

Chelsea Elementary School Educational Project 2015-2018

Principal: Marie-Eve Groulx

Governing Board Chair: Faith Mansfield

Updated: June 5, 2017

1. **Quebec Education Act Section 36:** “A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 [residents of Québec of school age] the educational services provided for by this Act and prescribed by the basic school regulation established by the Government (...) and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfilment. In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study. A school shall pursue its mission within the framework of an educational project implemented by means of a success plan.” The section that follows shows that the Educational Project is a collective process that cannot be prepared by one person or one small group or by an external resource:

Quebec Education Act Section 36.1: “The educational project shall be defined, implemented and periodically evaluated with the participation of the students, the parents, the principal, the teachers and other school staff members, representatives of the community and the school board.”

Quebec Education Act Section 37: “A school’s educational project shall set out the specific aims and objectives of the school, and objectives for improving student success. It may include actions to promote those aims and objectives and integrate them into the life of the school. The aims and objectives shall be designed to ensure that the provincial educational policy defined by law, the basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. The educational project of the school must respect the freedom of conscience and of religion of the students, the parents and the school staff.”

2. **Details:**

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3. **Motto:** Respect for all, by all.
4. **School Colours:** Sky blue
5. **School Mascot:** the Dove
6. **School Profile: 2017-2018 (as of June 5, 2017)**

Profile	Students	Percentage
Total Students	279	100.0
Female Students	136	48.7
Male Students	142	50.9
Enriched French Students	0	0.0
General English Students	279	100.0
Centre of Excellence	7	2.5
KINDERGARTEN	35	12.5
At Risk	25	8.9
Handicapé	21	7.5
Socio-Economic Index	2/10	n/a
First Nation Students	Not available	
Number of Students with an IEP	60	21.5%

7. **Mission:** Chelsea Elementary School is committed first and foremost to the students. We strive to develop each child as a well-rounded person. We aim to:
 - a. Provide an atmosphere of acceptance and high expectation.
 - b. Maximize every student's academic achievement.
 - c. Foster each child's physical, emotional and spiritual well-being.
 - d. Encourage collaboration between home, school and community.
 - e. Develop a safe, positive, prosperous, and engaging learning environment.
8. **Vision:** Chelsea Elementary School is committed to a balanced literacy approach across the curriculum. Our vision is to develop a strong sense of student participation and appreciation for healthy lifestyles.
9. **Values:** Our community and staff value social and global awareness, critical thinking, mutual respect, and creativity. The key feature of our shared values is the strength of parent support of CES, our students and our teaching team. Our key values are:
 - a. Respect for all, by all.
 - b. Appreciate and use French as a second language.
 - c. Practice critical awareness of the media.
 - d. Know and understand information and communication technologies.
 - e. Protect and appreciate our natural world.
 - f. Adopt a healthy lifestyle.
 - g. Demonstrate leadership.
 - h. Participate in community life.
10. **Demographic Analysis:**
 - a. Chelsea Elementary School (hereafter CES) has a MEESR socio-economic index of 2. This means that the majority of families have a mother with a high-school education (at minimum) and that the majority of parents are employed.
 - b. There are 279 students enrolled at CES for the academic year of 2017/2018.
 - c. There were 291 students enrolled at CES for the academic year of 2016/2017.
 - d. There were 294 students enrolled at CES for the academic year of 2015/2016.
 - e. There were 277 students enrolled at CES for the academic year of 2012/2013.
 - f. With fluctuating enrolment, and the fact that many Anglophone parents choose to educate their children in a French school, there is always the possibility of an impact on staffing and the services we offer.
 - g. In 2017/2018, of the 279 students approximately 8.9 % were identified as "at-risk". This means that they were "at risk" of failing two or all three of the core subjects: ELA, FSL, and Math.
 - h. In 2016/2017 of the 291 students approximately 12.5 % were identified as "at-risk".
 - i. In 2015/2016 of the 277 students approximately 17.8 % were identified as "at-risk".
 - j. In 2017/2018, 7.5% are identified as handicapés.
 - k. In 2016/2017, 7.3% were identified as handicapés.
 - l. In 2015/2016, 6.5% were identified as handicapés.
11. **Community:** Chelsea Elementary School shares land area with the City of Chelsea town hall and municipal library. There is a high degree of interest in outdoor winter and summer sport. Equally, there is a high degree of environmental awareness and social/political involvement. Parent interest in the overall function of the school is quite high though unmeasured: interest is manifested in parent involvement in the school's Governing Board, Home and School Association, and volunteerism in the school. Parents of CES often speak of having a sense of ownership with deep interest in seeing their values reflected in the school's programming.
12. **School History:** Originally built in 1953, CES consisted of 14 classrooms, a multi-purpose room (stage, gym, cafeteria), and a single room for office space. Additions were completed in 1980 consisting of a much larger gym, 2 Kindergarten classrooms, a library, and an administrative section consisting of three separate office spaces. Portables were added in 1986 to handle a population that grew to 450 students; however, the population declined from 450 to 260 between 1990 and 2007. The portables became a day care site but were closed to regular activity in 2008 by CES's Governing Board. They are now used for WQSB storage and may be demolished the summer of 2016.

13. **Parent Participation:** The parents of CES students are an asset. They value quality education and are active learners themselves: contributing to school life, and giving generously of their time and expertise. They volunteer to support literacy and school projects on an ongoing basis throughout the year. They work on school committees such as Governing Board, the Home and School Association. Parents are invited as guest speakers and resource people to share their expertise with students.

14. **Academics:**

- a. Our English Language Arts program uses the Benchmarks Assessment System (BAS) results to guide instruction and to identify learners who require resource support and to plan our “Reading With a Buddy” program. Integrating the Daily 5 routine (helping students to be independent learners) supports differentiation coupled with the Six Traits of Writing program, we are achieving a balanced literacy approach.
- b. Our resource room continues to provide a central point for educators to share resources and support materials.
- c. Since 2012/13, our FSL team has focussed on improving reading. Our FSL specialists work with a literacy-based approach to help diversify strategies to support FSL learners with particular needs. Additionally, we are emphasizing the growth of FSL classroom libraries and literacy resources.
- d. We are supporting numeracy and math via our collaboration with the WQSB’s Math/Science network and the sharing of best practices.
- e. A focus on success on Board common assessments of student performance will provide a foundation for setting school success targets.

15. **Subject Time Allocation for 2017-2018**

Kindergarten

50 /50 split – French and English

For the 2017-2018 school year, half days will be offered in each language alternating every day but keeping the homeroom block always with the same teacher to ensure smooth entry routines.

Cycle 1 (Grades 1, 2)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2017-2018	Language of instruction
MATH	7hrs	7hrs	English
ENGLISH	9hrs	9hrs	English
PHYSICAL EDUCATION	2hrs	2hrs	French
ETHICS	No specific time allocated	1hr	English
FRENCH	No specific time allocated	4hrs	French
DRAMA	No specific time allocated	1hr	French
VISUAL ARTS	No specific time allocated	1hr	English
		Total: 25 hours	English: 18 hours (72%) French: 7 hours (28%)

Cycle 2 (Grades 3, 4)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2017-2018	Language of instruction
MATH	5hrs	6hrs	English
ENGLISH	7hrs	7hrs	English
PHYSICAL EDUCATION	2hrs	2hrs	English
SOCIAL STUDIES	No specific time allocated	1,5hr	English
FRENCH	No specific time allocated	5hrs	French
ETHICS	No specific time allocated	Integrated in ELA	English
SCIENCE	No specific time allocated	1,5hr	French
DRAMA	No specific time allocated	1hr	French
VISUAL ART	No specific time allocated	1hr	English
25 hrs total			English: 17,5 hrs (70%) French: 7,5 hrs (30%)

Cycle 3 (Grades 5, 6)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2017-2018	Language of instruction
MATH	5hrs	6hrs	English
ENGLISH	7hrs	7hrs	English
PHYSICAL EDUCATION	2hrs	2hrs	English
SOCIAL STUDIES	No specific time allocated	1,5hr	English
FRENCH	No specific time allocated	5hrs	French
ETHICS	No specific time allocated	Integrated in ELA	English
SCIENCE	No specific time allocated	1,5hr	French
DRAMA	No specific time allocated	1hr	French
VISUAL ART	No specific time allocated	1hr	English
25 hrs total			English: 18,5 hours (70%) French: 7,5 hours (30%)

16. Academic Analysis:

Year	Course	Overall Success Rate	Epreuve Success Rate (20% of Final Overall Mark)	Targets 2015-2016 Overall Success Rates
2015-2016	MATH610	83.3%	63%	65%
2015-2016	FRB610	88.1%	84%	C1 95% C2 79% C3 93%
2015-2016	ELA610	100%	95%	89% males 100% females 76% BAS at or above level
2014-2015	MATH610	91.43%	80%	65%
2014-2015	FRB610	97.14	83.9%	C1 85% C2 85% C3 88%
2014-2015	ELA610	97.14	85.71%	80% males 85% females 80% BAS at or above level

17. Students with IEPs:

- a. There is a broad range of learning needs that require resource support and individualized education plans. In 2017-2018, approximately 21.5% of our students will require significant adaptations to the curriculum to allow them to progress at a similar rate (academically, physically, socially) as their peers. All of our students are given opportunities to develop their leadership potential which we feel is a necessary aspect in their school life overall.

IEP Goals/Results		Handicappé IEP Goals/Results
2012/13	77.27%	91.10%
2013/14	85.86%	87%
2014/15	80% (target)	88% (target)
2015/16	57.01%	94.15%
2016/17	Results to come	Results to come

18. **The Center:** Chelsea Elementary School provides Life Skills services for fourteen students from the Gatineau region of the WQSB.. These students come with a variety of learning challenges and physical needs which require the support of attendants to the handicapped. Their profiles include a range of developmental and learning difficulties. Their individualized programs are constructed by a team of teachers, their parents, the principal, members of WQSB Complementary Services, and external services personnel. Our challenge is making school a safe and stimulating learning environment that ensures students with special needs experience the maximum amount of integration opportunities. Seven of those students are coming from the WQSB Gatineau area and are supported in an enclosed Centre with sustained support and a high student/adult ratio. The remaining seven students are fully integrated in regular classrooms with support.

19. Pedagogical Space:

- a. There are 17 teaching sites in the school not including the Gym, the MPR and the Library.
- b. The average classroom at CES is populated with visual reinforcements of the TRIBES agreements, word walls, math posters, FSL posters (FSL dedicated rooms in particular) and smart boards.
- c. The Kindergarten rooms have their own bathrooms and all classes have a sink, counters and shelving to support visual arts and construction projects.
- d. All the classrooms benefit from an abundance of natural light and the school is wi-fi capable.

20. **Technology Update:**

Technology	Quantity 2015-2016	Quantity 2016-2017
Classroom Desktops-working	14	16
Classroom Desktops- not working	2	
SMART boards- working	8	15
SMART boards- not working	7	1
Resource Laptops- working	11	18
Resource Laptops- not working		Some require updates
A4 Robotics computers	5	5
Teacher Laptops- working	15	21
Teacher Laptops-not working (printing)	2	
Laptop Mini	12	N/A
Document cameras	6	14
Smart Board Quality speakers	6	14
Resource iPads		4
	Feb 10 2016	June 6, 2017

21. **Technology Plan:**

- a. Ensure all Special Exam conditions and Resource tech needs are met.
- b. Add classroom computers for teachers who need them.
- c. Ensure Smartboards are kept up-to date and properly functioning.
- d. Maximize tech inventory for French and Math remediation.

22. **School Climate Analysis:** The recommendations are limited to observations drawn from the data provided in the TTFM Bullying and Safety Reports for the 3year period 2013-15 for Chelsea Elementary School and have been compiled by an independent source commissioned to analyze TTFM data from Chelsea Elementary hired in January 2016. This Report identifies actions that might be put into place to make this school and others, safe and engaging environments for students.

- It is clear from this data that protocols developed under the WQSB's implementation of Law 19 (Bill 56) were being implemented successfully within the School – students responses over the 3 year period clearly indicate that classrooms and hallways (inside of the school) were increasingly safe places for students. The Principal and teachers were successful in implementing this part of the school's action Plan.
- However, over the 3year period student responses in regard to what was happening during recess, in the school yard and outside the school, indicate clear causes for concern, which should have been picked up by those in the school who had access and responsibility for the TTFM reports and more broadly in terms of implementing the school action plan on bully prevention. This continues to be visible in the results of the spring of 2017.
- The recommendations below are targeted at Senior Management of the WQSB and indicate actions that might have been taken at this school if this process of analysis of available reports had been followed in a timely manner.
- A separate review of other schools following a process similar to that taken for the Report would perhaps provide broader trends and provide some context for what was happening at the Chelsea school.
- Recommendation 1: Ensure that the reports, including the Bullying and School Safety reports/statements are read by a staff member in a timely manner and that actions are put into place to meet any concerns arising from the reports.
- Recommendation 2: Ensure that any areas of ambiguity are clarified directly with students to make sense of what the issues are in order to put into place preventative measures to alleviate the problem.

- Recommendation 3: Provide feedback to students who participated in TTFM on the results of the survey to encourage open discussion of what's working and what's not to generate ideas for further actions.
- Recommendation 4: Instigate a process post TTFM where teachers, students in general and parents are provided with a breakdown of results and trends to generate discussion and ideas.
- Recommendation 5: Review supervision plan during recess to ensure greater safety outside of the school building for students.
- Recommendation 6: Integrate ideas and actions into the school Anti-Bullying/ Anti-Violence Action Plan and ensure that any actions flowing from areas of concern identified by the TTFM survey are put in place for the start of the new school year.

21. Safety and Security:

- Ensure all students, parents, guardians and staff know what the expectations are.
- Create a comprehensive school-day supervision plan and provide training if needed.
- Ensure that all adults are identified by their roles upon entering the building.
- Ensure that students and staff feel safe on the bus, in classes, in hallways, and outdoors while at Chelsea Elementary.
- Refer to the Anti-Bullying and Violence Prevention Plan for more details.

22. The Challenges/Question/Concerns:

- We must focus on a safe School Climate based on the recommendations in Section 20.
- We must develop a strong sense of student participation and appreciation for healthy lifestyles through an increase in extra-curricular and co-curricular programming.
- Are we providing our clientele with enough opportunities to learning French Second Language while challenging the students who are proficient in French sufficiently? Is the way we integrate French into the Cultural Arts and PE programs effective?
- Within 246 minutes of instructional time per day, 60-90 minutes are presently devoted to French instruction. With the remaining 136-186 minutes, the core subjects are instructed: English Language Arts, Ethics and Religious Cultures, Math, Physical Education and Health, the Arts and Social Sciences. Are we maximizing student achievement in Science. Science teaching time will be increased for 2017-2018.

23. School Success Priorities:

- Provide a safe learning atmosphere: develop our conflict resolution program focussed on awareness and activities with students across all cycles.
 - Establish a healthy and nurturing school culture for all at all grade levels.
 - Celebrate and recognise student success and achievement.
 - Increase the level of participation for students in extra-curricular activities for all.
 - Foster Outdoor Education aspects of overall programming with a focus on healthy lifestyles.
- Continue to offer varied A4 Programming.
- Optimize building and technology to maximize student achievement.
- Cultivate and support staff development and collaboration.
- Increase individual student achievement for all students.
 - Increase the success rate of students with special needs and the % of IEP goals met.
 - Enhance results on Cycle 3.2 end of cycle "epreuves" in Math, ELA and FSL.
- Establish sustainable community partnerships.

24. Strategies to Achieve School Success Priorities:

School Success Focus 2015-2018			
	Challenges	Priorities	Strategies
Healthy and Safe School & Student Achievement	Review of Extra-Curricular Programming	<ul style="list-style-type: none"> - Review our commitment realizing we have to be careful re: missing classes, budget priorities. - Increase all co-curricular and Extra-curricular programming. 	<ul style="list-style-type: none"> - Increase activity offer and maintain it.
Healthy and Safe Schools	Aligning Budget Priorities and Responding to Student/Staff Concerns Re: Cleanliness and Services	<ul style="list-style-type: none"> - Aligning technology spending to support teachers (laptops). - Prioritize every purchase and implement process streamlining staff purchasing process; - Focus on areas of need to physical environment as mentioned by students and staff; - Outdoor seating for students indicated by students as a priority. - Securing and maintaining all outdoor structures - Potentially to offer shade & shelter outside 	<ul style="list-style-type: none"> - Surplus/deficit balance must be 0 - Refurbished staff bathrooms(summer 2017) - Maximize classroom space - Repaint classrooms during summer break - Monitor maintenance cleaning issue - New water fountains (done) - Ensure outdoor seating/structures are safe and meet our needs - Work with Buildings to maintain interior facilities and exterior school grounds
Student Achievement	Align Academic Services to Maximize Student Achievement	<ul style="list-style-type: none"> - This includes: student work completion issues, student stress, and anxiety. 	<ul style="list-style-type: none"> - Monitor success of resource and support staffing to resource dept. - Develop a detailed staff PD plan
Healthy and Safe Schools	Improve Upon Communication and Student Voice Plan in All Areas	<ul style="list-style-type: none"> - Improving internal & external communications - Morning announcements need consistency - Website updates need to be fast/concise and clear - Implement a media-phone component - Verify parent contact information in GPI - Support a communications committee - Emergency communication system with parents needs to be in place 	<ul style="list-style-type: none"> - Play anthem and make announcements daily at 8:15am - Allow for student's voice in morning announcements - Ensure website is up to date - Promote use of website - Monthly school newsletter - School communication via email - REMIND app
Staff Development + Growth & Student Achievement	Re-Aligning Internal Processes + Re-Establishing Academic Standard and Expectation	<ul style="list-style-type: none"> - Collegial and professional approach. Standard set and maintained. - Make the concept of attendance as mandatory a priority. - Class time seen and treated as central for success. 	<ul style="list-style-type: none"> - August and May Induction days crucial in creating a common language and shared vision for all staff. Review policies with staff. - Monitor number of classes missed for teachers for school activities and for assemblies. - Review all policies, create a standard Parent/Student Handbook and a Staff Handbook to be included on the school website and in the students' agenda.
Student Achievement & Staff Development + Growth	Managing June Exam/Epreuve Process: Pedagogical and Practical	<ul style="list-style-type: none"> - ALIGN CMAPs with common May-June Exams. - REVIEW for teachers from all levels become familiar with grade 6 MEES exams requirements. - ALIGN Technology to Support SECs 	<ul style="list-style-type: none"> - Review CMAPs in November and in April - Elementary Exam Prep Guide for June - Exam schedules optimized for student achievement
Student Achievement + Healthy and Safe Schools	Enhance A4 Programming	<ul style="list-style-type: none"> - Standardize A4 programming in August. - Ensure safety of students and ensure engagements of all students during non-class time. 	<ul style="list-style-type: none"> - Introduce alternate recess, alternate lunch and continue to offer varied A4 programming to engage all students in meaningful play.

Staff Development + Growth	Define a clear staff PD plan.	<ul style="list-style-type: none"> - PD plan must support student success - PD plan must support and challenge all teachers - Identify local priority - Ensure all expectations for staff are clear, defined, communicated, and understood. - Survey all staff for PD needs. - Implement the PD Plan for all staff. 	<ul style="list-style-type: none"> - School priority: Universal Design for Learning (UDL) and Gradual Release of Responsibility (GRR) - Offer training and support - PD Days structured to include PD sessions chosen by staff (PD Plan) instructed by staff. - Review the meeting structure at school to allow for more teacher collaboration in planning and training (Admin attends as much as possible) - Staff meeting specifically for A4, Support and Maintenance Staff to meet needs.
Student Achievement	<p>Digital Citizenship implemented at all grades</p> <p>Support transition to elementary and to secondary</p>	<ul style="list-style-type: none"> - Work on transitioning from home to school in K and from Elementary to Secondary in Grade 6 - This includes: developing a) a digital citizen curriculum and b) an information literacy curriculum while developing a process reporting on these two areas through the GCs. 	<ul style="list-style-type: none"> - Maintain Kindergarten Open House and provide parents with school readiness information - Focus on early identification of students with special need - Grade 6 Ready for HS Program - Incorporate Digital Citizenship in ELA at all levels periodically throughout the year. Use the WQSB DC resource
Student Achievement + Healthy and Safe Schools / Staff Development +Growth	School Culture	<ul style="list-style-type: none"> - Monitor Trust levels. - Create strong internal communication process for student referrals and student reporting of issues process. - Create clear and concise set of expectations of all members of the school community and communicate these expectations effectively. 	<ul style="list-style-type: none"> - Student Handbook, Staff Guidebook, Parent Handbook: Internal processes are clear and communicated. - Tell them from me boxes - Easy access to administration is key - Follow-up. Follow-Up. Follow-up.

Suggestions/Comments: