



Commission scolaire
Lester-B.-Pearson



ELEMENTARY ANNUAL REPORT 2016-2017



Sherbrooke Academy Junior

Annual Report on the School's Success Plan,
Management and Educational Success Agreement,
and Contribution to the School Board's Strategic Plan

*Engaging learners
for life*

Introduction

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines its priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education and Superior Education By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

School Portrait

School Name	2016-2017
School Capacity	312
Program(s)	French Immersion Program
Total Number of Students Registered	150
Total Number of Students Registered in Daycare	90
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	10

School Mission/Vision

We offer students the opportunity to develop through a diverse and challenging curriculum and a wide range of activities. Students are given ownership of the learning process and are encouraged to actively participate in their own education by setting personal goals and practicing on-going self-evaluation. Our inquiry based programs and activities encourage students to discover their interests and strengths. All this takes place in a safe, caring, and supportive school environment that fosters a happy, positive attitude and allows students to challenge themselves and be risk-takers, without the fear of being judged.

Our Mission

Engage Enlighten Empower

These words represent the cornerstone of our educational philosophy. They also define our commitment to education and represent the aspirations we have for all student learning experiences, in the classroom and beyond. In partnership with parents, we strive to equip our students with 21st century skills – creativity and innovation, critical thinking and problem solving, communication and collaboration.

Our Vision

Sherbrooke Academy Junior provides exceptional learning opportunities for the globally connected student. A nurturing environment, a recognized curriculum by the Quebec Ministry of Education, and our highly involved community facilitates exceptional achievements. Together we take action to make the world a happier place.

Our Core Values

We understand that values go beyond words. Our values are a behavioural blueprint that shape who we are as individuals and as a school community. In all that we do, we ask ourselves – *does this promote our values?*

Respect: We respect ourselves and respect others for their talents, diversity, skills and contributions. We will cooperate with each other, learn and have fun together to achieve the best we can be.

Safe: We create an inviting, respectful, and nurturing learning environment by practising kindness and acceptance of one another.

Responsible: We take pride in all that we do and are accountable for our actions. We believe that integrity is the heart of all lasting relationships and endeavours, and we will work with each other in good faith.

<p>Learners need to feel safe, valued, and supported in order to learn. We create an inviting, respectful, and nurturing learning environment.</p>	<p>Learners construct knowledge through social interaction. Learners expand their knowledge of the world, building understanding, and create new ideas through individual and collaborative questioning, evaluating, and revising.</p>
<p>Learners progress along a developmental continuum. Learners move through similar stages of development at their own rate and in their own way. We measure learning in a variety of ways, and gauge achievement on a continuum in tandem with program learning expectations.</p>	<p>Learning is optimized within stimulating and thoughtfully created environments. Our learning spaces are welcoming for each stage of development. Opportunities for learning use a wide range of resources, including educational technology, and evidence of student thinking is displayed in a variety of ways. Learning engagements are inspiring, thought provoking, and relevant.</p>
<p>Learners are competent, creative and full of potential. We respect learners' capabilities and build on their varied experiences, prior knowledge, and perspectives. We provide learners with opportunities to express themselves, discover new interests, and challenge themselves to maximize and become actively responsible for their own learning.</p>	<p>Learners develop and express their understanding in a variety of ways. Learning looks different at each stage and reflects learners' individual strengths, needs, and learning styles. Teaching is differentiated to meet these individual traits, and learners are provided various options for processing and demonstrating their learning.</p>
<p>Learners make the best progress toward their academic potential when they are challenged with high standards. We expect the best of our students and hold them accountable to challenging standards of performance. They know what excellence looks like and what it takes to achieve it.</p>	

Sustainable Happiness PAWS Program

We believe that learning is directly dependent on children's attitude towards the task of learning. Children excited about learning and focused on getting along with others will do their best in school. Sherbrooke Academy Junior implements Positive Behaviour Interventions Support through our Sustainable Happiness PAWS Program, which is based on encouraging students to Pause –Think-Respect; Accept Responsibility; Work Together; Stay Safe. Our program guides students to ensure success by creating a positive, safe, and nurturing environment. At our school we encourage all our students to reflect before making choices by following the PAWS principles:

1. Are you being respectful?
2. Are you being safe?
3. Are you being responsible?



We also understand that we learn from our mistakes. It is important to acknowledge our mistakes, take responsibility for our mistakes and reflect on how to make better choices. Through reflection our children are encouraged to review how better choices can be made.

Our program is basically a systematic approach for achieving social and academic goals while preventing problem behaviours with ALL students.

Purpose of our PAWS Program: is to establish and maintain a safe and effective school environment that maximizes the academic achievement and socio-emotional behavioural competence of all students.

Components of the PAWS Program

- Common approach to discipline
- Positively stated school-wide expectations of all students and staff
- Consistent use of an acknowledgement system and a consequence system
- Behaviour expectations are taught to students
- Procedures for monitoring and evaluating the effectiveness of the program on a regular basis

Guiding Principles: Academic achievement and expected behavioral skills are the results of school, staff, and families working together to provide a continuum of support for all students.

A continuum of academic and behavioral support includes:

- School-wide instruction for all students (Core Instruction)
- Instructional interventions for students who are at risk for academic or social and behavioral needs (Supplemental Instruction)
- Individualized instruction for students with intense or chronic academic or behavioral needs (Intensive Instruction)

Data Driven: Data is collected to determine the implemented program effectiveness. The data is also used to determine the required changes to make the program more effective for all students. The team uses the data to identify students who may need more instructional or individualized support in order to be successful.

Engaged Teachers and Staff: We are very fortunate to have teachers and staff who care, work collaboratively and support each other, all benefitting the children. This facilitates a smooth progression of learning.

Community Partners: Through our community partners, such as Collective Community Services, Missing Children's Network and local universities, our students benefit from social skills groups, music and art therapy, social skills workshops, safety workshops, guest speakers and various after school clubs.

Government Grants: Through government grants we offer language heritage classes after school in Spanish and Italian; and we are looking to expand. We have been able to invite authors, organized interactive-presentations, attend theatre presentations, experience outdoor activities, and more.

Goal 1: Increased Graduation and Qualification Rate

School Results

DIRECTION 1: Improving Achievement			
Objective B: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	Target	2016 Result
Teacher participation in professional development	/	2 per year	Surpassed
Maintain % in the number of elementary students reading at level	/	FLA – 100%	Achieved
An increase in the number of activities which expose students in French (cultural, extracurricular)	/	2 per year	Achieved

Future Directions

- Sustain implementation of Christian Boyer intensive reading program
- Sustain teacher professional development and coaching
- Sustain Universal Design for Learning (UDL) and Flip Learning – coaching from LBPSB Consultant
- Sustain School-wide cultural outings such as *Cabane à sucre* field trip, MSO field trip
- Grade level field trips and guests
- Sustain activities of school traditions, such as the grade 1 Guignoleé

School Results

DIRECTION 2: Ensuring Wellness			
Objective A: To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline	Target	2016 Result
Teacher professional development SEL (Social Emotional Learning)	/	1	Achieved
The number of initiatives that promote pride in and respect for our environment	/	2	Achieved
The number of programs and interventions that promote peaceful school, conflict resolution, social skills and positive mental health through SEL approach	/	2	Achieved
Partnership with Community Partners	/	1	Achieved

Future Directions

- Sustain monthly assemblies/activities promoting good character values
- Sustain Sher Bear and Baby Bear Brooke school mascots
- Sustain PAWS – positive behavior intervention program introduction (in-house program)
- Sustain partnership with community partners in providing social skills support and the like
- Sustain projects/activities promoting good citizenship, global citizenship and wellness

School Results

DIRECTION 2: Ensuring Wellness			
Objective B: To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline	Target	2016 Result
Implement activities promoting healthy and physically active life style	2	2	Surpassed
Participate in sports tournaments	2	1	Achieved

Future Directions

- Terry Fox Walk
- Junior LBPSB Cross-country run
- Jump Rope for Heart
- *Le défi Pierre Lavoie*
- Mindfulness practice
- Movement breaks
- Healthy Eating Initiatives
- Yoga, Mindfulness Workshops

School Results

DIRECTION 2: Ensuring Wellness			
Objective C: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	Target	2016 Result
Number of extracurricular activities offered promoting a sense of belonging.	2	2	Surpassed

Future Directions

- Sustaining participation in activities promoting wellness and healthy lifestyle
- Sustain teacher led lunch activities
- Monthly virtues assemblies

School Results

DIRECTION 3: Strengthening Engagement			
Objective A: To have our students engaged in their learning.			
Indicator	Baseline	Target	2016 Result
Number of extracurricular activities offered promoting a sense of belonging.	2	2	Surpassed

Future Directions

- Encourage initiatives emphasizing cooperation, creativity, communication, critical thinking and entrepreneurship.
- Sustain teacher led lunch activities
- Sustain UDL and flipped learning strategies that engage student learning

School Results

DIRECTION 3: Strengthening Engagement			
Objective B: To have our students engaged in the world around them.			
Indicator	Baseline	Target	2016 Result
Local Indicator	Local Baseline	Local Target	Local Result
The number of Digital Citizenship Program (DCP) workshops offered	2 per year	Maintain 2 year	Achieved
The number of Educational Technology Summer Institute Days	3 days per year	Maintain 3 per year	3
The number of schools with active social media links integrated into home website (Twitter, Facebook, blogs..)	37% of schools	100% of schools by June 2020	SAJ in place
Number of active partnerships by domain of interest	NA	2 partnerships per domain each year	NA
Development and implementation of board wide criteria for students to qualify for a bilingual certificate	NA	Framework in place system wide by June 2020	NA
The number of Facebook post to our page	2 per month	2 per month	Surpassed by SAJ

Future Directions

- Continue to support and encourage opportunities for students to utilize and practice French comprehension, written, and oral skills outside the classroom setting.

- Continue to showcase activities and events of our school on the Board website and social media.
- Continue to communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner.