



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

ENGAGE • BUILD • ACHIEVE
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Grenville

Elementary



EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**
www.swlauriersb.qc.ca





This educational project is a strategic tool through which Grenville 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 Grenville Elementary School, as well as the community's expectations with regard to education.

MISSION STATEMENT: *We will work together to provide safe and rich learning experiences for all students to better prepare them to be problem solvers and achieve their goals in our ever changing global community.*

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

SCHOOL PROFILE:



Grenville Elementary School is a small single level building located at 184 Rue Principale in Grenville, Quebec. It is a safe and caring environment, which fosters personal development at many levels. Our stakeholders view learning as a shared experience, involving students, parents, teachers and Grenville community 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 Montée Stonefield, Marelan sector, Route 344 East to Montée Stonefield, Chemin de la Deuxième Concession East to Montée Stonfield). Harrington (North on Route 327 to Lost River, West on de la Maskinongé to municipal border and North on de la Rivière 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. At present 55% of our students have at least one parent who has attended the school in the past. The proportion of seniors (almost 25%) of the population is growing continuously; while the proportion of young people from 0 to 17 years remains relatively stable (approximately 16%).¹



In 2018, eighty-three students are attending the school. We have two multi-aged classrooms (Grades ½ and ¾) which 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, Math and French skills as well as critical thinking skills in order to enable each student to achieve success.

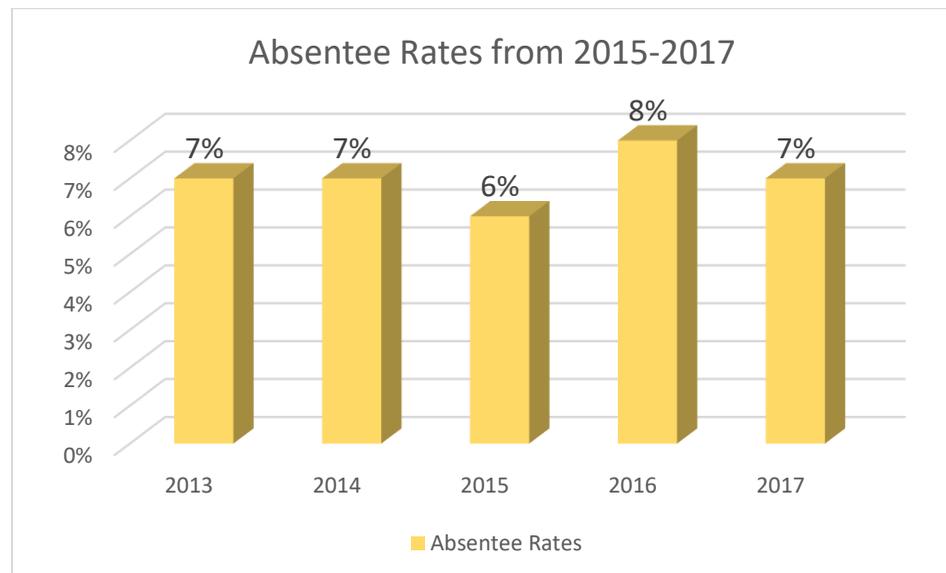


Families in our community make a living from farming, forestry and industrial employment. Because we are very close to the Ontario border, many of the families work across the border in factories and stores in Hawkesbury, Ontario. The closing of several of the industrial plants in the area has had a negative financial impact on many

¹ CISSS des Laurentides, septembre,2018 Population de la MRC d'Argenteuil selon le groupe d'âge, projections pour 2018 pg.9

families. In most of our two parent families both parents 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 many plants, families are now in financial need and require assistance. It should be noted that in 2015 the number of people living below the income average after tax was approximately 25% of the population. ² Jobs are being constantly lost and this type of situation often requires extra moral and supportive care.

The school is situated in an economically disadvantaged area (indices 8) and we are a designated NANS (Agir Autrement) school that receives special funding from the Ministère de l'Éducation et de l'Enseignement supérieur. Our students come from a rural environment where social interaction is limited. A typical reality of school in low socio-economic area is the challenge of low attendance. Grenville Elementary School follows its attendance rate and continually seeks to provide engaging activities that motivate students to attend regularly. Analysis of absentee rates from 2015 to the current school year have shown absentee rates from the 6-8% range (see graph below).



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. The Sir Wilfrid Laurier School Board head office has supported us in the opening of a four-year-old Pre-Kindergarten program where **Early**

² CISSS des Laurentides, September, 2018 Tableau 5 Number and proportion of people living below the low income measure after tax according to age group, MRC Argenteuil, 2015

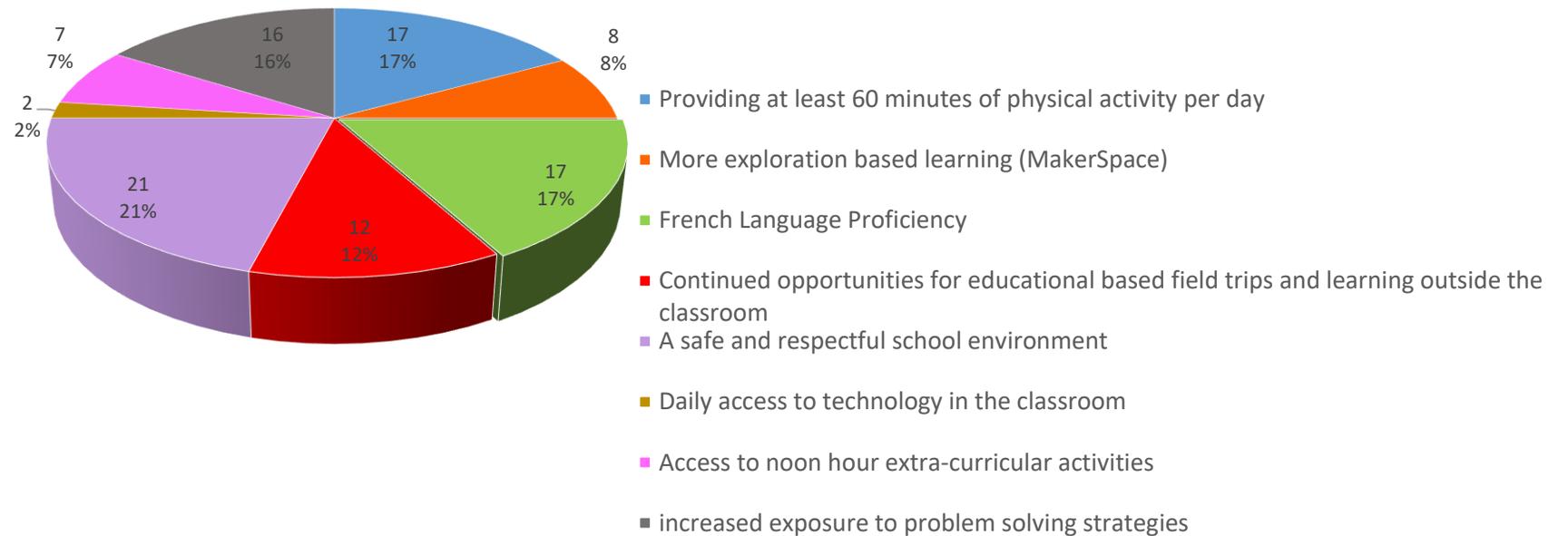
Intervention is a key factor. This program has introduced our four-year-old children to the school environment and has offered them a complete educational program, which includes pre and post screening. Early identification of learning difficulties has helped the staff to develop support systems that will ensure student success in the future.

Community involvement in the education of our students has been an important factor in student success. We have a highly active parent committee who support ongoing projects, fundraising efforts and special events that enrich student's school experience. At Grenville, we value parental input and thus created a survey to obtain feedback regarding various issues. Our survey had a 57% response rate. The same survey was also conducted amongst teaching staff, underlining similar issues, which were taken into account when selecting our educational objectives.



Parent Survey 2018-2019

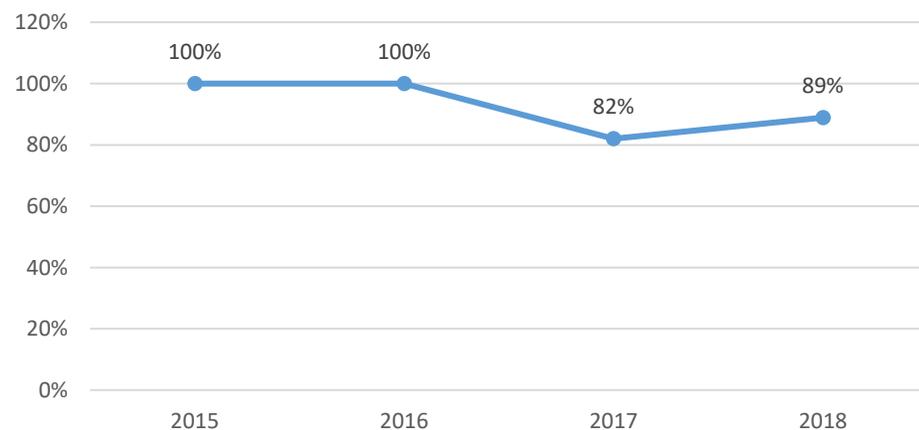
Which areas are of greater importance and should remain a priority for your child's school experience



French language proficiency is a challenge in our community. Family support available in this language is minimal, due to a majority of families that do not have French as their first or second language. Among the municipalities of the region Argenteuil presents the highest proportion of its population for which English is the language spoken most often at home. This represents approximately 16.4% of the population in 2016. One of the area's largest English speaking communities is Harrington at 60.2%. Many of our students come from this municipality.³In 2018, 75% of students entering secondary one from our school, are below the recommended GB+ (French) reading level. In the same year, 22% of grade 6 students received a grade below 60% on the Total Interaction competency on the Français programme de base June Exam. Also in 2018, 11% of grade 6 students received a grade below 60% on the Total Lecture competency on the Français programme de base June Exam. Analyzing exam scores for the past four years has shown a downward trend in success rates for both reading and interaction competencies, as seen in the graphs below. To improve our students' use of the French Language our FSL program now includes an art program taught in French and the availability of French Resource to help students who are having difficulty. Our students are now increasingly motivated to practice their oral and written French. We are also using an on-line French practice program to help our students become fluently bilingual.



French Reading Competency Success Rate for Students in Cycle 3, Year 2



French Interaction Competency Success Rate for Students in Cycle 3, Year 2

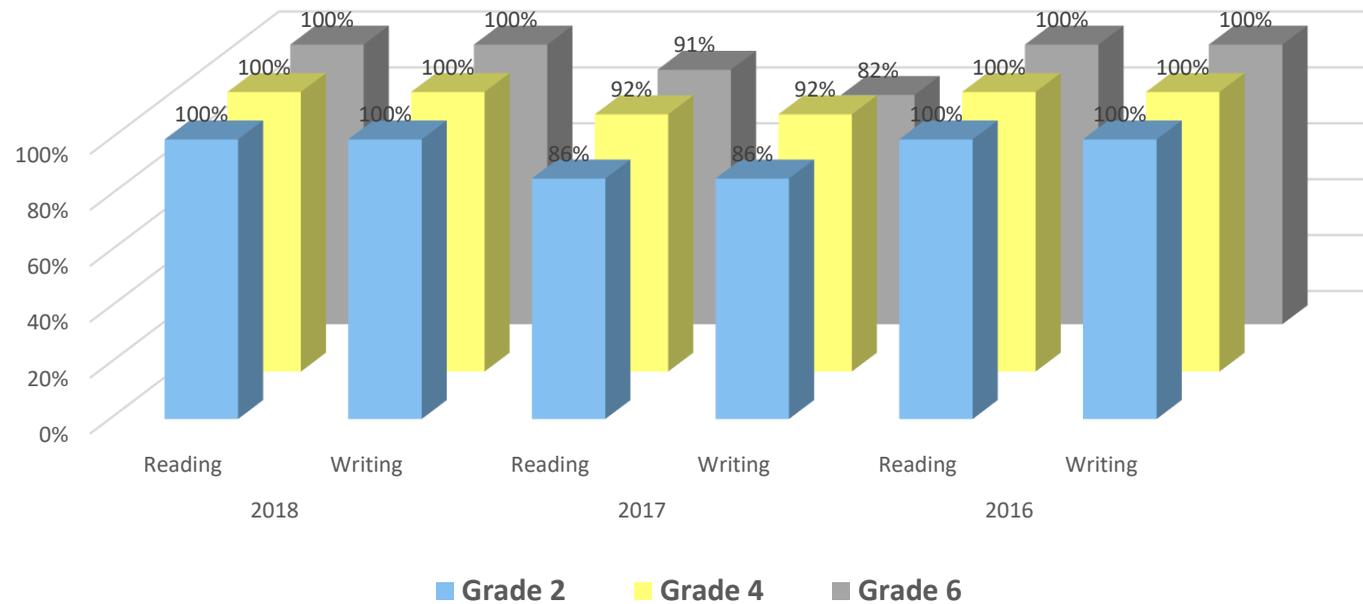


³ CISSS des Laurentides, september,2018, Culture

Math and ELA data teams meet regularly to analyze data, develop strategies and set goals. Yearly goal setting by the ELA and Math data team has resulted in successful initiatives. Analysis of data from 2014 to 2018 indicates that all goals set, were reached. For example, for ELA in 2018 the goal of attaining a 50% success rate was achieved and surpassed in Cycle 3, with a success rate of 77% of students obtaining a grade of 70% or higher on the written response to literature portion of the June 2018 exam. As the graph below indicates, strategies put in place over the past few years to improve performance have been successful and will be maintained going forward.

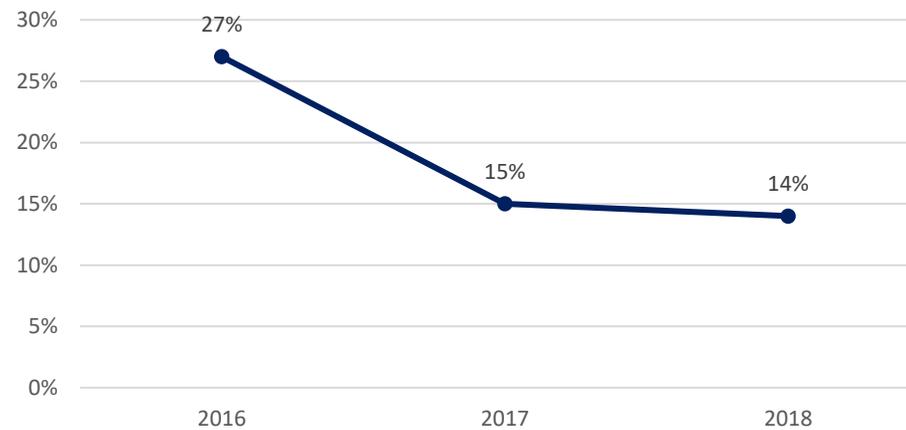


Year-end ELA Exam Success Rates



For Math in 2018, the goal of increasing the success rate from 9% of students on the June Grade 4 Math Exam (sections pertaining to place value) was achieved and surpassed, with a success rate of 78% of students obtaining a grade of 60% or higher. Analysis of math data did indicate that there is a gap between performance rates for boys vs girls on year-end mathematics exams, from grades two to five (see graph below).

Gap Between Girls and Boys obtaining 70% or higher on the Mathematics year-end exam



Our school's Resource program also includes Math, French and English assistance at all levels to support students with difficulties in these subjects because 25% of our students are on Individualized Educational Plans and are at risk. In 2018, 75% of students with an IEP performed below a level three on the Grade 4 Year End Math Exam. Pre and post diagnostic math tests are conducted, in grades 1-6, for placement, thus identifying resource needs for at risk students and areas of focus for instruction. Our February 2019 parent survey highlighted the importance of increased exposure to problem solving. Analysis of the 2018 year-end math exam indicates that 6% of students from grades 2-5 obtained less than 60% on the problem-solving portion of the exam. In addition, DRA testing conducted on a yearly basis at all levels and twice in the year for IEP students. Early reading programs have been successful in reducing the gap of students obtaining below grade level DRA scores (current cohort: cycle 3, year



2 gap reduced by 8% from 2016 to 2018). In 2018 there are six coded students, who represent (7.5%) of the student population attending the school. All Special Needs students are integrated into the classroom setting for all levels of instruction.

In our school, weekly hour-long professional development sessions are held for all teaching staff, allowing us time to collaborate on projects, assessments and planning. Ongoing professional development has allowed teachers to place students on a literacy continuum to track their progress along with making plans that support areas of student weakness. From 2018 to 2019, ongoing professional development (15+ hours) for the cycle 1 and 2 teachers; included 'Encouraging Language Development in Early Childhood Settings'.

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 have limited internet access. 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. At present we have over 40 laptops, 30 iPads, robots and a range of multi-media equipment that help to enhance our educational programs and ready our students for the future. All classrooms are equipped with SmartBoards and the school has a Video Conferencing unit.

Having use of this technology, allows us to offer programs such as: the "Come Travel With Us Program"; MakerSpace and Coding projects. The "Come Travel With Us Program", which is in its fifth year, allows classes and their parents to experience unique learning opportunities via video conferencing offered by numerous establishments around the world. It has brought all age levels of our school community closer to the global community. Coding has become an essential element in today's workforce. In our classrooms, time spent on coding is done on a weekly basis at all levels. In addition, the whole school participates in a MakerSpace program (since 2016), devoting an average of one hour per week to STEAM hands-on learning activities.

The school has a specialized Behaviour Program that works extremely well and therefore the number of bullying or violence situations per year is very low. Only four cases of bullying or violence were reported in the 2017-2018 school year. In 2018, 94% of students (from grade 4-6) in the school have a high sense of belonging; the Canadian norm is 79%. In 2018, 91% of students (from grades 4-6) feel safe attending the school; the Canadian norm for those grades is 65%. We have a Special Education Technician who works within the classroom and individually with students on Prevention and Behaviour programs. We also have a program in conjunction with the Sûreté du Québec called the "Unité sans violence" (Non-Violence Squad) program where the students meet with a representative from the police force four times a year to discuss a variety of topics.



Parameters Section

School Year : 2017-2018

School : 153 - Grenville Elementary School

Nature of the Act : All

Type declared : All

Event Tracking : All



| Type declared / Nature of the Act / School | No. of Events | No. of Interventions | Interaction | | | | Complaint to Ombudsman |
|--|---------------|----------------------|-----------------|------------------------------|---------------|-------------|------------------------|
| | | | Student-Student | Student-Authorized Personnel | Student-Other | Not defined | |
| Not defined | 2 | | 0 | 2 | 0 | 0 | 0 |
| Bullying | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 153 - Grenville Elementary School | 1 | | | 1 | | | |
| Violence | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 153 - Grenville Elementary School | 1 | | | 1 | | | |
| Phys. assault NW | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| Violence | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| 153 - Grenville Elementary School | 1 | 1 | 1 | | | | |
| Threatening (to hurt student / staff) | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Bullying | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 153 - Grenville Elementary School | 1 | 1 | | 1 | | | |

For 2018, OURSCHOOL survey indicates an increase of 4% (from 7% to 11%) in moderate to high levels of anxiety (for grades 4-6) in boys. From 2015 to present, a new project was implemented called “The Open Space Project”, where our students take part in thirty minutes of Tai Chi per week. Individual students (identified with high stress levels) participate in harp activities and breathing techniques to decrease stress levels. Three times a day the whole school takes part in 60 seconds of breathing exercises to help students with transition times by increasing focus and reducing anxiety. The students really enjoy this and the staff believes that it has made a significant difference in the focus levels of their students.

Our school offers a wide variety of noon hour extra-curricular activities, including: garden club, student council, school newspaper, weaving, tech club, Zumba, choir, seasonal sports activities, Friday “Grandfather” sports. The school also has a free Breakfast Program that is offered to our students by “Les Bons déjeuners d’Argenteuil” twice a week. We are in the process of having this changed to three times a week. Almost 50% of our students participate in this program.



CHALLENGE: Gap in academic performance

POLICY ORIENTATION: Align instructional practices through data teams.

A closer examination of the 2018 mathematics examinations by our math data team; shows us that the specific areas of weakness for girls are with problem solving strategies and spatial skills. Greater attention to practicing skills in these areas will be required in combination with the availability of class math manipulative sets.

OBJECTIVE: Reduce the gap between boys and girls obtaining 70% or higher on the Mathematics year-end exam from 14% in 2018 to 10% in 2022.

CHALLENGE: French Language Proficiency

POLICY ORIENTATION: Provide increased opportunities for French language practice.

OBJECTIVE #1: By 2022, increase the success rate of the Grade 6 Français Langue seconde, programme de base, Interaction Competency from 78% to 80%.

OBJECTIVE #2: By 2022, increase the success rate of the Grade 6 Français Langue seconde, programme de base, Reading Competency from 89% to 90%.



CHALLENGE: *Daily physical activity*

POLICY ORIENTATION: *Provide at least 60 minutes of physical activity per day.*

OBJECTIVE: *To increase the amount of physical activity for elementary school students from 55 minutes to 60 minutes per day.*



CHALLENGE: *Maintain a high attendance rate for all students, particularly for those at risk*

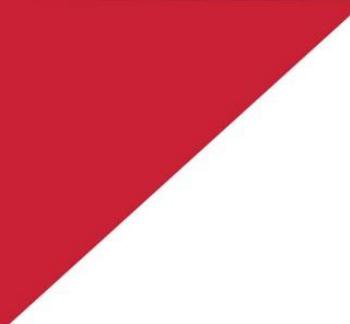
POLICY ORIENTATION: *To increase opportunities for 'hands on learning' experiences that increase student engagement resulting in higher school attendance.*

OBJECTIVE: *To decrease the absentee rate from 7% in 2017-2018 to 5% in 2022.*





| SCHOOL OBJECTIVE #1: By 2022, reduce the gap between boys and girls obtaining 70% or higher on the Mathematics year-end exam from 14% to 10%. | | | | | |
|---|---|--|--|---|---|
| MEES OBJECTIVE 1 | SWLSB OBJECTIVE 1 | SCHOOL OBJECTIVES | TARGET | INDICATORS | MONITORING |
| By 2030, reduce the gap in success rates between various groups of students by 50%. | By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%. | By 2022, reduce the gap between boys and girls obtaining 70% or higher on the Mathematics year-end exam from 14% to 10%. | 4% reduction of gap between boys and girls | 70% success rate on the mathematics year-end exam comparing Grades 2-5 in 2018 to Grades 2-5 in 2019. | <ul style="list-style-type: none"> - Analysis of diagnostic pre and post-Mathematic tests every year for all grades to identify areas of weakness that need to be addressed. - Close examination by gender of year-end math exam results from 2019-2022, by year for the specific cohort. |



| SCHOOL OBJECTIVE #2: By 2022, increase the success rate of the Grade Six students on the Français Langue seconde, programme de base, Interaction Competency from 78% to 80%. | | | | | |
|--|--|--|--------|--|--|
| MEES OBJECTIVE 4 | SWLSB OBJECTIVE 4 | SCHOOL OBJECTIVES | TARGET | INDICATORS | MONITORING |
| By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system. | By 2022, increase the cycle 3, year 2 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95% | By 2022, increase the success rate of the cycle 3 year 2 students on the Français Langue seconde, programme de base, Interaction Competency from 78% to 80%. | 80% | Cycle 3, year 2 end-of-year Assessment | <ul style="list-style-type: none"> - Placement of students on the Literacy Continuum for the French Oral Competency. - Rosetta Stone program - Oral presentation rubrics - Close examination and analysis of end of cycle 3 final exam results from 2019-2022. |



SCHOOL OBJECTIVE #3: By 2022, increase the success rate of the Grade Six students on the Français Langue seconde, programme de base, Reading Competency from 89% to 90%.

| MEES OBJECTIVE 4 | SWLSB OBJECTIVE 4 | SCHOOL OBJECTIVES | TARGET | INDICATORS | MONITORING |
|--|---|--|------------|---|--|
| <p>By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.</p> | <p>By 2022, increase the Cycle 3, Year 2 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%</p> | <p>By 2022, increase the success rate of the Cycle 3, Year 2 students on the Français Langue seconde, programme de base, Reading Competency from 89% to 90%.</p> | <p>90%</p> | <p>Cycle 3, Year 2 end-of-year Assessment</p> | <ul style="list-style-type: none"> - GB+ testing and levelled books. - Levelled Raz-Kids home reading and Rosetta Stone programs. - Close examination and analysis of end of Cycle 3, Year 2 final exam results from 2019-2022. |



SCHOOL ORIENTATION #1: To increase opportunities for hands on learning experiences that increase student engagement resulting in higher school attendance, particularly for at risk students.

| SWLSB ORIENTATION 2 | SCHOOL OBJECTIVES | TARGET | INDICATORS | MONITORING |
|--|---|--|--|--|
| <p>Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement</p> | <p>To increase opportunities for hands on learning experiences that increase student engagement resulting in higher school attendance, particularly for at risk students.</p> | <p>2% decrease in class absenteeism.</p> | <p>Fewer recorded absences indicated in class registers.</p> | <p>Monthly examination of attendance records from 2015 to present.</p> |



SCHOOL ORIENTATION #2: To provide elementary school students with 60 minutes of physical activity per day.

| MEES ORIENTATION 2 | SCHOOL OBJECTIVES | TARGET | INDICATORS | MONITORING |
|--|---|--|---|---|
| <p>Elementary school students will engage in physical activity (60 minutes a day for elementary school students)</p> | <p>To provide elementary school students with 60 minutes of physical activity per day.</p> | <p>60 minutes physical activity per day at all levels.</p> | <p>Arrival: 10 minutes outdoor play Morning Recess: 15 minutes outdoor play Lunch Recess: 30 minutes outdoor play Afternoon Start: 5 minutes (whole school, in class) movement/stretching activities</p> | <p>Ensure each class has access to movement activities.</p> |



CONSULTATIONS

- Teachers: November 2018, January 2019, April 2019
- Other staff members: January 2019
- Parents: February 2019
- Governing Board: April 2019



Governing Board ADOPTION – April 16th, 2019



GB-160419-GES-028 Motioned by T. MacTavish and Seconded by S. Dandy to adopt the 2019-2022 Educational Project as presented.



Sarah Brazeau, Chair

Nancy Bennett, Principal

