

Annual Report

2014-15

Evergreen 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 Lester B. Pearson School Board. Student success is the primary objective of the agreement. 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 30th, 2015 and has been reviewed on an annual basis. The agreement is closely aligned with the school success plan for 2010-2015. We believe in our investment in students. Furthermore, 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. Every student has the right to a quality education and every student should expect nothing but our best effort in providing that quality. Our success plan has been our road map in organizing that effort.

We are pleased to share news of this past year's (2014-2015) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution 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

School Name	2014-2015
School Capacity	369
Program(s)	Bilingual
Total Number of Students Registered	360
Total Number of Students Registered In Daycare	81
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	94

School Mission/Vision

Evergreen Elementary School Vision:

We believe that all children are able to learn and enjoy learning. The children learn in different ways, and have different strengths. Our school is a safe, happy and a caring place. We always work collaboratively as a team.

Evergreen Elementary School Mission Statement:

"Success for all"

Evergreen students engage in exciting and challenging learning experiences. Evergreen students become respectful life-long learners and well-rounded citizens. Evergreen students take ownership of their own learning and successes.

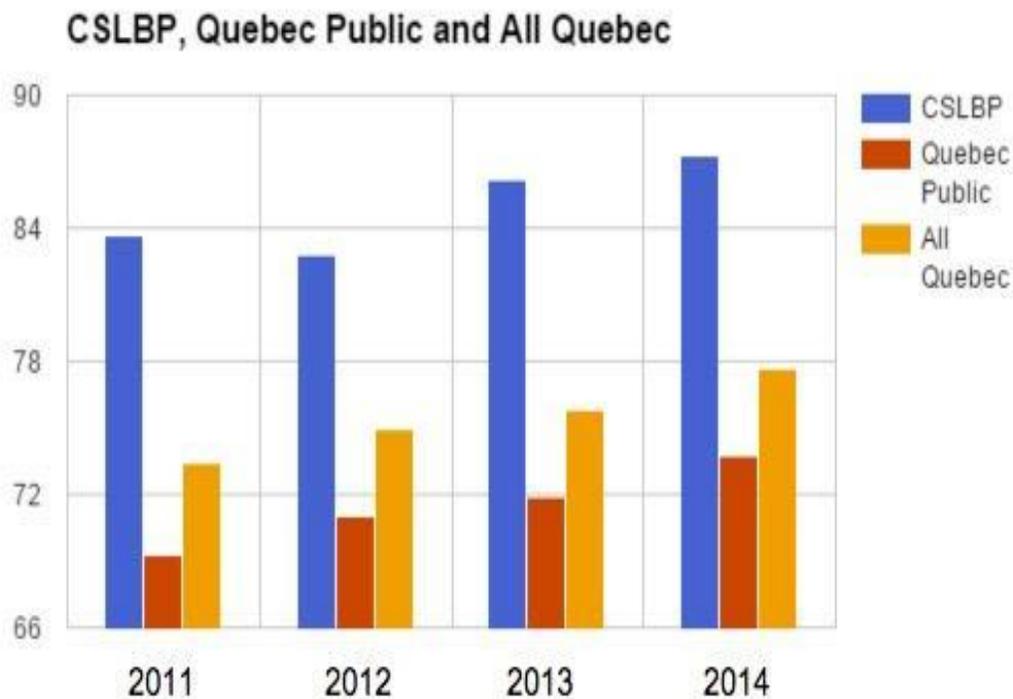
Goal 1: Increased Graduation and Qualification Rate

School Board Context

Student success remains at the heart of all that the Lester B. Pearson School board does. We are regularly amongst the top five performing public school commissions in the province in this respect. Our measure of success is the percentage of our students who leave our system with a certification or a qualification. The graph below summarizes the LBPSB graduation and qualification rate over the past five years compared to overall rates across the province. Our ultimate target is a graduation rate of 88% and we are closely approaching that target with an 87.3% success rate in 2014-15.

This figure (87.3%) represents the graduation rate for the cohort of students who entered our Secondary Schools in 2007. This is a 1.1% increase from the 2006 cohort and is a result which exceeds our initial 2015 target by 1.8%. Over the lifetime of our plan, our global success rate has improved by 4.8%.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

#	Objective	2009 Baseline	2015 Target	Result 2015
1	A % increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	81.79%	Maintain or surpass SB target	78%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	2 Interventions	1 (each Year)	2
3	The school success plan included establishing baselines for results in Math end of the year board exams for grades 2-3-4-5.	N/A	Maintain or surpass	NA (2) 74%(3) NA (4) 76%(5)

Level of Accomplishment:

Our main priority is to increase the Math MELS results back to its baseline of 81.79%. We are constantly increasing the support for our grade 6 students by implementing new programs such as Numeracy Projects, Reflex Math, Robotics, participating in the Mathematics Contest Centre and we are working with the Math Consultant for curriculum mapping. Teachers are actively participating in professional development to help them with the math exams in order to improve the Math exam results. Teachers are creating new resources to support their existing curriculum. We have also included iPad Apps and various technological tools to enhance student's engagement.

Some students are still struggling and we discuss them at an interdisciplinary team meeting that occurs every Tuesday. As a team, we discuss various and appropriate programs that are put in place to support their needs. Our resource team has been very efficient in determining the needs at the earlier grades.

Our homework and francization programs are still in place and working well.

Future Directions:

This summer two teachers will be sent to a 4 Day Summer Math Institute. The Summer Math Institute will offer teachers practical tools to support student learning of mathematics. Teachers will participate in breakout sessions by cycle to focus on teaching content, such as counting and cardinality, place value, whole number operations, and fractions and decimals. Teachers will collaborate to explore high cognitive demand tasks, and discuss instructional strategies that support students in solving complex problems. Our teachers will then design a workshop to share what they have learned with our other Math teachers.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The focus of the 2010-15 Provincial Strategic Plan was improving the French Language skills of students across the province. As an English school board, Lester B. Pearson elected to target the improvement of both French and English literacy skills. Graduating biliterate students, those able to read, speak and write in English and French was our primary objective. Improving literacy skills by emphasizing early intervention in our primary schools was our focus in the five-year period. Those efforts and the best practices which come about as a result of those interventions are promoted and maintained through the secondary years. As a result, our success rates in Secondary V Uniform Ministry Examinations in English Language Arts and French is extraordinarily high.

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 a bilingual program at Cycle I of 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

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A % increase in the success rate for elementary end of Cycle III French exam results by 2015.	60.74%	Maintain or exceed	88%
2	A % increase in the number of elementary students reading at level by 2015 (grade 4 exams)	2012 baseline ELA: 100% FLS: 72%	Maintain or exceed	ELA:74% FLS:59%
3	A % increase in the success rate for elementary end of cycle III English exam results by 2015.	76.70%	Increase of 4%	85%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N/A	Increase by 2 every year	3

Level of Accomplishment:

The success rate for the exams provides information for teachers to seek professional development that would benefit all students. This was the first year the French exam was in February, this proved to be too early as reflected in the exam results. We are very happy with our Cycle three French and English results. Teachers prepare the students for the coming exam by doing a practice exam for the full week before their actual exam. This is a great opportunity for students to ask questions and become more at ease with the exam process.

Future Directions:

Both the French and English departments have begun working on Professional Development and Innovation Grants “Enhancing Student success through ELA Curriculum Mapping” and “Travailler en équipe pour la réussite des enfants” The teachers have found these team meeting valuable. They are working on curriculum mapping, building shared files through Google and creating Portfolios for students that will follow them through each cycle.

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

School Board Context

Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

At Lester B. Pearson, we are very proud of our inclusive policies where students with special needs are integrated into community schools. Individualized Education Plans are established in each school for those students who require support services to ensure their success. Increasing the qualification rate for students with handicaps, social maladjustments or learning difficulties has been a focus of our efforts over the five-year plan. The successful implementation of Work Oriented Pathway programs across our system has helped address the specific needs of our students and lead to improving our qualification rate. Figure # 2 illustrates the school board portrait regarding the proportion of students with handicaps, social maladjustments, or learning difficulties for all secondary schools. Our integration rate over the span of the plan has ranged from 96.4% to 97.6%.

	2009-10	2010-11	2011-12	2012-13	2013-14
Total # Students Registered	11392	11830	11984	11742	11392
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	15.3	17.5	17.5	18.6	18.6
Integration Rate	na	97.6	96.5	96.4	96.8

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	2015 Result
1	To increase the success rate for students at risk.	-	1 staff PD per year	5

Level of Accomplishment:

Teachers continue to use practices that encourage early intervention, small group settings and establishing appropriate IEP's for struggling students or students with special needs

Teachers participated in several professional development activities, which focused on adapted and modified IEP's. A concerted effort was made to identify additional students in need of IEP's to ensure their success at their level.

Technological tools are also purchased to equalize the playing field for all students and their success.

Future Directions:

We are looking at developing new programs to ensure that each student can achieve their full potential. We know that all children do not learn the same way. We will build groupings that maximize the use of our resources. Continuing to be flexible will allow us to meet the needs of our students.

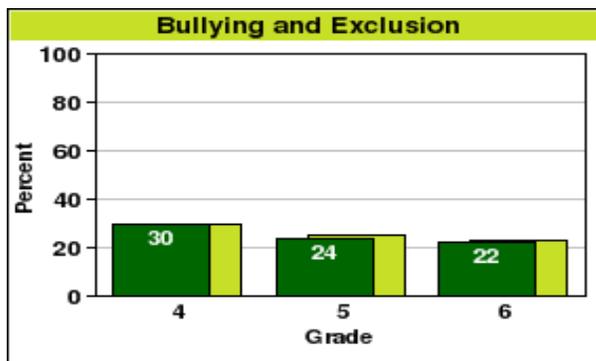
Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Healthy and Safe School Environment

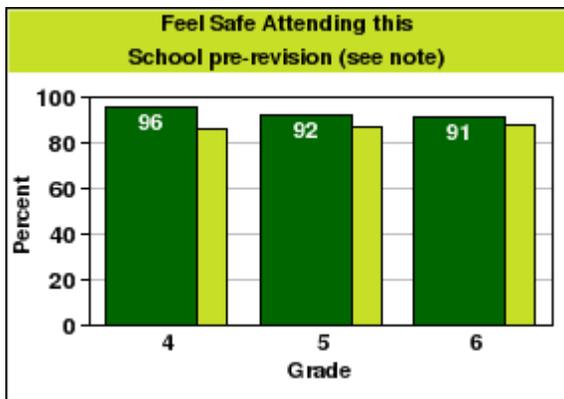
A positive school environment is a critical determinant of student success. Safe, caring, and wellness-promoting environments must be a priority for all schools and all students. Twice yearly over the five years of the plan, all schools in our system engage in The Learning Bar's "Tell Them From Me" survey which provides us with a portrait of each school's climate in various domains. At the elementary level, this survey is generally administered to all students from Grades 4-6 and results are shared with the school staff and Governing Boards. All schools in our system have established anti-violence and anti-bullying plans and protocols in compliance with Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools.

The chart below gives a breakdown of student self-reporting on issues of bullying and/or exclusion in our elementary schools. At the elementary level, 25% of students reported having been subjected to some form of physical, verbal, social or cyber intimidation either at school or at home. This distribution was evenly split between boys (26%) and girls (24%). The Canadian norm for elementary students is 26%.



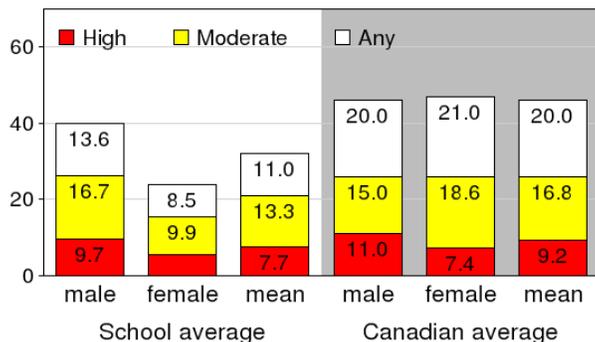
School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote pride in and respect for our environment.	3 initiatives	Maintain or surpass	5
2	The number of programs and interventions that address violence prevention and conflict resolution.	2	Maintain or surpass	2
3	Implementation of the Healthy Schools Approach.	[X] In Progress [] Implemented		
4	Provide a safe, secure and welcoming school environment	2	Maintain or surpass	3



93% of students felt safe attending Evergreen; the Canada norm for these grades is 87%.
 93% of the girls and 93% of the boys felt safe attending the school. The Canada norm for girls is 88% and for boys is 85%.

Prevalence of bullying at Evergreen



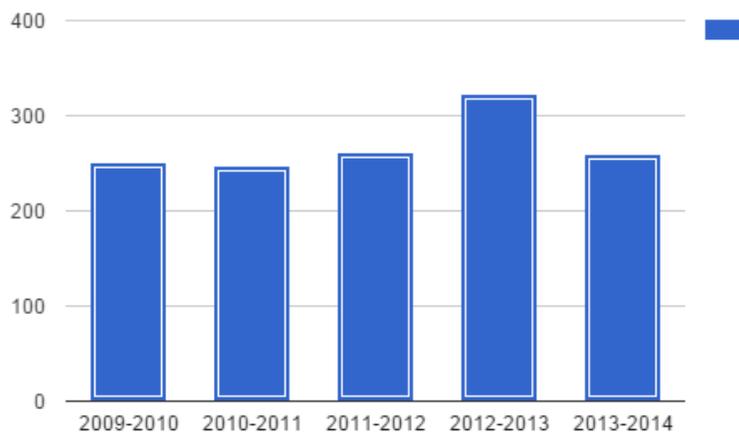
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

Professional training within Vocational Education was a key focus of the Ministry of Education's latest five year plan. That provincial priority was reflected in Lester B. Pearson's objective of increasing program offerings and enrollment numbers. Lester B. Pearson now has five Vocational Education Centers across its territory and an additional facility housed in Beurling Academy in Verdun.

- Gordon Robertson Beauty Academy (Beaconsfield)
- Pearson Electrotechnology Centre (Lachine)
- Pearson Adult and Career Centre (Lasalle)
- West Island Career Center (Pierrefonds)
- Sources Adult and Career Centre (Pierrefonds)

Registrations Vocational Education 2010-2014 (registration range 247-322)



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote vocational education	2	Maintain or surpass	4

Level of Accomplishment:

We participated in special projects with Westwood Jr. and Sr. High Schools. This really helped to broaden the “world view” of students. Nancy Battet has been a great resource. She has brought in several guest speakers as part of her role as the Community & Partner Liaison for Lester B. Pearson School Board.