



Lester B. Pearson  
School Board

Commission scolaire  
Lester-B.-Pearson



# Evergreen

## Elementary Annual Report

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



2019-2020

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-Cadieux, 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.

## MISSION

We strive for excellence by maximizing the potential of each individual.

## VISION

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.



## SCHOOL PROFILE

Evergreen Elementary School is located in the residential community of St. Lazare, Quebec. We have one campus, and our enrolment is approximately 315 students from kindergarten to grade six. The school was opened in September of 1992 and is the only school in the region that continues to offer a bilingual immersion program.

Evergreen is proud of its proficient use of technology at all grade levels, including a one-to-one iPad program from grades three through six. Evergreen draws its students from families in St. Lazare, and includes students bussed in from surrounding smaller rural communities.

Many of our school's families have been attending Evergreen for two generations; we also have new families who have moved here to attend Evergreen. We also attract a large number of Francophone families who would like their children to have a more balanced language education. Our students' academic and social wellness is of the utmost importance to us.

Our Resource Department is comprised of at least two teachers, several integration aides, a social worker, a psychologist, and a Family Social Services Treatment Team (FSSTT). Our resource teachers and integration aides work with multiple groups of students on a regular basis to support them in their academic progress. Our FSST Team provides emotional and socio-behavioral support to our students and their families.

We are proud to have been part of this growing community for the past 25 years, and we look forward to continuing to contribute to St. Lazare and its neighbors. Our staff strives to be innovators, to meet all of our student's needs, and to foster critical thinkers and independent learners.

<b>Evergreen</b>	<b>2017-2018</b>	<b>2018-2019</b>
School Capacity	369	369
Program(s)	Bilingual	Bilingual
Total Number of Students Registered	309	312
Total Number of Students Registered in Daycare	100	76
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	50	68

## CHALLENGES:

<b>Everyone Achieving Full Potential Achievement</b>	<b>Inclusive Ed. Settings Wellness &amp; Student Engagement</b>	<b>Mobilization of Partners &amp; Stakeholders</b>
<p>Identify children with special needs as soon as they begin school at Evergreen, if not before.</p>	<p>Continually provide PD to teaching and integration aide staff to meet the needs of our student population.</p> <p>Adapt our evaluation methods to focus on each child's learning journey instead of their destination.</p>	<p>Maintain our current level of parent volunteers in K and Cycle 1, and encourage more participation of parents in Cycles 2 and 3.</p>
<p>Decrease the number of children reading below level in Cycles 2 &amp; 3.</p> <p>Decrease the number of children struggling with pre-algebraic and mental math strategies.</p>	<p>Increase the amount of movement and physical activity in our students' day.</p> <p>Provide safe spaces for children to express their anxiety and receive assistance in dealing with it.</p>	<p>Create more opportunities for students to interact with the community at large.</p>
<p>Provide services to our large proportion of students with diverse learning needs.</p>	<p>Manage our technology resources to keep up with the evolution of devices and digital materials available to our students.</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	Results
<b>Improving Achievement:</b> Reduce the gap in success rates between various groups of students.	Students will acquire pre-algebraic skills and mental math strategies in math.	Results of Math Reasoning Interview for Cycle 3 students.	Improvement of 2% in MRI results.	See below.

	Grade 6 Math Exam (Overall Success Rate)	Grade 6 English Exam (Reading Success Rate)	Grade 6 French Exam (Reading Success Rate)
2017-2018	Overall: 93%	Overall: 97%	Overall: 89%
2018-2019	Overall: 89% Girls: 88% Boys: 89%	Overall: 95% Girls: 100% Boys: 90%	Overall: 72% Girls: 65% Boys: 78%

## Future Directions

Evergreen's results in Mathematics and English Language Arts remained similar to the previous year. However, we did not meet the objective of increasing the mathematics result by 2%. This is likely due to the fact that improving on an already impressive 93% success rate is statistically difficult. In order to continue the positive success rate in mathematics, students will further take part in the annual math Olympics in grade 4. Evergreen teachers have recently participated in a two year mathematics professional learning community. This has allowed all mathematics teachers to create vertical plans which ensures the curriculum and teaching strategies will remain aligned until graduation.

The results in grade 6 French were unfortunately lower than the year before. This can be explained by having a strong group of graduating students in 2017-2018 and a weaker group

in 2018-2019. The 2018-2019 graduating class required significantly more support in competency 2 (understanding) than the previous cohort. Another factor that likely played a role in our results was that the end of year exam for the year 2018-2019 was unusually difficult for competency 2.

In line with the ministries *Policy on Educational Success*, we will continue to address the difference in the provincial graduation rate and qualification rate between boys and girls. They want to ensure that both genders remain engaged and successful throughout their youth sector education and have requested that it be monitored. As a result, in the data provided above we can now see the comparison and we anticipate continuing this in the future.

## School Results

<b>Broad Area of Intervention 2</b> <b>An inclusive environment for development, learning and success</b>				
<b>Orientation: Healthy, Safe and Caring Environments</b>				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Wellness	Provide safe spaces for children to express their anxiety and receive assistance in dealing with it.	Provide access to FSSTT personnel as needed, including a creative arts therapist. Pilot project: Movement and Meditation class for grades 3 to 5.	Results from TTFM survey.	See below.

<b>Bullying and Exclusion</b> Reported in grade 4, 5, 6			
Evergreen: 19% Canadian Norm: 28%	Evergreen Gr.4: 23% of students	Evergreen Gr. 5: 19% of students	Evergreen Gr. 6: 14% of students

<b>Feeling Unsafe at School</b> Reported from grades 4, 5, and 6.	
5% of Girls	9.2% of Boys

## ***Future Directions***

The TTFM results indicate that Evergreen falls below the Canadian average in bullying and exclusion. This is likely due to the fact that the staff has put an emphasis on “communicating” and “conflict resolution” with their students. The data indicates that the older the students become, the less conflict there is with their peers. The data also suggests that boys are almost twice as likely to feel unsafe at school compared to girls. As a result, our FSSTT technician will work more closely with grade 4 students next year. He will offer increased social skills groups and Lunch Buddy programs for boys in cycle 2. Our daycare technician will also continue to run the very popular knitting club that began this year. It was a huge success because it offered the students an opportunity to learn a new skill, bond, and provided a safe place to relax.

## School Results

<b>Broad Area of Intervention 3</b> <b>Mobilization of partners and stakeholders and support of educational success</b>				
<b>Orientation: Parental Engagement and Community Support</b>				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
<b>Strengthening Engagement</b>	Create more opportunities for students to interact with the community at large.	Plan daytime events for students to share their projects with the community.	At least 50% family attendance at events, teachers keep track for statistical purposes.	See below.

<b>Student Participation in School Sports</b>			
Evergreen: 65% Canadian Norm: 70%	Evergreen Gr.4: 68%	Evergreen Gr. 5: 60%	Evergreen Gr. 6: 68%

## Future Directions

Evergreen staff works hard to connect with students and build positive relationships. One of those ways is to encourage them to participate in athletic opportunities. Our physical education teacher registers Evergreen for every GMAA athletic event. She strongly encourages students to sign up and they practice/train regularly during the lunch period. Evergreen also partakes in the annual Terry Fox Run, Jump Rope for Heart, and Jungle Sport. All of these events have the added benefit of requiring parental volunteers. This offers the school an opportunity to collaborate with the parents and help engage students in a larger community environment. Evergreen is only slightly below the Canadian average for student involvement in sporting events.