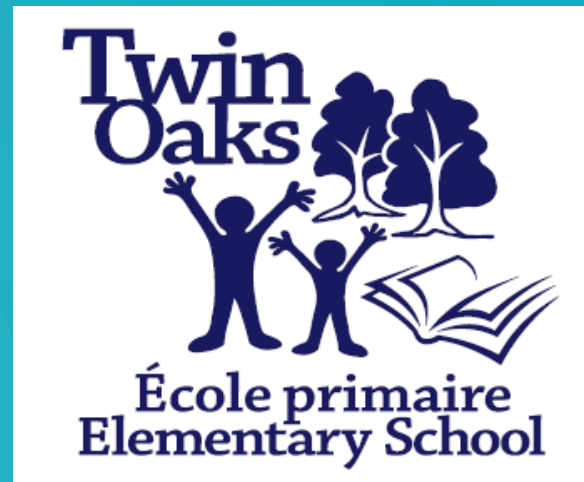


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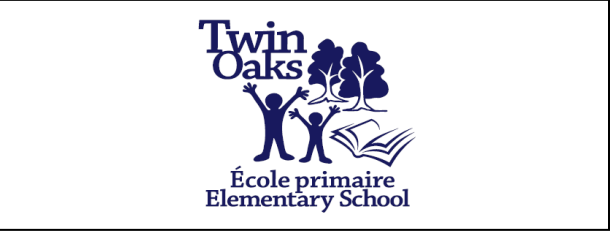


# Twin Oaks Elementary School

EDUCATIONAL PROJECT

2024-2027





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## PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Twin Oaks 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 Twin Oaks 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 center, the relevance of the training to regional or national labor 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
Daniel Tremblay	Interim Principal, Project Coordinator
Antoinetta Caprera	Vice Principal, School Climate
Alia Makail	Resource Teacher, Educational Goals
Michele Leuzzi	Cycle 1 Teacher, Educational Goals
Mia Palmieri	Cycle 2 Teacher, Educational Goals
Jenny Galvano	Special Education Technician, Behavioral Goals, School Climate

## CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	Jan. 18, Feb. 14, Mar. 9, June 14, Oct. 30	1:20-3:30 PM	Library & Online Survey	
Other Staff Members	March 28		Online Survey	
Students	February 16,	10:20 – 11:40 AM	Library	Focus Group Gr. 4,5,6/
Parents	March 29 – April 5		Online Survey (Google Forms)	
Governing Board	March 16, 2023	6:30 PM	Zoom	Over view of EP
Other Stakeholders				





## MISSION

We are a school community whose mission is to develop student knowledge and skills to promote life-long learning.

## VISION

[HG1]

Twin Oaks Elementary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being [HG2].

Choose an item.

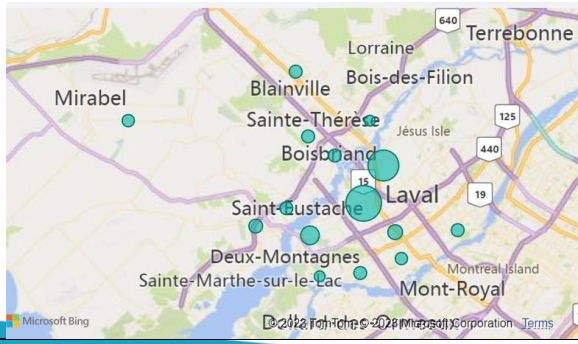
## SCHOOL/CENTRE PROFILE

### External Environment

#### *Address/Location*

Twin Oaks Elementary School (TOES), situated at 700 Lisane Street in Laval, Quebec, was inaugurated in 1962. TOES is located in a mixed residential/commercial neighborhood known locally as Fabreville. Like many English schools in Quebec, TOES serves an area larger than its immediate surroundings. Our school draws 53% of its students from Fabreville, 35% from the St-Rose district east of us and another 6% from further west (Laval West). Like the city of Laval which has grown 3.6% over the past five years (StatsCan, 2021), Twin Oaks has grown to a school of over 500 students.

**Map 1- Distribution of Student Population at Twin Oaks Elementary (2022-2023)**





### *Language*

Linguistically, 80% of our families speak English at home. Another 11% speak French while the remaining 9% speak one of nine other languages represented at Twin Oaks. Approximately, 66% of households in Laval, identified as English or bilingual (English/French) in 2021 (StatsCan). Our challenge is that the majority of Quebec's population; 87% as of 2021, speaks French as a first language. Consequently, we must help to prepare our students to take part fully in Quebec society through second language education.

### *Community Profile & Services*

Our socio-economic index is ranked at level 4. A large percentage of the parents in our school community are professionals, holding a post-secondary degree, many at the university level. This is consistent with the educational attainment profile of the Laval region in general in which 60% of the population has attained a post-secondary degree and another 35% have achieved a certificate or diploma in collegial or vocational studies.

Our parent community is regularly involved in school life through volunteer work, supporting long-term school-wide programs (literacy, expansion of our in-school and schoolyard movement stations, beautification of our school etc.). They are also concerned with their children's academic and social success.

The services presently offered to support education in our territory are the CSSSL – government health authority; our school nurse focuses on health (vaccinations, allergies and hygiene) and our social worker helps families requiring extra social services within our community. *The Regroupement Lavallois pour la Reussite Educative* provides support for school perseverance and the pursuit of school success through online support for in-class activities. The educational services surrounding our school, provided by the public sector, are La Commission Scolaire de Laval, Sir Wilfrid Laurier School Board and CEGEP Montmorency. There is a plethora of early childcare daycare services surrounding the area of our school. We are fortunate to be part of Greater Montreal which hosts three world-class children's hospitals who are able to evaluate and address a wide range of learning challenges. Further, the Sir Wilfrid Laurier School Board has inter-board agreements which allow us to access specialized services, programs and schools from the English Montreal and Lester B. Pearson School Boards.





Internal Environment

Enrollment and Student Profile

Twin Oaks Elementary School has a total student population of 512 students dividing into 29 classrooms for the 2023-24 school year. We are currently the largest English elementary school in Laval. Our enrollment includes 81 four and five year-old preschoolers, 137 students in cycle 1, 139 students in Cycle 2 and 155 students in Cycle 3. As illustrated in Table 1, our population is projected to remain stable for the next three years. Further, our student population is 54% male and 46% female based on registration data for 2023-24

Table 1 – Projected Enrollment 2024-25 to 2026-2027 (MEQ Statistics)

ÉCOLE PRIMAIRE TWIN OAKS TWIN OAKS ELEMENTARY SCHOOL		ORDRE D'ENSEIGNEMENT / LEVEL OF INSTRUCTION		
700, rue Lisane Laval (Québec) H7P 3T2		Maternelle 4 ans / Kindergarten for 4-Year-Olds		
Numéro de l'école / School Number: 885 174		Maternelle 5 ans / Kindergarten for 5-Year-Olds		
Numéro du bâtiment / Building Number: 885 004		Primaire – 1 <sup>er</sup> , 2 <sup>e</sup> et 3 <sup>e</sup> cycle / Elementary – Cycles 1, 2 and 3		
CAPACITÉ / CAPACITY				
		2024-2025	2025-2026	2026-2027
Capacité MEQ / MEQ Capacity		736	736	736
Effectif prévu / Projected Enrolment		524	522	529
UTILISATION DES LOCAUX / USE OF PREMISES				

Twin Oaks Elementary School Daycare operates for 180 school days and 11 pedagogical days. There are currently 235 students registered as regular attendees (1-5 days a week) and non-regular (attend daycare occasionally). There are six educationally levelled groups with a 20 student per educator maximum. Our Daycare Technician coordinates registrations, fee collections, scheduling, as well as lunch supervision services.

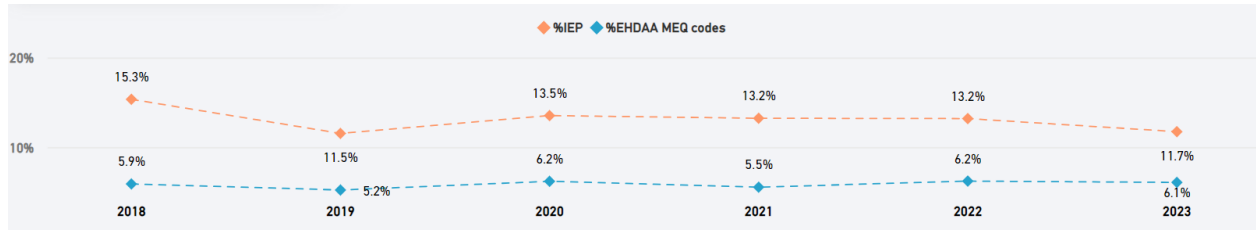
TOES provides educational services to students with a variety of needs within an inclusive classroom setting. Students with special needs are weighted based on the category/severity of their needs. Consequently, our inclusive enrollment is equivalent to 566 students. There are currently 30 students with MEQ special needs codes which represents 6% of our school's population. 60 TOES students have individual learning plans (IEP's) which include adaptive strategies to facilitate success. This represents 12% of our total student population. All students with special needs are integrated into regular classroom settings and receive adapted instruction and support from special needs attendants and our Special





Education Technician. Twin Oaks Elementary dedicates two full-time Remedial Recourse Teachers and 168 hours of academic and behavioral support per five-day cycle. The proportion of students with special needs has remained constant over the past five years (see Graph 1).

Graph 1. Number of Students with IEP and/or MEQ Code 2018-2023



### *Student Success/Learning Challenges*

Twin Oaks is a community of largely intact families. 97% of TOES families have both mother and father with parental responsibility. The close proximity of the community to our school means that student arrive home with sufficient time to complete homework and socialize. According to our parent survey completed in March, 2023, 81% of parent respondents indicated that they were satisfied with the amount of homework their children were expected to complete. In addition parents answered that they were happy with their child's instruction in English Language Arts (94%) and Mathematics (91%) but that French as a Second Language (FSL) instruction is a significant source of dissatisfaction with only 46% of parents agreeing that the curriculum for French satisfied their expectations. Finally, according to the TOES staff survey, 57% believe that FSL is a priority for our educational project.

The level of academic success at Twin Oaks Elementary is quite high for all of the core subjects and has been maintained over a number of years as per the information in Table 2. Core subject success has been consistent over a four year period according to both year-end examination and overall subject results. It must be noted that results in French as a Second Language follow a basic curriculum with emphasis on verbal communication. A closer examination of report card data in specific core subject competencies identifies some areas of challenge. The FSL writing competency on the end-of-cycle 3 examination has a high success rate (91%) but an overall average of 79% (Table 4). The results from all grades are more illustrative in terms of proficiency in French writing (Graph 2) and illustrates that 30-50% of students present as at risk or critical which translates into a competency achievement average of 73% or lower. Further, MEQ strategic goals also indicate that students should succeed with an average of 70% or higher. It is clear that Twin Oaks' students are capable of mastering basic French as a Second Language and the next challenge is to improve the quality of French instruction through the gradual introduction of FSL Immersion.







Graph 2 - FSL Produces Written & Oral Texts in French

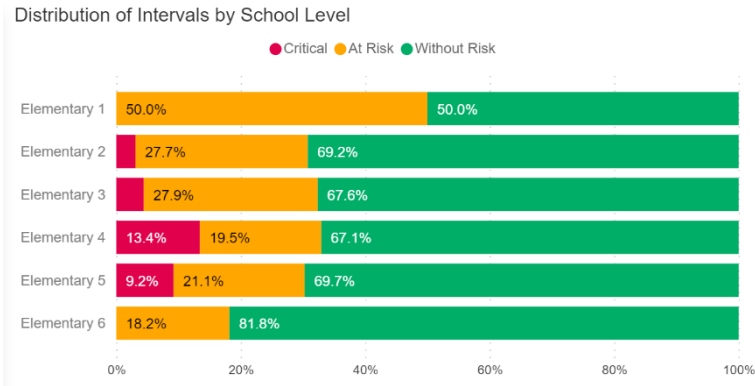


Table 2 – Success Rates for Examinations (Cycle 3, Year 2 Highlighted)

SCHOOL SUCCESS RATE SUMMARY: 174 - Twin Oaks Elementary School

COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

Column Labels								
Subject	2019	2020		2021		2022		
	Subject Success %	No. of Results	Subject Success %	No. of Results	Subject Success %	No. of Results	Subject Success %	No. of Results
English Language Arts								
ENG210	96.1%	76	94.4%	71	95.4%	65	95.3%	64
ENG410	100.0%	75	100.0%	64	97.2%	72	100.0%	82
ENG610	100.0%	100	98.7%	76	100.0%	71	100.0%	65
French as Second Language								
FRA210	94.7%	76	93.0%	71	95.4%	65	96.9%	65
FRA410	94.7%	75	95.3%	64	83.3%	72	86.6%	82
FRA610	94.0%	100	98.7%	76	95.8%	71	98.5%	65
FRI210								
FRI410								
FRI610							100.0%	1
Mathematics								
MAT210	98.7%	76	97.2%	71	93.8%	65	93.8%	64
MAT410	100.0%	75	100.0%	64	95.8%	72	95.1%	82
MAT610	95.0%	100	90.8%	76	97.2%	71	100.0%	65





Table 3 – Cycle 3, Year 2 MEQ Examination Results 2023 – ELA - Writing

LEGEND											
Mark	5+	5	5-	4+	4	4-	3+	3	3-	2+	2
%	100	95	90	85	80	75	70	65	60	55	50

# of Students	
reported	88
success	80
at risk (between 55% and 65%)	27
fail	8
not reported	42

OVERALL WRITING MARK													
Values	Result	5	5-	4+	4	4-	3+	3	3-	2+	2	1	Total
#		4	6	14	12	14	9	11	10	6	1	1	88
%		0%	5%	7%	16%	14%	10%	13%	11%	7%	1%	1%	100%

Student

Number of students Twin Oaks	88
Success rate Twin Oaks	91%
Average mark Twin Oaks	74%

Table 4 - Cycle 3, Year 2 MEQ Examination Results 2023 – FSL – Writing

LÉGENDE				
Mark	A	B	C	D
%	100-88	87-74	73-60	59-42

TOTAL PRODUIRE					
Values	Mark	A	B	C	D
#		17	32	10	6
%		26%	49%	15%	9%

Nombre d'étudiants pour Twin Oaks Elementary School	130
Taux de réussite pour Twin Oaks Elementary School	91%
Moyenne globale pour Twin Oaks Elementary School	79%





Table 5 - Cycle 3, Year 2 MEQ Examination Results 2023 – Mathematics (Situational Problem Solving)

Mark %	LEGEND				
	5	4	3	2	1
	100-85	84-70	69-60	59-45	44-0

Booklet Q1

Values	Results					
	5	4	3	2	1	Grand Total
#	40	10		10	4	64
%	63%	16%	0%	16%	6%	100%

Number of students Twin Oaks	64
Success rate Twin Oaks	78%
Average mark Twin Oaks	95%





### *Well-Being – Students, Staff & Parents*

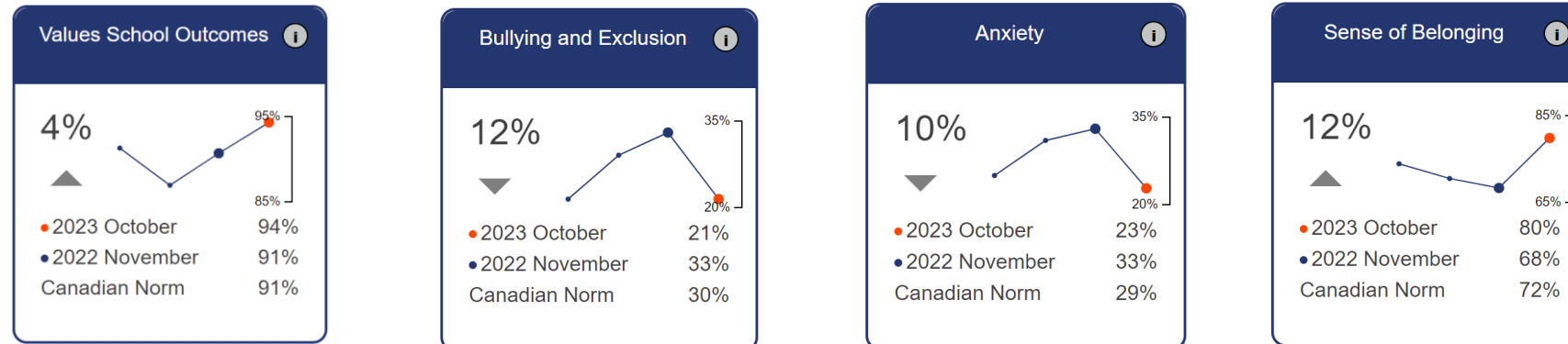
The 2020-2022 Pandemic created both academic and socialization challenges for many students at Twin Oaks Elementary. According to this year's Our School Survey (Graph 3), students are feeling more welcome and less anxious at school as compared to the previous school year. During the pandemic (2020-2022) absence reached approximately 10% of students on a daily basis. This average decreased in 2022-2023 to approximately 7% (Lumix –SWLSB Dashboard). In addition, 80% of students in grade 4, 5 and 6 felt a strong sense of belonging at school while at the same time only 23% of students felt anxious (Our School Survey, 2023). However, there were concerns expressed through the Our School Survey in which students indicated that 55% of aggression or bullying takes place in the school yard during recess (75% of students identified this time period). The "recess" period includes 20 minutes in the morning and afternoon as well as 30 minutes during lunch. There are a number of students at TOES who find unstructured time (non-class time, without a teacher) to be challenging in terms of self-regulation and social relationships. These students comprise 5-6% of our school population but require recreational settings that closely resemble a classroom or learning space. These students are distributed quite evenly over all cycles from preschool to cycle 3. TOES addresses student needs in this domain by providing student supervision and intervention through student supervisors, a full-time special education technician and a daycare technician.

Teachers also provide a variety of extra-curricular activities (ECA's) during lunch period as a voluntary but compensated part of their work schedules. These activities are available to all students and allow them to pursue their interests and talents while socializing with others. Approximately 75% of teachers are participating in ECA's during 2023-2024. This encompasses 14 activities including: volleyball, ice hockey, soccer, and basketball; in math and science; STEM, robotics, Mathercize and Earth Rangers which focuses on ecology and bee-keeping; technology: the paparazzi club focuses on multi-media, school life, Facebook and our school's website; and Arts: painting, yearbook, book club, drawing. In addition, TOES organizes external companies to provide after-school activities including a variety of sports/recreation and Mad Science. Approximately 300 students participate in ECA's or 75% of our population. There has not been a systematic study of student participation in ECA's or whether students who would benefit from structured ECA's actually participate. TOES will explore this as an avenue to improve overall student sense of belonging and address the needs of students with special needs.





Graph 3 – Our School Survey 2023 – Student perception of Bullying, Anxiety & Exclusion, Academic Success



## Staff & School Characteristics

Twin Oaks Elementary School was established in 1962 and remained a relatively small community school for the majority of its history. The school was renovated and expanded in 2015 to meet the needs of our rapidly expanding community. The result was the transformation of TOES into a large and diverse school both culturally, socially and academically. Each cycle now includes as many as four groups in each grade level with multiple teachers meeting educational and social needs in each classroom. There are currently 21 English Language Arts teachers, 10 French as a Second Language teachers, three Physical Education teachers and two Remedial Resource teachers. The teaching staff is largely bilingual. More than 80 percent of the teaching staff has 10 or more years of teaching experience. Our staff follows the MEQ approved curriculum which is both subject and competency based. Teachers follow the Ministry of Education (MEQ) progressions of learning. Subject instructional minutes are governed by the Basic School Regulations and MEQ Annual Directives with local input through our locally determined Subject Time Allocation document. Students are evaluated following the TOES Evaluation Standards & Procedures document which is aligned with both the Sir Wilfrid Laurier School Board and the MEQ.



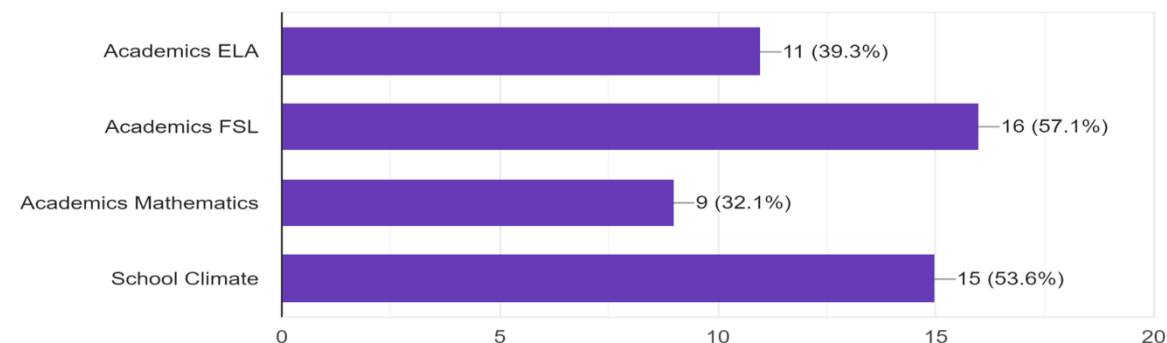


Subjects are taught in French and English, the subject time allocation being approximately 60% English and 40% French. In Kindergarten K4, instruction is 50% English and 50% French. In Kindergarten K5 , 2 hours of weekly instruction is taught in French (11%). Educational professionals include 1 psychologist, 1 speech and language therapist, 1 occupational therapist, 1 spiritual animator who are assigned through our school board's pedagogical services department and are shared personnel with other schools from SWLSB. The non-teaching professionals supporting our students include 1 full time special education technician, 10 full and part-time attendants. Our daycare employs 7 educators and one technician. We have 2 full-time and 1 part-time maintenance workers who keep the school clean and organized.

The greatest challenge for Twin Oaks Elementary, as indicted in our staff survey (Graph 4), is maintaining communication and a spirit of collaboration between teachers within and across cycles. Building consensus between teachers, in order to fulfill our school's mission and vision, requires that teachers and other staff members meld personal teaching styles/philosophy, interests and planning to foster student progress. It also involves successful strategies to address the needs of struggling students and articulated information effectively from one grade to another. Finally, it requires an interpersonal climate in which all staff members approach each other with an open and cooperative frame of mind.

*Graph 4 – Staff Survey Data - 2023*

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





### *Physical Environment*

Twin Oaks Elementary School is a combination of both traditional and modern architecture. There are 29 regular classrooms and two FSL rooms along with a remedial resource room, a music room, a science/robotics room, and a sensory room. We have two gymnasiums. The building is divided into two, two-story wings with preschool (first floor) and grades 5 & 6 (second floor) in one and grade 1 (first floor) and grades 2, 3, 4 (second floor) in the other. Our school is quite spacious as is our yard with both grass and asphalt play areas, play structures and containers to store recreational equipment. The overall capacity of our school is 736 student. Consequently, there is room for growth and space to use rooms for special purposes.

### *Technology*

Every classroom is equipped with a smartboard/TV. Teachers have all received training in the area of integrated technology. Laptops and iPads are accessible for all students within the classroom through sets of PC Laptops and Chromebook computers. iPad are available for the younger grades. The ratio of device to students is less than 2/1. Furthermore, there is an ongoing commitment from TOES Parent Participation Organization to raise funds to provide a full laptop/Chromebook cart for all cycle 2 & 3 classrooms. We also have students who have received devices through school board administrated MEQ measure which they can use exclusively for their entire public school attendance. We also reserve 15 laptops loaded with assistive technology which we loan to students on a yearly basis. We also have a fully stocked robotics lab.

### *Policies & Communication*

Twin Oaks Elementary actively works towards providing a safe environment. We promote respectful interactions among our students on a regular basis. Our Anti-bullying and Anti-violence (ABAV) plan is reviewed and implemented each year. A discipline policy (Code of Conduct) is approved each year by staff and Governing Board; this document is available to all parents on our website and within the student agenda. A program for rewarding positive behaviors through themed monthly assemblies that recognize selected students in each class.

Effective communication with our community is accomplished through the Mozaik Portal, email, SMS, our website and Facebook. Parents are provided with a monthly newsletter/calendar. Teacher use a variety of platforms for direct communication with parents including Class Dojo and Google Classroom.







**Local Programs / Specialized Settings / School Orientations:**

Subject areas are taught in French and English, our subject time allocation being 70% English/30% French.  
Several of the programs that we offer at TOES, for example:

**Programs:**

- Co-operation and Play
- Mindfulness
- Restorative Practices

oopj

## CHALLENGES

1. Student's capacity to communicate in both English & French
2. Student and Staff sense of belonging at school.





## POLICY ORIENTATIONS

### Promoting Communication for All

## OBJECTIVES

*An objective is your school/center's commitment to a priority for the period covered by the educational project. It sets out the precise and measurable changes that the activity of the school/center's should produce. It should contain perceptible and meaningful outcomes for students, youth and adults, and is the basis for accountability.*

Objectives	Description
Objective 1	To implement French as a second language (Immersion program) across all cycles.
Objective 2	To improve students' sense of belonging by having every student participate in at least one extracurricular activity per year
Objective 3	To provide professional learning centered on social-emotional wellness and communication.

## SCHOOL/ CENTRE ORIENTATION 1

### Promotion of Bilingual Education

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
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MEQ Orientation 1	8.1 At the elementary level: offer French as a Second Language(FSL) immersion in all classes.	To implement French as a second language (Immersion program) across all cycles.	Modification of Subject-Time Allocation Success Rate of the end of cycle 3 immersion examination in 2027  Success rate on grade 4 &6 mandated end of cycle exam.	By 2024-2025 implement FSL Immersion in Cycle 1 and have 50% of instruction in French in K4 & K5 By 2025-2026 implement FSL Immersion in Cycle 2 By 2026-2027 implement FSL Immersion in Cycle 3	Principal will ensure the modification of the TOES Subject Time Allocation and ensure its consultation and approve through Teacher Council and TOES Governing Board.
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## SCHOOL/ CENTRE ORIENTATION 2

### Promoting Student Sense of Belonging

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
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MEQ Objective 1	SWLSB Orientation 1  Support and increase the success of diverse learners and at-risk students academically, socially and emotionally.	To improve students' sense of belonging by having every student participate in at least one extracurricular activity per year	Student attendance in ECA  Our School Survey Data on Belonging and open-ended ECA question data	100% of students by 2027 – every student will participate in one at least ECA	Teachers – structure and monitor attendance Administration will produce tracking sheet and compile statistics
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### SCHOOL/ CENTRE ORIENTATION 3

#### Promoting Staff Sense of Belonging





MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Orientation 2	SWLSB Objective 5  Ensure that collaborative teams, like Professional Learning Communities (PLCs), are in place in all schools and centers to allow the sharing of best practices.	To provide professional learning centered on social-emotional wellness and communication.	Participation in Professional development as reported through PD Tracking Form.	Participation in PD at least two times per year for a total of six participation per employee by 2027.	Principal ensures professional development activities pertaining to well-being and communication, are provided each year.  Administrative Team will oversee the PD Tracking Form

## GOVERNING BOARD ADOPTION





Resolution	<p>G.B. RESOLUTION NUMBER _____ MOVED THAT the 2024-2028 Educational Project be adopted as presented on _____ (date).</p> <p>Seconded by _____.</p>
Signatures	<div><div>CHAIRPERSON</div><div>PRINCIPAL</div></div>

