



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

**ENGAGE • BUILD • ACHIEVE**  
***ENGAGER • BÂTIR • ACCOMPLIR***

# John F. Kennedy Elementary School

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**  
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**  
[www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)





## MISSION STATEMENT:

In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, John F. Kennedy Elementary provides a balanced curriculum designed to meet the academic, cultural, and social needs of our students. We provide an education for the child as a whole, focusing on the body, spirit and mind, allowing each student to be equipped for their rigorous learning experience.

## VISION STATEMENT:

Students should be encouraged to stretch the boundaries of their imagination, strive for personal excellence and develop the interests, strategies and skills necessary to contribute positively and productively to an evolving global society.

## SCHOOL PROFILE

John F. Kennedy Elementary, located at 500 rue Cardinal in Chomedey, Laval, is one of Sir Wilfrid Laurier School Board's elementary schools. With multiple Kindergarten classrooms, a pre-Kindergarten and 15 regular classrooms, the layout allows for classroom clusters divided by cycle and age. Our students benefit from an educational environment that includes 20 classrooms, a library, a gym featuring a rock-climbing wall, a cafeteria, a computer lab, an established daycare, as well as laptop, Chromebook and iPad mobile labs with wireless internet connections. Outdoors, we enjoy a large, enclosed yard, which includes a soccer field, basketball nets, various outdoor play spaces and a smaller enclosed pre-Kindergarten and Kindergarten area.

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

Our classrooms at JFK are large and well lit. They offer flexible seating, interactive whiteboards and wireless connections to support one to one technology. JFK follows the Ministère de l'Éducation et de l'Enseignement supérieur's (MEES) prescribed program of study with an emphasis placed on English Language Arts and Mathematics. Services that contribute to the comprehensive and positive learning environment at JFK include instruction by highly qualified classroom teachers, specialists in French and Physical Education, as well as resource teachers and attendants. All students are further supported by a psychologist, social worker, speech-language pathologist, nurse, and crisis and behaviour intervention technicians. These services ensure that pro-social behaviour is

encouraged and actively taught through monitored positive social interaction, anger management and social skills training. Students with special needs are included in the regular stream of study, providing equal opportunity to all students while supporting literacy across all cycles.

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 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. All these factors play a fundamental role in determining how well students achieve in school.

The external services offered by organizations to support the students at JFK include the CISSS of Laval, the Department of Youth Protection, Force 4, Moisson Laval (food bank), Les Residences Le Renoir, Breakfast club of Canada, Maxi, Agape, Giant Tiger, and the Caisse Populaire Desjardins. Commitments made by the organizations listed include financial support, in-home services, educational services, as well as health and safety assistance services.

Many parents benefit from extra support and guidance from the school personnel. Furthermore, the personnel has a bank of resources from which to direct parents when the needs exceed what the school can provide. The school works in conjunction with community partners to ensure that students are provided with the essential services needed. The John F. Kennedy teaching staff consists of 24 teachers, 16 homeroom teachers, 2 physical education teachers, 3 French specialists, and 3 resource teachers who work with our students who have specific academic needs. We have 6 attendants who support students in the classrooms and a technician who works 8 hours per week on preventative programs with students. We have a full-time school secretary, a part-time secretary and a library technician who works 15 hours a week. Our 2 caretakers keep the building clean and its systems operating smoothly. The daycare technician and 4 daycare educators provide daycare services to 92 students. As well, 11 lunch supervisors complete the school's team. We are also fortunate to have a speech language pathologist, occupational therapist and school psychologist available on an as-needed basis. We have a partnership with the CISSS of Laval which provides our school support with initiatives that promote structured play and movement. A nurse also provides some components of sexuality education to cycle three students. The Laval firefighters offer a presentation to grade 5 students on fire safety. Our community police agent is available to assist on an as-needed basis. We work closely with a social worker on a weekly basis and have access to services from a dental hygienist.

At JFK, we place an emphasis on physical activity and wellness. Health and movement initiatives include providing opportunities for in-class movement breaks at least once throughout the day; allowing children to take a brain break during class time when and if needed (available in the hallways); providing students with ample opportunity and materials on the playground to remain active and engage in creative play; and hosting an annual Health and Movement Night with the goal of gathering the community together to offer information and activities that promote health, movement and wellness.

Our dedicated teaching staff and parent volunteers offer many extracurricular activities. As an integral part of the programs that are offered in the classroom, many other activities and events are planned for students to help them authenticate their learning experiences. Sports, drama, art, dance, music, computer technology, social games and activities are shared with students during extracurricular activity time offered outside the student academic timetable. We also support our students and community by being involved in a variety of community programs. Extracurricular activities offered at JFK include, but are not limited to, leadership programs, sports programs, Les Residences Le Renoir, French programs (mesures d'accueil), Me to We, health night, yearly cultural events, as well as community gathering events such as movie nights, holiday concerts, dance shows and art exhibits.

In April 2019, the JFK parent community was surveyed regarding their perception of the educational programming offered at JFK. Two major areas of parental concern emerged. The first being the need to teach students appropriate and responsible behaviour regarding the use of technology in order to promote health and development in a digital world. The second area of concern included the need to strengthen and enrich the reach, transfer and effectiveness of the Français Langue de Base program in order to better prepare students to act and interact as effective and productive members within our Quebec culture.

John F. Kennedy is a school with a multidisciplinary approach to education that provides staff with ongoing professional training to foster student centered learning in a hands-on environment. This approach allows teachers to meet the individual needs of students with various learning styles and abilities, always striving to ensure equitable success for all. Pedagogical Development initiatives at JFK seek to incorporate the implementation of various educational projects and programs that aim to enhance teaching practices and enrich student learning. Our Pedagogical Development initiatives include Leveled Literacy Intervention (LLI), Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), Professional Learning Communities (PLC), French PLC, and Edmark. Furthermore, in order to meet the social and emotional needs of our students, many measures, initiatives and programs have been established with the goal of helping each child become available for learning. Such initiatives include the adoption of a restorative practice model and monthly character assemblies.

At JFK, we believe in fostering the enhancement of pedagogical practice by focusing on a wide array of professional development opportunities for our teachers. Professional Development activities include a variety of specialized training and formal education opportunities for staff to cultivate and improve professional knowledge, competence, skills and effectiveness. Teachers are actively and continuously engaged in their own learning, keeping abreast of the latest and most successful pedagogical approaches. Professional development initiatives at JFK include training in Restorative Practices, Learning Targets, IEP Smart Goals ISM, and Curriculum mapping.

John F. Kennedy Elementary 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. 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. For many of our students English and French are 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> languages. In 2017-2018 there was a total of 321 students at JFK. The students aged 4 to 13 in our community come from urban, working-class families that are multi-cultural, multi lingual and blended. The following table (table 1) shows a breakdown of the various mother tongues our students have.

Mother tongue	# of JFK students	Mother tongue	# of JFK students
Amerindian	1	Hungarian	1
Arabic	13	Italian	4
Armenian	8	Laotian	1
Bengali	4	Polish	1
Bosnian	2	Portugese	7
Cambodian	3	Punjabi	2
Chinese	1	Russian	1
English	158	Spanish	10
French	33	Tamil/Urdu	22
Greek	39	Turkish	2
Gujarati	3	Vietmanese	4

Table 1





Table 2 provides JFK’s socio-demographic School Portrait for the 2017-2018 school year. As illustrated, Individual Education Plans (IEPs) are developed for approximately 13% of our student population. These students require customized curriculum and learning outcomes due to significant learning, behavioural, developmental, sensory, and/or medical challenges. Evidence-based assessment, instruction, and intervention strategies are implemented in response to students’ unique strengths and needs. Our IEPs are living documents that are continually adjusted based on student progress and learning outcomes. Approximately 6% of our student population carry a Ministry code for social maladjustment or handicaps.

SCHOOL PORTRAIT: 156 - John F. Kennedy Elementary School



Year 2018

Description	Gender		Overall
	Male	Female	
Number of Students	177	144	321
Number of Students with an IEP	26	15	41
Percent of Students with an IEP	14.7%	10.4%	12.8%
Number of Students with a Code (EHDA)*	14	5	19
Percent of Students with a Code (EHDA)*	7.9%	3.5%	5.9%

\*Difficulty Codes 01,02 &12 were excluded

Table 2

Table 3 illustrates the projected enrollment at John F. Kennedy Elementary until 2023. The decline in enrollment is a concern because it will have a direct impact on the amount of staffing the school will be allotted which will influence the number of programs that can be offered to the students.

	2019	2020	2021	2022	2023
Pre-K	17	16	15	15	14
Kind	36	33	32	31	30
1	36	36	33	32	31
2	36	36	36	33	32
3	51	36	36	36	33
4	51	51	36	36	36
5	42	51	51	36	36
6	52	42	51	51	36
	321	301	291	270	248

Table 3

In general, students at JFK perform relatively well on MEES end of cycle evaluations, but a review of the data provides us with insights on channels for improvement. Table 4 displays the end of cycle results for the 3 core subjects; namely ELA, FSL programme de base and Mathematics, over the past 3 years. These results are based on the summary results calculated over the three terms in a school year. Over the past three years, the end of cycle summary results demonstrated that subject success rates have generally been trending positively, with the exception of a decrease of 7.8% in Grade 6 ELA.

SCHOOL SUCCESS RATE SUMMARY: 156 - John F. Kennedy Elementary School



Subject	2015-16		2016-17		2017-18	
	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results
English Language Arts						
ENG210	100.0%	46	97.4%	39	100.0%	44
ENG410	98.0%	51	98.1%	54	100.0%	49
ENG610	100.0%	62	100.0%	43	92.2%	51
French as Second Language						
FRA210	78.3%	46	87.2%	39	91.1%	45
FRA410	96.1%	51	92.6%	54	95.9%	49
FRA610	90.3%	62	93.0%	43	92.0%	50
FRI210						
FRI410						
FRI610						
Mathematics						
MAT210	100.0%	46	92.3%	39	100.0%	45
MAT410	96.1%	51	98.1%	54	100.0%	49
MAT610	90.3%	62	83.7%	43	95.8%	48

Table 4

Table 5 below is a compilation of the grade 4 end of year exam results in English, French and Math for the 2015-2016 school year. Table 6 that follows is a compilation of the grade 6 end of year exam results in English, French and Math for the 2017-2018 school year, therefore representing the same cohort of students.

When compared to the results from 2017-2018, the data retrieved from the same cohort of students from 2015-2016 demonstrates that there was a significant increase of 13.22% in the gap in success rates in English Language Arts. The gap in success rates in English Language Arts is significantly higher in grade 6 as compared to grade 4. In grade 6, there is a gap of 9.52% in the Math, 10.07% in the French and 17.39% in the English Language Arts MEES exams for the end of the year summary result of the 2017-2018 school year. Results demonstrate that there is a notable gap in the success rates between girls and boys. The increase of 13.22% in the gap in success rates between girls and boys is of particular concern. Teachers will have to implement strategies to target their “boy” learners.

JFK Elementary School – 2015-2016 Results										
Grade 4										
Subject Code	All students			Girls			Boys			Gap
	Average	Success Rate	Number of results	Average	Success Rate	Number of results	Average	Success Rate	Number of results	
ENG410	75.64	98.00%	50	76.46	100.00%	26	74.75	95.83%	24	4.17
FRA410	71.92	96.00%	50	73.12	100.00%	26	70.63	91.67%	24	8.33
MAT410	77.70	96.00%	50	77.65	100.00%	26	77.75	91.67%	24	8.33
Source: Lumix Report; Excel Kit GPI; Detailed Subject Analysis retrieved February 1, 2019										

Table 5

JFK Elementary School – 2017-2018 Results										
Grade 6										
Subject Code	All students			Girls			Boys			Gap
	Average	Success Rate	Number of results	Average	Success Rate	Number of results	Average	Success Rate	Number of results	
ENG610	75.51	92.16%	51	77.82	100.00%	28	72.70	82.61%	23	17.39
FRA610	75.06	92.00%	50	75.68	96.43%	28	74.27	86.36%	22	10.07
MAT610	79.23	95.83%	48	79.11	100.00%	27	79.38	90.48%	21	9.52
Source: Lumix Report; Excel Kit GPI; Detailed Subject Analysis retrieved February 1, 2019										

Table 6



Table 7 below is a compilation of the grade 4 end of year exam results in English, French and Math for the 2015-2016 school year. Table 8 that follows is a compilation of the grade 6 end of year exam results in English, French and Math for the 2017-2018 school year, therefore representing the same cohort of students.

When compared to the results from 2017-2018, the data retrieved from the same cohort of students from 2015-2016 demonstrates that there was a significant increase of 16.07% in the gap in success rates in French. The gap in success rates in French is significantly higher in grade 6 as compared to grade 4. In grade 6, the gap in success rates between students who have IEPs and students who do not have IEPs is 17.22% in ELA, 28.57% in French and 6.39% in Math. Results demonstrate that there is a notable gap in the success rates between students who have IEPs as compared to students who do not have IEPs. The increase of 16.02% in gap in success rates between students with IEPs and students without IEPs is of particular concern. Teachers will invest in refining their ability to meet the individual needs of students with various learning styles and abilities.

JFK Elementary School – 2015-2016 Results										
Grade 4										
Subject Code	All students			Students With IEP			Students Without IEP			Gap
	Average	Success Rate	Number of results	Average	Success Rate	Number of results	Average	Success Rate	Number of results	
ENG410	75.64	98.00%	50	69.38	100.00%	16	78.59	97.06%	34	2.94
FRA410	71.92	96.00%	50	66.44	87.50%	16	74.50	100.00%	34	12.5
MAT410	77.70	96.00%	50	71.00	93.75%	16	80.85	97.06%	34	3.31

Source: Lumix Report; Excel Kit GPI; Detailed Subject Analysis retrieved February 1, 2019

Table 7

JFK Elementary School – 2017-2018 Results										
Grade 6										
Subject Code	All students			Students With IEP			Students Without IEP			Gap
	Average	Success Rate	Number of results	Average	Success Rate	Number of results	Average	Success Rate	Number of results	
ENG610	75.51	92.16%	51	66.80	80.00%	15	79.14	97.22%	36	17.22
FRA610	75.06	92.00%	50	67.14	71.43%	14	78.14	100.00%	36	28.57
MAT610	79.23	95.83%	48	71.00	90.91%	11	81.68	97.30%	37	6.39

Source: Lumix Report; Excel Kit GPI; Detailed Subject Analysis retrieved February 1, 2019

Table 8

At JFK, the physical and psychological wellbeing of students is paramount within our school culture. Every year, the students from grades 4 to 6 at John F. Kennedy Elementary participate in the OurSchool Survey. The survey measures student engagement, well-being, classroom climate, and other factors known to affect learning outcomes. The 2017-2018 survey asked students about their perception regarding feeling safe at school and going to and from school. Overall, 7.9% of girls and 24.7% of boys had the perception that they did not feel safe at school. Overall 56% perceived feeling safe at school as compared to the Canadian norm (2017-2018) which was 68%. 37% of girls and 19% of boys were neutral, neither agreeing nor disagreeing that they felt safe at school. Nonetheless, the results are still concerning. John F. Kennedy Elementary school had 46 incidents of violence/bullying in the 2017-2018 school year.

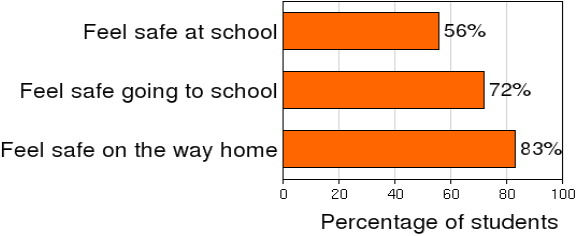


Table 9



# OBJECTIVES

**Challenge:** The success gap amongst various groups of learners

**School Orientation:** Equitable success for all

## Objective 1

By 2022, reduce the success gap between boys and girls at the grade 6 level by 18% by focusing on improving the boys pass rate on the grade 6 MEES ELA reading competency.

## Objective 2

By 2022, reduce the success gap between girls and boys on the Grade 6 MEES Math end of year summary result, by increasing the boy's final scores by 5%.

## Objective 3

By 2022, reduce the difference in pass rate between students without IEP's and students with IEP's on the grade 6 reading competency of the FSL programme de base by 29%.

**Challenge:** Supporting student learning and quality pedagogy

**School Orientation:** Equitable success for all

## Objective 4

By 2022, every teacher will be able to articulate short term and long-term learning targets to support student learning.

**Challenge:** Physical and psychological well-being of students

**School Orientation:** Provide a healthy safe environment

## Objective 5

Provide all students with 20-minute recesses during the morning, at lunch and in the afternoon, totaling 60 minutes of physical activity per day.

## Objective 6

Increase the perception of students who feel safe at school, as measured by the OurSchool Survey, from 56% to 68%.



**SCHOOL ORIENTATION: Equitable success for all.**

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to the gap in success rates between various groups of students by 50%	By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%	By 2022, reduce the success gap between boys and girls at the grade 6 level by 18% by focusing on improving the boys pass rate on the grade 6 MEES ELA reading competency.  By 2022, reduce the success gap between girls and boys on the Grade 6 Math end of year summary result, by increasing the boy's final scores by 5%.	84% success rate on the reading comprehension competency of MEES ELA exam by 2022 for boys  95% success rate for boys on the math summary results by 2022 (this will be achieved by decreasing the gap between boys and girls by 50%)	Grade 6 ELA reading portion of MEES exam Term report cards  Grade 6 MEES math exam Term report cards	Review of term marks with teachers  Action plans for at risk students with teachers  ELA PLC  Review of term marks with teachers  Action plans for at risk students with teachers
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%	By 2022, reduce the difference in pass rate between students without IEP's and students with IEP's on the grade 6 reading competency of the FSL programme de base by 29%.	Reduce the gap in FSL final exam by 29% for IEP students. This represents 4 more students with IEPs (cohort of 50) who must pass the exam.	Grade 6 FSL programme de base reading portion of the SWLSB exam  Term report cards	Review of term marks with teachers  Action plans for at risk students with teachers  Review of IEPs with school team once per term.



SCHOOL ORIENTATION: Equitable success for all.				
SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners	By 2022, every teacher will be able to articulate short term and long-term learning targets to support student learning.	By 2022 all teachers have learning targets written on board for each class daily.	Teacher learning target log for all teachers being evaluated via Danielson	Principal/teacher meetings using Danielson framework



SCHOOL ORIENTATION: Provide a healthy, safe environment				
SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	Provide all students with 20-minute recesses during the morning, at lunch and in the afternoon, totaling 60 minutes of physical activity per day.	60 minutes of recess by 2022	Recesses built in to the timetable	In the event that outside recess is cancelled, monitor movement breaks in-school by informing teachers via intercom and walking the school to ensure that physical activity is taking place
	Increase the perception of students who feel safe at school, as measured by the OurSchool Survey, from 56% to 68% (Canadian norm).	68% of students who perceive being safe at school by 2022 (Our School)	OurSchool Survey	ABAV Committee reviews OurSchool survey and implements action plans to increase students' perception of safety and belonging  Restorative practice approach adopted by all teachers



# CONSULTATIONS

- ☐ Teachers: February 11, March 14, March 26, April 3
- ☐ Other staff members: March 22
- ☐ Students: April 16, April 18
- ☐ Parents: March 25
- ☐ Governing Board: April 4, June 6
- ☐ Community Partners: April 4

# Governing Board ADOPTION

**G.B. RESOLUTION NUMBER: GB20190620-02**

Motioned by Ms. Walbert and Seconded by Ms. Antonopoulos to adopt the 2019-2022 Educational Project as presented. CARRIED UNANIMOUSLY

Ms. Subaihi

Ms. Marchitello

CHAIR

PRINCIPAL