

Chelsea Elementary School Educational Project 2015-2018

Principal: Scott Cavers

Governing Board Chair: Geneviève Hébert Date: May 10, 2016

- 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:**

Profile	Students	Percentage
Total Students	294	100.0
Female Students	137	46.6
Male Students	157	53.4
Enriched French Students	0	0.0
General English Students	294	100.0
Centre of Excellence	11	3.7
KINDERGARTEN	39	13.3
At Risk	60	20.4
Handicapé	19	6.5
Socio-Economic Index	2/10	n/a
First Nation Students	3	1 %
Number of Students receiving RESOURCE Assistance	64 with an IEP	22%

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 294 students enrolled at CES for the academic year of 2015/2016.
 - c. There were 277 students enrolled at CES for the academic year of 2012/2013.
 - d. 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.
 - e. In 2015/2016, of the 294 students approximately 20.4 % 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.
 - f. In 2012/2013 of the 277 students approximately 17.8 % were identified as "at-risk".
 - g. In 2015/2016, 6.5% are identified as handicapée.
 - h. In In 2012/2013, 3.6% were identified as handicapée.
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 2015, 2016 and projections for 2017, 2018

Kindergarten to remain 50/50 Split 2016-2017 school year. Half days in each language alternating morning and afternoon scheduling (Ex. Week 1= English in the mornings, week 2= French in the mornings)

**Subject Time Allocation
Educational Plan Chelsea Elementary 2015 to 2019**

It is important to note that the 2015-2016 Governing Board recommends additional time towards subjects taught in French for the upcoming school years 2016, 2017, 2018. This will be a gradual increase beginning in the 2016-2017 school year, with the integration of French in Social Studies in Cycle 2. Social studies will be offered in French in 2017-2018 for cycle 3.1. In the 2018-2019 school year all of cycle 3 will do Social Studies in French.

Kindergarten to remain 50 /50 split – French and English

For the 2016-2017 school year half days will be offered in each language. Mornings will be altered in the scheduling. Ex. Week 1 English in the mornings, Week 2 French in the mornings.

Cycle 1 (Grades 1, 2)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2015-2016	Chelsea 2016-2017	Chelsea 2017-2018	Chelsea 2018-2019
MATH	7hrs	7hrs - English	7hrs - English		
ENGLISH	9hrs	9hrs	9hrs- English		
PE	2hrs	2hrs – half and half	2hrs - French		
ETHICS	No specific time allocated	1hr- English	1hr- English		
FRENCH	No specific time allocated	4hrs – French	4hrs- French		
DRAMA	No specific time allocated	1hr -French	1hr- French		
VISUAL ARTS	No specific time allocated	1 hr - English	1hr-English		
		25 hours total	25 hours total		
		French 6 hrs – 24%	French 7 hrs- 28%		

Cycle 2 (Grades 3, 4)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2015-2016	Chelsea 2016-2017	Chelsea 2017-2018	Chelsea 2018-2019
MATH	5hrs	7hrs - English	6hrs - English		
ENGLISH	7hrs	7hrs - English	7hrs- English		
PE	2hrs	2hrs – half and half	2hrs -English		
SOCIAL STUDIES	No specific time allocated	1hr- English	1hr- French		
FRENCH	No specific time allocated	4hrs - French	5hrs - French		
ETHICS	No specific time allocated	1hr- English	1hr- English		
SCIENCE	No specific time allocated	1hr- French	1hr- French		
DRAMA	No specific time allocated	1hr- French	1hr- French		
VISUAL ART	No specific time allocated	1hr- English	1hr- English		
		25 hrs total	25 hrs total		
		French 7hrs 28%	French 8hrs 32%		

Cycle 3.1 (Grade 5)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2015-2016	Chelsea 2016-2017	Chelsea 2017-2018	Chelsea 2018-2019
MATH	5hrs	5hrs - English	6hrs - English		
ENGLISH	7hrs	7hrs - English	7hrs- English		
PE	2hrs	2hrs – half and half	2hrs -English		
SOCIAL STUDIES	No specific time allocated	1hr- English	1hr- English	1hr –French Places in Time textbook	1hr- French Places in Time textbook
FRENCH	No specific time allocated	4hrs - French	5hrs - French		
ETHICS	No specific time allocated	1hr- English	1hr- English		
SCIENCE	No specific time allocated	1hr- French	1hr- French		
DRAMA	No specific time allocated	1hr- French	1hr- French		
VISUAL ART	No specific time allocated	1hr- English	1hr- English		
		25 hrs total	25 hrs total	25hrs total	25hrs total
		French 7hrs 28%	French 7hrs 28%	French 8hrs 32%	French 8hrs 32%

Cycle 3.2 (Grade 6)

Subject	5 day Cycle Guidelines by Quebec Ministry	Chelsea 2015-2016	Chelsea 2016-2017	Chelsea 2017-2018	Chelsea 2018-2019
MATH	5hrs	5hrs - English	6hrs - English		
ENGLISH	7hrs	7hrs - English	7hrs- English		
PE	2hrs	2hrs – half and half	2hrs -English		
SOCIAL STUDIES	No specific time allocated	1hr- English	1hr- English	1hr –English	1hr- French Places in Time textbook
FRENCH	No specific time allocated	4hrs - French	5hrs - French		
ETHICS	No specific time allocated	1hr- English	1hr- English		
SCIENCE	No specific time allocated	1hr- French	1hr- French		

DRAMA	No specific time allocated	1hr- French	1hr- French		
VISUAL ART	No specific time allocated	1hr- English	1hr- English		
		25 hrs total	25 hrs total	25hrs total	25hrs total
		French 7hrs 28%	French 7hrs 28%	French 7hrs 32%	French 8hrs 32%

16. Academic Analysis:

Year	Course	Overall Success Rate	Epreuve Success Rate (20% of Final Overall Mark)	Epreuve Success Rate	Targets 2015-2016 Overall Success Rates
2014-2015	MATH610	91.43%	80%	BOYS GIRLS	65%
	FRB610	97.14	83.9%	BOYS GIRLS	C1 85% C2 85% C3 88%
	ELA610	97.14	85.71%	BOYS GIRLS	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 2015-2016, approximately 20% 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%	
<u>Targets</u>			
2014/15	80%	88%	
2015/16	100%	100%	

18. **The Center:** Chelsea Elementary School provides Life Skills services for eleven 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.

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).
- 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	Update
Classroom Desktops-working	14	16
Classroom Desktops- not working	2	
SMART boards- working	8	15
SMART boards- not working	7	
Resource Laptops- working	11	11
Resource Laptops- not working		
A4 Robotics computers	5	5
Teacher Laptops- working	15	17
Teacher Laptops-not working (printing)	2	
Laptop Mini	12	Cannot be salvaged.
	Feb 10 2016	Feb 18 2016

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. Add Smartboard and website creation training.
- d. Add ELMO document cameras to those who want them and training.
- e. Maximize tech inventory for French and Math remediation.
- f. Ensure video-announcement tech needs are made available with training.

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.
- There were a number of areas in the 2015 Report, where it was not clear what message the student respondents were giving e.g. in “5. Students who feel excluded – “other reasons””. Finding a way to check what this trend meant directly with students would be critical in early prevention of problems arising that make students feel safe.
- 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.

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

23. School Success Priorities:

- Provide a safe learning atmosphere: develop our conflict resolution program focused 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.
- Enhance 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.
 - 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 2015-2017			
	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"> - We need more kids and staff participating in fun.

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 (lap-tops, ELMOS). - Prioritize every purchase and implement process streamlining staff purchasing process; - Focus on areas of need to physical environment as mentioned by students and staff; - Fields and outdoor facilities need review for safety and security reasons; - 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 for 2015-2016 is 0 - Refurbished main student bathrooms - Maximize classroom space - Monitor maintenance cleaning issue - Consider new water fountains - 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 SEC programming. Support staffing to resource dept.
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 - Ensure Student Govt. is convened, and works together with Principal/staff - Implement Chelsea Voice Project with M Montgomery 	<ul style="list-style-type: none"> - PLAN A: Morning announcements videos on smartboards and website are a success and have been used effectively in other schools - PLAN B: Play anthem and make announcements daily at 9:30am - Ensure website is up to date - Promote use of website - Implement a communication plan
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 March Induction days crucial in creating a common language and shared vision for all staff. Review policies with staff. - REVIEW CLASS INTERRUPTION schedule. - 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.
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 MELS 5 exam 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 redesign A4 programming to engage all students in meaningful play.
Staff Development + Growth	Offer training for Smartboards timely and practical manner.	<ul style="list-style-type: none"> - Teachers all have a smartboard to use - All teachers and A4 have own website - To date, all but ____ teachers use a smartboard everyday - To date, all but ____ teachers use a own websites 	<ul style="list-style-type: none"> - Offer training and support
Student Achievement	Ready for the Next Stage and Implement 21 st Century Learning	<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 	<ul style="list-style-type: none"> - Implement TLP Ready for Kindergarten Program - Grade 6 Ready for HS Program - CREATE A DC COMMITTEE

	Programming	curriculum while developing a process reporting on these two areas through the GCs.	<ul style="list-style-type: none"> - LINK DC to General Competencies and Report on Them - IMPLEMENT A K-6 CURRICULUM - USE RESOURCES: - Digitalcitizenshipquebec.ca - TLP digital citizenship program
Staff Development + Growth	Work with All Staff on a Professional Growth Plan	<ul style="list-style-type: none"> - Ensure all expectations for staff are clear, defined, communicated, and understood. - Survey all staff for PD needs. - Implement the PD Plan for all staff. - Schedule Dept. Meetings and Admin attend as much as possible. 	<ul style="list-style-type: none"> - REVIEW our plan and follow-through. - PD Days structured to include PD sessions chosen by staff (PD Plan) instructed by staff. - Staff meeting specifically for A4, Support and Maintenance Staff to meet needs. - Attend/REVIEW Cycle MEETINGS.
Staff Development + Growth	Review of Technology Plan and Review How Tech is Being Used	<ul style="list-style-type: none"> - This includes: Tech grant, SMRTB, Wi-Fi, ELMO, SMS, iGPI, Labs, Lap-Tops, RS, Software... - Continue to implement Helpdesk - Ensure all presently owned devices function and are being used daily/weekly by staff. 	<ul style="list-style-type: none"> - Work with Tech Dept at the Board - Be diligent in practice to maximize all Tech resources. - Identify new technologies, ensure buy-in, plan to purchase, support with training.
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. - Follow-up. Follow-Up. Follow-up.

Suggestions/Comments:



