have access to a varied collection of books in their school library. With thousands of titles, every student finds something that interests them. The collection complements and helps enrich the curriculum through a mix of nonfiction and fiction works, and is updated throughout the year to reflect changes in the needs of the teachers and the taste of the students. The library is also well used outside of class time by daycare, the homework program, and other extracurricular activities.

Special Services

Speech Therapy

A speech therapist periodically visits the school to assess students with speech development problems and provide guidelines for home and school use.

Occupational Therapy

The LBPSB provides occupational therapy assessment on an "as needed" basis.

Learning Diagnosticians

Learning Diagnosticians are available to the School Resource Team and Staff to assist in the diagnosis of learning difficulties.

Psychologist

A LBPSB school psychologist is available to the School Resource Team one day a week.

Spiritual Animator

Our spiritual animator facilitates a number of activities connecting our students to the community both within and without outside the school walls.

Art Therapist

Our therapist is available one day per week. Students are referred by our resource.

Targets and Objectives

Strategic Direction 1: Improving Achievement

Objective	Strategies	Indicators	Target
Planning and Organizing- To foster independence and self management skills.	<ul style="list-style-type: none"> • Visual cues • Visual schedule • Uncluttered learning spaces • Visual timer • Agenda-Planner • Common online communication platform • McGill Homework “Mentor” Zone • Students self-evaluation • Weekly mini-evaluations 	<p>Decrease in teacher/aide intervention during transitions (observation).</p> <p>Increase in student-initiated check-in for independent work completion</p>	All classes will have adopted a visual schedule method by the 3rd week of September of each school year. All homeroom teachers will have adopted a common online communication platform by the end of 2020.
Literacy - Increase basic vocabulary in both languages to enrich oral and reading comprehension.	<ul style="list-style-type: none"> • Use of technology • Literacy Block - • Signature/Soundprints, Epic and Lively Letter, for example • Balanced Literacy • Focus on writing traits • Project-collaborative-inquiry approach • Increasing opportunities for language expression and exposure • Common use of typing programs 	<p>Standardized reading evaluation tools for English and French; Ministry Exam; School Board Evaluation.</p> <p>Student’ ability to interpret a rubric to meet objectives independently</p>	Students not at reading level will increase by at least two levels in running records in each language.

Numeracy - Increase student ability to recall math facts and apply problem solving strategies effectively.	<ul style="list-style-type: none"> • Math Block • Math websites • Math Minutes 	Ministry Exam; Reflex Math or similar programs used by all teachers within same grade level; e.g. Freckle, Prodig. Data from math minutes collected and used for collective planning.. Participation and placement in Math Olympics	Increase success at mental math and calculation accuracy by ensuring all students have access to reflex Math.
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Strategic Direction 2: Ensuring Wellness

Objective	Strategies	Indicators	Target
To empower students to use self-regulation techniques to ensure expected social emotional behaviour and understand the connection between body, mind and learning.	<ul style="list-style-type: none"> • TIPPS * trained staff including lunch and daycare • UDL *Flexible seating • Breakfast, milk, and snack program • Social groups • Zones of regulations • Breathing breaks, mindfulness exercises • Intramural activities and various sports teams 	<p>Decrease in FSSST and administration interventions.</p> <p>Reduction in number of suspensions.</p> <p>Increased teachers participation implementing the Zones.</p>	<p>All permanent teachers trained in Zones of Regulations by the end of 2018.</p> <p>All new contract teachers trained yearly in Zones of Regulations.</p>
To enable students to recognize emotions and evaluate the size of the problem.	<ul style="list-style-type: none"> • Classroom meetings • FSSTT • Social groups • SNAPP 	<p>Students using 7-Habits and Zones vocabulary.</p> <p>Student self-evaluation.</p>	Hold monthly assemblies to celebrate kindness.

	<ul style="list-style-type: none"> Boys and Girls club Social groups Craft making at lunch Big brother, big sister program Think Pink initiative reduce levels of anxiety and increase empathetic interactions. 	Awards for “Think Pink” initiative.	Reintroduce peer mediators, leadership activities to support staff with minor conflict resolutions in the schoolyard.
To ensure the students select the appropriate strategies to suit the social or academic situation.	<ul style="list-style-type: none"> Quiet corner Flexible seating Sensory Toolkit Knitting Mindfulness Self-regulation 	Google Survey. “Tell them from me” survey.	Observable increase in feelings of safety, enjoyment of school.
To encourage students to be accountable and responsible for their contribution for the school and global community	Restorative discipline WE Schools involvement Community Art initiatives Kindness awards 7 habits assemblies TIPPS bulletin boards Food/clothing drives		

Strategic Direction 3: Strengthening Engagement

Objective	Strategies	Indicators	Target
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To promote cognitive flexibility in students in order to transfer knowledge and recall previously learned information for use beyond the classroom.	<ul style="list-style-type: none"> • 7 Habits of Happy Kids • Parent workshops • Videos, strategies, articles uploaded to school website and Facebook page • Cross curricular approach 	Students actively retrieve and reuse vocabulary, concepts in different educational scenarios.	Ensure every child has a purposeful, cross curricular experience every term.
To strengthen engagement by promoting a growth mindset, including skills like taking reasonable risks and showing perseverance.	<ul style="list-style-type: none"> • Whole body listening • Addressing all types of learning • Sports at lunch • MOSD • Resource support • Integration aide support 	Student attendance rate.	Decrease in absences in students identified at-risk (less than 5 absences per term)
To foster critical analysis through innovation and creativity.	<ul style="list-style-type: none"> • Art Expo • Literature response • Educational Expo • Team teaching • Interactive math notebooks • Cross cycle initiatives • Science Fair • Literacy night (Move)? • Numeracy night • Talents shows/concerts • Choir • Dance Crew • Innovation Lab - robotics • Lego, board games 	Opportunities to showcase students work in a variety of ways.	Students in each class will have at least two opportunities to showcase their work outside their own class.
To address issues of absenteeism	<ul style="list-style-type: none"> • Create a protocol followed by all teachers with specific timelines and degrees of response. • Introduction of Breakfast Club Canada 	Student punctuality rates	To involve outside services by month of December for serious concerns.