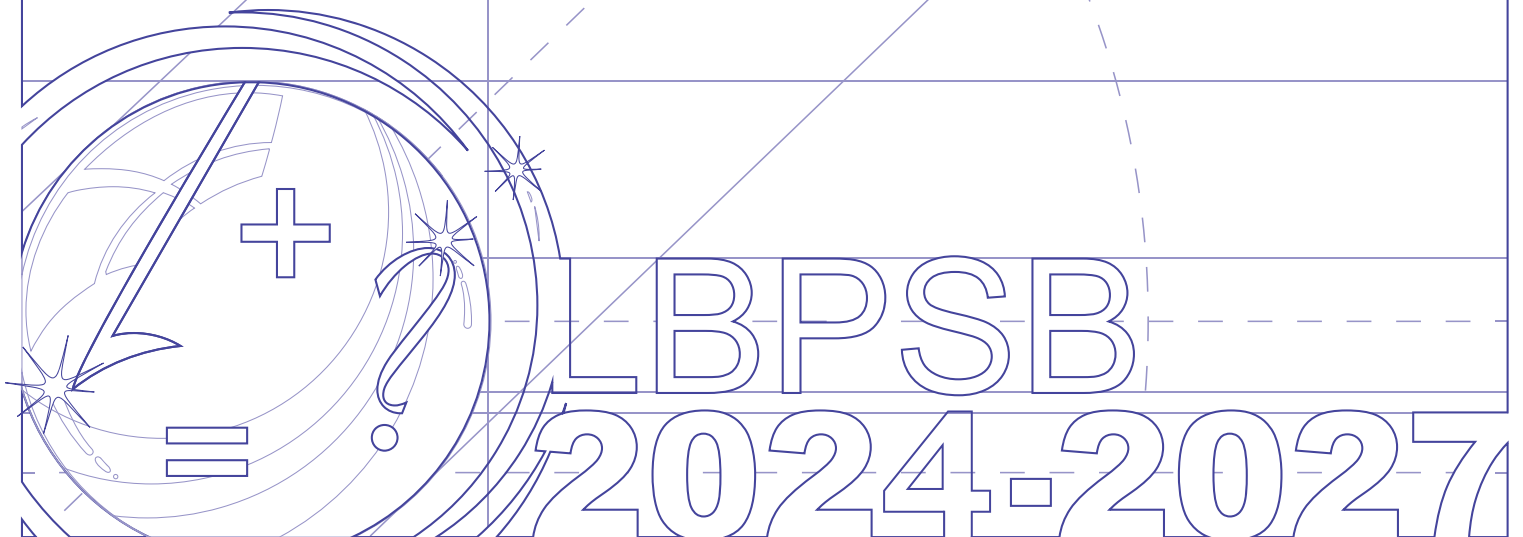




Educational Project 2024-2027

School Name: Springdale Elementary School

Approved on: September 3, 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

Due to Springdale's unique student body, our Educational Project touches on several elements of the LBPSB Commitment to Success Plan. Fostering effective communication, increasing relevant professional development as well as engaging parents in a meaningful way along with the Board's objectives to meet the needs of diverse learners, improving work efficiency as well as increasing a sense of belonging at Springdale.

Summary of Educational project:

School Orientation 1: To foster communication, decision making and documentation between inter-personnel staff, parents/school within cycles and with students.

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
As determined by the Special Needs Committee

School Objective 2: Using a means of communicating important information between relevant personnel to ensure that information is shared effectively and in a timely manner.

School Objective 3: Holding scheduled monthly cycle meetings.

School Orientation 2: To increase the involvement and engagement of the parents in their child's individual success (academic, social-emotional, etc).

School Objective 4: 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.
To cooperate with others.

School Objective 5: To increase participation in provided opportunities to be present in the classroom/school.

School Objective 6: To increase the response to communications sent home to parents.

School Orientation 3: To provide relevant, practical, accessible trainings for school staff specific to our school's needs.

School Objective 7: Schedule relevant training for staff from a survey list of topics.

School Objective 8: Review needs annually in order to establish relevant professional development opportunities.

School Profile

School Context

Springdale Elementary 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 200 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 Springdale Elementary. With a focus on the development of the whole student including academic excellence and social emotional health, our 26 highly qualified teachers, including a music teacher, physical education teachers as well as several resource 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 25 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. Our SEED staff includes SEED technicians, educators, students supervisors as well as handicap attendants. Their contribution to our students is vital for providing a consistently safe and caring environment even during not academic times.

In addition to our teaching and support staff, nine professionals 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 composed of families from diverse socio-economic backgrounds. Our Indice de milieu socio-economique has gone from a seven to a six in the 2023-2034 school year. However, this is not reflective of the needs that students have on a day to day basis. Our school community has come to rely on Springdale's ability to help our families in need. With our daily breakfast club and weekly lunches that are open to all students, our community has come to rely on us to ensure that all our students are ready and able to learn as well as removing the possible stigma. Despite these challenges, Springdale's 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:

Springdale focuses on the emotional wellbeing of our students. If children are well, they will learn. We do this through morning check-in, mindfulness, highlighting actions of kindness, but also ensuring that all students have what they need to be able to be fully present when they are in the classroom.

Springdale's committed, dedicated and team-focussed staff has created a network of knowledgeable professionals who ensure the safety as wellbeing of our school community. The strength of our resource department ensures the communication between in-school staff as well as community partners. This allows for a multidisciplinary approach for helping our students thrive.

Springdale's diversity and inclusive nature is at the core of our identity. Regardless of a student's culture, socio-economic status, or ability, our school community will help each individual person thrive.

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

Given the socio-economic vulnerability of our community, Springdale has an influx of students with special needs. The amount of needs does not equal the amount of resources. Despite a focus on wellbeing, this is still a significant challenge.

Parental engagement has been a challenge and more so since the return from COVID. It is often difficult to gain engagement pertaining to a student's academics as well as behavioural needs.

Communicating effectively can sometimes be a challenge. Given the large numbers of needs and the numerous stakeholders related to each student, there are often delays in communicating changes, updates or development. Case management becomes crucial to ensure that all pertinent information is dispersed in an efficient and timely manner.

At Springdale, 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, Springdale aims to inspire lifelong learners and responsible global citizens. Our community will be stronger if we foster resiliency within it. This is why Springdale chooses to focus on whole student success and not simply academic success.

Programs of Study and Approaches to Learning

Springdale is a Bilingual School that uses a variety of academic programs and approaches to learning in order to meet the needs of all our students. These are, but not limited to the following:

Academic programs:

- UFLI (Cycle 1 and Resource)
- Lively Letters (Cycle 1 and Resource)

- Raconte moi les sons (French Resource)
- NYKK-5 early numeracy program (K4 to Grade 1)
- Number Talks (Cycle 2 and 3)
- End of Cycle French Rattrapage
- Second Step Program (K-Cycle 2)
- Response to Intervention (RTI) (All grade levels)
- 60 Second reset (Whole School social emotional programs)
- Zones of regulation
- Brain Frames
- TEACCH (structured teaching for students on the Autism Spectrum)

Orientation 1: To foster communication, decision making and documentation between inter-personnel staff, parents/school within cycles and with students.

Fostering communication within our school community will ensure that information is being given to stakeholders in a timely manner, thus ensuring we improve effectiveness at meeting the academic needs of diverse learners. (LBPSB Orientation 1) Additionally, this orientation helps improve "work efficiency related to the flow of information, and communication structures at the school board." (LBPSB Objective 6)

<p>School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. As determined by the Special Needs Committee</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 1: Yearly evaluate the efficacy of implemented measure.</p>	<p>Unknown</p>	<p>Increase distribution of services to all students will identified needs</p>
<p>School Objective 2: Using a means of communicating important information between relevant personnel to ensure that information is shared effectively and in a timely manner.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 2: Using a survey to assess effectiveness.</p>	<p>Unknown</p>	<p>Improve timeliness and efficiency of communication</p>
<p>School Indicator 3: Regular scheduled check-ins with the staff to ensure implementation and updates.</p>	<p>Unknown</p>	<p>Monthly checkins at School Council and Staff meetings</p>
<p>School Objective 3: Holding scheduled monthly cycle meetings.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 4: Minutes or notes from the cycle meetings.</p>	<p>Unknown</p>	<p>Cycle teams will meet at least once a month.</p>
<p>School Indicator 5: Increase in staff's feeling of engagement through survey</p>	<p>TBD</p>	<p>Increase feeling of engagement by 5%</p>

Orientation 2: To increase the involvement and engagement of the parents in their child’s individual success (academic, social-emotional, etc).

Increasing parental involvement will have a direct impact on student success. This is in line with LBPSB Objectives 3, 6 and 8.

<p>School Objective 4: 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. To cooperate with others.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 6: Yearly evaluate the efficacy of implemented practices.</p>	<p>ABAV plan results</p>	<p>Increase students ability to resolve conflicts by 10%</p>
<p>School Objective 5: To increase participation in provided opportunities to be present in the classroom/school.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 7: Number of parents present at school events.</p>	<p>75% attendance for plays 50% attendance for parent teacher interviews and meet the teachers</p>	<p>15% increase</p>
<p>School Indicator 8: In addition to interviews and concerts, provide at least 2 occasions for parents to be present in the classroom/school.</p>	<p>1 event school-wide</p>	<p>2 additional events per year per class</p>
<p>School Objective 6: To increase the response to communications sent home to parents.</p>	<p>Indicator Baseline Data</p>	<p>2026-2027 Target</p>
<p>School Indicator 9: Checklist to track responses.</p>	<p>TBD</p>	<p>100% response</p>
<p>School Indicator 10: Survey parents about preferred communication method.</p>	<p>TBD</p>	<p>Determine most effect means of communication</p>

Orientation 3: To provide relevant, practical, accessible trainings for school staff specific to our school's needs.

By providing relevant and continual training for our staff members, this will directly impact their social emotional health. They will feel better equipped to deal with the challenges of their jobs. This is directly in line with LBPSB Orientation 3 as well as Objective 7.

School Objective 7: Schedule relevant training for staff from a survey list of topics.	Indicator Baseline Data	2026-2027 Target
School Indicator 11: Survey responses.	TBD	Determine 3 professional development opportunities for staff
School Indicator 12: Increased feeling of competence and new concepts learned.	TBD	Increase feeling of competence for staff by 5%
School Objective 8: Review needs annually in order to establish relevant professional development opportunities.	Indicator Baseline Data	2026-2027 Target
School Indicator 13: Survey responses.	TBD	Address all the needs identified
School Indicator 14: Year-end review of achieved professional development topics.	TBD	Achieve all PD topics decided