



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson



Wilder Penfield Elementary

Elementary Annual Report

Annual Report on the School's Educational Project,
and Contribution to the School Board's Commitment to success



2018-2019

Lester B. Pearson School Board

Introduction

The Lester B. Pearson School Board is the second largest English school board in Quebec serving approximately twenty thousand students in the Youth Sector and an additional eight thousand in its Continuing Education Sector.

The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, Île Bizard-Sainte Geneviève) and the municipalities of Dorval, Pointe-Claire, Dollard-des-Ormeaux, Sainte-Anne-de-Bellevue, Senneville, Kirkland, Beaconsfield and Baie d'Urfé. In addition, the territory also includes twenty-three municipalities to the west of the island of Montreal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: the entire island of L'Île-Perrôt; the municipalities of Très-Saint-Rédempteur, Sainte-Marthe, Saint Justine-de-Newton, Saint-Clet, Côteau-du-Lac, Les-Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, Île-Cadieus, Vaudreuil sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of thirty-six Elementary Schools, thirteen Secondary Schools and eight Adult & Vocational Training Centers. In addition, the Board operates Alternative Learning Centers, Ministry of Social Affairs Schools, and an International Language Center.

We, the members of the Lester B. Pearson School Board community believe in a vision of *Achieving excellence by maximizing the potential of each individual*. We hold the following values to be true:

- **Community:** We promote local and global citizenship through strong engagement.
- **Inclusion:** We reflect and celebrate diversity.
- **Innovation:** We support creativity and a spirit of inquiry.
- **Integrity:** We commit to honesty, equity and accountability.
- **Respect:** We foster a respectful, nurturing and safe environment.



MISSION

The Wilder Penfield Community is committed to creating an interactive, integrated school environment, in which every student develops a curiosity and love for learning, in order to allow all to become competent, engaged, successful citizens.

VISION

We, the members of the Wilder Penfield School community comprising of students, parents, teachers, professionals, support staff, and administrator, value:

- Respect and caring for self and others
- The environment
- Life-long learning
- The pursuit of excellence
- Fulfillment of individual potential
- Responsible citizenship - a strong sense of community and belonging

SCHOOL PROFILE

Wilder Penfield School was established in 1968. The school is set in a residential neighborhood of Dollard-des-Ormeaux. Our property adjoins Westminster Park which is used by our students for Physical Education and during recess and lunchtime.

Wilder Penfield is an early immersion school. Kindergarten and cycle one students receive 85% of their instruction in French and 15% in English. Cycles two and three students receive 50% of their instruction in each of the two languages. Programs consist of English, French, Math, Science, Art, Physical Education, Dance, Drama and Music. Our current enrollment is of 298 students, with a small projected increase over the next 5 years. Over half (54%) our students use our daycare services. Wilder Penfield is an inclusive school and as such integrates diverse learners in the classroom to the fullest of their capabilities. Seventeen percent of our students are on Individualized Education Plans (IEPS) and 6% are considered to have handicaps, social maladjustments or learning difficulties. These students are supported by integration aides, resource teachers, and psychologist, special education technician and speech and language specialists and our new "Mindset Room" to help students struggling with their anxiety or any social-emotional issue. Our school also has the support of a nurse and social worker through the Pierrefonds CSSS.

The school is well equipped, with Smart Boards in each classroom, computer lab with 32 computers, as well as mobile labs. We have invested, since 2012, in a schoolyard embellishment project which has included two new playground structures, resurfacing a grassy area, installing picnic tables, and planting trees.

The Wilder Penfield team is comprised of 24 teachers, 7 integration aides, 4 SSD professionals, 9 daycare educators, 8 lunch supervisors, 5 support staff and a special education technician. Although we have recently welcomed 3 new staff members, many Wilder staff have been at the school for over 15 years. The Wilder Penfield staff are dedicated educators who have great relationships with students and their families. Our community is like an extended family and everyone works together for the success of all students.

As a result of this great collaboration our success rates are outstanding; Math 92%, English 97% and French 97%. Very few students are unsuccessful as you can see and we continue to strive for a 100% success rate for all students.

Wilder Penfield has a strong family community as there are many parents involved in school life. They may volunteer for: Governing Board, Home & School, library, computer lab, and field trips. The Wilder Penfield School population is culturally diverse, but for many their mother tongue is English.

CHALLENGES:

<p>Everyone Achieving Full Potential Achievement</p>	<p>Inclusive Ed. Settings Wellness & Student Engagement</p>	<p>Mobilization of Partners & Stakeholders</p>
<p>Improve Numeracy and Problem Solving Skills</p> <p>Reducing the gap between boys and girls in Math</p>	<p>Promoting a Healthy Life-Style (Mental and Physical wellness)</p> <p>Developing students who are ecologically awareness of environmental issues.</p>	<p>Create partnerships with community organizations</p>
<p>Increase English and French Literacy Levels (both reading comprehension and writing skills)</p> <p>Reducing the gap in between Boys and girls in English</p>		
<p>:</p>		

Objective 1: Reduce the gap in success rates between various groups of students

As an inclusive system, Lester B. Pearson School Board has always paid attention to differences in success among students. Our differentiated approach and pedagogical flexibility have been central to discussions on classroom practice and student success. Using a resource school model to discuss practices, along with support by Educational Services and Student Services, teachers consider the needs of every student.

Objective 1	Reduce the gap in success rates between various groups of students								
	Provincial situation					Lester B. Pearson School Board			
	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030	
	Success rate	Gap	Gap	Gap	Success rate	Gap	Gap	Gap	
Boys	73.8%	All sectors	10.1%	6.1%	5%	83.7%	8.4%	5% max	5% max
Girls	83.9%					92.1%			
Students with handicaps, social maladjustments or learning difficulties	48.3%	Public sector	34.1%	25.3%	12.4%	60.5%	32.2%	24.2%	12.4%
Regular students	82.4%					92.7%			
Start secondary school in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.5%	67.90%	21%	15%	10%
Other areas	77.9%					88.9%			
First-generation immigrants	75.0%	Unidentified	3.8%	3.0%	2%	69.60%	18.8%	12%	5%
Other students	78.8%					88.4%			

School Results

Broad Area of Intervention 1 Everyone achieving their full potential				
Orientation: Improving Achievement				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Improving Achievement: Reduce the gap in success rates between various groups of students.	*Maintain or increase overall success rates in French (94.82%) and English (96.61%)	Results from MEES exams and Board exams	To maintain or increase in all subjects success rates; French, English and Math	French 93.10% English 95.15% Math 86.04%
	*Increase overall success rate in Math (85.36%)	Results from MEES exams and Board exams	Increase Math results by 5%	Increase of 0.68% in the success rate
	**Decrease gap between girls and boys Math success rate results	Results from Board exams	Increase performance of boys to make them equal	Decrease of 5.6% in the boys success rate and an increase of 14.04% in the girls success rate, increasing the gap to 22.63%
	**Decrease gap between girls and Boys English success rates	MEES exam results	Increase performance to make them equal.	Decrease of 13.15% in the boys success rate and an increase of 3.3% in the girls success rate, resulting in an increase in the Gap to 15%
	*success rate is an average over 5 years.			

	** Results based on 2017-2018 results.			
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Future Directions:

The overall results for Wilder students is very good with success rates of 93.10% in French, 95.15% in English, and 86.04% in Math. Where we see a wide gap in success rates is when we compare boys with girls. We only have the last 2 years results divided by boys and girls so we see large gaps when you have a strong cohort one year and a weak cohort the other. Also in 2017-18 we had results from grade 3, 4, and 6 in Math, however in 2018-19 we only results from grade 6. The increase in the gap between boys and girls in 2018-2019 can be explained by a weaker graduating class and basing results only on grade 6 results, as we did not have the results from grade 3 and 4. Our overall success rates in Math, English and French are based on an average of 5 years. We will continue to work hard and help our students reach their best and narrow the gap between boys and girls.

School Results

Broad Area of Intervention 2 An inclusive environment for development, learning and success				
Orientation: Healthy, Safe and Caring Environments				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Wellness	To foster safe and caring relationships within the school, community and the digital environment	Tell them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and school Safety Report)	No more than 5% of girls and boys feeling unsafe in school	Girls 0% Boys 10.2% Decrease of 9.8% for girls and an increase of 5.9% for Boys
	To maintain the high level of students	School initiatives promoting a	To increase student participation by	87% student involvement in sports and

	adopting a healthy and physically active lifestyle	healthy and physically active lifestyle (All sports teams, intermural activities)	5% (up to 90% of student participation)	physical activity. An increase of 2%
		Create 4 exercise stations (2 per floor)	To have students use an exercise station twice a week. (chart activity)	We were not able to start these activities in 2018-2019 as our Educational project was approved late in the year.

Future Directions School Results

We see an increase in school initiatives that have resulted in an increase of 2% in physical activities with the guidance and leadership of the physical education teachers who organize and run various sports teams, and lunch time activities for cycle 1, 2 and 3 students.

We need to focus our attention on students feeling safe in school with respect to boys, as there is an increase of almost 6% who feel unsafe in school. We will hold discussion groups to better understand what is happening in school with the boys that has created them to feel unsafe in school. Once our discussion groups completed we will take the result and apply changes where needed to help boys feel safer in school.

We focused a lot on energy and time setting up our Mindset room this year and we did not have time to implement the additional exercise stations in the hallways. With the Mindset room up and running we can now focus of the exercise stations in the hallway in the coming year.

Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success

Orientation: Parental Engagement and Community Support

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Strengthening Engagement	To increase parental and community organization contribution in the school structured activities.	To create a community garden in front of the school	D.D.O community involvement, old age home and 2-3 parent volunteers	N/A
		To start up a self-regulation club for students (parents are welcome at lunch)	Local CLSC or community group involvement in teaching strategies of self-regulation	N/A
		To start up a green club for environmental awareness at school.	D.D.O community involvement and 2-3 parent volunteers.	N/A

Future Directions

This section of our educational project was added only at the end of the 2018-2019 school year so we did not have the time to start up any of the activities and projects indicated in our educational project to increase parental and community involvement during the 2018-2019 school year.

We look forward to reporting on new partnerships within the community in the next school year and an increase in parental involvement at the school level as well.