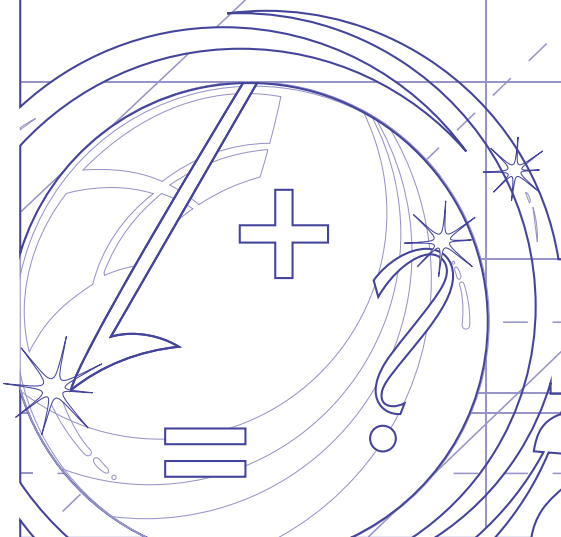




# Annual Report 2024-2025

**School Name:** Wilder Penfield School



L B P S B

2024-2025

# Introduction

The Lester B. Pearson School Board (LBPSB) Commitment to Success Plan was officially approved in November 2023, providing a structured vision to enhance academic achievement, leadership development, and student well-being. A significant achievement of this past year was the completion of all school Educational Projects by June 2024, ensuring that each school had a clear framework for success tailored to its specific needs. Recognizing the importance of ongoing improvement, we made key refinements to our planning approach, incorporating process-based objectives that go beyond traditional success rate metrics. This adjustment was designed to uncover and address hidden challenges that may not be immediately visible, as well as validate the hard work and the many achievements taking place in all our schools and centres. By taking this approach, we are better equipped to provide targeted support where it is most needed, ensuring that all students have access to an equitable and effective learning experience.

# Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

<b>Orientation 1: Make the success of our students a top priority for Quebec society</b>
Objective 1: Increase student success rates
<b>Orientation 2: Make Vocational training a truly attractive option</b>
Objective 2: Modernize and enhance vocational training
<b>Orientation 3: Making schools and centres welcoming spaces</b>
Objective 4: Develop new specific “Special School Project”
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

<b>LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.</b>
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
<b>LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.</b>
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
<b>LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.</b>
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

# Educational Project

The development of the Educational Project was a collaborative process, involving school and centre teams, educators, and board representatives. Key milestones in this process included:

- February 2024: Schools participated in a full-day professional development session, where school teams received training on structuring their Educational Projects, aligning them with the Commitment to Success Plan, and setting measurable goals.
- Ongoing Collaboration: Throughout the year, school and centre teams met periodically to analyze school and centre specific data, discuss areas of focus, and refine their Educational Projects based on feedback and emerging priorities.
- September 2024: Schools centres transitioned from project development to implementation, working on their Action Plans for the 2024-2025 school year to turn their Educational Projects into actionable steps.

The Educational Project provided a clear roadmap for each school and centre, ensuring that priorities are not only identified but also followed through with concrete actions and measurable outcomes.

## Summary of educational project:

School Orientation 1: Promote and build on existing schoolwide initiatives fostering sense of belonging.
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.
School Objective 2: To promote a sense of belonging by educating the Wilder Penfield population about chosen Virtues introduced through assemblies at the beginning of and throughout the school year.
School Objective 3: To increase a sense of belonging by creating and implementing a variety of school wide activities.
School Orientation 2: Improve coherence among all Wilder stakeholders.
School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.
School Objective 5: Establish a system/protocol for communication among all staff and school community.
School Objective 6: Consistency in student understanding of expectations and consequences.
School Orientation 3: Further development of early literacy intervention.
School Objective 7: Increase literacy skills of Kindergarten & Cycle One students.
School Objective 8: Focus on developing and strengthening reading comprehension skills.

# Action Plan

With Educational Projects completed, the next step was the development of Action Plans, which serve as living documents to guide schools and centres in achieving their goals. The purpose of the Action Plan is to:

- Provide clear objectives for each school and centre, ensuring a focused approach to key educational priorities.
- Align school and centre initiatives with the Commitment to Success Plan and board-wide goals, ensuring coherence across all schools and centres.
- Support evidence-based decision-making, allowing schools and centres to track progress and make data-informed adjustments.
- Foster a culture of continuous improvement by regularly reviewing and refining strategies based on student needs and outcomes.

Each school and centre's Action Plan is designed to be flexible and responsive, ensuring that strategies evolve based on feedback and emerging challenges.

An online platform was introduced to support collaboration and documentation, allowing schools and centres to track progress, refine strategies, and ensure alignment with board-wide objectives. This platform houses the Educational Projects, the Action Plans, and the Annual Reports. It allows for a streamlined process making the three documents more integrated into the daily life of a school and centre. It also serves as a repository to give new administrators immediate and easy access to the governing documents of the new schools or centres they are assigned to.

## Looking Ahead

As we move forward into the 2024-2025 school year, the focus will shift toward implementing and monitoring Action Plans, ensuring that strategies translate into tangible improvements for students and educators. Schools and centres will continue to leverage data, collaborate on best practices, and refine their approaches to maximize impact.

The dedication of educators, administrators, and community partners has been instrumental in shaping these initiatives, and their continued efforts will be key in driving meaningful progress. Together, we are fostering an innovative, inclusive, and student-centered learning environment that empowers every learner to thrive.

We look forward to the next phase of this journey, where the commitment to excellence, leadership, and equity will continue to guide our schools and centres toward greater success.

# Orientation 1: Promote and build on existing schoolwide initiatives fostering sense of belonging.

<p>The school board's committement to social emotional health aligns with our focus on fostering a sense of belonging in our school, so that students, parents and teachers feel part of the family. Wilder Penfield is a safe and caring school where everyone can feel at home during the school day.</p>
<p><b>School Objective 1:</b> Yearly identify student foundational need to be targeted. Implement measures to support identified need.</p>
<p><b>School Strategy 1:</b> Cycle meetings with resource team at start and end of school year.</p>
<p><b>School Strategy 2:</b> In-class group work assignments in Cycle 3 to enhance teamwork.</p>
<p><b>School Objective 2:</b> To promote a sense of belonging by educating the Wilder Penfield population about chosen Virtues introduced through assemblies at the beginning of and throughout the school year.</p>

<b>School Strategy 3:</b> Monthly Virtues Program assemblies led by students by grade level.
<b>School Strategy 4:</b> Reviewing the Circle of Courage program beginning in kindergarten.
<b>School Strategy 5:</b> Grade 5 Encouragers continue to support youngers students during unstructured times.
<b>School Objective 3:</b> To increase a sense of belonging by creating and implementing a variety of school wide activities.
<b>School Strategy 6:</b> Continue extra-curricular programs at lunch.
<b>School Strategy 7:</b> Mindset Room with Spec. Ed. Technician and Mindset Recess Room for student sign-up.
<b>School Strategy 8:</b> Programs such as Spirit Week, Reading Week and Classroom Buddies to build school belonging. Create opportunities for students to become directly involved in school like such as Open House, Bus Monitors, Phys. Ed. Activities, etc.

## Orientation 2: Improve coherence among all Wilder stakeholders.

Our objective is to improve and clarify communication among the students, staff, parents and the school board so that all stakeholders feel heard and understood. This joins in the efforts of the school board to improve on the work efficiency related to the flow of information and communication structures of the school board.

**School Objective 4:** Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.

Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.

**School Strategy 9:** Cycle/staff meetings to set competency, practice and implementation throughout school year with continued discussions on PD days.

**School Objective 5:** Establish a system/protocol for communication among all staff and school community.

**School Strategy 10:** Weekly staff memos to share all school information.

**School Strategy 11:** At the minimum, bi-monthly community emails sharing school information with community. Regularly update the school's website and calendar function.

**School Objective 6:** Consistency in student understanding of expectations and consequences.

**School Strategy 12:** Positive reinforcement of expected behaviours.

**School Strategy 13:** Inform all shareholders (teachers, support staff and parents) when, repeatedly, expected behaviours are not achieved.

**School Strategy 14:** Monthly assemblies, class visits and staff presence to reinforcement expected behaviours and review consequences with students.



## Orientation 3: Further development of early literacy intervention.

As the school board works towards increased systemic capacity to meet the needs of their student population, Wilder Penfield is also meeting the needs of our students through our early literacy program.

**School Objective 7:** Increase literacy skills of Kindergarten & Cycle One students.

**School Strategy 15:** Kindergarten programs "Raconte-moi l'alphabet", activities with phonemic/phonological awareness and introducing "Little Reader" books.

**School Strategy 16:** Continue the Cycle 1 Literacy Intervention program.

**School Objective 8:** Focus on developing and strengthening reading comprehension skills.

**School Strategy 17:** Cycle 1, year 2 - continue to focus on comprehension skills through structured Literacy Intervention program.

**School Strategy 18:** Dyslexia groupings to support learners. Resource groups to support differentiated learners needed additional reinforcement.

**School Strategy 19:** Class activities to promote reading comprehension (readers theatre, centres, read aloud, language games, etc.). "I love to read" week school-wide programs.

# Principal's Comments

The 2024-2025 school year has seen the Wilder Penfield staff focus on all areas related to our school's Educational Project. As a school team, we have worked collaboratively to implement the strategies outlined in order to realize the initial steps outlined in the Educational Project.

Our school's staff assistant undertook a student-led initiative to discuss the grades 4, 5, 6 Our School Survey results. The idea was to get a students perspective on the global results and to come up with a student-driven initiative to implement a strategy to address issues that the senior students brought forth in the survey. Recess challenges resulting from the results of the student survey were discussed, as well as the desire to increase student-teacher relations considering that our school had results lower than that of the Canadian average.

The area targeted was allowing senior students the option of a quiet space during the unstructured recess time each day. The Mindset 2.0 space was launched in March 2025. Students have the option of signing up daily to use the Mindset 2.0 space. They must get permission from their teacher to go to the office and sign-up. Teachers will gain a good sense of which students could benefit most from using the Mindset 2.0 space when they give them a pass to sign-up. The students who created this initiative visited the senior level classes to introduce this option and the staff can monitor which students choose this option.

The fact that so many teachers volunteered to help supervise the Mindset 2.0 space demonstrates a commitment to supporting our students. Our aim is to strengthen teacher-student relationships simply by having teachers visit the Mindset 2.0 space. We expect that as the weather improves, students may choose to limit their time in this space. We will continue to monitor this student-led initiative.