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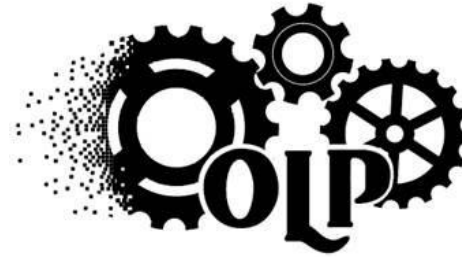


Our Lady of Peace Elementary School

EDUCATIONAL PROJECT

2024-2027





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Our Lady of Peace Elementary School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Our Lady of Peace Elementary School, as well as the community's expectations with regard to education.

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Robertina Janzic	Principal
Michela Cortese	Teacher, cycle 2
Nathalie Guay	Teacher, cycle 1
Stephanie Larouche	Teacher, cycle 3
Vasiliki Tsakris	Teacher, cycle 2
Sylvia Arenal	Daycare Technician

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	April 18, 2023			Staff survey
Other Staff Members	April 18, 2023			Staff Survey
Students	April 19 to 28 2023 February 8 to 10, 2023			Student survey and OurSchool Survey
Parents	April 18 th , 2023			Parent survey
Governing Board	April 18, 2023			Parent survey
Ed. Project Steering Committee	March 14, 2023 May 2, 2023 Sept 19, 2023 October 11, 2023 March 21, 2024			Met at school except for on October 11 th – met at Hillcrest





MISSION

The mission of Our Lady of Peace Elementary School is to respect the individual needs of students, foster a caring, creative, and innovative environment, with an emphasis on the social, emotional, physical, and intellectual development of each student through a child-centered interdisciplinary approach.

VISION

By challenging our students and inspiring a passion for discovery, our students will become lifelong learners and responsible citizens who are prepared to thrive within an ever-changing world.





SCHOOL / CENTRE PROFILE

Address/ Location

Our Lady of Peace School is an English elementary school in the Sir Wilfrid Laurier School Board. The school is located at 3900 Nicole Street in Fabreville, Laval, a quiet residential area. The school provides a general education.

During the 2022-23 school year we welcomed 248 students from Pre-Kindergarten to Grade 6. Looking ahead, OLP's projected enrolment (see table below: Enrolment Statistics) predictions are that there will be a decline in the school's population from 248 students in 2022-2023 to 232 students in the 2023-2024 school year.

Pre-Kindergarten classrooms were allocated as of the 2021-2022 school year. For the 2024-25 school year, we will not be able to house a Pre-Kindergarten group due to lack of space. The demand is, however, present and a group could have been formed for the 2024-25 school year.

Community Profile & Services

The ISME is a measure based on census data that is used by the government when it makes decisions, including allocation of resources, about schools. There are two variables that compose the ISME: the level of education of the mother and the employment status/income level of the parent(s).

The ISME have the following categories:

- ISME 1, 2, 3 – milieux favorisés
- ISME 4, 5, 6, 7 – milieux intermédiaires
- ISME 8, 9, 10 – milieu défavorisés

OLP's socio-economic index (IMSE) is 4.

Based on the IMSE data, the population of our school consists mainly of students from a middle-class background.

Our educational community is supported by other stakeholder organizations in our community. The CISSS (Centre Intégré de Santé et de Services Sociaux de Laval) provides social work support to students when and where it is needed, and this organization also participates in the vaccination of grade 4 students, through their provision of a school nurse. A social worker from Equipe promotion-prévention scolaire of the CISSS works in collaboration with our school team and assists in the implementation of new initiatives that promote student well-being. The Regroupement Lavallois pour la Réussite Éducative ('RLPRE') supports education in our region through the provision of initiatives that promote school perseverance. The Youth and Parents 'AGAPE' Association also works to support educational initiatives through various youth projects. The educational services surrounding our school, provided by the public sector, are Le Centre de Service de Laval, Sir Wilfrid Laurier School Board and CÉGEP Montmorency. The private sector offers educational services from North Star Academy and Collège Citoyen. There is a plethora of early childcare daycare services surrounding the area of our school.

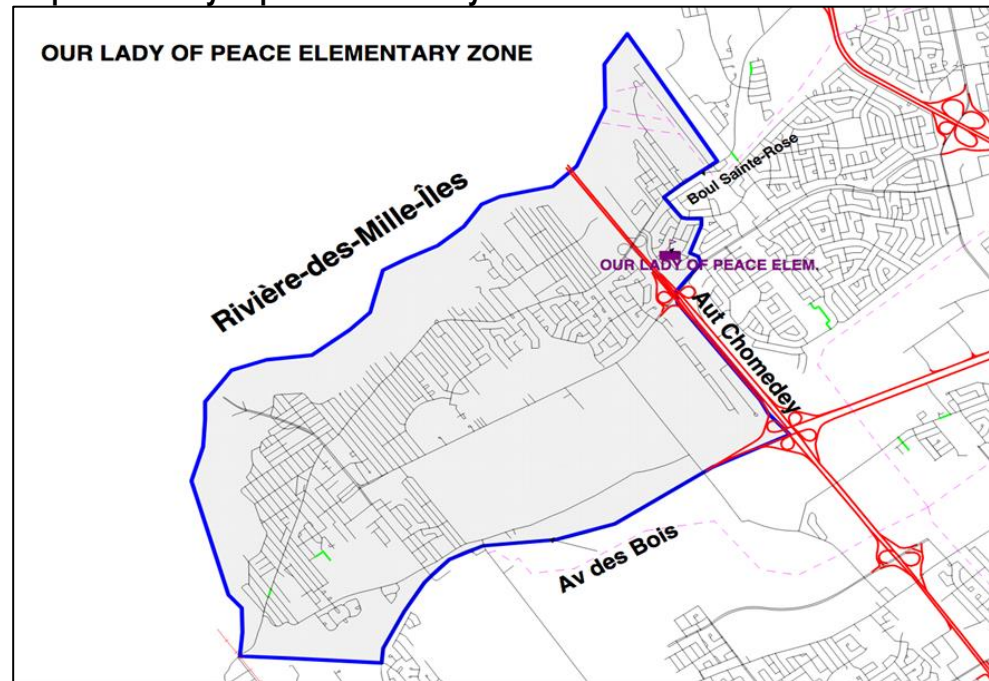




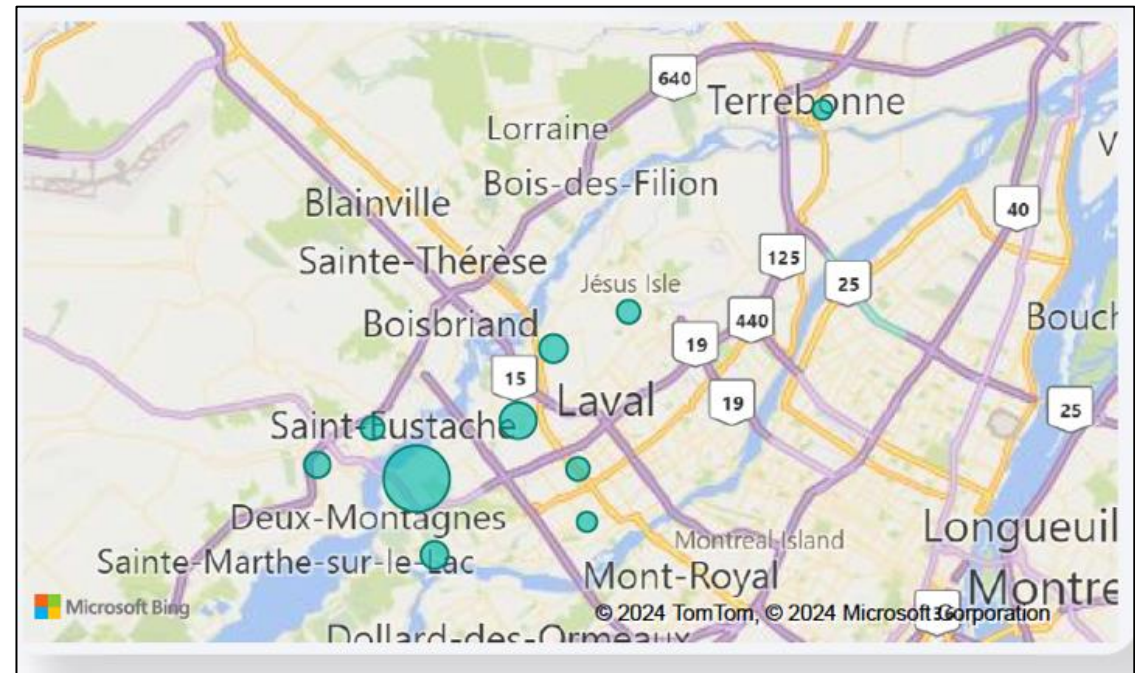
OLP services the Laval Ouest sector:

- From the intersection of Boulevard Arthur Sauvé to Rivière des Mille Îles to an imaginary line separating Rue des Charmes and Rue Lac de Mai;
- From the imaginary line separating Rue des Charmes and Rue Lac de Mai to Boulevard Sainte-Rose;
- Boulevard Sainte-Rose to Rue Marian;
- Rue Marian to Rue Murielle;
- Rue Murielle to Rue Marcellin;
- Rue Marcellin to Boulevard Dagenais;
- Boulevard Dagenais to Autoroute 13;
- Autoroute 13 to Autoroute 440;
- Autoroute 440 becomes Avenue des Bois (including Avenue des Bois);
- Avenue des Bois to the intersection of Des Bois & Boulevard Jolibourg an imaginary line to the intersection of rues les Erables and les Peupliers to the point of departure.

Map 1: Our Lady of peace Elementary zone



Map 2: Distribution of Student Population at OLP (2023-24)





Enrolment Statistics:

In 2022-23 our school welcomed 248 students each day. These students were distributed across the grades as shown.

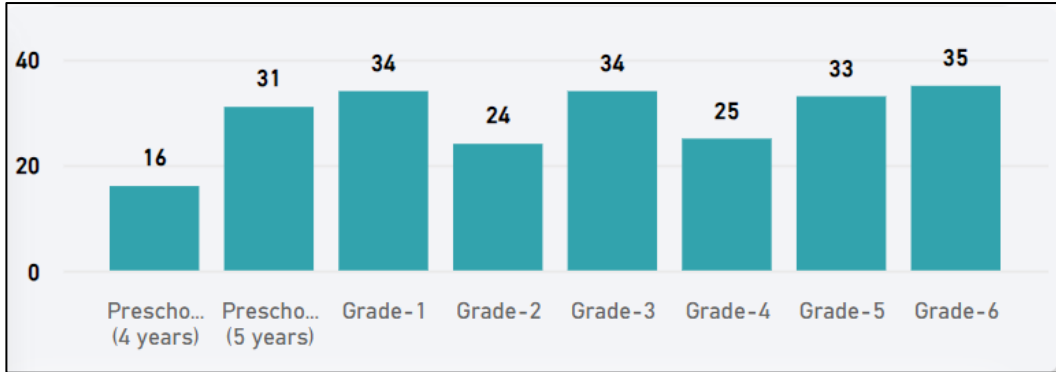
In 2023-24 our student population was 232.

Our projected enrolment for the 2024-2025 school year is predicted to be 215 students with no Pre-Kindergarten group.

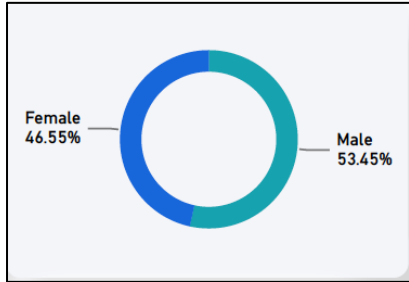
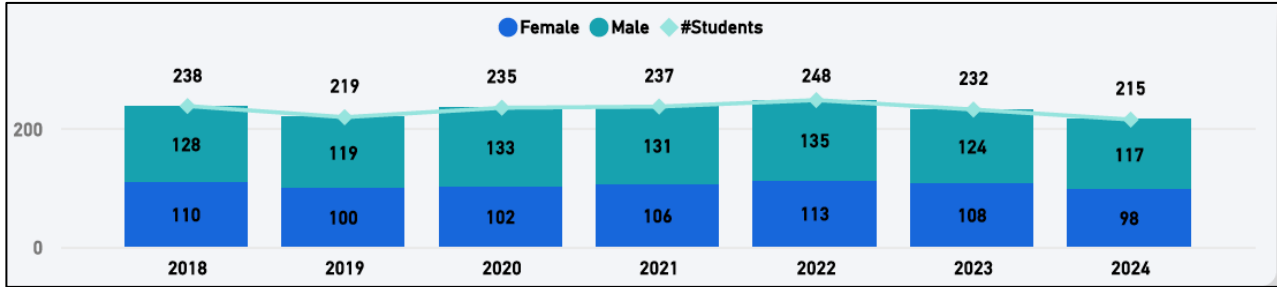
GRADE LEVEL	NUMBER OF STUDENTS 2022-23	NUMBER OF STUDENTS 2023-24	NUMBER OF STUDENTS 2024-25
PRE-KINDERGARTEN	22	16	0
KINDERGARTEN	32	31	34
GRADE 1	24	34	34
GRADE 2	36	24	30
GRADE 3	24	34	23
GRADE 4	34	25	35
GRADE 5	36	33	25
GRADE 6	40	35	34
Total	248	232	215

2023 registration chart per grade (data from Power BI)





2023 data from Power BI demonstrating number of boys versus number of girls registered between 2018 and 2024. It is clear that over the past 7 years, we have always had a higher percentage of males registered in comparison to females.





Daycare Registration – September 30, 2023

	Regular Daycare Users	Sporadic Daycare Users
Pre-Kindergarten	7	1
Kindergarten	19	2
Cycle 1	23	3
Cycle 2	28	1
Cycle 3	16	8
TOTAL	93	15

Our daycare has 5 educators who service our students. Our daycare opens at 7:00 am and closes at 6:00 pm. Daycare services are offered before and after our regular school day, which begins at 7:55 am and ends at 2:40 pm. During a regular school year, we expect to have a minimum of 89 registered regular daycare users. During the Covid years, our Daycare registrations saw a decline in registrations.

In 2020-21, due to the exceptional circumstances related to Covid-19, our daycare saw a decrease in registrations from approximately 87 regular students to 49 regular students.

For the 2021-22 school year we had 53 regular and 27 sporadic daycare registrations. Although our number of registrations did increase from 49 in 2020-21 to 53 in 2021-22, our registration numbers for daycare were low again 2021-22.

For the 2022-23 school year, we had 88 students registered at Daycare as regular users of which 61 attend daycare 5 days a week. There were 26 students registered as sporadic / occasional users.

For the 2023-24 school year, we have 93 students registered as regular daycare users and 15 registered as sporadic daycare users. Our total registration as of September 30th, 2023, for regular and sporadic users is 108 students.





Projected Enrolment:

Graph sourced from SASO data

An analysis of the demographic data indicates that the size of the student population over the next four years is predicted to remain stable as illustrated in the table below. In reality, our enrolment is lower than was predicted for the 2023-2024 and 2024-2025 school years with student populations at 232 and 215. We will need to monitor our enrolment in the coming years. Based on the registrations for 2024-25, we already have a decrease of 23 students and can foresee that our numbers will remain between 215 and 238.

2023-2024	2024-2025	2025-2026	2026-2027
255	238	238	241

OLP Population Profile and Language

Our student population is multi-ethnic with 10 different languages spoken at home, other than English as mother tongue for the 2023-24 school year. The table below provides data from 2020 to 2024.

Based on LUMIX data for 2022-23, it is demonstrated that we have 67% of our student population who have English as their mother tongue, 14% of our students have French as their mother tongue and 19% whose mother tongue is a language other than English or French.

When we compare to language spoken at home 77% of our population speak English at home, 14% speak French at home and 9% speak another language at home. (This is the data from 2022-23). We have 23% of our students who are bilingual or trilingual based on language spoken at home. The data for this current year is very similar.





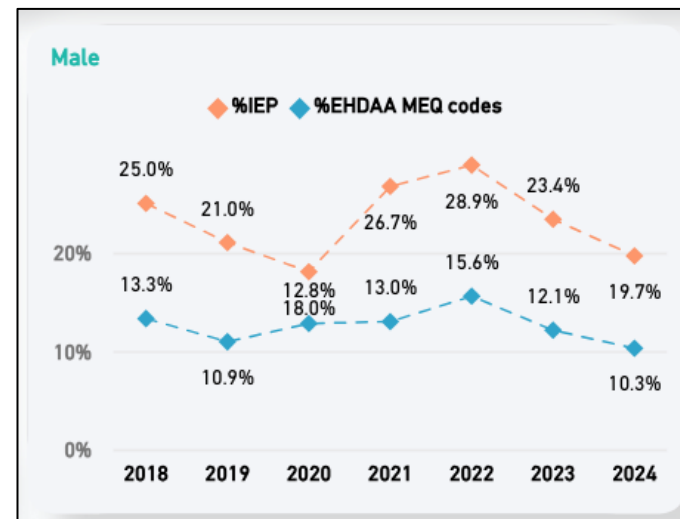
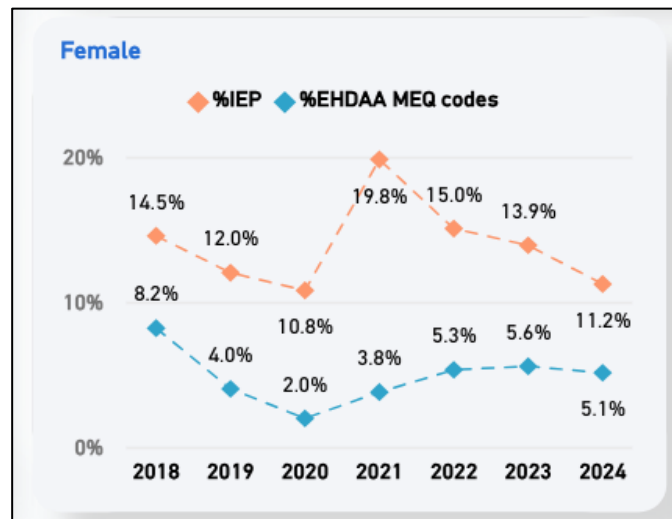
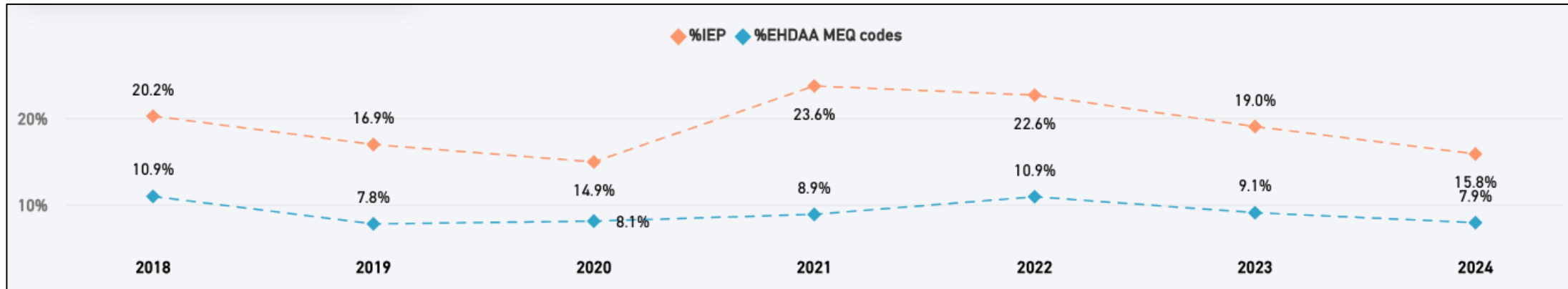
OUR LADY OF PEACE LEMENTARY LAGUAGE SPOKEN AT HOME (extracted from Power BI)
(Data from Lumix)

AT HOME	2020-21	2021-22	2022-23	2023-24	2024-25
English	175	173	191	182	171
French	43	41	34	35	31
Greek	2	2	3	0	0
Inuktitut	1	1	1	1	1
Italian	2	2	1	1	1
Spanish	2	5	5	4	4
Portuguese	1	2	2	0	0
Japanese	1	0	0	0	0
Chinese	0	0	0	0	0
Armenian	1	1	1	0	0
Albanian	0	0	2	2	1
Romanian	1	2	0	0	0
Creole	0	0	0	0	0
Punjabi	1	1	1	1	1
Persian	0	1	1	1	1
Urdu	3	2	2	1	1
Russian	3	3	3	3	3
Ukranian	0	1	1	1	0
Other	1	0	0	0	0
Total number of students	235	237	248	232	215





Below is a graph that indicates the percentage of students who have an IEP and a MEQ code and provides us with a comparison of the trend since 2018. Subsequently there are two additional graphs which go into more detail specifically making comparisons between female and male students with IEPs and MEQ codes. (Power BI data)



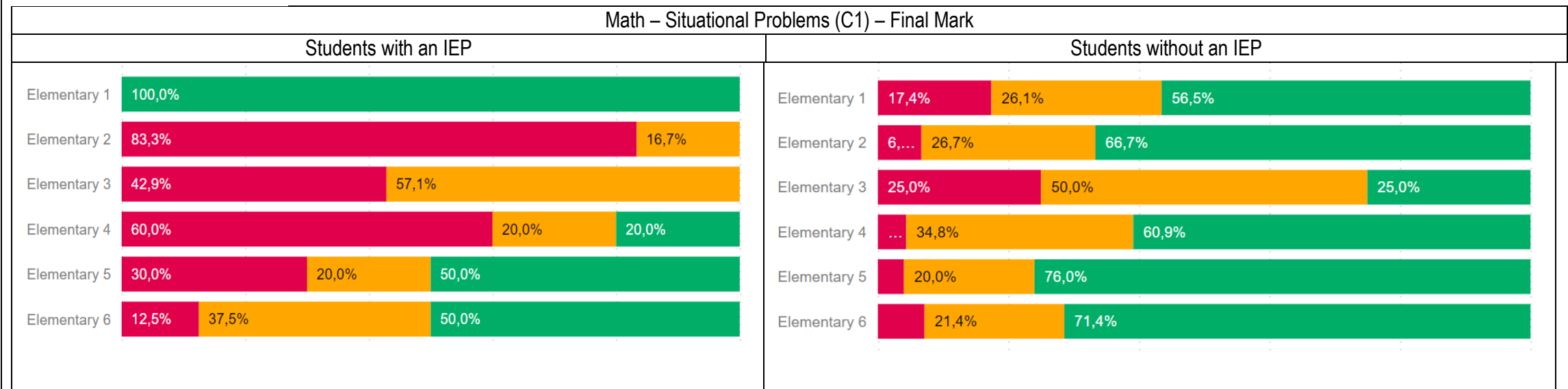


Below are charts with the distribution of Intervals by School Level per grade in our three core subjects: MATH (C1), FSL (C2), and ELA (C2).

dvision Graphs (2022-2023 school year)

We hope to see a decrease in the gap between student success rates for those who have an IEP and those who do not have an IEP in ELA reading competency (C2), FSL reading competency (C2). In placing our focus on the languages, we hope that there will be a correlated impact on the Math - Situational Problems results.

● Critical ● At Risk ● Without Risk

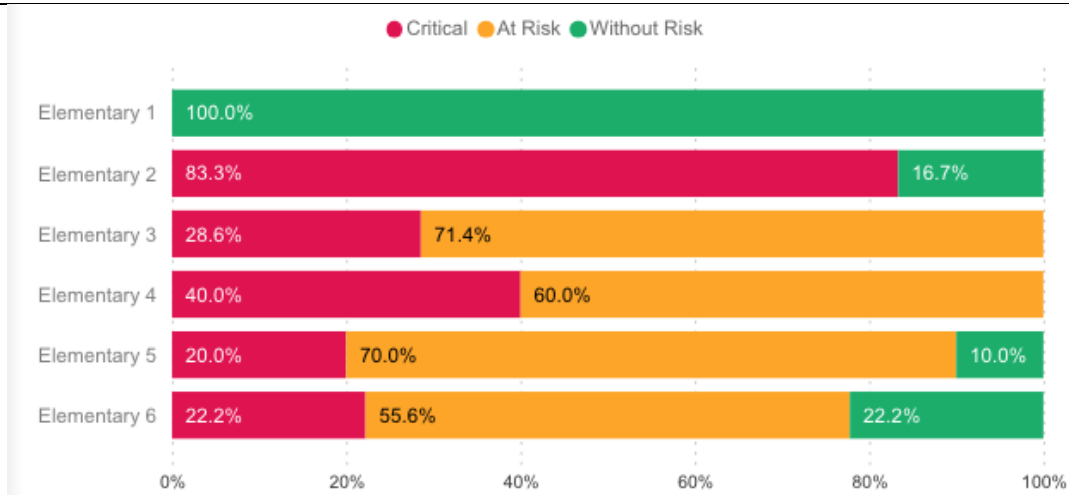




FSL – Reading Comprehension: Understands oral and written texts in French (C2) – Final Mark

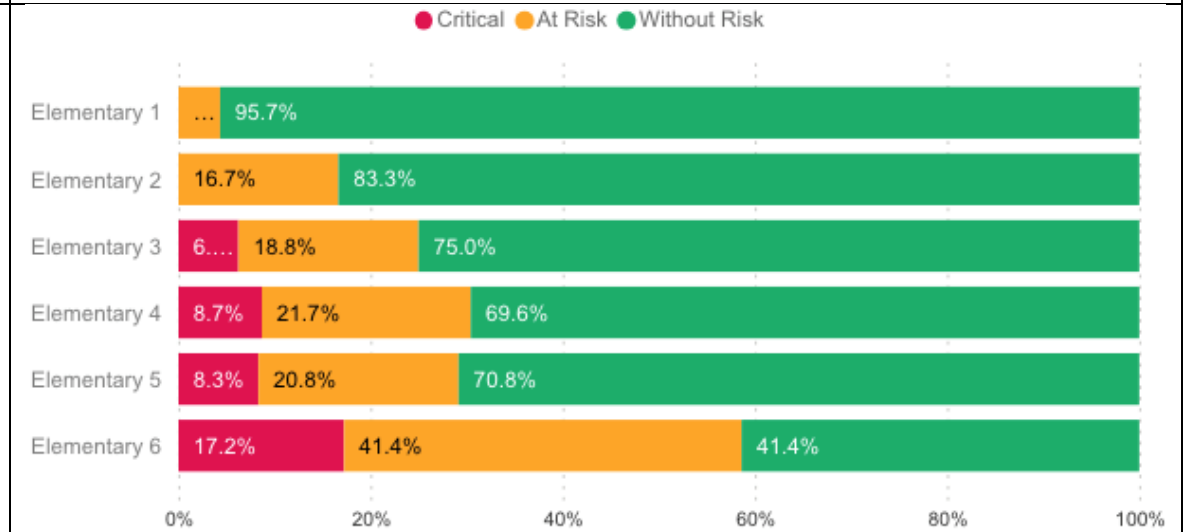
Students with an IEP

● Critical ● At Risk ● Without Risk



Students without an IEP

● Critical ● At Risk ● Without Risk

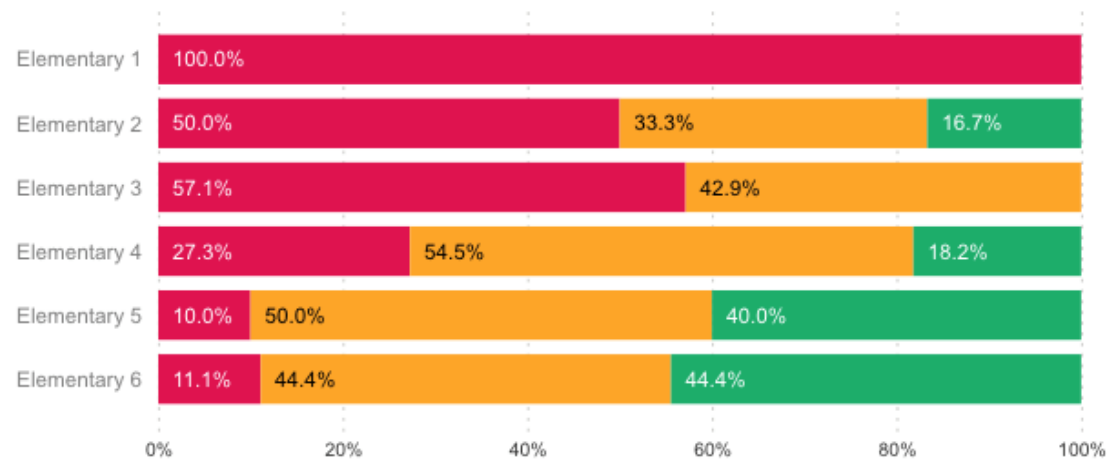




ELA – Reading Comprehension: Reads and listens to spoken, written and media texts (C2) – Final Mark

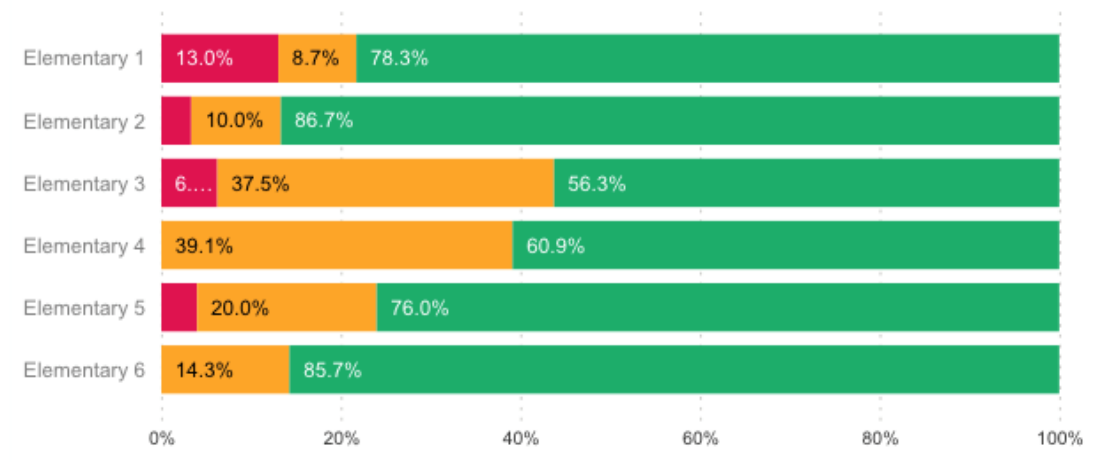
Students with an IEP

● Critical ● At Risk ● Without Risk



Students without an IEP

● Critical ● At Risk ● Without Risk





Data source of tables below are from Lumix

ELA- Exam success rate for reading (2022/23)										
Grade Level	All Success rate	All average	Female	Female average	Male	Male average	With IEP	# students on IEP	Without IEP	# students total per grade
4	81%	66%	90%	66%	75%	66%	75%	8	83%	34
6	85%	71%	90%	75%	82%	68%	78%	18	88%	37

MATH- Exam success rate (2022/23)										
Grade Level	All Success rate	All average	Female	Female average	Male	Male average	With IEP	# students on IEP	Without IEP	# students total per grade
4 (C2)	76%	73%	58%	60%	86%	81%	50%	10	87%	33
6 (C1)	75%	75%	73%	74%	76%	76%	63%	8	79%	36
6 (C2)	69%	94%	53%	93%	76%	95%	50%	8	71%	36

FSL- Exam success rate (2022/23)								
Grade Level	All Success rate	All average	Female	Male	With IEP	# students on IEP	Without IEP	# students total per grade
4	76%	72%	58%	86%	40%	10	91%	33
6	82%	75%	88%	76%	67%	6	85%	36



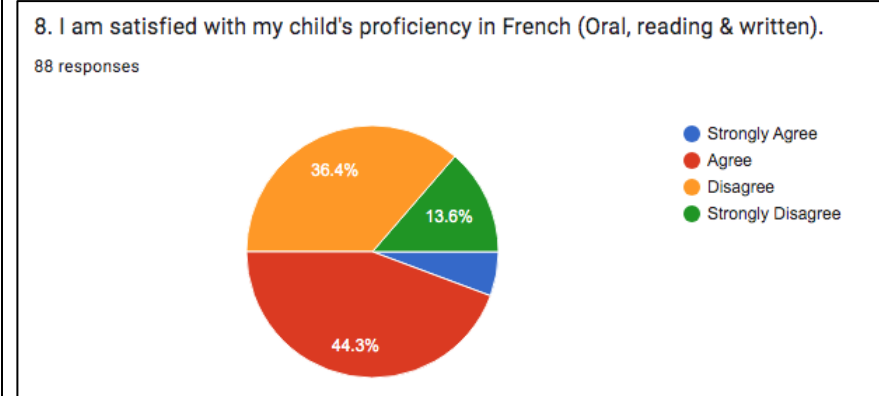


What We Learn

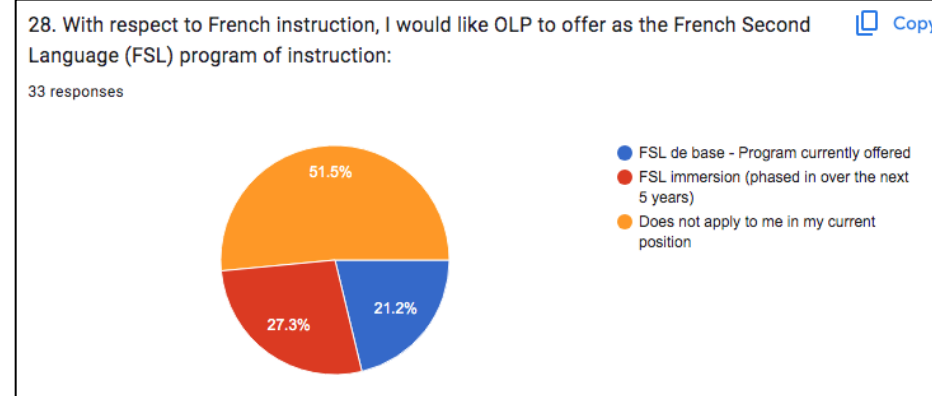
At OLP, we follow the MEQ prescribed program of studies. We teach the français langue seconde programme de base. There is an interest in making a change to français programme d’immersion and this is currently being investigated as a possible change. A proposed change has been put forward and would have the following 3-year implementation phase.

- Cycles 1-2 2024-25
- Grade 5 2025-26
- Grade 6 2026-27

Graph Parent Survey Result



Staff Survey Result



In K4-K5, students receive 50% of their instruction in English and 50% in French.

In Cycle 1, English Language Arts, Math, Drama are taught in English and FSL, CCQ, Music, Physical Education are taught in French. (64% English – 36% French)

In Cycle 2, English Language Arts, Math, Science, Visual Arts are taught in English and FSL, CCQ, Social Studies, Music, Physical Education are taught in French (60% English - 40% French)

In Cycle 3, English Language Arts, Math, Science, Drama are taught in English and FSL, CCQ, Social Studies, Music, Physical Education are taught in French (60% English - 40% French)

Our grade 6 students typically go to Laval Junior Academy for High School. We do have a number of students who request an out-of-zone to LTM.

Our Kindegarten students have one STEAM based activity per month.

For our grades 1 to 6, our goal in the coming years is to incorporate one STEAM based activity per term.





Building

Our building received a major renovation in 2018. In 2022-23, we also underwent renovations which included the removal of a locker area in the senior hallway in order to create a room to house our library. Lockers were installed in the junior hallway.

A project is in place to repave our staff parking lot.

In March of 2024, emergency lights were installed in all the interior classrooms.

OLP houses 13 homerooms, one gymnasium, a music room, a library, a resource room, one small office, a staffroom, a Daycare Technician's office, a Special Education Technician's office.

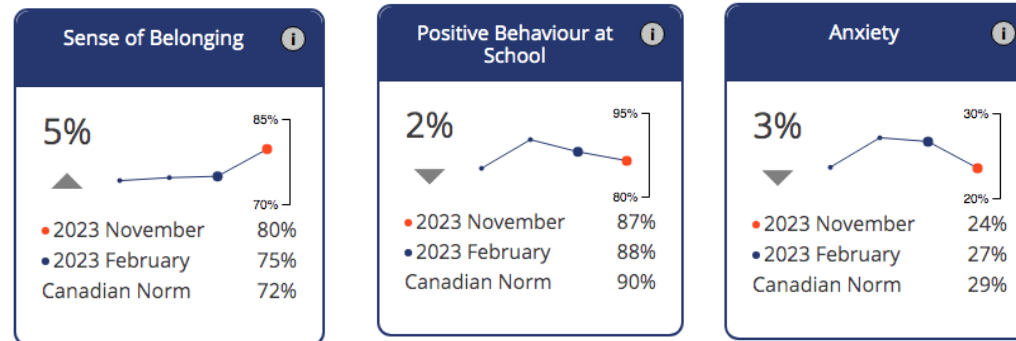
All our classrooms are equipped with Smart boards / Smart TVs.

Our students benefit from the use of technology: ipads, Chromebooks or laptops.

Many of our classrooms have flexible seating and multi-sensory tools are available to students.

TTFM Survey

The Our School Survey Trends from the 2023 data can be found below for three areas: Positive Sense of Belonging, Positive Behavior at School, Moderate or High levels of Anxiety. These results are students' perceptions of the above-mentioned areas.





Staff

Our OLP staff comprise a Principal and 19 teachers. Of those 19, 14 are permanent teachers. We have one music teacher and 1 physical education teacher and 2 resources teachers. We have one full-time School Secretary and one part time office agent. Our school Librarian also works part-time. We have one full-time day custodian. We also have 1 full-time Special Educator Technician who assist students with conflict resolution, social-emotional self-regulation and helps with the preparation of plans to support emotional and behavioral needs of students. Staff has been stable for the past few years with very little turnaround. The average age of the teaching staff is 47 years of age. The Resource team has seen some changes in teachers over the last three years.

We have eight attendants who support our students with special needs. It is with their support and guidance that our students are able to have the structure they need to be more successful. Our Daycare Technician and 5 educators as well as 13 lunch supervisors complete our school's team. Our school team also works closely and collaboratively with professionals such as the Psychologist, the occupational Therapist, the Speech and language Pathologist, the psychoeducator from the CLSC, the consultants from PSD. These professionals support the team as needed.

Our school team is involved in many professional development opportunities and has over the last few years engaged in PDIGS. They work well in collaboration and have innovative ideas. We will see a change next year with the retirement of our caretaker and a new person coming in to take on the position. Our staff is building their professional capacity to incorporate Social Emotional Learning (SEL) into their daily instructional practices and interventions systems. The creation of a behavior Matrix with the assistance of our school climate consultant is in the initial phases. A School Leadership Team has been created to plan and work on the behavior matrix.

Staff plan extra-curricular activities for students as well as field trips. They take part in a variety of committees; such as Teacher Council, Governing Board, ABAV, Social Committee, SLSNC, Leadership Team, Assemblies committee, etc...

This year our ECA's have included: The Musical, Dance, Sports at Lunch, Handball, RESQ tournaments, etc...

Families and Community

OLP has an active Governing Board and PPO with dedicated parents involved in multiple aspects of school life including policy development, volunteering and fundraising. Many of our parent members have been long-standing members on these committees and are an integral part of our school's success.

Over the past years, we have noticed an increase in students with special needs in our school population. Moving forward, our focus will be on SEL. We are a small school and a challenge we have is related to a lack of space. Since 2021 we have had 14 homerooms in a building that should accommodate 12-13 homerooms. We don't have the resources/space for special needs students who need an outlet or working area. Our limited space makes it difficult to hold meetings and have in-school professional development. We have had difficulty recruiting parent volunteers. Due to our enrolment, we do not have an evening caretaker allocated to our school, therefore renting our school space becomes impossible, which limits our income. From our Parent Survey, the charts on page 22, we see what the result from the survey and what our community believes to be our challenges.

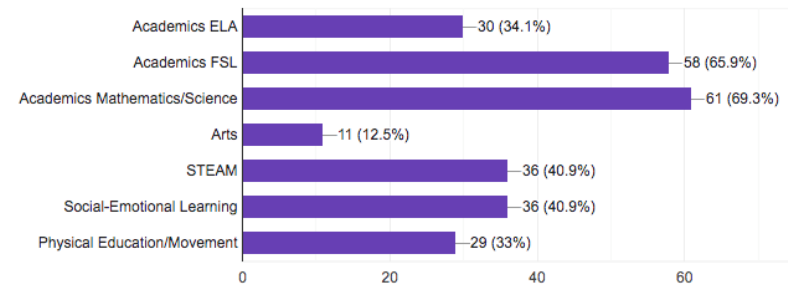




Parent Results

21. When considering the new Educational Project (4 year-commitment), what 2-3 areas should OLP focus on?

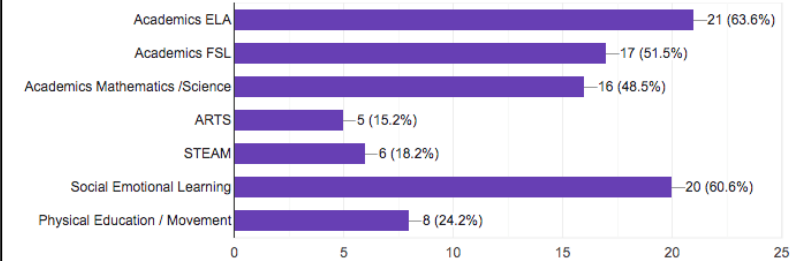
88 responses



Staff Results

29. When considering the new Educational Project (4-year commitment)- what 2-3 areas should we focus on:

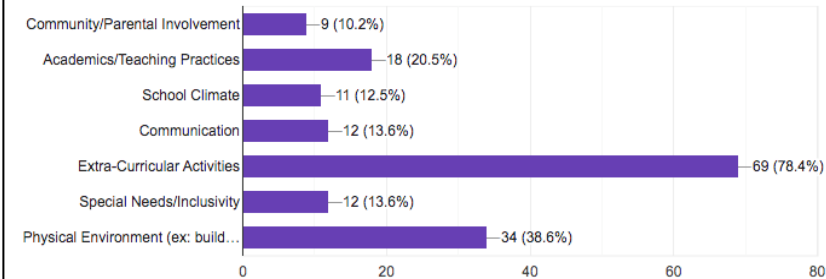
33 responses



Parent Results

23. What are OLP's challenges? Check all that apply

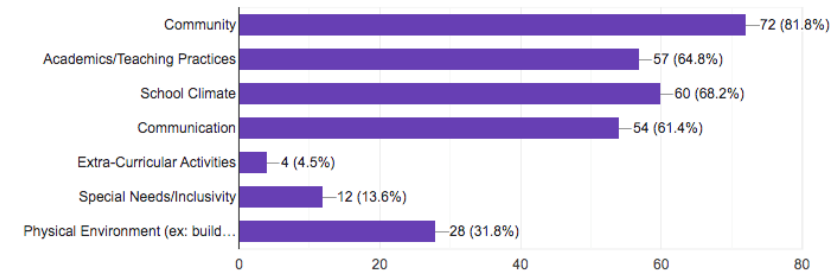
88 responses



Parent Results of what the community considers to be our strengths.

22. What are OLP's strengths? Check all that apply

88 responses





CHALLENGES

Our current challenges remain the following:

1. Social emotional climate for students and staff
2. The literacy levels of students in the core subjects.

POLICY ORIENTATIONS

Focus on SEL and providing interventions for students with special needs.

Supporting the Social-Emotional Learning of all our students in order to provide them with skills to succeed both socially and academically.

Create essential learning targets, taught by subject and level which will help in developing IEPs.

OBJECTIVES

Our Lady of Peace Objectives.

Objectives	Description
Objective 1	To provide professional development of Social Emotional Learning (SEL) through a variety of modalities (example: external consultants, book clubs, webinars, guest speaker, etc.).
Objective 2	To improve the overall school climate and students' sense of safety (sense of belonging, positive behavior, and anxiety).
Objective 3	To increase the overall success rate for students in ELA reading competency (C2) and in FSL competency (C2). In targeting language skills, there should be an improvement in the results in Math situational problems (C1).





SCHOOL/ CENTRE ORIENTATION 1

Promoting positive school culture

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Orientation 2	SWLSB Objective 4	To provide professional development of Social Emotional Learning (SEL) through a variety of modalities (example: external consultants, book clubs, webinars, guest speaker, etc.)	Participation in PD focusing on social emotional development a minimum of two times per year. After consultation with the school team, the Principal will determine the modality of PD to take place the following school year.	Participation in a minimum of two PD sessions on SEL per year.	A PD tracking form will be implemented to ensure the minimum PD yearly sessions take place. The Principal will monitor attendance of the PD through the tracking form.





<p>MEQ Orientation 1</p>	<p>SWLSB Orientation 1</p>	<p>To improve the overall school climate and students' sense of safety (sense of belonging, positive behavior, and anxiety).</p>	<p>The categories of the TTFM survey</p> <ul style="list-style-type: none"> • Sense of belonging • Positive behavior • Anxiety <p>Will be analyzed each year by the School Leadership Team</p> <p>Implementation of a school wide behavior matrix and use of OIM to track behaviors.</p>	<p>For the 3 TTFM indicators: sense of belonging, positive behavior and anxiety, we want to minimally meet, if not exceed the Canadian norms for each.</p> <p>See a reduction of 20% of negative behaviors in the OIM system.</p>	<p>The school Principal will ensure the Leadership Team analyzes and reports the results of the TTFM indicators.</p> <p>The School Leadership Team and the Principal will meet to review and analyze the OIM data</p>
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SCHOOL/ CENTRE ORIENTATION 2

Success for all learners in CORE subjects

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Orientation 1	SWLSB Orientation 1	To increase the overall success rate for students in ELA reading competency (C2) and in FSL competency (C2). In targeting language skills, an improvement in the results in Math situational problems (C1) is expected.	<p>For FSL we will use the SWLSB grade 4 and 6 formal assessments.</p> <p>For ELA we will use the grade 4 SWLSB mandated assessment and grade 6 MEQ exam.</p>	<p>To increase the success rate in grade 6 ELA reading competency from 85% (June 2023) to 90% (June 2028)</p> <p>To increase the success rate in grade 6 FSL from 82% (June 2023) to 85% (June 2028)</p>	School Leadership Team and the Principal will meet to review and analyze the dVision data.





GOVERNING BOARD ADOPTION

Resolution

G.B. RESOLUTION NUMBER: OLP23-24-57 Meguy Santos MOVED THAT the 2024-2027 Educational Project be adopted as presented on April 10, 2024 .
(date)

Seconded by Veronique Riverin.

Signatures

CHAIRPERSON: Danielle Hill

PRINCIPAL: Robertina Janzic

