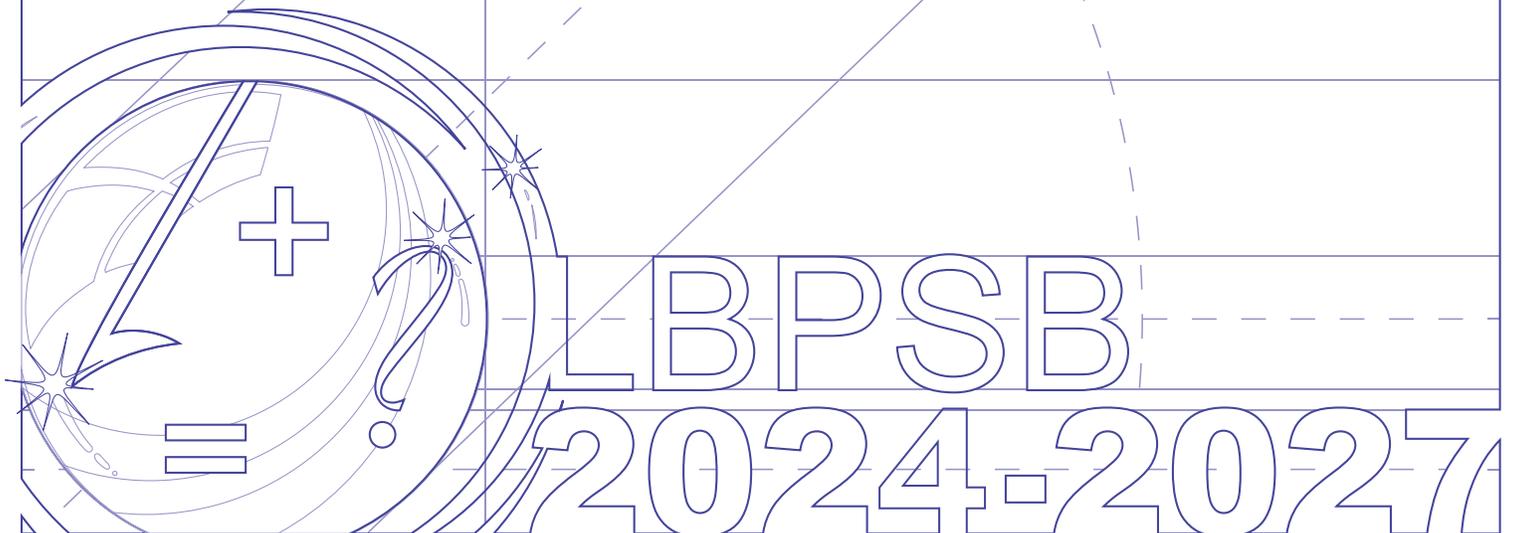




Educational Project 2024-2027

School Name: Sherbrooke Academy Senior Elementary School

Approved on: December 16, 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 Sherbrooke Academy Sr plan was created with the LBPSB Commitment to Success plan in mind. Each of the board level orientations match our school level priorities.

LBPSB Orientation 1 focuses on meeting the academic needs of our students. Our team took this pathway and created our literacy and numeracy goals. We hope for our students' literacy and numeracy levels to rise and, in turn, create more well rounded learners.

LBPSB Orientation 2 focuses on leadership. Our team created our orientation that, we as a collective, we will collaborate towards the implementation of new projects and practices aiming to improve the cognitive engagement of our students.

LBPSB Orientation 3 focuses on Social-Emotional Health as does our Orientation 3. We are planning to apply cohesive SEL strategies across our campus as well as work on staff and students' sense of belonging.

Summary of Educational project:

School Orientation 1: To improve the literacy and numeracy of our students.

School Objective 1: Yearly identify student foundational need to be targeted.

Implement measures to support identified need.

Identify student foundational need in literacy to be targeted and implement support measures

School Objective 2: Identify student foundational need in numeracy to be targeted and implement support measures

School Orientation 2: To increase student cognitive engagement

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.

School Objective 4: Increase innovative practices reflecting student interests and aptitudes in and outside of the classroom

School Orientation 3: Make social emotional health a priority at SAS

School Objective 5: Cohesively apply SEL strategies with our student

School Objective 6: Enhance sense of belonging at SA, regardless of the two campuses

School Profile

School Context

Sherbrooke Academy Senior is a vibrant educational institution committed to providing a nurturing and inclusive learning environment for students from diverse backgrounds. Our school community comprises a dynamic mix of 206 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 Sr. With a focus on academic excellence and social emotional health, our 16 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 10 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, 5 professionals including our school psychologist, our speech and language pathologist, our consultant in inclusive education and our occupational therapist 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 families living in the beautiful cities of Beaconsfield and Kirkland. Lush greenery, well groomed facilities and involved community services are part of what both cities have to offer to our families. The socio-economic levels in our community contribute to the unique fabric of Sherbrooke Academy Sr. 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:

Building and fostering relationships with students and their families, the high level of French as a second language that our students graduate with from our Francais Plus program and the physical space and grounds that surround our beautiful school campus

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

These challenges include making sure to adequately support to our population struggling with mental health issues, finding creative ways to better utilize our unused space within the building and making sure that communication between both campuses stays as a top priority so that our families can benefit from a cohesive school environment separated into two campuses.

At Sherbrooke Academy Sr, 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, we aim to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

At Sherbrooke Academy Sr, our commitment to your children's education extends beyond conventional boundaries. We strive to cultivate a learning environment that accommodates various learning styles and preferences, fostering creativity, critical thinking, and a lifelong love for learning. By embracing diversity in learning approaches, we can better meet the individual needs of each child, paving the way for their academic success and personal growth.

At Sherbrooke Academy, we follow a Francais Plus program. This means that our students are fully immersed in the French language until the end of grade 4 and then switch to a bilingual program for grades 5 and 6. It is a priority for us to promote a love for both official languages. To achieve this, we use a multifaceted approach that fosters appreciation, understanding, and proficiency in both languages. With the early exposure that comes with a Francais Plus program, our students learn to communicate in French at an early age, a time where they are particularly adept to language acquisition. This early start in learning allows us to then diversify the learning, and we aim to promote a positive attitude towards language diversity and encourage students to appreciate the richness that comes from being able to communicate in multiple languages.

Throughout all subject matter learning, we focus on different learning approaches to meet the needs of all students. We have a strong focus on the real world applications of the student learning and use technology, collaboration and hands-on learning to engage our students in the learning process. By incorporating these approaches into teaching practices, educators can make learning more meaningful, engaging, and relevant for students, preparing them for success in both academic and real-life situations.

Orientation 1: To improve the literacy and numeracy of our students.

This orientation aims to meet the academic needs of diverse learners.

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. Identify student foundational need in literacy to be targeted and implement support measures	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure.	Individual teacher choices	4 needs in literacy identified and supported
School Objective 2: Identify student foundational need in numeracy to be targeted and implement support measures	Indicator Baseline Data	2026-2027 Target
School Indicator 2: Evaluate the efficacy of implemented measure	Individual teacher choices	4 needs in numeracy identified and supported

Orientation 2: To increase student cognitive engagement

This orientation enables us to enhance our team leadership by collectively working on goals to increase student cognitive engagement.		
<p>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.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 3: Yearly evaluate the efficacy of implemented practices.</p>	<p>Individual teacher choices</p>	<p>4 cross curricular competencies practices improved upon</p>
<p>School Objective 4: Increase innovative practices reflecting student interests and aptitudes in and outside of the classroom</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 4: Our School Survey - engagement in school</p>	<p>Individual teacher choices</p>	<p>New initiative attempted and 3 maintained.</p>
<p>School Indicator 5: Completion of environmental initiatives</p>	<p>Recycling as the main environmental initiative being practiced on a regular basis</p>	<p>5 to 6 new initiatives attempted. At least 3 maintained.</p>

Orientation 3: Make social emotional health a priority at SAS

This orientation is the same as the thirs LBPSB commitment to Success Plan orientation. We are hoping to grow our staff tools in order to best support of students' emotional needs as well as the staff and students' sense of belonging within our building and community.

School Objective 5: Cohesively apply SEL strategies with our student	Indicator Baseline Data	2026-2027 Target
School Indicator 6: Our School Survey	Individual practices within each teacher's classroom	Add 4-5 new SEL strategies to our classroom toolbox to support students
School Objective 6: Enhance sense of belonging at SA, regardless of the two campuses	Indicator Baseline Data	2026-2027 Target
School Indicator 7: More participation at school wide events across all grade levels (events in school and outside of school)	Individual family choice	Students representation from all grade levels
School Indicator 8: Number of interactions between staff from both campuses	2 Events yearly	5-7 events yearly