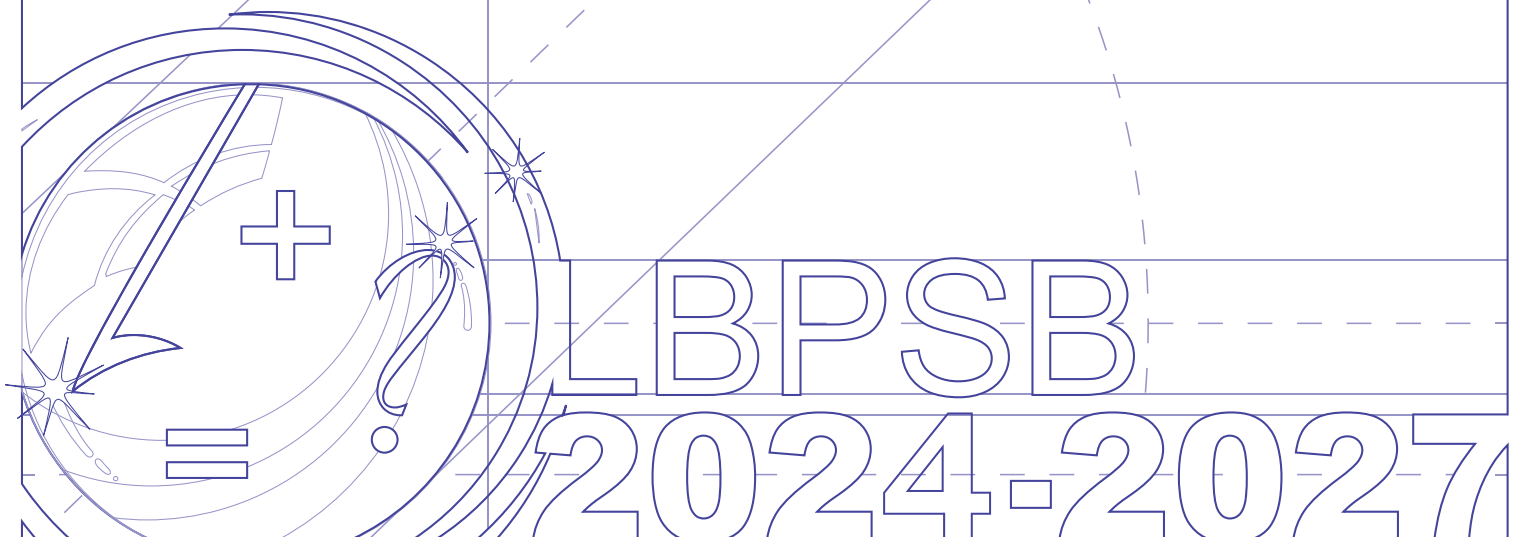




Educational Project 2024-2027

School Name: Wilder Penfield School

Approved on: December 23, 2024





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

Our highly qualified staff at Wilder Penfield is committed to lead with empathy while fostering and promoting a sense of well-being and belonging in the school community. We aim to meet the needs of our diverse learners through our early literacy intervention program. Additionally, we will efficiently work towards improving clear communication for all Wilder stakeholders.

Summary of Educational project:

School Orientation 1: Promote and build on existing schoolwide initiatives fostering sense of belonging.

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

School Objective 2: To promote a sense of belonging by educating the Wilder Penfield population about chosen Virtues introduced through assemblies at the beginning of and throughout the school year.

School Objective 3: To increase a sense of belonging by creating and implementing a variety of school wide activities.

School Orientation 2: Improve coherence among all Wilder stakeholders.

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: Establish a system/protocol for communication among all staff and school community.

School Objective 6: Consistency in student understanding of expectations and consequences.

School Orientation 3: Further development of early literacy intervention.

School Objective 7: Increase literacy skills of Kindergarten & Cycle One students.

School Objective 8: Focus on developing and strengthening reading comprehension skills.

School Context

Wilder Penfield is a vibrant educational institution committed to providing a nurturing and inclusive learning environment for students from diverse backgrounds. Our school community consists of a dynamic mix of 310 students, each bringing unique talents, perspectives, and aspirations to our classrooms.

Our dedicated team of educators play a pivotal role in shaping the educational experience at Wilder Penfield. With a focus on academic excellence and social emotional health, our 23 highly qualified teachers are passionate about fostering a love for learning and equipping students with the skills they need for success in an ever-evolving world.

Supporting the academic and extracurricular endeavors of our students is a team of 30 support staff members who directly support our students, and contribute to the smooth functioning of various administrative and logistical aspects of the school. Their commitment to creating a conducive and organized environment ensures that students can fully engage in their educational journey.

In addition to our teaching and support staff are 5 professionals: a psychologist, speech therapist, consultant in autism, consultant in inclusive education and occupational therapist, who work collaboratively to address the diverse needs of our student body. This comprehensive approach to education underscores our commitment to providing a well-rounded and inclusive learning experience for all.

Our school is comprised of middle class families from diverse ethnic backgrounds. The socio-economic levels in our community contribute to the unique fabric of Wilder Penfield. Our school and community strengths foster a sense of inclusivity, where each student is valued and supported. The collaborative efforts of teachers, staff, parents and community members create an environment that encourages academic achievement, personal growth and social responsibility.

As a school community, we are very proud of the following strengths that we bring to the educational experiences of our students:

1. A strong, experienced bilingual team that thrives on collaboration and support.
2. Consistency in strong academic achievement.
3. Vibrant school and community involvement in a variety of extracurricular activities from both parents and students.

The following are challenges that our school faces which we diligently work towards addressing:

1. Clear procedures for timely communication for all stakeholders.
2. Inconsistent expectations for accountability and behaviour.
3. Lack of respect from students for personal belongings and school environment.

At Wilder Penfield, we take pride in our collaborative community where students, teachers, support staff, professionals and parents work together to create an atmosphere of academic rigor, creativity, and personal growth. Through a rich tapestry of experiences, Wilder Penfield aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

Early immersion
K4 program
Early literacy intervention for cycle one
Francisation

Orientation 1: Promote and build on existing schoolwide initiatives fostering sense of belonging.

The school board's commitment to social emotional health aligns with our focus on fostering a sense of belonging in our school, so that students, parents and teachers feel part of the family. Wilder Penfield is a safe and caring school where everyone can feel at home during the school day.

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. such as extracurricular activities that students participate in during the school year.	NA	Increase the sense of belonging by 10%.
School Objective 2: To promote a sense of belonging by educating the Wilder Penfield population about chosen Virtues introduced through assemblies at the beginning of and throughout the school year.	Indicator Baseline Data	2026-2027 Target
School Indicator 2: Tell Them From Me survey results.	Baseline results from the 2022-23 Our School Survey indicate 69% positive sense of belonging.	By 2026-27, we aim to increase this positive sense of belonging to 79%.
School Indicator 3: Incidents at the Encouragers.	Tabulate the number incidents that occurred during the 2023-24 school year.	By 2026-27, reduce the number of incidents by 10%.
School Objective 3: To increase a sense of belonging by creating and implementing a variety of school wide activities.	Indicator Baseline Data	2026-2027 Target
School Indicator 4: Track the number of schoolwide events and activities during a school year.	A schoolwide assembly per term.	By 2026-27, we aim to increase the sense of belonging by 10%.
School Indicator 5: Tell Them From Me survey results.	Baseline results from the 2022-23 Our School Survey indicate 69% positive sense of belonging.	By 2026-27, we aim to increase this positive sense of belonging to 79%.

Orientation 2: Improve coherence among all Wilder stakeholders.

Our objective is to improve and clarify communication among the students, staff, parents and the school board so that all stakeholders feel heard and understood. This joins in the efforts of the school board to improve on the work efficiency related to the flow of information and communication structures of the school board.		
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 6: Yearly evaluate the efficacy of implemented practices. by tracking informative emails to school community.	NA	Bi-monthly informative emails sent to community.
School Indicator 7: Weekly memos disseminating information to school team from all stakeholders.	NA	Weekly memos and emails to school team.
School Objective 5: Establish a system/protocol for communication among all staff and school community.	Indicator Baseline Data	2026-2027 Target
School Indicator 8: Informative emails to staff and parents.	NA	Bi-monthly memos to school community about schoolwide items.
School Indicator 9: Weekly memos/meetings to staff.	NA	Consistent method to disseminate weekly information at least once per week.
School Objective 6: Consistency in student understanding of expectations and consequences.	Indicator Baseline Data	2026-2027 Target
School Indicator 10: Frequency of Encouragers incidents.	Tabulate the number incidents that occurred during the 2023-24 school year.	By 2026-27, reduce the number of incidents by 10%.
School Indicator 11: Incidents of students sent to school office for major infractions.	NA	Decrease incidents by 5%.

Orientation 3: Further development of early literacy intervention.

As the school board works towards increased systemic capacity to meet the needs of their student population, Wilder Penfield is also meeting the needs of our students through our early literacy program.		
School Objective 7: Increase literacy skills of Kindergarten & Cycle One students.	Indicator Baseline Data	2026-2027 Target
School Indicator 12: Assess kindergarten students using basic letter-sound recognition testing.	Yearly test results from June will indicate the baseline for the literacy intervention program for the the following year.	All students know their letter sounds by the end of grade 1.
School Indicator 13: Assess cycle 1 students using phonological and phonemic awareness standardized testing.	Yearly results from the PASS and the CORE tests administered each April.	By the end of cycle 1 (grade 2), all students should be able to identify and use their "boites de sons".
School Objective 8: Focus on developing and strengthening reading comprehension skills.	Indicator Baseline Data	2026-2027 Target
School Indicator 14: Using a benchmark reading assessment tool, we will assess the student's level.	Each student will be tested to obtain their reading level at the end of each school year. (May-June)	To reach the target level by the end of each grade. Grade 1 (level 8) Grade 2 (level 14)
School Indicator 15: Student progress on reading comprehension evaluations.	End of first term reading comprehension exam results (read to them).	Using the same text students will be reassessed at the end of the school year (read independently).