



ÉCOLE PRIMAIRE **Saint-Lambert**  
**Saint-Lambert** ELEMENTARY SCHOOL

## **St. Lambert Elementary School**

81, rue Green  
Saint-Lambert (Québec)  
J4P 1S4

# **Educational Project 2019-2022**

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Commission scolaire **Riverside**  
**Riverside** School Board

**Riverside School Board**

7525, chemin de Chambly, Saint-Hubert, Québec J3Y0N7

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# **The Educational Project**

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## 1. PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

The educational project is a strategic tool through which an educational institution can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students, in both the youth and adult sectors. It reflects the characteristics and needs of the students who attend the educational institution and the expectations expressed in the community in terms of education. Resulting from a consensus, the educational project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, parents, teachers and other staff members (daycare service, secretary, etc.), as well as the community and school board representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEES, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics.

## 2. LEGAL FRAMEWORK

The educational project between Saint-Lambert Elementary and the Riverside School Board is conceived and written within the framework of the Education Act. It is important that the educational community is aware of the legal aspects and respects those obligations as they create the educational project.

### EDUCATION ACT

#### Section 36

*“A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfillment.*

*In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.*

*A school shall pursue this mission within the framework of an educational project.”*

#### Section 37

*“The school’s educational project, which may be updated if necessary, shall contain*

- (1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;*
- (2) the specific policies of the school and the objectives selected for improving student success;*
- (3) the targets for the period covered by the educational project;*
- (4) the measures selected to achieve the objectives and targets;*
- (5) the indicators to be used to measure achievement of those objectives and targets; and*
- (6) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.*

*The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, the basic school regulation*

and the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board's commitment-to-success plan.

The educational project must respect students', parents' and school staff's freedom of conscience and of religion."

#### **Section 37.1.**

"The period covered by the educational project must be harmonized with the period covered by the school board's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3."

#### **Section 74**

"The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives."

#### **Section 75**

"The governing board shall send the school's educational project to the school board and make it public on the expiry of at least 60 days after sending it. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project comes into force on the date of its publication."

#### **Section 83**

"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services."

**97.2.** The period covered by the educational project must be harmonized with the period covered by the school board's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

### **3. STEERING COMMITTEE FOR THE PREPARATION OF THE EDUCATIONAL PROJECT**

Deborah Angelus, Principal (Until January 2019)  
Sophie Compagna, Principal (After January 2019)  
Roxanne McNeil, Vice-Principal  
Suzanne Beaudry, Teacher  
Ioana Alice Ghiorghies, Teacher  
Yuen-Shan Chak, Teacher  
Kimberly Gregory, Teacher

Alivia Wainberg, Teacher  
 Natasha Matni, Teacher  
 Sara Matos-Chahal, Teacher  
 Christina Croce, Teacher  
 Martine Viau, Teacher  
 Geneviève Lapointe, Resource Teacher  
 Rita Lindsay, Daycare Educator  
 Annie Beauregard, CLC Coordinator,  
 Laurel Hewitt, Community Rep  
 Virginia Armeni, Chair of the Governing Board  
 Jessica Pichette, Governing Board Member

#### 4. CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

October 10, 2018	School Success Team	Organized by RSB	Riverside School Board
October 22, 2018	School Success Team	After-school meeting	Saint-Lambert Elementary
November 22, 2018	Governing Board	Regular meeting	Saint-Lambert Elementary
December 4, 2018	School Success Team	Organized by RSB	Riverside School Board
December 10, 2018	Steering Committee	After-school meeting	Saint-Lambert Elementary
January 21, 2018	Steering Committee	After-school meeting	Saint-Lambert Elementary
March 19, 2019	School Succ. Team/Board cons.	After-school meeting	Saint-Lambert Elementary
March 21, 2019	Governing Board	Regular meeting	Saint-Lambert Elementary
March 25, 2019	Staff meeting	Regular meeting	Saint-Lambert Elementary
April 2, 2019	School Success Team	Organized by RSB	Riverside School Board
April 3, 2019	Educational Services Team	Organized by RSB	Riverside School Board
April 8, 2019	Staff meeting	Regular meeting	Saint-Lambert Elementary
Mid April, 2019	Steering Committee	Email and individual review	Riverside School Board
End of April 2019	Sylvain Racette, DG	Individual review	Riverside School Board
April 29, 2019	Staff meeting	Regular meeting	Saint-Lambert Elementary

#### 5. SCHOOL CONTEXT

Saint-Lambert Elementary is a community school of approximately 557 students, situated in Saint-Lambert, Quebec. Part of the Riverside School Board, Saint-Lambert Elementary is the only English-language elementary school in Saint-Lambert. It serves students residing in Saint-Lambert, Lemoyne and certain sections of Brossard, and Longueuil. 46% of our students reside in Saint-Lambert, 36% in Brossard, and 7% in Lemoyne. Another 11% of students reside outside our territory in Greenfield Park, St. Hubert, Boucherville, and the out-of-zone areas of Longueuil. Every year, students arrive at Saint-Lambert Elementary from out of province and the United States.

Language spoken at home	
	% of students
English	66%
French	28%
Other*	6%
*Spanish, Chinese, Greek, Arabic and Hindi	

Saint-Lambert is considered the ‘birthplace’ of the French Immersion program in Canada. The French Immersion program was started in 1965 by a group of parents who wanted their children to become bilingual. Initially, the program was housed in Margaret Pendlebury School but by the mid 1970’s, it had moved to Saint-Lambert Elementary, as the program grew. The program has remained an integral part of Saint-Lambert Elementary.

St-Lambert Elementary: English and Immersion programs	
	% of Student
English program	21%
Immersion program	79%

After 7 years in the Immersion program, students will have 70% of their teaching in French and 30% in English. It is the opposite in the English program.

% of French and English		
	% of French	% of English
Immersion program after 7 years	70%	30%
Immersion program in cycle 3	50%	50%
English program after 7 years	30%	70%

SLE is offering the English and the Immersion programs. Given the smaller number of students in the English stream, we have split classes. We make a conscious effort to split the classes for mathematics when possible.

Math Grade 6 end-of-cycle ministry exam 2018		
Overall pass		
	Students without IEP	Students with IEP
Competency 1	91%	69%
Competency 2	76%	50%
ELA Grade 6 end-of-cycle ministry exam 2018		
Overall pass		
	Students without IEP	Students with IEP
Oral Communication* Term 3 (no MEES exam result)	100%	100%
Written Response	100%	71%
Narrative Writing	100%	88%
FSL de base & Immersion Grade 6 Term 3 2018		
Average		
	Students without IEP	Students with IEP
Communicates	81%	70%
Understands oral & written texts	83%	71%
Produces oral & written texts	80%	71%

While our success rate is at or above the Riverside School Board average in most subjects (English, French Second Language, French Immersion, and Math) students with IEPs do not score as high. Students with IEPs displayed more difficulty with oral communication than students without IEPs. Students with IEPs had more difficulty with comprehension and conventions than students without IEPs. Given these results, we will focus our efforts on reducing the success gap between students with IEPs in Mathematics, and English and French literacy skills.

All students, regardless of IEP or not, had significant difficulty with the Mastery of Mathematical Concepts and Processes (Competency 2); 76% of students without IEPs and only 50% of students with IEPs passed the competency 2 on the MEES evaluation. With those results, we feel it is important to increase our students' ability to demonstrate relevant processes and to use resources.

With the 29% discrepancy in results between students with or without IEPs on the MEES written response evaluation, we feel it is necessary to address reading strategies with our students.

Students who have IEPs fall into two main categories: those with academic difficulties, and those with behavioural or social difficulties. In order to support students with academic difficulties, we have 2 full-time resource teachers and 6 part-time attendants. We use mesure money to hire additional resource teachers to provide support for early literacy and numeracy. For students with behavioural or social difficulties we have an Oasis Room that is manned full-time. We also provide support of 2 technicians, and attendants. School Board Consultants from Riverside School Board's Complementary Services have all played important roles in training and support of our teachers with students who have behavioural challenges. We benefit from a school psychologist and speech therapist. The school has utilised the services of Épique Inc. (formerly known as Bartimaeus) for Cycle 2 and 3 students in order to counter bullying and anxiety.

Students with IEP	
	% of students
Students with IEP	14%
Students with IEP in the English program	28%
Students with IEP in the Immersion program	11%

Arts are very important to the Saint-Lambert Elementary community. We offer a very dynamic arts program. All students take music from Kindergarten to Grade 6. By Cycle 3, students learn to play band instruments. Many students are part of the Riverside School Board Honor Band and continue to pursue music as an option in high school. A second art option of either art or drama is offered to our students depending on grade level. Approximately every second year, our school puts on a musical. Over 100 students participate in the musical whether it be an acting, dancing, or singing role. Athletics are also very important at Saint-Lambert Elementary. Our senior students participate in SSIAA (South Shore Intermural Athletics Association) tournaments in cross-country running, flag football, badminton, basketball, Cosom hockey, volleyball, soccer and track and field.

In order to facilitate an easier transition from elementary school to high school for our Grade 6 students, they attend many functions such as the Junior and Senior plays, the Fashion Show, the Follies, etc. at our RSB high schools. Moreover, the school administrators meet together to discuss the strengths and challenges of every student going to our RSB high schools to better plan for their individual needs.

In addition to our educational programs, we offer an animated daycare program (240 students are regular attendees), cafeteria service, and exciting extra-curricular activities at lunchtime and after school. We are a Community Learning Center (we are part of the Seaway CLC) and are committed to improving access to English services in our community. A wide variety of activities is offered to our pre-school age population, our life-long learners, and our students. We offer such things as the Mother Goose program, Café Rencontre, Zumba dance, chess, guitar, arts and crafts, etc. As well, our CLC offers family badminton in the evenings. Our school continues to offer space to the Scouts. We also have a private daycare called Langmobile that offers a bilingual program to 4-year-olds.

Saint-Lambert Elementary has over 100 employees consisting of teachers, administrators, daycare personnel, lunch monitors, attendants, technicians, and caretakers. While staff retention is very high, we have several teachers who work only 80%, thus we have a turnover of replacement staff each year. The administration consists of a principal, vice principal and 2 full-time secretaries.

### **Mission Statement:**

Saint Lambert Elementary School is committed to providing a safe, inclusive, enriching, bilingual environment within the context of a 21<sup>st</sup> century classroom.

### **Vision:**

At Saint Lambert Elementary School we are dedicated to provide opportunities for our students to develop their creativity, critical thinking skills, social and emotional growth, strong academics in English and French, and global citizenship.

### **Values:**

We believe that Saint Lambert Elementary School

- Promotes mutual respect for every member of our community
- Promotes a sense of belonging in a safe and caring atmosphere
- Promotes academic excellence in both English and French
- Provides children with a broad range of academic, cultural, artistic, and athletic opportunities
- Values each child's individual strengths
- Promotes a healthy lifestyle
- Promotes good citizenship skills towards the community, the environment, and the world at large



## 6. CONSISTENCY WITH THE COMMITMENT-TO-SUCCESS PLAN

In focusing on mathematical and reading comprehension, Saint-Lambert Elementary’s Educational Project will contribute to the attainment of objectives 1, 2 and 4 set by Riverside School Board in its Commitment to Success Plan, which are the following:

- Reduce the gap in success between various groups of students;
- Reduce the proportion of students starting public secondary schools at age 13 or older;
- Ensure a high level of language proficiency (in English and French)

Our prioritized challenge is to improve the success rate of all students with IEPs. By addressing this challenge, we hope to reduce the gap in success between students with an IEP and those without. Indeed, we intend to improve the use of resources by all students and to increase all students’ ability to demonstrate relevant processes in their work, this to allow for enhanced learning by all students, including those who are struggling and most at-risk.

By successfully reducing this gap, and placing additional emphasis or support through our Educational Project in areas affecting students with IEPs, namely mathematical and reading comprehension, we also hope to maintain the existing low proportion of students starting public secondary school at 13 years or older.

Finally, in focusing on the improvement of literacy skills and specifically the use of reading strategies by students in both English and French, we will support all of our students in attaining higher levels of proficiency in both languages.

## 7. CHALLENGES, ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS SPECIFIC TO THE SCHOOL/CENTER

Saint-Lambert Elementary will focus on the following:

<b>Improve the success rate of all students with IEPs of Saint-Lambert Elementary</b>	
<b>ORIENTATION 1</b>	Improve Mathematical Comprehension
OBJECTIVE	Improve the use of resources by students
INDICATOR	Student use of resources as per a scale developed by the school.
TARGET	By June 2022, 100% of IEP students will achieve a level 4 on the scale developed by the school.
OBJECTIVE	Increase students’ ability to demonstrate relevant processes
INDICATOR	Demonstration of processes in problem solving within a common annual evaluation.
TARGET	By 2022, 100% of IEP students will demonstrate process in problem solving within a common annual evaluation.
<b>ORIENTATION 2</b>	Improve Literacy Skills (Reading Comprehension)
OBJECTIVE	Improve the use of reading strategies by students
INDICATOR	Student use of reading strategies as per a common scale.
TARGET	By June 2022, 100% of IEP students will achieve a level 4 on a common scale.

## 8. REPORTING ON THE EDUCATIONAL PROJECT

After defining the context and choosing the policy orientations and objectives, the school/centre must implement and monitor the commitments made in the educational project. The school/centre must report to their community in December and in May of every year.

Reporting involves evaluating the educational project and presenting the evaluation results to the community. The school/centre must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so that they can be incorporated into everyday pedagogical practices.

The Governing Board must provide the education community with information on the school team's choices and the results (Education Act, sections 75 and 109.1).

## 9. SIGNATURES

Signed at \_\_\_\_\_ Saint-Lambert \_\_\_\_\_, this 28 day of \_\_\_\_\_ June \_\_\_\_\_, 2019

Sophie Compagna Principal, Saint-Lambert Elementary	Sylvain Racette Director General, Riverside School Board

### School Success Team Committee:

Roxanne McNeil Vice-Principal, Saint-Lambert Elementary	Martine Viau Teacher, Saint-Lambert Elementary
Geneviève Lapointe Teacher, Saint-Lambert Elementary	Sara Matos-Chahal Teacher, Saint-Lambert Elementary
Suzanne Beaudry Teacher, Saint-Lambert Elementary	