

# Management and Educational Success Agreement

## Eardley Elementary School

2014-2017

Academic year: 2016/17

In order for the school and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school must sign a Management and Educational Success Agreement (MESA).

This Agreement outlines the commitments made by the school board and the school to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school's role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the ministry of education goals.

Specifically, for Eardley Elementary School, the Governing Board must accept the principals' success plan for school improvement. Accordingly, this plan includes the principal's analysis of the school and his recommendations for improvement over the next 3-4 years. Included in the process, the principal enters the plan into an existing digital framework (Skovision) to satisfy the terms of the Education Act.

The framework for the success plan was approved and adopted by the Governing Board, April 2014. The current revision: May 2015

Ralph Mason: \_\_\_\_\_  
(Principal, Eardley Elementary)

Melissa Smith: \_\_\_\_\_  
(Chair: Governing Board, 2014-2015)

Context:

Eardley School was converted into an elementary school from its original configuration as a junior high school in 2006. Complete with a regularly used cafeteria, a large gym, library and a surrounding fence with at least two dedicated entrances (exits). The campus is surrounded by apartment buildings and condominium complexes. Though the property is considered exclusive to the WQSB school program, community members still seek access to the grounds as a crossing point for walking commutes. The school is a popular choice for evening activities with the City of Gatineau leisure programs (badminton). Increase security came into effect in 2014 with revised routines for student entry and exit from the school. On the other hand, the school is a center point for the community, commonly used for municipals purposes and as polling station for municipal, provincial and occasionally, federal elections. The cafeteria has been re-organized as a multipurpose room and space adjustments have been made to accommodate a clientele that has grown from 284 , 305,336 to 365 over the last five years. ***The school's projected clientele as of April 2016 is 340 students for the 2016-2017 school year.*** The computer lab, converted to a regular classroom, will remain as a classroom site while the computer inventory has been redistributed to the library and other classrooms. The library now houses the teachers' resource materials, as well as maintaining space, books, computers and other materials for students.

The student clientele represents a mix of rural, sub-urban and inner city environments. We are classified as socio-economic 5 on a scale of 1 to 10. The rank of 1 indicated that a majority of mothers hold a college or university degree and household incomes are usually above the average for the province of Quebec overall” 74k/couple, or 39k for single parent households (2011). In theory, a rank of 5 would indicate an average annual income of 48k/couple. In practice, we have about 5% of our students living on or below the poverty line and many working class families struggling to make ends meet.

The staff at Eardley (2015/16) includes 3 males, and 38 females (excluding caretakers/cleaners). There are 24 teachers, 9 daycare educators, 5 special needs aides, 1 day care technician, 2 office support members and 1 principal for a total staff of 43. Note that the daycare staff and classroom aides overlap in their roles (7 members). In the teaching staff, about 80% of the members have been at the school for 5years or more. Other than transfers, resignations or early retirement, there will be no scheduled retirements from the school for the next 2 years.

## Analysis:

There are multiple areas of concern at Eardley School which require attentive problem solving and overall design changes: where, when and how we deliver educational services.

## Key points:

- A small number of students, approximately 15% in grades 1-6 generate most of our work on disciplinary and special needs issues. This figure is disproportionately represented in the Regular English Program (about 1/3 of overall student population). Learning disabilities, ADHD, and anger management problems characterize the behaviours of the students noted above. Student services are largely geared to the 1/3 of the clientele due to the higher concentration of needs. **Recent *Tell Them From Me* school atmosphere survey results, analysed over 4 years, indicate a growing trend of anxiety in the student population as well.**
- Almost 98% of the households in our catchment area list English as the mother tongue at home and the suburb of Aylmer is a bedroom community to the federal government in Ottawa-Hull, therefore, the French Immersion (FI) program is a popular choice with parents: 2/3 of our students are enrolled in the FI program.
- Current programming calls for 100% immersion for 2/3 of our clients which means that students in the FI program work completely in French in Kindergarten and Grade 1. For 2014/15 and 2015/16, immersion students began to do math in English and phys. ed. in French which means 86% immersion. In Grade 3, FI students begin English Language Arts. The corollary is a slower, sometimes weaker performance in ELA from some of our FI students. There is also statistical evidence to show that we experience weaker math results than Canadian Cognitive Abilities (CCAT) testing (grades 3, 4 and 5) otherwise indicates. **The shift in Math to English, grade 2 FI was meant to strengthen math capacity.**
- The dual track model, given limits on our staffing allocation, means that the ideal class size – teacher ratio (20:1 or 24:1) can only be met by generating classes with combined grades (Grades 1&2 for example) often for the English Program (EP) students. For the 2016/17 year, there will be an increase in combined groups in FI grades 4, 5, and 6. At least one uniform grade 3FI class. **Combined groupings have proven to be counter-productive for diverse learning needs, especially in grades 1 and 2, therefore, we have chosen to avoid combined groups in the 1<sup>st</sup> cycle (Grades 1 and 2) when possible.**
- End of year class results for Grade 6 students' (2012/13, 2014/15, and 2015/16), with combined data from EP and FI programs, will be reviewed to identify trends including student performance in math.
- Underlying teaching staff concerns:

- a) Our student clientele for 2016/2017 is potentially 355, down slightly from 2015). **Note that early enumeration of registrations indicate 342 students as of April 2016.**
- b) There is an increase in the number of clientele with special learning needs, including **7 students** who are on the autism spectrum (integrated into regular programming) and high frequency of learning disabilities in the EP classrooms (example: 14/18 students in EP grade 6, 2015/2016 have some form of learning difficulty which requires Resource intervention). Note: Eardley contains the Transition Program (integration/support program services for 6-7 students with psychiatric diagnoses) which requires a full classroom, and our daycare program also requires a full classroom.

Mission: Explore and Innovate

- Address the disproportionate distribution of learning disabilities with innovations in groupings and teaching assignments; **structure Resource level of service in line with ministry of education guideline of 1 resource teacher for every 12.5 regular teachers.**
- Student services are organized to have the equivalent of 2 dedicated Resource Teachers
- Identify where we can improve results with particular students as they transitions from Cycle 2.2 to Cycle 3.2
- Professional development will include a concentrated focus on student engagement through the feedback (including formative assessment) process based on Visible Learning and Universal Design for Learning. As we move through 2016/17, the focus will shift to teacher clarity and **student / teacher relationships.**

Foundation (3 Pillars of our mission): Understanding by Design, Innovation (PD as noted), and cultivating a greater sense of student attachment: building a sense of community.<sup>1</sup>

---

<sup>1</sup> **Relational values** - adults work WITH young people, respect is the core value, dignity, safety and trust are essential, strengths are valued and promoted, accountability and responsibility are expected and mutual.

**Responsive values** - adults are intentional in what they do, development needs drive actions, behaviour and its meaning is best understood in context, pain based behaviour requires a response of compassion and kindness, the inside world is as important and the outside behaviours, young people experience problems - they are defined by their strengths not their problems.

**Restorative values** - forgiveness and tolerance are modelled by adults and fostered in youth, reconciliation in relationships and relatedness is consistently advocated, adults work with youth to support them in being accountable and responsible, opportunity to practice growing forward and using strengths empowers youth.

Vision: we will innovate, account for prior knowledge, and improve the school atmosphere. This framework requires solving and overall design changes (where, when and how we deliver education services).

Key points:

- Address the disproportionate distribution of learning disabilities (coded students, ASD, ADHD, and anger management) with innovations in groupings. Or re-assignment of teacher workloads: having subject specific specialists, or asking teachers to take assignments in both streams of the dual track program.
- **Student services will be designed to have 1.7 dedicated Resource Teachers, and a 0.3 teacher allocation will support early literacy.** 50% of our Resource program is dedicated to specific Resource support for EP students in Grades 3, 4, and 5, 30% of a workload dedicated to early reading intervention (Resource) for EP grades 1 and 2. The balance will be focussed on innovation in teaching strategies and the formation of small group support. Note that Cycle 3 will have specific Resource support as required to ensure that IEP adaptations are being implemented.
- Note that EP grades 3, 4, 5 and 6 will have combined classes, and FI grades 4, 5 and 6 will have combined classes.
- Improve the atmosphere of the school by working toward student attachment, activities at noon, outdoor education programming and promoting WQSB initiatives: Music Makers, and the Debating Competition, and the Concours d'art Oratoire. We will maintain Student Council from Kinder to Grade 6. We will also continue promoting TRIBES activities and Anti-bullying, Anti-violence programming. **Based on observation and analysis of TTFM results, we will focus more on the sense of community.**<sup>(Op.Cit.1)</sup>
- Explore and innovate: FI program students work completely in French until the end of Grade 1, a shift in the emphasis of the program, Math in English, has been in effect (2014/15, 1015/16) and balanced by offering more FI programming in Cycle 3 (grades 5 and 6) in Science, which aligns with the secondary FI program in our receiving school. ***However, given our current enrollment projection and consequent staffing allocation, sustaining the math in English portion in Grade 2 may not be feasible. Staff exigencies will mean a retraction of the Grade 2 French immersion math in English strategy. Note that if the enrollment improves to 355 to 360 students, the plan may be restored.***
- Within the dual track model, create smaller classes of EP grade 1 and EP Grade 2 and support both groups with additional early reading intervention. For the Grade 1 group, continue working with kinder program approaches to allow for further development of individual students to meet the requirements of Grade 1.
- Address specific end of year results for Grade 6 students with a focus on statistical analysis to identify where we can improve results with particular students as they transition from Cycle 2.2 (Grade 4) to Cycle 3.2 (grade 6)

- Working Group will identify and promote strategies for more effective classroom planning: feedback (student voice and formative assessment), teacher clarity, and student / teacher relationships.
  - The professional development work with the staff remains focused on planning that incorporates student involvement (voice), teacher feedback, and accountability for assessment.
  - Two years ago (2014), we began emphasizing Understanding by Design (UBD). Our recent work on Visible Learning (V-L) provides an opportunity to increase staff dialogue about *how and why we need to improve lesson planning: feedback*.
- Our Working Group will further explore the connection between UBD and V-L. The extension of UBD includes Universal Design for Learning. The underlying goal will be to research and implement the “what, how and why” of learning through UDL strategies. This may include research in the form of a professional development review of 2-3 schools operating successfully with UDL.

1) Strategy: Address the disproportionate distribution of learning disabilities (coded students, ASD, ADHD and anger management) with innovations in groupings (blended ELA or Math classes). Develop more approaches to learning based on research and implementation of UDL.

Action: Re-assignment of teacher workloads: having subject specific specialists, or asking teachers to take assignments in both streams of the dual track program. Develop more approaches to learning/feedback based on V-L and UDL.

Indicator: Improved results in G4 and G6 outcomes. Greater alignment between CCAT and BAS scores at end of cycle results.

2) Strategy: Student services will be redesigned to have a greater impact on IEP objectives and student performance in EP programs.

Action: Two dedicated Resource teachers, 50% of a teaching workload dedicated to specific Resource support for EP students in Grades 3 and 4, and 30% teaching workload dedicated to early reading intervention for EP Grades 1 and 2. 20% of resource dedicated to specific needs in Cycle 3.

Indicator: Improved goal attainment on IEPs and comparatively better results in BAS testing year to year.

3) Strategy: Improve the atmosphere of the school by working towards greater student attachment, activities at noon, outdoor education programming, and promoting WQSB initiatives. **Building a stronger sense of community.**

Action: Develop our Outdoor Education capacity, support Music Makers, promote our Story Telling festival, and participate the Concours d’arts Oratoire and



Debating Competition. Maintain student Council from Kinder to Grade 6 and complementary activities. We will also continue promoting TRIBES activities and Anti-bullying, Anti-violence programming.

Indicators: Improvements in sense of safety and attachment to the school in TTFM results.

4) Strategy: FI programming in Cycle 3 (grade 5 and 6) in Science, aligning with the secondary FI program in our receiving school.

Action: Science in French including Phys Ed.

Indicators: Better regular report marks alignment with CCAT/GB+ results and end of cycle outcomes.

5) Strategy: Within the dual track model, create smaller classes of EP Grade 1 and EP Grade 2 and support both groups with additional early reading intervention.

Action: For the Grade 1 group, continue working with Kinder program approaches to allow for further development of individual students to meet the requirements of Grade 1, provide Resource support.

Indicators: Stronger alignment between regular report marks and improved BAS results by end of Cycle 1 EP.

6) Strategy: Increase students' background and world knowledge needed for good reading comprehension.

Actions: Each classroom will have a map(s) to situate new learning.

- Expose all students to current events
- Provide direct experiences through field trips, guest speakers, and incorporating outdoor ed facilities / plans
- Activate prior knowledge (UBD): inclusion activities, community circles, PWIM.
- Build cross-curricular experiences

***Note: for 2015/16, key elements of this strategy were left unmet but will remain as a goal for the school.***

Indicators: Improved end of cycle outcomes that align with CCAT and BAS scores.

7) Strategy: a PLC (working group) will help lead the development of feedback tools (incorporating V-L and UDL). Action research designed to enhance planning overall in teaching team will focus on student engagement through feedback based on V-L and UDL strategies. **Our staff have been and will continue to explore the use of micro-teaching<sup>1</sup> as a method of reflecting on and improving teaching / learning in the classroom.**

Action: A group of 7 teachers will work with principal to research planning innovations and promote professional development that incorporates Visible Learning and Universal Design for Learning. Our focus will be on teacher feedback, student voice, and assessment. Cycle teams will use micro-teaching to support planning for effective feedback.

Indicators: Tracking T2 and T3 results in conjunction with professional discussions on student progress.

8) Strategy: Cycle teams will focus on quadrant analyses (V-L) in collaboration with members from the working group.

---

<sup>1</sup> Microteaching: capturing video information for reflection on teaching strategies.

Action: Improve results particularly for students on the cusp<sup>2</sup>: greater passing rate (achieving 60% or above) in ELA, Math and FSL. Effective feedback will be a key feature.

Indicators: greater success rates for students in Terms 2 and 3 compared to their BAS/GB+ scores and / or meeting their IEP goals.

9a) Strategy: The regular FSL (base program) will focus on the development of the capacity to sustain meaningful conversation with an emphasis on understanding/differentiating questions and providing sustainable responses.

Action: FSL teachers will collaborate with FI core French teachers and take advantage of network opportunities to share best practices.

Indicators: closer alignment between Term 2 competency oral communication and end of year assessment for oral communication.

9b) Strategy: Cycle 2.2 and 3.2 FI program teachers will emphasize reading comprehension (inferencing) and use GB+ and exam results to guide target setting for individual students according to quadrant analysis.

Action: in consideration of 2.2 and 3.2 exam results, and using data from Term 2, FI program teachers will target student capacity to make inferences from texts. GB+ will be used to help differentiate learning activities. Cycle teams will provide feedback on the effectiveness of the increase emphasis on inferencing.

---

<sup>2</sup> Individual quadrant analysis: compares levels of comprehension (BAS, GB+) to academic potential (CCATs), with end of term results for core subjects. Students showing stronger potential with weak term results (50-66%) are considered on the cusp.

<sup>3</sup> Individual quadrant analysis: compares levels of comprehension (BAS, GB+) to academic potential (CCATs), with end of term results for core subjects. Students showing stronger potential with weak term results (50-66%) are considered on the cusp.



Indicators: closer alignment between Term 2 competencies in reading comprehension and end of year assessment for reading comprehension.