



Commission scolaire **Riverside**
Riverside School Board

STRATEGIC PLAN

2010-2015

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TABLE OF CONTENTS

TABLE OF CONTENTS

Introduction	3
Executive Summary	
Goal 1	5
Goal 2	5
Goal 3	6
Goal 4	6
Goal 5	7
Goal Details	
Goal 1 - Increase the Graduation Rate of Students Under the Age of 20	8
Goal 2 - Improve Mastery of the French and English Languages	10
Goal 3 - Improve Educational Success and Perseverance of Students with Special Needs	13
Goal 4 - Improve Healthy Living and Safety in Schools	15
Goal 5 - Increase the Number of Students Under the Age of 20 Registered in Vocational Programs	17
Conclusion	19

INTRODUCTION

INTRODUCTION

Riverside School Board provides a variety of educational programs and services to youth and adult students in the Montérégie region of Québec. With a large territory covering over 7,500 square kilometres, we serve approximately 10,500 students. The school board's distinguishing features include a commitment to an inclusive education model for students with special needs and a capacity to graduate bilingual students.

During the 2009-2010 school year, Riverside School Board undertook the development of a Partnership Agreement with the Ministère de l'Éducation, du Loisir et du Sport (MELS). Our Partnership Agreement and Strategic Plan go well beyond the scope required by the MELS. This Strategic Plan builds on the current success of our students and outlines five specific goals developed to have a positive impact on student success. It will be reviewed annually over the next five years and adjustments will be made to ensure optimal success for our students.

Riverside's eighteen elementary schools offer a rich variety of educational programs, including the International Baccalaureate Primary Years Program and English, Immersion and Bilingual models of language delivery. Our elementary schools offer academic, social and extracurricular programs that respond to the needs of their students and communities.

Riverside has six secondary schools. Two offer the International Baccalaureate Middle Years Program. One of these schools also offers a Sports Concentration program, an Arts Focus program and is a regional site for the Work-Oriented Training Pathway. Another secondary school offers an enriching diversity of programs such as a Talented and Gifted Program and a regional program for students experiencing difficulty in the traditional programs. Another school provides community-based schooling from Kindergarten to Secondary V. Riverside also has an alternative school that provides services to disenfranchised students. We also have a specialized school that offers services to students aged 4 to 21 who have moderate to severe developmental delays. All our secondary schools offer a variety of extracurricular sports and cultural programs that contribute to school spirit and student success.

Riverside offers an extensive summer school program providing secondary school students with another opportunity for success. Most secondary schools also offer a readiness camp to support Grade 6 students in their transition to secondary school.

Our Adult and Vocational Training Centre (ACCESS) provides students with an opportunity to complete their secondary school education as well as undertake vocational education options in administration, commerce and health care.

INTRODUCTION

Riverside School Board has two Community Learning Centres: one located at St. Lambert Elementary and the other at Mountainview School in Otterburn Park. The vocation of our CLCs is to support English minority communities in education and community development. They work with other community organizations on the South Shore to increase access to English programs and services, to fulfill their mission of increasing student success, promoting lifelong learning and enhancing the vitality of the English-speaking community in their areas.

Riverside School Board has one of the highest graduation rates in Quebec, placing consistently among the top 5 of 72 school boards. Additional programs are in place to support a diversity of student needs, including programs for four year olds and special classes for Students At-Risk in both elementary and secondary schools.

EXECUTIVE SUMMARY

Five goals comprise the 2010-2015 Riverside School Board Strategic Plan. Following the Executive Summary, additional detailed information is provided on each goal, its objectives, targets, actions and strategies.

GOAL 1: INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

The most recent graduation statistics date from 2008. In 2008, Riverside had a graduation rate of 80.4%. Although this rate compares favourably with the provincial average of 72.4%, it is important to note that the MELS-assigned graduation target for Riverside is 88% by the year 2020. This target will require significant improvement and changes in strategic areas; objectives, targets and strategies have been designed to increase student success and retention in each of the elementary, secondary and adult education sectors.

MELS data shows that in 2007, 24% of Riverside's youth sector population in Secondary II, III, IV and V left Riverside School Board without obtaining a diploma or qualification. In addition, twice as many of the dropouts in Secondary V were boys as compared to girls.

The data also shows differential rates of success between boys and girls: this will be a focus for improvement. In 2008, Riverside girls demonstrated a graduation rate of 87.2%. However, the corresponding rate for boys was 73.4%, almost 14% lower. The significantly lower success rate and higher drop-out rate of boys is a cause for concern and is addressed in the professional development plans for administrators and teachers.

Mathematics is a compulsory subject required for promotion, placement and graduation in all sectors including post-secondary. Improving student success in Mathematics should lead to overall greater levels of student success. Professional development will focus on improving teacher proficiency in teaching mathematics.

GOAL 2: IMPROVE MASTERY OF THE FRENCH AND ENGLISH LANGUAGES

Previous Riverside Strategic Plans recognized the critical importance of literacy and provided an array of professional development activities to support student success in this area. In this Strategic Plan, literacy continues to be an area of focus for Riverside and the strategies identified will enhance and improve approaches already in place. Riverside recognizes the importance of early intervention to ensure success in later years of schooling. Consequently, it will target improving the mastery of language for Elementary Cycle 2 and Secondary Cycle 1 students. The emphasis will be on improving the level of student success in reading at Elementary Cycle 2 and Secondary Cycle 1. Long-term plans will rely on the analysis of results obtained and the targets set for French as a Second Language (FSL) and English Language Arts (ELA) programs.

The objective for both elementary and secondary is to increase the percentage of students achieving level 4 or greater on the Scales of Competency. Student performance at level 4 or greater was selected as an indicator, since level 4 is the capacity of the student to clearly meet the requirements of the Program. The target set facilitates the ability of schools to analyse their own situation and to identify accurately school-based targets that are appropriate for their student population.

A variety of strategies will be implemented to address the needs of students at the elementary and secondary levels with respect to reading. Chief among these is the Literacy Toolbox in which cohorts of French Second Language and English Language Arts teachers from all schools will participate in a series of professional development sessions. Other areas of focus that will be used to support the development of literacy skills include topics such as the predispositions of boys and the use of Information and Communication Technologies.

GOAL 3: IMPROVE THE EDUCATIONAL SUCCESS AND PERSEVERANCE OF STUDENTS WITH SPECIAL NEEDS

Riverside School Board encourages inclusion of Students with Special Needs into regular classes. Our mandate is to offer a stimulating and caring environment which will enable all students to achieve personal success.

Students who have learning difficulties, mild behaviour problems and/or social maladjustments, are considered to be “Students At-Risk”. “Students with Handicaps” refers to students who have been recognized through the validation process of the MELS. The specific support measures put into place for each of these students are identified in an Individualized Education Plan (IEP). These support strategies will be monitored continuously and adapted to respond to the specific needs of these students.

There are two components to the Work-Oriented Training Pathway program: academic and work-stage. Despite the fact that the MELS bases successful completion of this program on the work-stage component, Riverside School Board will ensure that students are also supported as much as possible to successfully meet the academic requirements.

Riverside intends to increase the number of Work-Oriented Training Pathway program sites in order that this option is more accessible to Students with Special Needs.

GOAL 4: IMPROVE HEALTHY LIVING AND SAFETY IN SCHOOLS

This goal addresses the issues of safety, physical activity and healthy eating and the role of Riverside School Board and other partners in supporting the implementation of the Code of Conduct, the Emergency Measures Plan and the Healthy Living Policy. Strategies have been developed to support this goal and various monitoring strategies will be in place to allow the school board to measure the impact of these strategies on safety, fitness and healthy eating habits.

Riverside School Board is committed to providing a stimulating and caring environment which enables all students to achieve personal success. As such, it promotes responsibility, respect, civility and academic excellence in a safe environment. The Riverside Code of Conduct was developed to ensure the consistent understanding and implementation of this vision. It identifies beliefs, standards of behaviour and roles and responsibilities of all students, parents, employees and community members. School Board responsibilities include ensuring the availability of the Code of Conduct in its schools and training staff on application of the Code of Conduct.

In addition, staff will be informed and trained on the application of the Riverside Emergency Measures Plan so that they may more effectively manage unexpected or potentially dangerous situations.

The Riverside School Board Healthy Living Policy describes the role of the school board and other partners in supporting the implementation of its recommendations to make healthy choices in our daily lives so as to ensure a direct impact on the nutrition of the student population.

GOAL 5: INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 REGISTERED IN VOCATIONAL PROGRAMS

In order to meet this challenge, the Adult and Vocational Education Centre (ACCESS) will focus on informing our community (youth sector) of potential educational paths, programs and careers in Vocational Education using a variety of concrete strategies.

Riverside will continue to plan for innovative and popular programs to attract individuals under the age of 20, especially younger males. Riverside will also seek to develop partnerships with other school boards in order to increase the number of programs and services made available to our students.

Furthermore, our adult sector is developing a global strategy to ensure that the 16 to 24 year old student population receives services and support in their transition from secondary school to post-secondary school. A Concurrent Study program will enable students to obtain a Secondary Schools Diploma at the same time as a Diploma of Vocational Studies.

GOAL 1

GOAL 1

INCREASE THE GRADUATION RATE OF STUDENTS UNDER THE AGE OF 20

OBJECTIVES AND TARGETS

Objective 1: To increase the number of students obtaining a High School Diploma (SSD) or Diploma of Vocational Studies (DVS) or qualification in the Work-Oriented Training Pathway (WOTP) before the age of 20.

Target for Achievement

- Increase the graduation and qualification rate of students under the age of 20 from 81% in 2008, to 84% by the year 2015. (*MELS target*)

Objective 2: To increase the number of boys obtaining a High School Diploma (SSD) or Diploma of Vocational Studies (DVS) or qualification in the Work-Oriented Training Pathway (WOTP) before the age of 20.

Target for Achievement

- Increase the graduation and qualification rate of boys from 73.4% in 2008, to 79% by the year 2015 and to 85% by 2020.

Objective 3: To increase the success rate of Elementary Cycle 2 and Secondary Cycle 1 students in Mathematics.

Targets for Achievement

- Increase the rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final June evaluation by 4% for 2011.
- Increase the rate of students achieving 60% or higher on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation by 4% for 2011.

Objective 4: To reduce the annual dropout rate in the youth sector.

Target for Achievement

- Reduce the annual dropout rate from 24% in 2007, to 16% by the year 2015 and to 10% by 2020. (*MELS target*)



GOAL 1

STRATEGIES AND ACTIONS

2010-2015

- ACCESS will establish a Concurrent Study program for 16 year olds.
- Complementary Services, in collaboration with secondary schools, will :
 - Establish additional Work-Oriented Training Pathway (WOTP) sites;
 - Support the identification of students, student needs and the implementation of the WOTP.
- Educational Services will:
 - Provide regular professional development to increase understanding of pedagogical differentiation across the curriculum. Subject domain training will address areas such as: learning styles (boys and girls); physiological and cognitive development (boys and girls); Students with Special Needs; integration of Information and Communication Technology; literacy development;
 - Implement a Riverside Mathematics Toolbox with cohorts of teachers of Elementary Cycle 2 and Secondary Cycle 1;
 - Support schools in delivery and use of the *Tell Them From Me* (TTFM) survey;
 - Support the development of transition plans for Students At-Risk in Elementary Cycle 3 and Secondary Cycle 1;
 - Support a "Transition to Secondary" Readiness Camp in the summer for At-Risk Elementary Cycle 3 students.

ASSESSMENT AND MONITORING

- Educational Services will collect and monitor data pertaining to:
 - End-of-year academic results in Secondary III, IV and V Mathematics, English Language Arts, French Second Language and History & Citizenship Education courses as well as data pertaining to boys and girls on an annual basis;
 - Graduation (DES or DEP) and qualification rates (WOTP) on an annual basis;
 - Curriculum Consultants will conduct pre- and post-evaluations with teachers and students involved in the Mathematics Toolbox to assess the impact of the strategies and resources on professional practices and student success;
 - End-of-cycle Evaluation Situation results for Elementary Mathematics Cycle 2 and Secondary Mathematics Cycle 1.
- Complementary Services will:
 - Monitor the development of student transition plans, and the "Transition to Secondary" program;
 - Collect and monitor academic results of Students At-Risk moving into Secondary Cycle 1 in Mathematics, English Language Arts, and French Second Language courses.



GOAL 2

GOAL 2

IMPROVE MASTERY OF THE FRENCH AND ENGLISH LANGUAGES

OBJECTIVES AND TARGETS

Objective 1: To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in Competency 2 (*Interagir: comprendre et lire*).

Targets for Achievement

- Increase the percentage of students attaining level 4 or greater on the MELS Competency Scales for:
 - Competency 2 *Français langue seconde, de base* by 5% annually;
 - Competency 2 *Français immersion* by 5% annually.

Objective 2: To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts Competency 1 (To read and listen to literary, popular and information-based texts).

Target for Achievement

- Increase the percentage of students attaining level 4 or greater on the English Language Arts Competency 1 by 5% annually.

Objective 3: To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language Competency 3 (*Lire des textes variés en français / lire des textes courants et littéraires en français*).

Targets for Achievement:

- Increase the percentage of students attaining level 4 or greater on the MELS Competency Scales for:
 - Competency 3 *Français langue seconde, de base* by 5% annually;
 - Competency 3 *Français enrichi* by 5% annually.

Objective 4: To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts Competency 3 (Reads and listens to written, spoken and media texts).

Target for Achievement:

- Increase the percentage of students attaining level 4 or greater on the MELS Competency Scales for Competency 3 by 5% annually.



GOAL 2

Objective 5: To increase the success rate of Secondary V students in the Writing component for: (*MELS Objective*)

- *Français langue seconde, de base*, Uniform June Examination;
- *Français enrichi*, June Examination.

Targets for Achievement:

- Increase the success rate of students on the *Français langue de base* examination - Writing component by 5% annually: from 59.4% in June 2010, to 64.4% in June 2011.
- Increase the success rate of students on the *Français enrichi* program - Writing component by 5% annually: from 76.3% in June 2010, to 82.3% in June 2011.

STRATEGIES AND ACTIONS

2010-2015

- Educational Services will provide professional development throughout the year to teachers and administrators to support the implementation of pedagogical differentiation in both English Language Arts and French Second Language. An area of focus will be the predispositions of boys.
- Subject domain training will address areas such as: learning styles (boys and girls); physiological and cognitive development (boys and girls); Students with Special Needs; and literacy development.
- Professional development will be provided to a cohort of teachers on strategies related to the pedagogical integration of Information and Communication Technology to impact student success in reading.

2010-2011

- The Language Education Consultants will implement:
 - An “Oral Communication” Literacy Toolbox to a cohort of English Language Arts and French Second Language teachers of Elementary Cycle 2;
 - A “Writing Traits” Literacy Toolbox to a cohort of English Language Arts and French Second Language teachers of Elementary Cycle 3;
 - A “Reading Literacy Toolbox” to a cohort of English Language Arts and French Second Language teachers of Secondary Cycle 1;
 - A “Writing Toolbox” to a cohort of French Second Language teachers of Secondary 5.
- A Library Toolbox will be provided to teachers in elementary schools. This Toolbox will provide training and resources to encourage a more effective use of the school library by teachers and students and will address a greater range of student needs.



GOAL 2

ASSESSMENT AND MONITORING

- Educational Services will monitor the implementation of strategies and collect end-of-cycle student results in Elementary Cycle 2 French Second Language Competency 2 and Cycle 2 English Language Arts Competency 1 on an annual basis.
- Education Consultants will:
 - Administer pre- and post-evaluations to teachers and students using the Toolbox to assess the impact of the strategies and resources on professional practices and student success;
 - Collect and monitor end-of-cycle student results in Secondary French Second Language Competency 3, and English Language Arts Cycle 1 Competency 3 on an annual basis;
 - Collect and monitor student results on the Writing components of the final June Examinations for the French Second Language *de base* and *enrichi* programs.



GOAL 3

IMPROVE EDUCATIONAL SUCCESS AND PERSEVERANCE OF STUDENTS WITH SPECIAL NEEDS

OBJECTIVES AND TARGETS

Objective 1: To increase the success rate of Students with Special Needs obtaining a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS).

Targets for Achievement:

- Increase the graduation rate of:
 - Students At-Risk obtaining a SSD or DVS before the age of 20 from 45% in 2008 to 55% by 2015;
 - Students with Handicaps obtaining a SSD or DVS from 42% in 2008 to 50% by 2015.

Objective 2: To increase the qualification rate of Students with Special Needs obtaining a first qualification in the Work-Oriented Training Pathway (WOTP).

Targets for Achievement:

- Increase the percentage of Students At-Risk obtaining a qualification in the WOTP before the age of 20:
 - In the Semi-Skilled program, the increase desired is 5% annually;
 - In the Pre-Work program, baseline data and targets will be generated using the 2010 student results.
- Increase the percentage of Students with Handicaps obtaining a qualification in the WOTP before the age of 21:
 - In the Semi-Skilled program, the increase desired is 5% annually;
 - In the Pre-Work program, baseline data and targets will be generated using the 2010 student results.

STRATEGIES AND ACTIONS

2010-2015

- Complementary Services will ensure that all schools follow the Riverside Kindergarten screening process by applying the following actions:
 - Throughout the year, Educational Services will provide professional development;
 - Special Education Consultants will provide training to Resource and Kindergarten teachers and assist them with the interpretation of results in order to establish the form of support needed.



GOAL 3

GOAL 3

- To support the professionals working with Students with Special Needs, Complementary Services will provide sessions to staff (daycare educators, special education technicians, attendants, new teachers) in the following areas: autism, ADHD, behaviour management, differentiation and IEP development.
- The RECIT Education Consultant will implement a variety of strategies that facilitate the integration of Information and Communication Technologies into the curriculum to improve the success of Students with Special Needs. Strategies include the use of a variety of tools such as laptops, the SMART pen, the SMART board, ABRACADABRA (early literacy development software), ePEARL (an electronic portfolio tool) and audio reading materials.
- Complementary Services, in collaboration with secondary schools, will:
 - Establish two additional Work-Oriented Training Pathway sites;
 - Support the identification of eligible students, determine student needs and assist with implementation of the sites.

ASSESSMENT AND MONITORING

- Complementary Services will:
 - Monitor teacher attendance at the training sessions and follow-up procedures in schools;
 - Assess the effectiveness of strategies using the feedback given on session evaluation forms;
 - Have regular communication with school partners to ensure the development of these sites;
 - Monitor the number of new WOTP sites and new student registrations.



GOAL 4

GOAL 4

IMPROVE HEALTHY LIVING AND SAFETY IN SCHOOLS

OBJECTIVES AND TARGETS

Objective 1: All individuals in schools, centres and administrative offices of Riverside School Board will be safe from physical, emotional and psychological violence or threats of violence.

Targets for Achievement:

- Reduce the number of occurrences of physical or psychological violence to zero.
- Increase the percentage of students who feel physically and psychologically safe in their school to 100%.

Objective 2: To increase the number of employees and students who know, understand and apply efficiently emergency measures and who feel prepared according to the Riverside School Board Emergency Measures Plan (EMP).

Targets for Achievement:

- All employees will receive a copy of the EMP and have an understanding of it.
- Increase the percentage of students and employees who feel that school is a safe environment.

Objective 3: To improve the understanding and application of the Riverside Healthy Living Policy (HLP), with regards to healthy eating, among students and employees.

Target for Achievement:

- All schools will provide a minimum of one nutrition-based activity each month.

Objective 4: To improve the understanding and application of the Riverside Healthy Living Policy (HLP), with regards to physical activity, among students and employees.

Target for Achievement:

- All elementary schools will participate in at least one extracurricular activity per month.



GOAL 4

STRATEGIES AND ACTIONS

2010-2011

- Material Resources will:
 - Assign a professional who will accompany each school with the establishment of their EMP during the initial year;
 - Provide an electronic copy of the EMP to schools in order that schools may further distribute a copy to each employee;
 - Develop tools or templates to support schools in their ability to comply with the requirements of the Health and Safety Policy and the EMP.

2010-2012

- The Office of the Secretary General will:
 - Collaborate with an Education Consultant to provide a web-based nutrition information campaign using the RSB web site. Details related to healthy living (healthy nutrition and physical activity) will be developed and posted each month. Schools will be encouraged to participate in this web site and carry out follow-up activities at the school level;
 - Sponsor a “Move-a-thon” activity for all elementary schools.

2010-2015

- Human Resources will:
 - Annually provide all schools with the required number of copies of the Code of Conduct;
 - Ensure that the Code of Conduct becomes part of daily school life;
 - Ensure that the Code of Conduct is used as a primary tool to reinforce practices leading to violence-free environments.
- School board personnel will assist teachers and administrators on the application of the Code of Conduct using a variety of programs and strategies.
- Material Resources will:
 - Ensure that Goal 4 is a standing item for meetings of the Management Advisory Committee;
 - Ensure that schools provide a minimum of two school-level staff meetings that focus on the EMP at the beginning of the year and mid-year;
 - Ensure that systematic debriefing occurs as required between the Central Emergency Measures Coordination Committee (CEMCC) and the Local Emergency Measures Coordination Committee (LEMCC) following an emergency situation, to identify areas that require changes or improvement and to develop corrective actions.



ASSESSMENT AND MONITORING

- The Tell *Them From Me* survey will be used as a means to collect data and monitor the impact of strategies applied in this goal.

GOAL 5

INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 REGISTERED IN VOCATIONAL PROGRAMS

OBJECTIVE AND TARGET

Objective 1: To increase the number of students under the age of 20 registered in Vocational Education.

Target for Achievement:

- Increase the number of new students registered in Vocational Education by 8% annually.

STRATEGIES AND ACTIONS

ACCESS will:

- Inform the Riverside Youth Sector of potential educational paths, programs and careers in Vocational Education by:
 - Advertising programs and services offered by the Vocational Centre using visual aids (posters, pamphlets, displays) (2010-2011);
 - Participating in information sessions provided by secondary schools and establishing bursaries for Secondary V students registered at ACCESS (2010-2015);
 - Initiating “Show and Tell” activities in elementary schools to share information related to educational paths and careers (2010-2015);
 - Developing an “Exploration Laboratory” that provides hands-on experiences in Vocational Training (2012-2013).
- Implement outreach strategies that inform beyond the Riverside community by:
 - Updating the current ACCESS website (2010-2011);
 - Applying the use of social networking technology (eg. Facebook, Twitter, etc) to share information with the youth sector (2010-2011).
- Create a program for 16 to 24 year-olds to improve student retention and perseverance (2010-2013).
- Establish a Concurrent Study program (SSD and DVS) (2010-2013).
- Apply to the Minister for innovative and popular programs that reflect career path choices among young adults as well as the demands of the job market (2014).



GOAL 5

ASSESSMENT AND MONITORING

ACCESS will:

- Verify the number of students under the age of 20 registered on an annual basis.
- Conduct discussions with secondary school administrators and ACCESS staff to confirm the degree of effectiveness of the information strategies.
- Monitor the use of the updated website and social networking strategy(ies).
- Verify the number of students contacted or the number of new registrations on an annual basis.



For additional information on the data supporting these five goals, refer to the Riverside School Board Partnership Agreement 2010-2015

CONCLUSION

Monitoring, revision and reporting mechanisms have been established by the School Board to ensure that the 2010-2015 Riverside School Board Strategic Plan is effectively meeting identified needs.

On a biannual basis:

- The Director(s) responsible for a particular goal will evaluate the status of the actions and strategies described and provide a progress report;
- The progress report will be submitted to the senior Directors' Table for review, revision and recommendations pertaining to the objectives, targets, actions and strategies;
- The progress report will also be brought to any standing committee implicated, for feedback and recommendations;
- The Progress Report will be presented to the Council of Commissioners for information.

In addition, progress in relation to the objectives, targets and strategies defined in each of the goals will be included in the Riverside School Board Annual Report and shared with all stakeholders.

The Strategic Plan may be revised on an annual basis, according to the information received through this monitoring process.