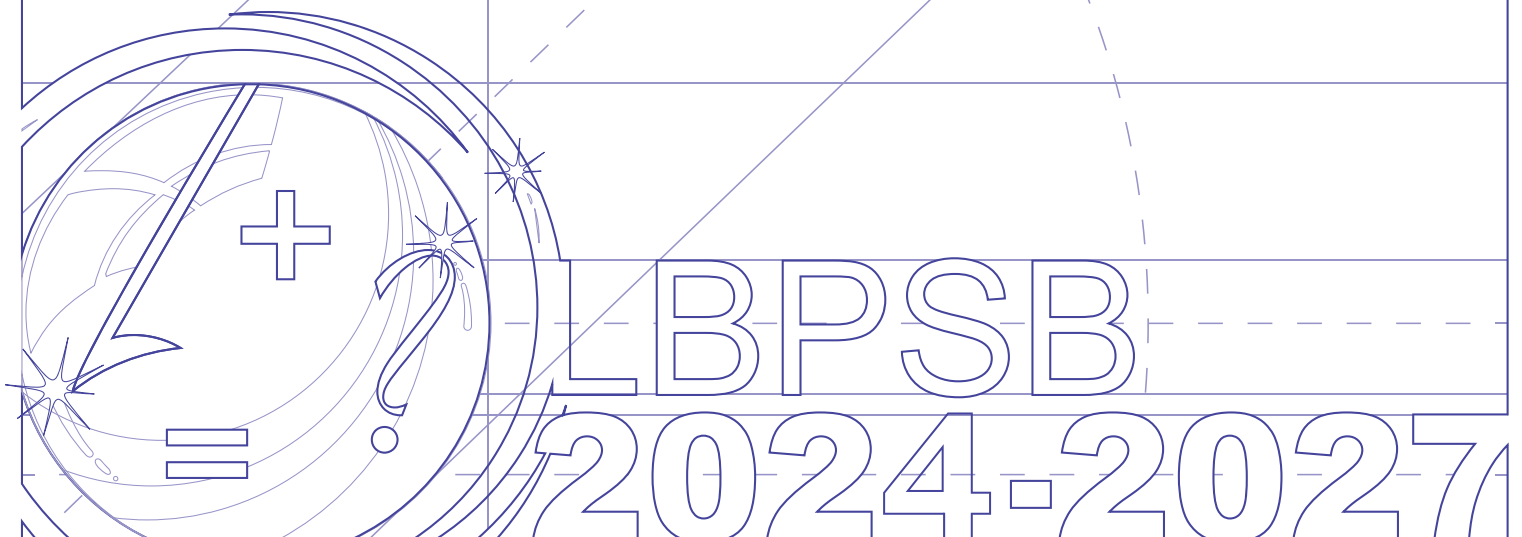




Educational Project 2024-2027

School Name: Kingsdale Academy Elementary School

Approved on: June 11th, 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

At Kingsdale Academy we strive to meet the academic, social and interpersonal needs of our students. We believe that engaging with families is the foundation of student success, which is why we have identified specific objectives related to improving the sense of welcoming and to facilitate family participation in their child's school journey. Student wellness is also an important facet of our Educational Project. We believe that students will benefit from improved social emotional health as a result of the development of conflict resolution skills and through the participation in explicit instruction in SEL skills. We look forward to fostering student academic success through increased collaboration among staff through regular meetings centered on academic approaches, alignment of instructional practices, and reflection on the impact of our practices. We recognize that acquiring fluent reading skills in cycle one leads to improved academic outcomes throughout the elementary years and to lifelong benefits. Therefore, we will continue to implement the Early Literacy Initiative whereby grade 1 and 2 students receive structured and systematic literacy learning paired with ongoing assessment and adjustment of the instruction to meet their needs.

Summary of Educational project:

School Orientation 1: Increase the academic success of our students

School Objective 1: To increase coherence of instruction across grades, cycles, and subjects.

School Objective 2: To further develop the capacity of our students to engage in critical thinking

School Objective 3: To improve literacy skills in English and French.

School Orientation 2: To increase family engagement

School Objective 4: To facilitate family-school and school-family communication

School Objective 5: To prioritize in-person opportunities for families to participate in school life

School Orientation 3: To improve student wellness

School Objective 6: To develop skills in conflict resolution

School Objective 7: To promote physical and mental health in the student population

School Profile

School Context

Kingsdale 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 300 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 Kingsdale. With a focus on academic excellence and social emotional health, our 25 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 20 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, our school professionals such as our psychologist, speech language pathologist, autism consultant, occupational therapist, consultant for inclusive education and FSSTT consultant, 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 from a wide variety of socio-economic backgrounds, from families living in poverty to those with ample financial resources. The socio-economic levels in our community contribute to the unique fabric of Kingsdale Academy. 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:

- Our cohesive and dedicated staff
- Our inclusive and adaptive approach to meeting the needs of our diverse learners
- The community approach we take to engaging families in the social, emotional, and academic growth of the students

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

- Supporting students with increasingly diverse academic, behavioural, and interpersonal needs.
- Supporting families who face barriers to full participation in their children's education such as poverty, limited parenting support, raising children with diverse needs.
- Meeting the social-emotional needs of students

At Kingsdale, 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, Kingsdale aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

Kingsdale Academy follows the bilingual model with student receiving their education equally in English and French from Kindergarten to grade 6. In addition to core subjects taught by their homeroom teachers, students participate in music, visual art, and physical education with our team of dedicated specialist teachers. Students in cycle one receive structured and systematic reading instruction as part of our Early Literacy Initiative.

Orientation 1: Increase the academic success of our students

This orientation aligns with the LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners		
School Objective 1: To increase coherence of instruction across grades, cycles, and subjects.	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Cycle teams will meet regularly to assess progress, align methods, and collaborate on instructional practices.	N/A	Cycle teams will meet once a month and share brief minutes of their meetings with the administrative team.
School Indicator 2: Subject teams will work together to align expectations, share feedback, and collaborate on instructional practices.	N/A	Subject teams (ie, French, Math, English, specialists) will meet once a year before school starts and share brief minutes of their meetings with the administrative team.
School Indicator 3: Grade and cycle teams will use common assessments to gauge student learning across groups and cohort years.	We currently use the PM Benchmark & GB Plus systems as well as Core Phonics and UFLI.	Continue to use common literacy assessments in cycle one and continue this practice into cycle two.
School Objective 2: To further develop the capacity of our students to engage in critical thinking	Indicator Baseline Data	2026-2027 Target
School Indicator 4: Offer clubs and activities that engage students in their areas of interest in open-ended projects and problem-solving	We currently offer a variety of clubs such as knitting, chess, Green Team, dance, a variety of sports and games, Lego club, and music club.	Reflect on the popularity of the current clubs and offer a variety that meet the students' interest.
School Indicator 5: Teachers will build their knowledge, understanding, and capacity to develop critical thinking skills in students.	N/A	Teachers will participate in professional development through ESD related to critical thinking.
School Objective 3: To improve literacy skills in English and French.	Indicator Baseline Data	2026-2027 Target
School Indicator 6: Use of a systematic and structured approach to literacy for students in grades K-2 (Early Literacy Initiative).	N/A	Increase students results in the Core Phonics survey by 5%.

Orientation 2: To increase family engagement

Increased family engagement will lead to the increased social emotional health of our students (LBPSB Orientation 3) increasing the capacity of parents to support their children and to collaborate with the school for the health of the students.		
School Objective 4: To facilitate family-school and school-family communication	Indicator Baseline Data	2026-2027 Target
School Indicator 7: Limit the number of platforms used to communicate with families	Current platforms include Class Dojo, SeeSaw, Google Classroom, and communication books .	All staff will use SeeSaw and Google Classroom as the primary means of communication with parents.
School Indicator 8: Increase the use of social media to share important school events and milestones with families	Social media is used sporadically to share information. It is the responsibility of the principal.	A social media committee will make weekly posts summarizing the activities taking place at school.
School Objective 5: To prioritize in-person opportunities for families to participate in school life	Indicator Baseline Data	2026-2027 Target
School Indicator 9: Invite parents to celebrate their child's learning in a student-centered and positive manner.	N/A	Have a celebration of learning event annually where parents come to school with their child to learn about their learning.
School Indicator 10: Increase the number of family engagement activities	This is done sporadically	Each grade level will host one event per year where parents are invited to witness/participate.
School Indicator 11: Conduct a parent survey to gauge their areas of interest in participating in school life.	N/A	Survey parents once per year.

Orientation 3: To improve student wellness

This orientation aligns with LBPSB Orientation 3: Make social emotional health a priority.		
School Objective 6: To develop skills in conflict resolution	Indicator Baseline Data	2026-2027 Target
School Indicator 12: Implement a common program to work on SEL skills.	We have piloted the second step program in several classes this year.	All students will participate in a SEL program.
School Indicator 13: Implement a peer leadership program such as Recess Champions	This has been piloted in the spring of 2024	Have a peer recess program run from October-June of 2024-25.
School Indicator 14: Plan and implement a buddy systems throughout the student population	N/A	Assign buddy groups to all students for the 2024-25 school year.
School Objective 7: To promote physical and mental health in the student population	Indicator Baseline Data	2026-2027 Target
School Indicator 15: Ensure students get daily physical activity	N/A	Reintroduce the daily morning walk from 8:50-9:00
School Indicator 16: Recognize and celebrate positive student interactions and contributions to the school community	N/A	Create a "Wall of Recognition" and add student, staff, and community accomplishments to it on a monthly basis.
School Indicator 17: To help students develop positive sense of self		Students will receive at least 3 sessions of the Becoming Anti-Racist program.