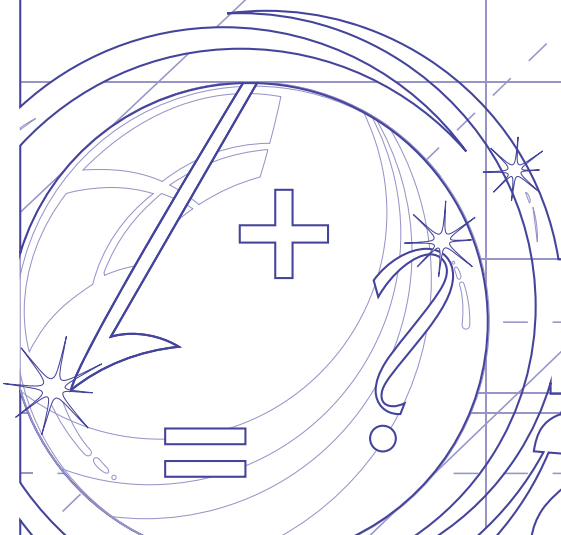




Annual Report 2024-2025

School Name: Wilder Penfield School



L B P S B

2024-2025

Introduction

The 2024–2025 Annual Report outlines the progress made in advancing the school and centre Educational Projects in alignment with the LBPSB 2023–2027 Commitment to Success Plan. This year marked the completion of baseline data collection using new indicators, increased access to dashboards, and early integration of EDDI-informed data to support decision-making at both the school, centre and system levels. Development of Power BI dashboards and an action plan platform for schools, centres and school board departments were developed to standardize implementation, improve monitoring, and promote consistency across the system. While 100% adoption of the platforms was achieved, challenges remain deepening in understanding and ensuring effective and authentic use.

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**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
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.

LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
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
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
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
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
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

Our Educational Project, in its second year of implementation, is a strategic, school/centre-based planning tool that defines our priorities, goals, and actions in alignment with the LBPSB Commitment to Success Plan. Grounded in data and informed by our unique context, it identifies targeted areas for improvement, outlines measurable objectives, and establishes action plans designed to improve student success and well-being. The Educational Project serves as a living document that guides collective efforts, supports reflective practice, and promotes accountability by enabling us to monitor progress, adjust strategies, and report on outcomes over time.

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.

Educational Project (continued)

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

The school or centre Action Plan is an operational document that translates the orientations and objectives of the Educational Project into concrete, measurable actions. It clearly outlines the strategies to be implemented during the current year. Grounded in data and informed by ongoing reflection, the action plan supports the coherent implementation of measures, promotes shared responsibility, and enables schools and centres to monitor impact, make informed adjustments, and report on progress toward improved student outcomes.

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

The school board's commitment 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.

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.

Identified Foundational Need:

Focused on early literacy programs and lessons.

School Strategy 1: Cycle meetings with resource team at start and end of school year.

Comment on success of strategy:

Successful way to discuss student groupings and share information about students.

School Strategy 2: In-class group work assignments in Cycle 3 to enhance teamwork.

Comment on success of strategy:

Success in achieving teamwork and collaboration.

Orientation 1: Promote and build on existing schoolwide initiatives fostering sense of belonging. (continued)

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 Strategy 3: Monthly Virtues Program assemblies led by students by grade level.
Comment on success of strategy: Enriched student engagement in collaborative activities.
School Strategy 4: Reviewing the Circle of Courage program beginning in kindergarten.
Comment on success of strategy: Part of the introductory lesson in Kindergarten.
School Strategy 5: Grade 5 Encouragers continue to support youngers students during unstructured times.
Comment on success of strategy: Very successful, enhances student relationships and promotes leadership.

Orientation 1: Promote and build on existing schoolwide initiatives fostering sense of belonging. (continued)

School Objective 3: To increase a sense of belonging by creating and implementing a variety of school wide activities.
School Strategy 6: Continue extra-curricular programs at lunch.
Comment on success of strategy: Many activities to engage and include many students.
School Strategy 7: Mindset Room with Spec. Ed. Technician and Mindset Recess Room for student sign-up.
Comment on success of strategy: The Mindset Room continues to be a flexible space for students to build confidence and learn social skills with Spec. Ed. Technician.
School Strategy 8: 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.
Comment on success of strategy: Successful activities promoting school spirit and learning.

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.

Cross Curricular Competency or Broad Area of Learning Selected:
Focus on critical thinking and collaborative skills.

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

Comment on success of strategy:
Successful in shaping targets and enhancing lessons of study.

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.

Comment on success of strategy:
Successful and in place weekly.

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

Comment on success of strategy:
Successful in meeting and surpassing the target in place.

Orientation 2: Improve coherence among all Wilder stakeholders. (continued)

School Objective 6: Consistency in student understanding of expectations and consequences.
School Strategy 12: Positive reinforcement of expected behaviours.
Comment on success of strategy: Ongoing and successful through assemblies and class visits.
School Strategy 13: Inform all shareholders (teachers, support staff and parents) when, repeatedly, expected behaviours are not achieved.
Comment on success of strategy: Successful - during Curriculum Night and on the website.
School Strategy 14: Monthly assemblies, class visits and staff presence to reinforcement expected behaviours and review consequences with students.
Comment on success of strategy: Virtues assemblies have become a positive experience for all learners and is student-driven.

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.

Comment on success of strategy:

Ongoing success.

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

Comment on success of strategy:

Ongoing success.

Orientation 3: Further development of early literacy intervention. (continued)

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.
Comment on success of strategy: Ongoing success.
School Strategy 18: Dyslexia groupings to support learners. Resource groups to support differentiated learners needed additional reinforcement.
Comment on success of strategy: When possible, successful support.
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.
Comment on success of strategy: Ongoing success.

Looking Ahead

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.