Introduction

Our Educational Project stands as a collective vision shaped by thoughtful reflection among staff and meaningful engagement from our entire school community. Guided by the Riverside School Board's Commitment-to-Success Plan, this project is firmly rooted in our unique context, the diverse needs of our students, and our shared dedication to their success and well-being. It clearly identifies our priority challenges, guiding orientations, and specific objectives—supported by indicators that allow us to monitor, measure, and celebrate the progress we achieve together.

Since launching our project, our school team has worked with care and commitment to enact our Action Plan. This plan directs the strategies and resources we use to foster student learning, enhance our professional practices, and advance steadily toward our goals. Throughout the year, our journey has been one of collaboration, continual learning, and purposeful action—striving to nurture student achievement and to support the well-being of every member of our school community.

This annual report presents our progress, sharing the actions taken for each objective, the measures in place to evaluate their impact, and—most importantly—the growth and accomplishments of our students. Through ongoing consultation, evidence-informed practice, and responsive adaptation, we remain committed to ensuring that our school is a place where every student is valued, empowered, and prepared to thrive.

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Educational Project Overview

ORIENTATIONS	OBJECTIVE(S)	INDICATOR	Actions Undertaken	Tracking Means
Language Proficiency	➢ To increase the language proficiency of all grade 4 students so that at least 75% attain an overall grade of 70% or higher in both languages of instruction by 2027.	➢ Grade 4 June Report card overall mark in ELA and French.	➢ Looping in English program. ➢ Response To Intervention (RTI) Model (1 hrs./group) ➢ Stability of FSL teacher (cycle 2 & cycle 3). ➢ Bilingual K4 groups ➢ Professional Development – RTI during staff meetings. ➢ Differentiated approaches and teaching in FSL. ➢ Soutien Linguistique delivered within the class to eligible students. ➢ Parlons-en! -	➢ Acadience Cycle 1 to establish Benchmarks in literacy _English and French. ➢ Power BI- following a cohort of students from grade 4 to grade 6 to monitor progress. ➢ Grade 4 ELA/FSL results with IEPs/without IEPs ➢ Grade 4 June Report Card Overall marks in ELA & French. ➢ Grade 4 English stream program Language proficiency in ELA & FSL.

			Communication with Community- Trucs astuces pour apprendre le français.	
	➢	➢	➢	

RESULTS				
2023-2024	**2024-2025**	**2025-2026**	**2026-2027**	**TARGET**
83%	62%	77%		75%

REFLECTION ON ACTION AND RESULTS

During the 2026 Over the course of the school year, the school team implemented a variety of strategies to enhance students' language proficiency in both English and French, focusing on developing their listening, speaking, reading, and writing skills in meaningful and engaging ways:

-The use of Looping as school operational model: the English program homeroom teachers continues to create a stable, cohesive, and personalized learning environment that supports both academic and emotional growth for students. We have observed an increase in positive student-teacher relationships and reduced adjustment periods. According to Tourigny, Plante, and Raby (2020) who examined 192 Grade 4 students in 12 schools in Quebec, looping appears to have the potential to improve academic performance.

-Shared expertise: collaboration ensures academic consistency. Immersion teachers helped reinforce language skills taught in FSL classes.

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-Consistent and experienced FSL specialists for first and third cycles has had a great impact on students' engagement in learning French as a second language.

-Differentiated Instruction and scaffolding: recognizing the diverse language levels, we offered differentiated tasks to ensure accessibility for all learners.

- To strengthen oral communication, we prioritized structured speaking opportunities in both languages. In French as a Second Language, this included théatre de lectureurs. In cycle one, stations focused on practical expressions in building on learning vocabulary.

-Students from the Kindness Club presented bilingual messages over the intercom about various topics related to school life.

-Encouraged students to make connections between English and French vocabulary, grammar, and sentence structure. Mini lessons were done as we saw the skills required for tasks

-During the 2026 school year, the School Success Team (SST) and The Multi-Tiered Systems of Support Team (MTSS) will work collaboratively to strengthen the implementation of the MTSS framework, using a data-informed approach to identify students who require additional academic, behavioural , or social-emotional support and ensure they receive appropriate interventions.