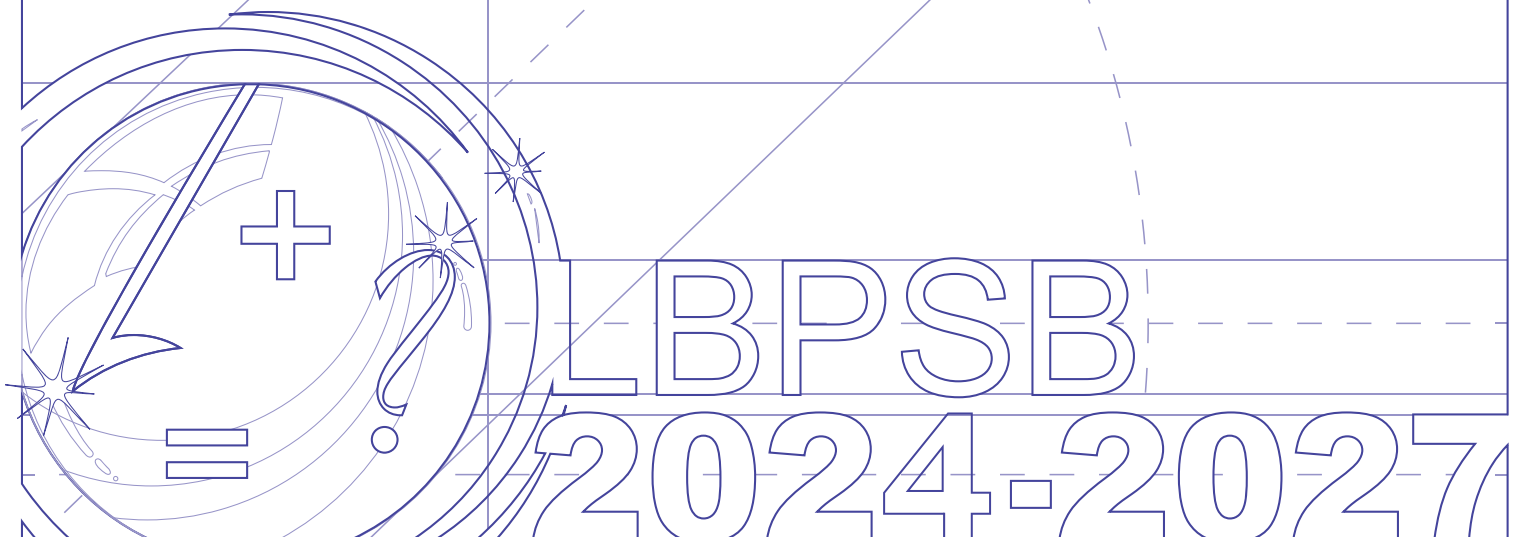




Educational Project 2024-2027

School Name: Riverview Elementary School

Approved on: June 24, 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

Our plan takes into account the three orientations of the LBPSB Commitment to Success Plan. Our first objective is aligned with the orientation of improved effectiveness at meeting the academic needs of diverse learners as we strive to improve Literacy and Numeracy. Our remaining objectives are focused on the social and emotional health of all stakeholders in our school community, which is directly connected to the board's orientation: making social and emotional health a priority.

Summary of Educational project:

School Orientation 1: Focus on increased academic success in literacy and numeracy

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
Implementing Literacy/Numeracy Blocks for targeted learning within the classroom

School Orientation 2: Establishing and maintaining a safe and caring environment for staff and students

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.
Establishing and maintaining a safe and caring environment for staff and students

School Orientation 3: Focus on student identity, sense of safety, and belonging

School Objective 3: Focus on student identity, sense of safety, and belonging

School Profile

School Context

Riverview Elementary is a French Immersion school which has approximately 265 students registered from 4-year old kindergarten to grade 6. Riverview Elementary is located in Verdun, Quebec, Canada and draws its students from the neighborhoods of Verdun, Lasalle, Ville-Émard, Pointe-Saint-Charles, and L'Île-des-Soeurs.

Curriculum instruction is offered in French from kindergarten to grade 6. In our 4-year old kindergarten classrooms, the core language of instruction is English. There is, however, an emphasis placed on French instruction as well. From 5-year old kindergarten to grade 2 inclusively, 85% of instruction is in French. Students learn and speak French in their homeroom classrooms and are exposed to English instruction in specialist classes such as Physical Education, Art/Technology, and Music. Students in grades 3 to 6 receive approximately 50% instruction in English and 50% instruction in French. Riverview offers resource support in both English and French and has both FSSTT and a Special Education Technician to provide preventative social and emotional programs and support to students. Many students also benefit from additional assistance from shared integration aides in the classroom.

Riverview Elementary engages students in inquiry based learning through cross curricular, project-based work, employing a STEAM (Science, Technology, Engineering, Art, Mathematics) approach, and by placing an emphasis on the use of technology. Every classroom from grade 2-6 is equipped with Chromebooks for students. A variety of educational applications and platforms are also used to support the curriculum.

Riverview Elementary bridges the gap between home, school, and community as a community learning center school. As a CLC, we work with our partners in the community to offer engaging and informative workshops and activities for families and students throughout the year. We endeavour to establish strong relationships between staff and students to encourage the child's global development.

At Riverview Elementary, we strive to provide an inclusive, safe, and caring learning environment for all students. We ensure that all of our students have access to learning, at their level, providing differentiation, adapted and modified curriculum when necessary. All students have a variety of seating options, calming areas, and benefit from social and emotional support to improve their school engagements and stamina. Students are encouraged to become life-long learners, critical thinkers, and thoughtful members of society as they strive to impart positive change on issues within their community and the world.

Programs of Study and Approaches to Learning

Immersion programme, STEAM focus, and TIPPS initiatives

Orientation 1: Focus on increased academic success in literacy and numeracy

It is directly related to the orientation of meeting the academic needs for diverse learners		
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. Implementing Literacy/Numeracy Blocks for targeted learning within the classroom	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure. Improved reading fluency and comprehension	Current reading levels (DIBELS, report cards) All students' decoding and reading comprehension should be evaluated (minimally) twice yearly, at the beginning and end of year.	- Increase number of students reading at level at end of each cycle.
School Indicator 2: Improved early numeracy skills	To be established: (Early Math Assessment, NYKK5, Prime assessment tools)	- Improved success at end of cycle evaluation (MEQ Exams). - Improved autonomy.

Orientation 2: Establishing and maintaining a safe and caring environment for staff and students

This orientation is directly relate to the LBPSB's goal of improved sense of well-being, as stated in the plan.

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. Establishing and maintaining a safe and caring environment for staff and students	Indicator Baseline Data	2026-2027 Target
School Indicator 3: Yearly evaluate the efficacy of implemented practices. Reduced number of interventions by FSSTT and Spec. Ed. Tech	To be established: (FSSTT, Spec. Ed log of interventions, Resource meeting notes, number of office suspensions)	- improved student resilience and capacity to self-regulate - reduction in amount of interventions involving parents (calls home)
School Indicator 4: Supporting student behavioural and emotional regulation	Reflections kept on file (to evaluate number and efficacy)	- increase students' ability to reflect independently - reduce the number of written reflections

Orientation 3: Focus on student identity, sense of safety, and belonging

It is consistent with the LBPSB's commitment to success in its endeavour to lead with empathy for an improved sense of belonging within our school community.

School Objective 3: Focus on student identity, sense of safety, and belonging	Indicator Baseline Data	2026-2027 Target
School Indicator 5: EDDI committee activities	Number of guest speakers, performers, events	- a greater representation of different cultures woven into the curriculum and school calendar
School Indicator 6: Establishment of a network for students to feel connected to one another and staff	To be established: - student's ability to formally identify trusted adults/peers in the school (through survey, Class Solver)	- to implement "houses" (cross class/cross cycle groupings for special events and activities) to create more relationships between students and staff