

# Annual Report 2015-2016

## Wilder Penfield Elementary School

Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan



**Together We Learn:**  
Partnering for Student Success



Lester B. Pearson  
School Board

Commission scolaire  
Lester-B.-Pearson

## ***Introduction***

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement was valid until June 30<sup>th</sup>, 2015 and was subsequently extended by an additional year for reporting purposes. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2015-16) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.

## ***School Portrait***

<b>School Name</b>	<b>2015-16</b>
<b>School Capacity</b>	408
<b>Program(s)</b>	Immersion
<b>Total Number of Students Registered</b>	298
<b>Total Number of Students Registered In Daycare</b>	168
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	13

## ***School Mission/Vision (from Educational Project)***

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.

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

## ***Goal 1: Increased Graduation and Qualification Rate***

### ***School Board Context***

The student success rate in terms of certification and qualification remains an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MEES Elementary End of Cycle III Math exam results.

### ***School Results***

<b>Goal 1: Increased Graduation and Qualification Rate</b>					
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
1	A 2% increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	87	89	87	86
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.				On going

### **Level of Accomplishment**

Since 2012, the target has been surpassed, with an average of 89% success rate. Currently students at Wilder are 18% more successful than the board average.

## **Observations:**

- Teachers develop math reading strategies to improve the understanding of context specific to problem solving.
- Use of technology (IWB, computers, I-Pads )
- Use of ``Reflex-Math`` in cycle 2 & 3.
- All levels using ERPI curriculum(Numerik, Numbers, Decimal) that incorporates IWB, web-based and traditional applications.
- Homework assistance program and peer tutoring provided additional support for students
- Cooperative work with resource teacher to adapt MELS exam & classroom work allowed all students to participate.
- In-service training on use of Tablets, Brain Based Learning, Rubrics & “Making Sense of Math”
- Use of more kinesthetic and tactile learning opportunities. This is to respond to the needs of learners (primarily boys, but not exclusively) who learn best given these opportunities.
- Connecting math to relevant life experiences for students to provide meaning

## **Goal 2: Improved Mastery of English and French Language Skills**

### **School Board Context**

The overall aim of Goal 2 from the Ministry level is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and the option of extending Immersion profiles at the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

### **School Results**

<b>Goal 2: Improved Mastery of English and French Language Skills</b>					
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
1	A 2% increase in the success rate for elementary end of Cycle III French exam results by 2015.	90	94	95	100
2	A 2% increase in the number of elementary students reading at level by 2015.	81	85	92	92
3	A 2% increase in the success rate for elementary end of cycle III English exam results by 2015.	79	82	100	97
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)				On going

### **Level of Accomplishment:**

Since 2012, targets have been surpassed, with an average success rate of 99% in ELA, 96% in FSL and 95% reading levels. Currently students at Wilder are 5% more successful than the board average on these indicators.

### **Observations:**

- Improved teachers' skills through in-service sessions and Ministry workshops
- Homework assistance developed more appropriate strategies
- Francisation program supported additional French language learning
- Interactive lessons using Notebook engaged students more in learning and promoted student ownership.
- Virtual classrooms and educational networking using GAFE (i.e. Google Classroom, Docs, Slides)
- Cooperative work with resource teacher to modify/ adapt Ministry exam & classroom work allowed all students to participate
- Buddy reading program build student relationships, developed understanding and provided additional support, thus advancing reading levels of younger students.
- Use of journals made writing personal and thus more meaningful.
- Use of non-fiction books, addressing boys' interests, supported learning.
- Use of "Readers Theatre" and improvisation provide motivation and interest
- Use of effective strategies for different learning styles enabling students to understand their personal strengths and empowering them as active learners.
- Theatrical productions in the French language
- Choir: use of songs in both French and English increases fluency.
- Performances by students in Cycle 1 to develop fluency in Oral French.
- Oral presentations at least once per term to develop fluency in both languages. Using a broader audience than just the child's classroom.
- Cooperative learning activities in both languages
- Field trips which bring meaning to academic subjects (Univers social/Science et technologie). Many of our field trips are conducted in the French language (Museum guides, animators, etc).

## ***Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties***

### ***School Board Context***

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

### ***School Results***

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2016 Result</b>
	Enable students to meet their full potential	qualitative	On going	On going

#### **Level of Accomplishment:**

Anecdotal evidence points to students who have Individual Education Plans being successful in a high school setting. We have reports of such students being on the honour roll in high school.

#### **Observations:**

This is a difficult objective to explain in “quantitative terms”. Each special needs student is unique, and the number of students who have special needs, especially those “at-risk”, varies from year to year.

- Integration aide and resource teacher time provided individual and small group support for students.
- Resource Team support provided for teachers in adapting teaching styles to learning difficulties.

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- Individual Educational Plans are designed to contain realistic expectations and are revisited and adjusted each term to meet students' needs.
- All students, regardless of their handicap, social maladjustment or learning difficulty are encouraged to participate in extracurricular and team activities. This along with Inclusion in field trips, theatrical presentations, and buddy reading program allowed these students to be active participants of our school community.
- Supporting parents in understanding the nature and limitations of each learning disability, social maladjustment and handicap. Understanding how students with handicaps, social maladjustments or learning difficulties are able to learn is a process that takes time and careful attention. Supporting parents through this process is also a key to their child's success.
- Big Brothers and Big Sisters provide mentors for students who would benefit from this type of program.
- Making use of resources available within our school board ( special needs consultant/speech language pathologist/psychologist) as well as resources within the school community (social worker/satellite programs in educational and hospital settings).
- The articulation of students from elementary to high school, particularly those who are on Individual Education Plans, ensures appropriate placement and ensures appropriate services are in place when they begin high school.

## Goal 4: Promoting Wellness in a Safe and Caring Community

### School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's "Our School Survey" and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 8,900 elementary surveys from 34 of our schools.



### School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2016 Result
1	The number of initiatives that promote pride in and respect for our environment.	1	1	1
2	The number of programs and interventions that address violence prevention and conflict resolution.	1	1	1
3	Implementation of the Healthy Schools Approach.	[ X ] In Progress Implemented		[ ]

**Analysis of the situation**

- Leve-toi et bouge in the month of May links the Physical Education healthy lifestyle competency to concrete actions by students school-wide.
- Increased number of available physical activities and the addition of intramural team sports and skipping team during recess and lunchtime promote community spirit and an awareness of fair play.
- Grade 6 community service programs raised awareness of responsibilities attached to being a part of a community - school community / community you live in / world community.
- Healthy lunch program (no junk food) is followed by the majority of families.
- Soup kitchen, local senior citizen residence visits, charitable fundraisers; all these programs allowed our students to support communities outside of our school community.
- Students are involved in musical and dance performances.
- Atelier Bleu Majjjiik “Quand tu vois rouge” is performed in the gym for students. The theme is “Violence and tenderness between children”
- “Circle of Courage”/“Encouragers” programs - senior students supporting younger students in making appropriate social choices.
- An email hotline wildercare@lbpearson.qc.ca with a checklist of necessary information when reporting an incident is posted along with a parent handbook from the Dare to Care workshop.
- Discussions and dialogues around problems which have been experienced by students
- Reading books that talk about situations that we live every day, for which it is not always easy to know how to respond. Followed -up discussions, exchanges, examples
- Discussing and sharing about acceptable behavior. Recognizing what is right or wrong to develop critical thinking
- Develop empathy through reading stories

<b>Goal 4: Promoting Wellness in a Safe and Caring Community</b>			
TTFM			
	Drivers of Student Success	School %	Canadian Average %
1	Students with a positive sense of belonging	83	82-89
2	Students with positive homework behaviour	76	NA
3	Students who are victims of bullying	29	22-29
4	Students who feel safe attending school	65	62-74

## **Analysis of the Situation**

Results from Wilder Penfield's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 29% which is within the Canadian Average Range of 22-29%. Of these students, 30% say they experienced Verbal or Social Conflict at school, while Physical Conflict at 23% and Cyber Bullying at 6%. Students identify recess (64%) and lunch (17%) as the most common times during the day when they encounter conflict with peers. All incidents of violence, aggression or bullying were satisfactorily resolved at the school level. The increase in victims of bullying from 10% (2013-14) to 22% (2014-15) to 29% (2015-16) can be viewed as an increase in the reporting of bullying because students report managing bullying in positive ways. Half of the students surveyed tell an adult, while the other half of the students report telling a friend. Of those who tell a friend, 90% comfort the victim and 70% stand up to the bully with the victim. This indicates that the attention we have given to discussing, intervening and not ignoring bullying has produced positive social skills for students who are facing bullying.

The results from the questions concerning homework are a reflection of students and families valuing homework and teachers providing homework that is relevant and supportive of the learning in the classroom. There was a significant drop in positive homework behavior from the first to the second snapshot survey (83-69%). This could be due to homework being less significant to the learning process towards the end of the year than the beginning. It may also call into question the significance of homework to overall success in school. The measure of "belonging" is one that speaks to the acceptance by peers and staff of differences and to a student's own sense of identity. Student results were within the Canadian average. When responding to questions on "feeling safe", it is in regards to physical and emotional safety in school. This result is in line with the Canadian average.

## ***Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training***

### ***School Board Context***

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career. We offered over 30 unique programs across our network and in 2015-16 and our eight Continuing Education Centers continue to provide valuable services to our adult population.

### ***School Results***

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2016 Result</b>
1	The number of initiatives that promote vocational education	0	1	1

#### **Observations:**

- Students creating “Career” projects, as a result of presentations and research that they do on a variety of career choices.
- Visit to local High School Mini day presentations provided valuable information for our grade six students.