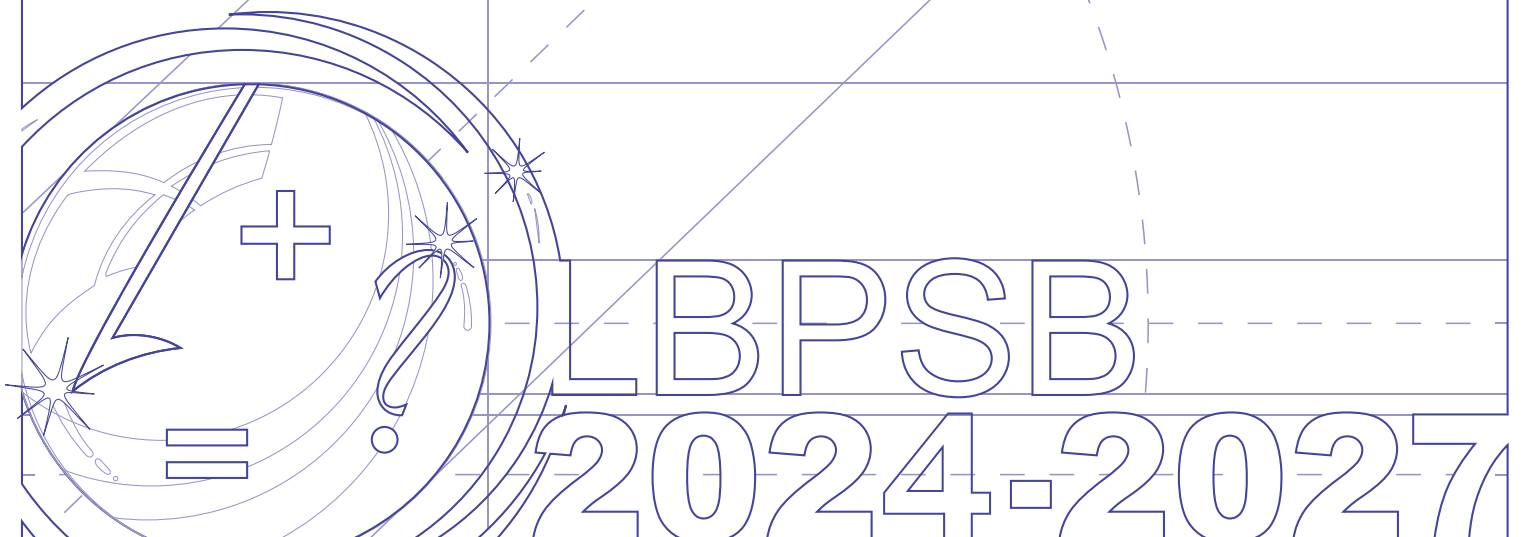




# **Educational Project 2024-2027**

**School Name:** Sherbrooke Academy Junior Elementary School

**Approved on:** November 7, 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**.

<b>Orientation 1: Make the success of our students a top priority for Quebec society</b>
Objective 1: Increase student success rates
<b>Orientation 2: Make Vocational training a truly attractive option</b>
Objective 2: Modernize and enhance vocational training
<b>Orientation 3: Making schools and centres welcoming spaces</b>
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.

<b>LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.</b>
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
<b>LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.</b>
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
<b>LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.</b>
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

In developing our commitment to success plan, we have established 3 guiding principles that align with the orientations set by the LBPSB school board. Firstly, we want to increase student engagement which will improve effectiveness at meeting the academic needs of diverse learners. Secondly, we will enhance the leadership capabilities of our team by improving the professional wellbeing of the staff. Thirdly, we will create a nurturing and inclusive environment where students, staff, and families feel safe, supported and valued by increasing our community collaboration

## Summary of Educational project:

### School Orientation 1: To increase student's cognitive and emotional engagement

School Objective 1: Yearly identify student foundational need to be targeted.  
Implement measures to support identified need.  
Increase opportunities for learning outdoors

School Objective 2: Increase gardening practices

### School Orientation 2: Principal and staff collaborate to improve on cohesiveness between grade levels and SEED program .

School Objective 3: 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.  
Increase opportunities for meaningful vertical planning

School Objective 4: Increase opportunities for social connections between teaching staff to promote professional collaboration.

### School Orientation 3: Increase community collaborations

School Objective 5: To increase the frequency of intergenerational and/or intercultural connections/partnerships.

School Objective 6: To enhance sense of belonging at Sherbrooke Academy

## School Context

Sherbrooke Academy Junior offers a nurturing and inclusive learning environment for students from diverse backgrounds. Our school community comprises a dynamic mix of 195 students, each bringing unique talents, perspectives, and aspirations to our classrooms.

Our dedicated team of educators plays a pivotal role in shaping the educational experience at Sherbrooke Academy Junior. With a focus on academic excellence and social emotional health, our 15 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 social emotional development, and extracurricular endeavors of our students is a team of 12 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, 4 professionals, Nurse, Occupational Therapist, Psycho-Educator, and Speech and Language Pathologist, 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 situated in an advantaged socio-economic community. The socio-economic levels in our community contribute to the unique fabric of Sherbrooke Academy Junior. Our school and community strengths lie in fostering a sense of inclusivity, where each student is valued and supported. The collaborative efforts of teachers, 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 we bring to the educational experiences of our students:

As a community orientated school, support staff, teachers, SEED, and parents work collaboratively to offer a welcoming environment for our students and their families. Sherbrooke Academy Junior staff prioritizes Social Emotional Learning to foster the development of the whole child. Lastly, our school offers well equipped interior and exterior environments (Social-Emotional Room, spacious Kindergarten classrooms, outdoor yoga platform, pergola, mud kitchen, play structures, permanent schoolyard game facilities, forest, attached municipal park, etc) which enhances diverse learning experiences.

Our school also faces challenges which we diligently work towards addressing in order to support our students and community:

The Sherbrooke Academy Junior staff is working towards balancing personal and professional wellbeing and work life balance to ensure that our students' learning experience is optimized. We are addressing increased anxiety amongst students and families. Lastly, scheduling time to align practices amongst grade levels and various staff members is challenging.

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

## Programs of Study and Approaches to Learning

- **Français Plus & K4**
- **Structured Literacy:** Cycle one students have scheduled literacy blocks to address individual needs.
- **Phonological Awareness:** Activities are embedded in the daily curriculum.
- **SEL - Zones of Regulation:** School wide practice and common language is taught, modeled and applied.
- **Music:** Winter Concert and Spring Variety Show
- **Leadership:** Cycle one students teach K students games during recess.
- **Active Supervision:** Staff implements the Four Pillars (punctuality, position & movement, visibility, active & caring role) of Active Supervision.
- **Education outdoors:** Ongoing staff training to increase outdoor learning opportunities.
- **School Assemblies:** To foster school spirit.
- **Active School:** Defi Pierre Lavoie
- **Deep Learning:** 6 Cs (Creativity, Critical Thinking, Communication, Character, Citizenship, Collaboration)

# Orientation 1: To increase student’s cognitive and emotional engagement

will improve effectiveness at meeting the academic needs of diverse learners by grounding students in their environment.		
<b>School Objective 1:</b> Yearly identify student foundational need to be targeted. Implement measures to support identified need. Increase opportunities for learning outdoors	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 1:</b> Yearly evaluate the efficacy of implemented measure. Frequency of learning opportunities outdoors.	Kindergarten: outdoor morning play and forest play implemented in the schedule. Cycle 1: occasional outdoor activities	Kindergarten: imbedded in time table Cycle 1, physed/ELA/music: 2 sessions per week imbedded in time table
<b>School Objective 2:</b> Increase gardening practices	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 2:</b> Implementing a sustainable gardening program.	Planting twice a year (fall flower bulbs and spring vegetables and flowers)	Establishment of a permanent gardening committee including students, teaching and support staff, and SEED staff (who, when, what, how, where, why):

## Orientation 2: Principal and staff collaborate to improve on cohesiveness between grade levels and SEED program .

<b>School Objective 3:</b> 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. Increase opportunities for meaningful vertical planning	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 3:</b> Yearly evaluate the efficacy of implemented practices. Number of vertical planning meetings	1 meeting (for student grade level placement)	1 meeting per term
<b>School Objective 4:</b> Increase opportunities for social connections between teaching staff to promote professional collaboration.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 4:</b> Participation in social activities	40% of teaching and support staff	60% of teaching and support staff

## Orientation 3: Increase community collaborations

<b>School Objective 5:</b> To increase the frequency of intergenerational and/or intercultural connections/partnerships.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 5:</b> Number of judicial forms of senior citizens	5 grand friends	1 per homeroom
<b>School Objective 6:</b> To enhance sense of belonging at Sherbrooke Academy	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 6:</b> Number of interactions for students between both campuses	4 (Terry Fox and Bazaar - pairing of grade 5/6 with K, grade 2 visits grade 3, and concerts)	To be discussed with senior campus
<b>School Indicator 7:</b> Number of interaction between junior and senior teaching staff	Volunteer tea, calendar committee, mentor teacher, some social events	2 staff joint staff meetings/PD in person per year