

Our story : école élémentaire catholique Bernard-Grandmaître

In 2014, l’école élémentaire Bernard-Grandmaître (BG) of the conseil des écoles catholiques du Centre-Est (CECCE), decided it was time for a change. The BG team decided that we needed to do more in order to make sure that no child was left behind. The vision and positive school culture needed to be more focused. The school results were good but were more left to chance rather than to being monitored, analysed and pedogical collaboration. We started by changing school culture. We were committed to being more positive and inclusive in our collaboration. We focused our energy on opening classroom doors. PLCs were changed. Relevant data and monitoring are now guiding our decisions, our pedagogy. Our results keep increasing and we know why. We can explain every data collected. We know what is essential in our teaching and student learning. We know what to do with students who already get it. We know what to do with students who are struggling and we have a plan for each one of them. We bring forth the best strategies in every PLCs. And when we don’t have the answers, we find experts to help. All of our students achieve success. With 716 students (JK to grade 6), this was not an easy feat. However, attitudes and culture were changed because of our PLCs. We recognized that as professionnals in education, we cannot stand on our own, we need to collaborate to ensure every child’s success. Pedogical leadership is a shared obligation. Every professional development is often offered by and for our teachers and staff members. We now share common core values, common goals, high expectations while offering high support. Everyone is on the bus and we are on route to assured success.

**Bernard-Grandmaître’s vision :**

**Learning for all students by all means possible.**

**L’apprentissage pour TOUS par TOUS les moyens possibles.**



**Bernard-Grandmaître’s Mission :**

**Creating a welcoming learning environnement that is secure, respectful, harmonised for all students and a school culture that values collaboration and success for ALL students.**

**« Un milieu d’apprentissage chaleureux, sécuritaire et harmonisé où règne un climat de respect et d’entraide favorisant l’épanouissement personnel et la réussite scolaire de CHAQUE élève. »**

**Bernard-Grandmaître’s values :**

Respect, responsability, integrity and pride

* Integrity and pride. It's necessary for a teacher to be honest with his/her job role and responsibility. They should show pride in their work.
* Sense of Hope For Students. Teachers should always possess a sense of hope that their students can do better.
* Sense of Urgency. Teachers should know what the students need to learn and understand that they only have a short amount of time to do so.
* Mutual Respect and Responsibility. The get respect, teachers need to show respect. For the students to get responsible, teachers need to teach how to be responsible.

**BG goals :**

Bloc 1 : By the end of our 1st semester (January 30th, 2019), 98% of all BG students will be a strong, proficient reader and performe above the province’s rates. Bloc 2 : By the end of our 2st semester (June 10th, 2019), 98% of all BG students will be able to problem solving (open and closed problems) and be above the province’s rates.



Next year’s goals to be intergrated by all who work at BG :

For student’s to :

* be lifelong learners
* be passionate
* be ready to take risks
* be able to problem-solve and think critically
* be able to look at things differently
* be able to work independently and with others
* be creative
* care and want to give back to their community
* persevere
* have integrity and self-respect
* have moral courage
* be able to use the world around them well
* speak well, write well, read well, and work well with numbers
* **truly enjoy their life and their work.**

*by Dennis Littky and Samantha Grabelle*

Every student at our school is seeing success because of our PLCs. We can honestly say that our school culture has never been better, that our vision is clearer and that we use the PLCs model to make sure that no child is left behind. We are very proud of our journey and we never forget to celebrate our success.

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**2. Creating systems of intervention to provide students with additional time and support for learning.**

Over the past four years, the Faculty at l'École élémentaire catholique Bernard-Grandmaître has embraced the PLC model. Our SMART goal to ensure the success of every student has resulted improvements in subjects tested: reading, writing and mathematics. Academic alignment in all three subjects are now in our team BG expectencies. If you work at our school, you are expected to use these tools that are aligned for all teachers from junior kindergarden to grade 6.

Systems implemented at BG to provide additional time and support:

1. Strategic plan in litteracy and numeracy: We keep the focus on what is essential for students success
2. High achievement committees in all school priorities: We meet every quarter to analyse our school data.
3. PLC model (2 courses per year in litteracy and numeracy): A schedule for collaborative meetings was set up to allow same grade level teachers to meet approximately every 2-3 weeks within the school day. FSL and resource teachers attend all meetings. Principals attend all meetings. At these meetings, teachers chose a particular learning outcome, write common summative and formative assessments, analyse data collected from formative assessments as well as discussed best practices and strategies,. We start with the end in mind and backtrack. All ofour courses are guided by these 5 questions:

What do we want our students to learn?

How will we know?

What do we do with students that already know?

What do we do with students who are struggling?

What are the best strategies to get them all there?

Our SMART goals and data walls are clear and displayed for everyone’s ownership.

1. Leads are identified and facilitate our “in house” professional development plan. Teachers observe and learn from one another. They co-teach all the students of the same grade. They **are** our students not **my** students.
2. Among our effective strategies for learning, we have identified 2 that are very effective and allow quick results: speed teaching and break up sessions for students.
3. A variety of intervention clinics are offered to all students in need.
4. The collaborative groups of teachers demonstrate creative teaching through differentiated instruction.
5. At the end of every teaching bloc, all teachers within the school meet for one hour session to discuss students learning. Teachers will go from one team to the other, especially before and and after grade level (for example a grade 2 teacher would consult grades 1 and 3). And we all ask 3 questions
6. What are we doing right?
7. What are the essentials learnings do we need to work on more?
8. What could we be doing better?

All students belong to every teacher. The success of the students therefore belongs to our team of teachers since they all play a role in the student's success.

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### 3. Building teacher capacity to work as members of high performing collaborative teams that focus efforts on improved learning for all students.

Just as this was implemented in l’école Arc-en-ciel from our school board (CECCE), Bernard-Grandmaître (BG) has the same vision in mind. We agree that “School culture can be very fragile. It is important to return to and repeat our school's core values and vision regularly. The emphasis is put upon a growth mindset where errors are seen as opportunities of growth” in our PLCs and every day. We also have to work harder with students’ mindset and error growth. BG staff also believe “that the expectation where all students can learn at a high level also comes with high support from all the adults in the building.” The tracking of all students’ learning is a crucial part of the learning. It gives us a lot of knowledge on what we need to teach. It gives us guidelines and shifts our focus and in the right direction. In our collaborative teams, there is an expectation that each teacher identifies the learning needs of each student in relation with the learning outcomes that have been set by the team. This information is shared with theme in order to identifiy the best strategies to help each student. By using student data to set our SMART goals, teachers have increasingly high and realistic expectations for our students. Teachers hold each other accountable to achieve these goals and in a successful PLC, teachers help one another achieve them. These collective efforts make École élémentaire catholique Bernard-Grandmaître, an effective Professional Learning Community.





École élémentaire Bernard-Grandmaître

##### Résultats de rendement combinés pour 2014–2016, 2015–2017 et 2016–2018

**Pourcentage de tous les élèves de 3e année ayant un rendement équivalent ou supérieur à la norme provinciale**

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| **Lecture** | **Écriture** | **Mathématiques** |
| https://eqaoweb.eqao.com/EQAOWebOrgProfile/ChartAxd.axd?i=dcp_870408f111.png&_guid_=6211ac3e-76b1-49af-a394-6b5fab7b5466 | https://eqaoweb.eqao.com/EQAOWebOrgProfile/ChartAxd.axd?i=dcp_870408f112.png&_guid_=b8b95ff7-8315-447f-8e54-a5d72005630c | https://eqaoweb.eqao.com/EQAOWebOrgProfile/ChartAxd.axd?i=dcp_870408f113.png&_guid_=8ed2639c-9841-4fff-93e0-47c7b1b77dcb |

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##### Résultats de rendement combinés pour 2014–2016, 2015–2017 et 2016–2018

**Pourcentage de tous les élèves de 6e année ayant un rendement équivalent ou supérieur à la norme provinciale**

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| **Lecture** | **Écriture** | **Mathématiques** |
| https://eqaoweb.eqao.com/EQAOWebOrgProfile/ChartAxd.axd?i=dcp_870408f117.png&_guid_=a729662f-614a-45b7-bcbb-b2dcfd612725 | https://eqaoweb.eqao.com/EQAOWebOrgProfile/ChartAxd.axd?i=dcp_870408f118.png&_guid_=41391a7c-483b-41ab-8217-510f6cd91f2d | https://eqaoweb.eqao.com/EQAOWebOrgProfile/ChartAxd.axd?i=dcp_870408f119.png&_guid_=060d3013-795f-4857-8895-6a7708a35e42 |

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