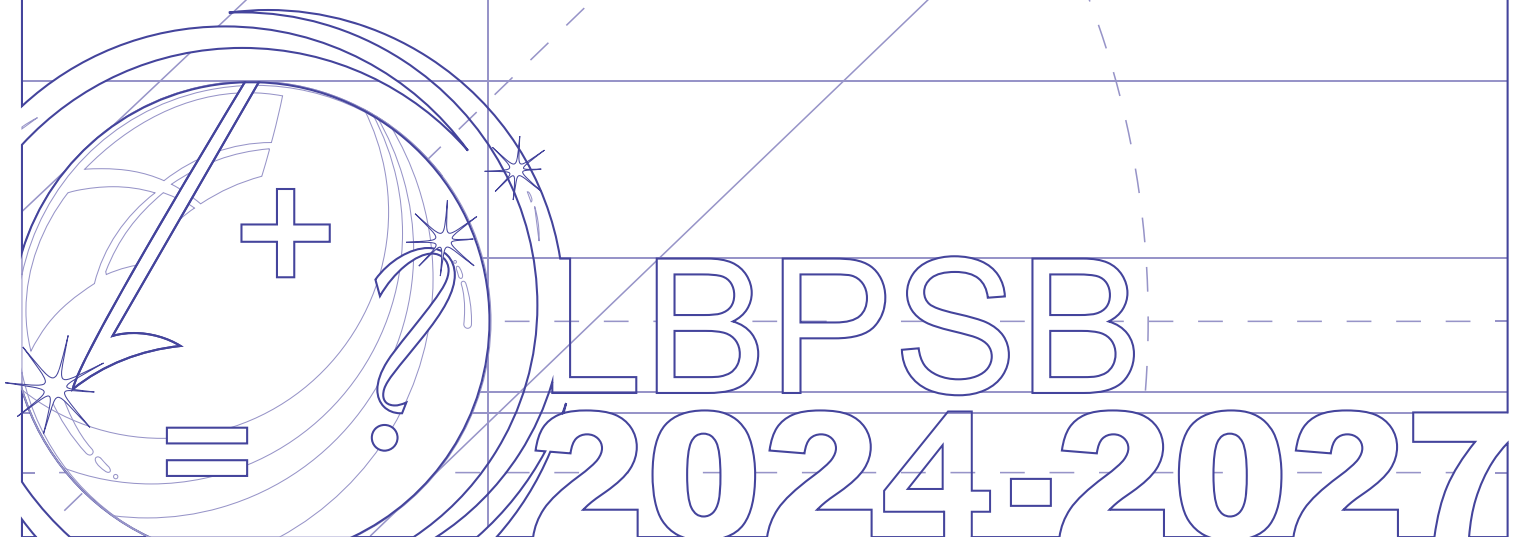




Educational Project 2024-2027

School Name: Children's World Academy School

Approved on: August 26, 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

The LBPSB commitment to Success Plan focuses on not only the academic side of education but also on the social emotional health. Our school is aligning with the board's plan by increasing our capacity to meet the needs of students by focusing heavily on literacy. This will ensure success for every student regardless of which pathway to success they choose later on. We are also very much in line with the focus on increasing belonging and a well-being throughout our student population.

Summary of Educational project:

School Orientation 1: Literacy (early intervention)

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
Improve basic skills in reading/writing

School Orientation 2: Nurture social-emotional development

School Objective 2: 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.
Through the focus on health and well-being students will construct their identity.

School Orientation 3: Sense of belonging (diversify activities)

School Objective 3: To increase/encourage back the sense of pride in our school (within our school and in our community at large) which will make for a safer and more positive learning environment for all.

School Profile

School Context

Children's World Academy (CWA) is located in Lasalle. CWA offers an early immersion program to its 504 students from Kindergarten through grade six. CWA is recognized by MELS under article 240 as offering a "projet particulier" since it is an accredited International Baccalaureate (IB) programme school.

CWA students represent 31 different nationalities. The most common spoken language at home is English (90%) followed by Italian and French. We pride ourselves on having a very diverse student population representing a wide variety of ethnic communities, families from many different faith groups and members of the LBGTQ community.

Children's World Academy strives to educate the whole child. Many opportunities are available to students to develop various skills. To that extent, we offer extra-curricular activities and clubs such as an art, robotics and media technology, music, writing, drama, student council, and physical education.

Children's World Academy has a multi disciplinary team working to help students grow academically and social emotionally. There are two Special Education Technicians, resource teachers, integration aides, as well as other services provides on an as-needed basis such as a psychologist, a speech therapist, an occupational therapist.

Programs of Study and Approaches to Learning

As an accredited International Baccalaureate programme school, we have adopted an inquiry-based approach which explores forty-two different Units of Inquiry over the course of a student's' seven years of elementary study (K- grade 6). Each of these units encourages students to be active inquirers into various aspects such as self-identity and world issues. The promotion of an awareness of international issues in the school community is omnipresent and integrated cross-curricularly in each of our units of inquiry. Teachers have worked very hard for many years to consciously include the philosophy and the elements of the International Baccalaureate with an international theme in their everyday teaching within their units.

Orientation 1: Literacy (early intervention)

Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners through targeted literacy interventions.		
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. Improve basic skills in reading/writing	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure. GB+ level (as an indicator/data)	School board raw data collected through report cards	Increase 2% of students reaching targeted Grade level expectations (i.e. Grade 3 French = level 19 and PM Benchmark is 22)
School Indicator 2: Increase decoding skills (fluency)	Nothing in K right now Decoding skills level reaching Average fluency 100 words/minute at the beginning of Grade 5 (currently)	Increase to English-120 words/minute by beginning of Grade 5
School Indicator 3: Increase reading comprehension in both languages	DELFL results Grade 4 /Grade 6 = 97% (Grade 6 French, av. 82%) - = 100% (Grade 6, English, av. 82%) No data for Grade 4	Bring to 85% for both French and English

Orientation 2: Nurture social-emotional development

Orientation 3: Make social emotional health a priority is directly in line with our objective.

School Objective 2: 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. Through the focus on health and well-being students will construct their identity.	Indicator Baseline Data	2026-2027 Target
School Indicator 4: Yearly evaluate the efficacy of implemented practices. Some questions from the TTFM questionnaire (Grade 4-6)	32% of our students experienced anxiety-stress (when the Canadian average is 22%)	5% decrease in that result
School Indicator 5: Students that are motivated and interested (TTFM survey specific questions)	87% of our students feel motivated and interested (Canadian average 86%)	increase of 3% in that result

Orientation 3: Sense of belonging (diversify activities)

Student sense of belonging is also one of the objectives set out by LBPSB.

School Objective 3: To increase/encourage back the sense of pride in our school (within our school and in our community at large) which will make for a safer and more positive learning environment for all.	Indicator Baseline Data	2026-2027 Target
School Indicator 6: Some questions from the TTFM questionnaire (Grade 4-6) Sense of belonging	73% at our school level (Canadian average 79%)	Reach the Canadian average
School Indicator 7: Some questions from the TTFM questionnaire (Grade 4-6) sense of safety	51% at our school level (Canadian average is 65%)	5% increase in that result