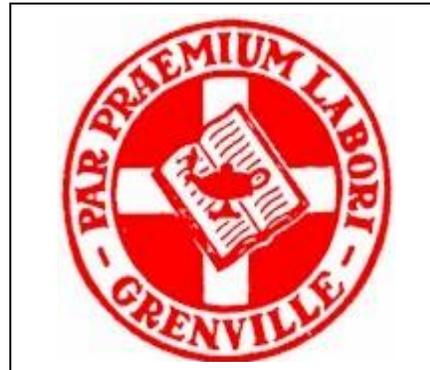


Grenville Elementary School

2016-2017



Management and Educational Success Agreement & School Professional Development Plan

2016-2017

Passed by Resolution by GES Governing Board October 27, 2016

Passed by Resolution by GES Teacher Council October 17, 2016

OUR EDUCATIONAL PROJECT

At Grenville Elementary School, a challenging yet safe environment is provided where individuals can explore and take chances. Cooperative teamwork, where everyone feels acceptance, develops a sense of responsibility and makes a contribution, creates a school that encourages personal and social growth. The goal is to enable students to achieve the highest level in every aspect of life and to become strong, capable citizens. An excellent staff and community contribute in all areas of our students' lives.

As a school professional learning community our aims and objectives are:

1. Early intervention and support in all areas of literacy to ensure success for all students.
2. Provide a wide variety of learning opportunities where our students are actively involved in their own learning.
3. Create a safe learning environment by establishing guidelines and activities that promote responsibility, respect and school spirit.
4. Integration of technology to support an enhanced learning environment.
5. Multi-aged classrooms to ensure stability, consistency and continuous growth.
5. A commitment to a healthy, safe and eco-friendly school environment to foster respect and environmental stewardship.

OUR VISION AND MISSION STATEMENTS

Our school community is dedicated to providing an environment where students can be successful in all areas of their lives.

We will work together to provide safe and positive learning experiences for all students to best prepare them to be problem solvers and achieve their goals in our ever changing global community.

OUR SCHOOL PORTRAIT

Grenville Elementary School is a small school located near the Ottawa River. It is a safe and caring environment, which fosters personal development at many levels. Learning is viewed as a shared experience, involving students, parents, teachers and community Grenville members.

The school attendance zone includes the town of Grenville, Grenville-sur-la-Rouge (excluding area east of Lac Keatley and Route 327), Chatham Route 148 East to Montee Stonefield, Marelan sector, Route 344 East to Montee Stonefield, Chemin de la Deuxieme Concession East to MonteeStonefield). Harrington (North on Route 327 to Lost River, West on de la Maskinonge to municipal border and North on de la Riviere Rouge to municipal border).

It is a school with history, as generations of families have attended this school. Many families have stayed in the area or have returned to the area and so their children now attend the school.

Multi-aged classrooms provide students with the opportunity to work with teachers for two consecutive years in many cases. This creates consistency, stability and continuous growth for all children but especially for those who have special needs. The dedicated staff is committed to implementing and providing quality programs that enhance students' writing, reading and math skills as well as critical thinking skills in order to enable each student to achieve success.

Families in our community make a living from farming, forestry and industrial employment. Because we are very close to the Ontario border many of the families work across the border in factories and stores in Hawkesbury, Ontario. The closing of several of the industrial plants in the area has had a negative financial impact on many families. Most two parent families are required to work in order to meet their financial needs as jobs in this area are of the low income nature. With the closing of these plants many families now are in financial crisis. Jobs are being lost and this type of situation often requires extra moral and supportive care.

The school is situated in an economically disadvantaged area and was a NANS school for a number of years but is no longer considered one. Our students come from a rural environment where social interaction is limited. The school serves as a nucleus for social interaction for both students and parents. Some of our students begin school without any significant social interaction between the ages 0-5 years old other than with immediate family, a language delay (limited vocabulary, poor pronunciation, difficulty with the concepts of time and space) and a lack of environmental stimulus. Our School Board has allowed us to open a pilot program for four year olds where **Early Intervention** is a key factor. This program has introduced our four year old children to the school environment and has offered them a complete educational program which includes screening. Early identification of learning difficulties has helped the staff to develop support systems that will ensure student success in the future.

The use of technology is one of the areas that we have focused on in our school. Many students do not have a computer in their home or do not have internet access or only have dial-up access available. Many learning opportunities are not available to these students. We have stressed computer skills and the use of multi-media as educational tools to help prepare our students for future endeavors.

To enhance our student's use of the French Language our FSL program will now include an art program taught in French giving our students both instruction in oral and written French as well as an opportunity to practice their oral French in a non-traditional FSL setting.

OUR AIMS AND OBJECTIVES FOR SUCCESS

GRENVILLE ELEMENTARY HAS AS ITS PRIMARY OBJECTIVE THE SUCCESS OF ALL STUDENTS IN AN INCLUSIVE AND SAFE LEARNING ENVIRONMENT.

- As a small rural school in a disadvantaged community early intervention and preparation of our students is our first priority.
- A limited amount of social and special needs services due to the remoteness of the school is a challenge that must be faced daily. Efforts to link with community partners are a priority in light of this situation.
- Grenville's early intervention pre-kindergarten program has proved to be very successful in not only giving students early readiness for school skills, but has also allowed for the early identification of special needs students in this cohort and the beginning of intervention and remediation strategies.
- All levels will continue to participate in computer coding. We will continue to work on the development of the Outdoor Classroom facilities in the area of a Science center to enhance the student learning environment.
- We will be taking part as a whole school in a Digital Citizenship project in conjunction with representatives from the MEES. This project will focus on educating our students in the safe use of the internet both for social networking and educational use. We will also be reaching out to our parent community to involve them in the project.

MEES GOAL: Increase graduation and qualification rates before age 20.

SWLSB Objective: Increase the success rate for the subject area of Mathematics at the elementary level.

School Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>Increase the success rate of the current Grade 6 cohort on the June 2017 MEES Math exam (over the success rate of the 2016 Grade 5 Math assessment).</p> <p>Increase success rates of students in grades 2—6 on tasks pertaining to fractions, decimal numbers, and percentages.</p>	<p>Results from the C2 portion of the Grade 6 June 2017 MEES Math exam</p> <p>Results on items/tasks pertaining to fractions, decimal numbers, and percentages from SWLSB end-of-year Math assessments (and very similar items/tasks from SWLSB diagnostic assessments or created by teachers)</p>	<p>To increase the success rate from 71% on the 2016 Grade 5 Math assessment to 83% on the 2017 MEES Math exam.</p> <p>To increase the success rate from (approx.) 65%* in June 2016 to 75% on questions pertaining to fractions, decimal numbers, and percentages from the MMCP booklets which are part of the SWLSB end-of-year assessments and the MEES exam in grades 2—6.</p> <p>*based on analysis of 2016 booklets from grades 3, 4, and 5 at Grenville Elementary</p>	<p>Devise some tasks for students that are open-ended. (Ex: Find at least 2 other names for numbers that are equal to $\frac{3}{5}$. Students could come up with representations like $\frac{6}{10}$, $\frac{15}{25}$, 0.6, or 60%.)</p> <p>Ask students to use objects or drawings to support their thinking. (Ex: Have students use base-10 blocks to explain why $\frac{1}{4}$ is the same as 0.25.)</p> <p>Eliciting and interpreting individual students' thinking (without being quick to indicate whether a student's thinking is correct or not).</p>	<p>Manipulatives</p> <p>Reflex Math program</p> <p>ERPI reinforcement worksheets</p>	<p>Sept. 2016- June 2017</p>	<p>The principal will ensure that teachers continue to meet as a Math Data Team, and review and set goals for the year.</p> <p>The administration will:</p> <ol style="list-style-type: none"> 1. Visit classrooms to view stated instructional practices 2. Meet with the Data Team on a regular basis to discuss their instructional practices.

Encourage flexible thinking. (Ex: Don't necessarily expect solutions from students that use the standard/traditional procedure to solve a problem.)

Encourage students to see that mistakes are part of learning.
Congratulate students for effort and risk.

MEES GOAL: Improved Mastery of French as a Second Language and English

SWLSB Objective: Increase the success rate in French Second Language at all levels and maintain rates in English Language Arts.

School Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
-To increase Gr. 6 student narrative writing skills, specifically the trait of organization and ideas as measured by the cycle 3 MEES rubric.	-Progress will be measured by using the MEES rubric for Narrative Writing (Organization and Ideas)	To increase the number of students attaining a mark of 3 or higher on the Cycle 3 Narrative Rubric (Organization and Ideas) from 55% in June 2015 to 60% in June 2017 (2 students minimum) -Success for all Gr. 6 students in 2016-2017 using the Cycle 3 Narrative Rubric (Organization and Ideas)	-Guided writing mini-lessons to improve Conventions and Organization -Teaching writing for a purpose and audience (through author's chair/peer chair -Breaking down the MEES rubric in the Organization and Ideas section to plan out teaching. -Teacher models and explicitly teaches the use of Graphic Organizers. (Brain Frames) -Teacher models retelling stories and talking out stories as a strategy for planning.	Crate Trait -Brain Frames -Cycle 1, 2, 3 ES's and narrative writing rubrics	September 2016-June 2017	How? Each grade will use the MEES rubric for narrative writing. (Specifically Organization and Ideas) Who/When? Data team members will meet every 8 weeks to track progress.

MEES Goal: A Healthier and Safer School Environment.

SWLSB Objective: Healthier and safer schools and centre environments.

School Objective To increase the number of male students in regards to positive behaviour at school.	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>To increase the number of male students in regards to positive behaviour at school. 1.1 To increase the number of male students in regards to positive behaviour at school from 69% in 2016 to 79% in 2017.</p>	<p>The 2015-2016 Tell Them From Me survey. Our "In House survey", which is used to adequately measure students feelings regarding behaviour at the beginning of the school year.</p>	<p>To increase the number of student's positive behaviour at school from 81% in 2016 to 91% in 2017.</p>	<p>After reviewing the 2015-2016 Tell Them From Me Survey, The Special Ed Technician and the teachers will:</p> <ul style="list-style-type: none"> • Continue to implement the *DeBug program in the entire school and to reinforce the proper use of the program with our cycle 1 students as a preventative measure. • Continue to work in collaboration with our local Police Department by creating programs discussing bullying and safety within our school as well as within our community. • Continue with Dr. Melrose's 60 second techniques and workbook within the entire school. • Continue with our **0 to 10 program. • Continue a program with the Sûreté du Québec called "Unité 	<p>Curriculum project with the Sûreté du Québec. Dr. Melrose 60 sec. techniques and workbook.</p>	<p>Sept 2016 to June 2017</p>	<p>The Principal will monitor the programs put in place by the special education technician. The Principal will monitor and ensure that the teachers are supporting the strategies put in place. The Principal will meet with the Safe School Consultants The administration will apply the school ABAV plan for any incidents of bullying.</p>

<p>1.2 To ensure preventative measures are being used by reinforcing the proper use of our existing programs such as: The DeBug program in cycle 1.</p>			<p>sans violence" (Non-Violence Squad) program.</p> <p>The "Unité sans violence" program will help the students:</p> <ul style="list-style-type: none"> • Learn more and raise awareness about different types of violence • Will learn to express and stand up for themselves. • Engage in positive behaviour • React appropriately in response to violence <p>For the Non-Violence Squad program, we will put a greater emphasis on the grade 5 since this group of students will be working with the students in the upcoming year.</p> <p>Teachers will work collaboratively with the Special Ed Technician to further support the programs put in place.</p> <p>*Debug Program: a program that empowers children by developing the skills needed to assert themselves in undesired or difficult situations</p> <p>**0 to 10 Program: This program consists of 10 levels from deep relaxation (level 0) to high anxiety resulting in strong reactions (level 10). The goal of this program is to help students gauge their feelings as well as to help students remain in balance.</p>			
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