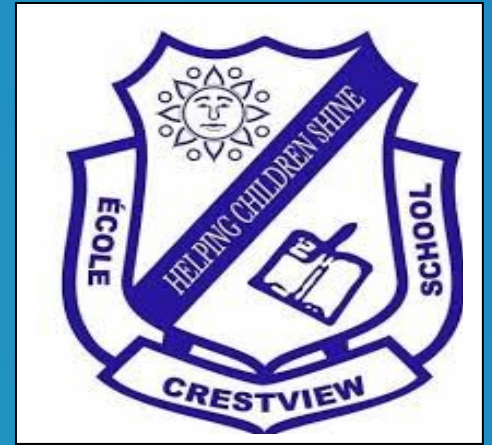


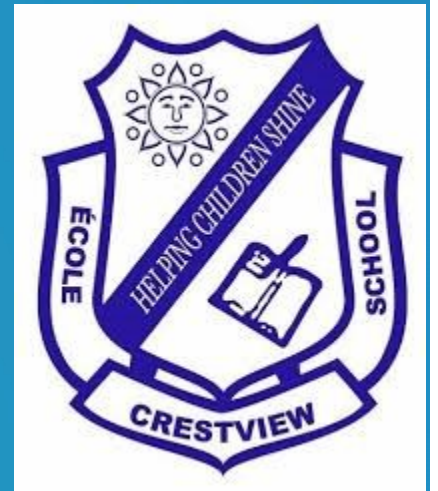
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# Crestview Elementary

EDUCATIONAL PROJECT

2024-2028





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## PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Crestview 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 Crestview Elementary as well as the community's expectations regarding 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                     |
|-------------------|---------------------------|
| Cathy Stilianesi  | Cycle 2 Teacher           |
| Connie Dorfman    | Cycle 2 Teacher           |
| Jennifer Amaral   | Cycle 3 Teacher           |
| Kelly Sauve       | Special Education Teacher |
| Irene Tsimiklis   | Principal                 |
| Sarah Gauthier    | Vice-Principal            |

## CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

| Consultations       | Date                                 | Time           | Location  | Details (optional)                                   |
|---------------------|--------------------------------------|----------------|---|--|
| Teachers            | October 5, 2023<br>November 1, 2023  | 12 and 4-5pm   | Rosemere (Head Office)<br>Crestview                 | Discussed at staff meeting                           |
| Other Staff Members | October 5, 2022,<br>November 1, 2023 | 9:00pm-12:00pm | Rosemere Head Office<br>Crestview Elementary School | Discussed at staff meeting                           |
| Students            |                                      |                |   |  |
| Parents             | September 13, 2023                   | 6:00PM         |   | General Assembly                                     |
| Governing Board     | Feb. 15, 2023<br>November 20         | 7:00-9:00pm    | Crestview Elementary School<br>Laval                | GB Meeting   |
| Other Stakeholders  | November 20, 2023                    | 7:00-9:00pm    | Crestview Elementary School<br>Laval                | Community Reps<br>Spyridonas Pettas<br>Kosta Merakos |





## MISSION

Helping Every Child Shine: Our focus is to prepare them to successfully meet the challenges in our diverse society.

## VISION

Promote Lifelong Learning: To place the child at the center of his/her learning and to nourish his/her growth and potential.





## SCHOOL PROFILE

### External Environment

Crestview elementary school is an English elementary school in the Sir Wilfrid School Board. Crestview Elementary school is located in Chomedey, Laval in a suburban community, thirty kilometers north of downtown Montreal. The most recent census results (2016) indicate a population of 110, 408 with 52% of the population having completed a post-secondary education. The average household income is 71,749.

Crestview was built in 1962; the building is situated on a 200,000 square foot lot fronted by mature maple trees. Our schoolyard features a soccer field, basketball courts as well as playground equipment. Crestview services the entire Laval region along and some students from the Lanaudiere and Laurentides areas. Twenty-two vans transport students with special needs from various regions with one school bus that transports the students from the Chomedey area.

Crestview collaborates with the following social services:

- Social workers from Centre de Sante de Services Sociaux de Laval
- The PIILE: program: Programme d'interventions Intégrées Lavallois Pour Les Enfants, is offered by for families that require additional social services.
- The Centre de Réadaptation en Déficience Intellectuelle et Trouble Envahissant du Développement de Laval
- CRDI/ Educators workers work in collaboration with the school team to help our special need students with integration into the school environment.
- Centre du Sablon community benefitting from activities and programs offered at the local community center.

According to the community survey, conducted in 2023, our school community is satisfied with the services being provided to their children. Parents indicated an interest in providing after school activities and exposing children to additional field trips. Furthermore, due to the large number of special needs students, parents are requesting for additional services and ***a new school to service the needs of the diverse learners.***





### Internal Environment

Crestview Elementary School has a student body of approximately 190 students from pre- kindergarten to Grade 6. Crestview Elementary school is a dual track school housing both special education classes and mainstream classes. Sixty percent of our students have a difficulty code resulting in a weighted population of approximately 400 students. Crestview's student population and diverse needs make it a unique school in the Sir Wilfrid Laurier School Board. Crestview caters to students with various exceptionalities such as autism spectrum disorders, as well as several low ratio Special Education Classes catering to range of exceptionalities from ASD, learning disorders, emotional and behavioral disorders and ADHD. In recent years, the needs of students have shifted and includes students with a range of mental health issues who are waiting to be serviced by the public health system or who do not have adequate support or resources at home to cope with the issues.

The school is made up of approximately 80 staff members. The school houses 12 specialized classes created by the school board’s Pedagogical Department. These regional classes take in youngsters from various areas on our Board. The specialized classes are for students who have moderate intellectual impairments, autism/pervasive developmental disorders, motor delays, neurophysiologic disorders or syndromes. Some are nonverbal, not toileted, and some have eating/ feeding difficulties. Some early cycle classes may include a student ration of 2 to 1.

Crestview embraces a balanced literacy approach in English to help students develop their reading, writing, speaking and listening skills. Crestview’s programs of study offer an English and French program:

|                                   |                                     |
|-----------------------------------|-------------------------------------|
| Prekindergarten and kinderagarten | 50% English and 50% French program  |
| Cycle one                         | 64% English and 36 % French program |
| Cycles two and three              | 60% English and 40% French Program  |

*Social Emotional Learning is a priority at Crestview and Zones of Regulation program is used many self-regulation programs used to teach social emotional competencies. In addition, movement break stations are set up around the school to offer students the opportunities to self-regulate. Furthermore, “brain breaks” (classroom based physical activity programs) are encouraged to allow students the opportunity to move and increase their ability to focus throughout the day.*

The school is equipped with a **Rainbow Center** which includes a **Sensory Room**, an **Emotions Room** and a **Conflict Resolution Room** and a quiet area to complete assignments. Flexible seating is offered in that area with couches, exercise balls and sensory equipment. The room is viewed as a therapeutic space that contains sensory equipment and is run by two full time special education technicians. The Rainbow Center is embraced school wide; it is the foundation for our positive behavior intervention plan. In addition, we have an Occupational Therapy Room that is used by our special education classes on a daily basis. Teachers create and follow a daily schedule to accommodate the various sensory diets the students might have.





To address the needs of our students, Crestview Elementary has sought out the support of the Asista Foundation; a foundation that provides service dogs for individuals and communities that have mental health or related needs. Research supports that when people are in the presence of a trained service dog, it can reduce anxiety and lower blood pressure. Specifically, studies support that among students having anxiety, ADHD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder), and behavioral difficulties that their level of anxiety is lowered when in the presence of a service dog (Beetz, Uvnäs-Moberg, Julius & Kotrschal, 2012).

Hope and Bella are Crestview’s facility dogs, trained in obedience and specialty cues, and is used in the school to serve as a tool, a motivator and is trained to respond to a crisis. Hope and Bella both follow a schedule and visit different classes through the week. The role of the facility service dogs in our school is to help reduce bullying, help students in difficult situations, prevent the escalation of a given situation etc...

Crestview School offers Ministry of Education sponsored daycare from 6:45 am to 6:00 pm on school days, as well as on pedagogical days. In addition, it offers after school programs such as Tennis, Karate, Kay Tag, Basketball, Mad Science etc... The school offers a daily hot lunch program. Some of its facilities include a newly renovated school library and a large gymnasium with a stage that can be divided into two sections.

Since 2023-2024, the schools opening hours on Wednesdays have been delayed by 30 minutes to allow for the implementation of professional learning communities across different categories of teachers and professionals. This dedicated PLC time allows for groups of teachers to meet along with professionals and administrators.

In addition, our school has implemented mandatory daily meetings of 10 minutes between support staff and teachers to organize and facilitate the structure of daily lessons/activities.

**Enrollment statistics**

Enrolment is currently a hundred and ninety students of multiple ethnic origins. English is identified as the primary language spoken at home and at school.

Based upon an extrapolation of pre-existing enrolment trends, the estimated size of the student body for the next three years is projected as follows:

| 2024-2025 | 2025-2026 | 2026-2027 |
|-----------|-----------|-----------|
| 177       | 175       | 169       |







## **Characteristics related to student success**

Our dedicated school staff, our Governing Board members, Home and School members (CHASA) and parent volunteers all work together to support and ensure that each student achieves a measure of success in his/her academic growth and personal development. Students benefit from this collaborative environment.

Crestview prides itself on its ability to integrate students into a less restrictive environment. Team members' work together to provide a rich learning environment for every child. Professional development is offered to the entire staff during pedagogical days and at staff meetings. Furthermore, teachers, attendants and special education technicians are encouraged to attend conferences and workshops to support professional growth.

SWLSB consultants are often in the school to support students and teachers. Crestview has established professional learning communities where teachers meet with their team of support staff on a daily basis to discuss any challenges and educational objectives. In addition, on Wednesdays the students have a late arrival, this allows teachers and staff to meet for a 30-minute block to discuss support plans to better service the students. The SWLSB consultants are often part of these meetings and partake in some workshops with the teachers.

Lessons are planned according to the QEP and the Progression of Learning. Students in the specialized classes follow a modified QEP program or the CASP (A Competency-Based Approach to Social Participation) program.



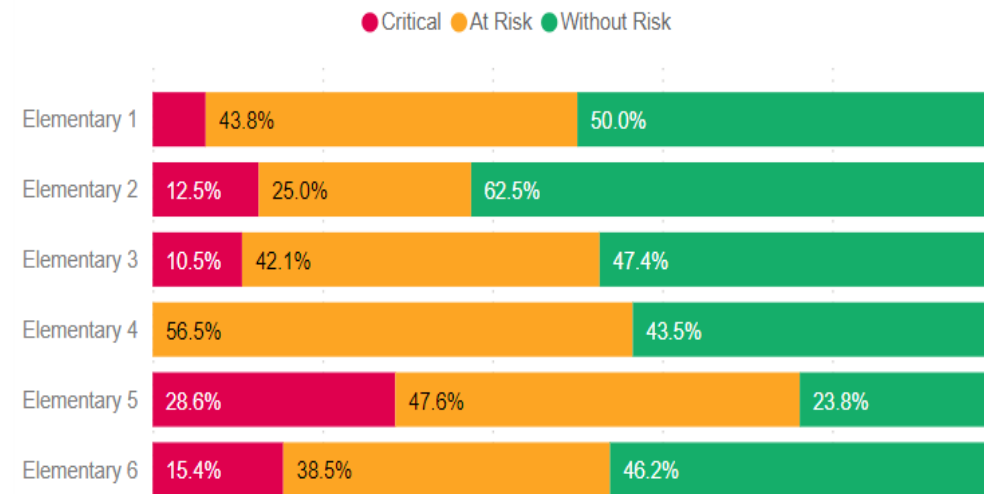
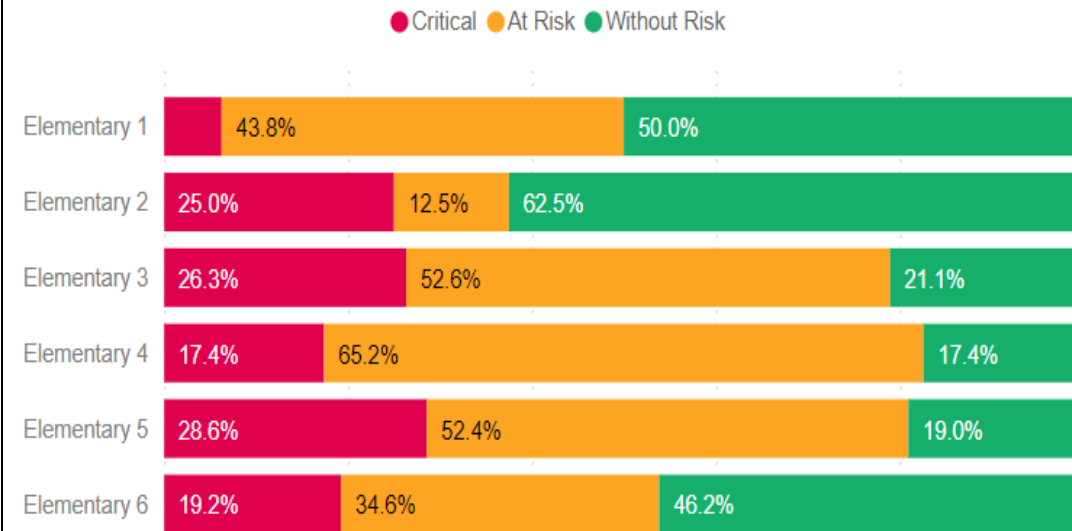


## Literacy levels at Crestview

The reading and writing results of students at all levels has been a challenge for Crestview. In order to illustrate the data, we have extracted the 2022-2023 summary results for students in ELA and FSL reading and writing from the dVision dashboard in Mozaic. It is important to note that the critical level refers to students who obtained a result between 0 and 59%, at risk refers to students with a result between 60% and 73% and without risk, a result of 74% to 100%.

### 2022-23 English Language Arts – Reading (C2)

### 2022-23 English Language Arts – Writing (C3)



### 2022-23 French Second Language – Reading (C2)

### 2022-23 French Second Language – Writing (C3)







## CHALLENGES

- Reading and writing skills in students
- Support and access to tools for all teachers
- Psychological well-being of students

## POLICY ORIENTATIONS

*High expectations for all students.*

## OBJECTIVES

| Objectives  | Description   |
|-------------|---|
| Objective 1 | To promote and use research-based practices and targeted interventions to improve student's reading and writing skills In English Language Arts and French. |
| Objective 2 | To develop social communication skills by working on multiple functions of communication.   |
| Objective 3 | To improve Social Emotional Learning by explicitly teaching self-awareness.   |





## SCHOOL/ CENTRE ORIENTATION 1

*Improve Literacy skills for all students in French and English*

| MEQ OBJECTIVE / ORIENTATON | SWLSB OBJECTIVE / ORIENTATION | SCHOOL/CENTRE OBJECTIVE  | INDICATOR(S)   | TARGET(S)   | MONITORING  |
|----------------------------|-------------------------------|--|--|---|---|
| MEQ Objective 1            | SWLSB Orientation 1           | To promote and use research-based practices and targeted interventions to improve student's reading and writing skills in: |  |   |   |
| MEQ Objective 1            | SWLSB Orientation 1           | <ul style="list-style-type: none"> <li>English Language Arts</li> </ul>  | <ul style="list-style-type: none"> <li><b>DIBELS</b> (reading benchmark program)</li> <li><b>UFLI</b> (reaserch based phonic program)</li> <li>Reading Benchmarks</li> <li>Anchor Samples</li> </ul> | To improve reading test results in <b>DIBELS</b> by 6-10 months per student | <b>Lumix dashboard</b> – tracking system at SB level<br>Report titled "NLI-IRL-MDT Crestview "will be used to monitor the data inputted in <b>Mozaik</b> by the teachers. |
| MEQ Objective 1            | SWLSB Orientation 1           | <ul style="list-style-type: none"> <li>French Second Language</li> </ul>   | <ul style="list-style-type: none"> <li>GB+</li> <li>Anchor samples</li> <li>Syllables (les sons)</li> </ul>  | To improve reading test results in GB+ by 6-10 months per student           | Monthly Professional Learning Communities (PLC) cycle meetings which include teachers and administrators  |



## SCHOOL/ CENTRE ORIENTATION 2

Increase communication skills for all students

| MEQ OBJECTIVE / ORIENTATON | SWLSB OBJECTIVE / ORIENTATION | SCHOOL/CENTRE OBJECTIVE  | INDICATOR(S)                        | TARGET(S)   | MONITORING  |
|----------------------------|-------------------------------|--|-------------------------------------|---|---|
| MEQ Objective 1            | SWLSB Orientation 1           | To develop social communication skills by working on multiple functions of communication | Core board benchmarks<br>Proloquo 2 | To increase by 10 words in core board benchmarks or Proloquo 2 by each year.<br><br>SCERTS Evaluation | PLC meetings between special education teachers, special needs consultant and Speech and Language Pathologist |

## SCHOOL/ CENTRE ORIENTATION 3

Improve self-awareness for all students

| MEQ OBJECTIVE / ORIENTATON | SWLSB OBJECTIVE / ORIENTATION | SCHOOL/CENTRE OBJECTIVE  | INDICATOR(S)                                     | TARGET(S)   | MONITORING  |
|----------------------------|-------------------------------|--|--|---|---|
| MEQ Objective 1            | SWLSB Orientation 1           | To improve Social Emotional Learning by explicitly teaching self-awareness by using programs such as Zones of Regulation and The Interoception Curriculum ( for the high needs students) | <b>OIM (Mozaik)<br/>Incident Tracking Device</b> | To reduce the numbers incidents appearing in OIM by 10% by 2028 | PLCS meetings between teachers, special education technicians and administrators. |





## GOVERNING BOARD ADOPTION

### Resolution

G.B. RESOLUTION NUMBER CES-GB2001123-07

Marta Neves MOVED THAT the 2024-2027 Educational Project be adopted as presented on November 17, 2023.

Seconded by Kathryn Kartsaros.

### Signatures

Nathalie Seukpanya

CHAIRPERSON

Irene Tsimiklis

PRINCIPAL

