

Annual Report

2014-15

TERRY FOX SCHOOL

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



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.

Terry Fox School Portrait

TERRY FOX SCHOOL	2014-2015
School Capacity	474
Program(s)	Français Plus
Total Number of Students Registered	331
Total Number of Students Registered In Daycare	135
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	30

Terry Fox School's Mission/Vision

At Terry Fox School our aim is to instill in our students a desire for academic excellence as well as lifelong learning skills within the framework of a safe and caring environment that is both nurturing and stimulating. We believe that children learn best when they are happy. We also recognize that all children do not acquire the necessary skills with the same ease or at the same rate.

We believe that a strong collaboration between staff and parental team are essential to support all children in achieving their full potential.

We encourage personal growth through the development of specific school wide themes, such as friendship, respect, creativity, cooperation, academic excellence and a healthy body and mind.

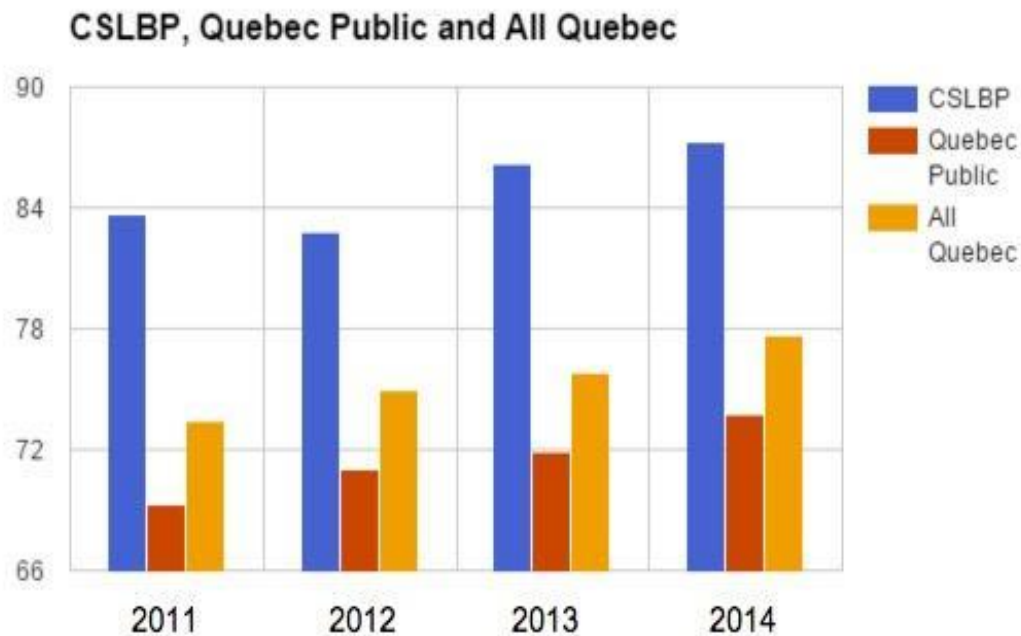
Goal 1: Increased Graduation and Qualification Rate

Lester B. Pearson 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



Terry Fox School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	87.05	89.05	82.65
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	1	maintain	done

Level of Accomplishment:

- Note that our results are improving since our June 2014 success rate was of 73.21% and in June 2013 it was 63.33. The Board wide success rate for June 2015 is 77.84% which we have surpassed.
- Keep in mind that since we started offering a Français Plus program in the 2011-2012 school year, our students do Math in English in cycle 3 only. Continued effort and work needed but the gap is decreasing even though the target was never altered.
- As for the second goal we have used community resources to work with students in whole groups intervention as well as targeted group of students. We have also offered mentoring to specific students.

Future Directions:

Continue with the initiatives in place that seem to have had a positive impact on our results....

- Small group Resource support for Math in cycle 3
- Math Tutorials prior to exams for specific students
- Reflex Math; now being done at all grade levels
- Math Mapping in all cycles
- Use of technology in the classroom to further engage students
- PDIG grants as did cycle 3 Math teachers who worked with the Board Math consultant and created materials to further explore and strengthen difficult concepts
- Mentoring and using community resources

Goal 2: Improved Mastery of English and French Language Skills

Lester B. Pearson 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 bi-literate 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 for leaving student 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.

Terry Fox School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A 4 % increase in the success rate for elementary end of cycle III English exam results by 2015.	79.45	83.45	87.76
2	A 4 % increase in the success rate for elementary end of Cycle III Board French exam results by 2015.	84.82	88.82	95.92
3	Maintain the success rate at the end of Cycle II for the Board French exam.	2012 baseline 96.67	96.67	88.24
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA	maintain	maintained

Level of Accomplishment:

The results for end of Cycle III exams in both French (LBPSB) and English (MELS), show excellent success rates exceeding the targeted goals for 2015.

- Our success rate for the MELS ELA grade 6 exam was slightly under the LBPSB success rate of 89% even though we offer a Français Plus program.
- Our success rate for the French Board exam at the grade 6 surpassed the LBPSB success rate of 92.78%. In the area of French Language Arts our students continue to successfully attain an excellent level of performance.

Future Directions:

We will continue with initiatives such as...

- Francisation to support oral language acquisition.
- PD with school board consultants to continue to innovate and improve on teachers' best practices
- Occasional daycare ped day field trip in French
- Purchase books of different genres for library, classrooms and resource room, addressing students' interests.
- ELA instruction at the Cycle I and II levels
- Running records that help teachers track and plan for student learning in reading
- Invited guests from various domains to present to students in French.
- Culture in school to host French authors and illustrators
- French book fair.
- Implementation of "Cinq au quotidien"

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

Lester B. Pearson 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. In each school they are members of the community receiving support services as indicated by their IEP. 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 qualification. 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

Terry Fox 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
	To increase the success of our students at risk and our students with special needs.	NA	increase	done

Level of Accomplishment:

- Students are being evaluated and successfully attaining the objectives of their IEP with appropriate adaptations or modifications to their work, assignment and assessment.

Future Directions:

Continue with initiatives in place such as:

- Collaborative work toward creating student' IEP goals
- Collaboration between class teachers and resource teachers for implementing adaptations and modifications for these students.
- Collaboration between elementary and HS resource teams to facilitate the transition for specific students.
- Monitoring of student's progress in order to offer Resource small group or individual intervention as needed
- Further use of technology tools (apps, digital resources) to facilitate learning for students with special needs
- Weekly resource meeting with Board professionals, which allow us to best support our teachers, our students and their families.

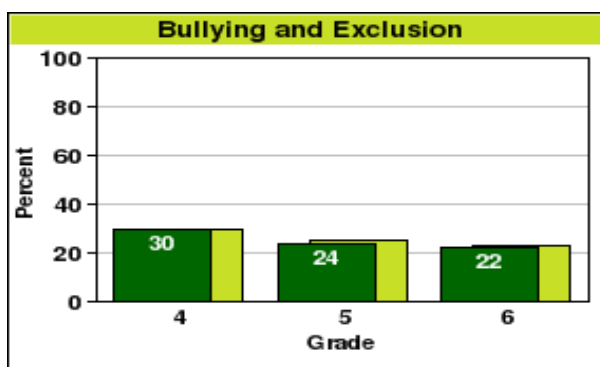
Goal 4: Promoting Wellness in a Safe and Caring Community

Lester B. Pearson 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%.



Terry Fox 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.	2	Maintain or surpass	3
2	The number of programs and interventions that address violence prevention and conflict resolution.	2	Maintain or surpass	6
3	Implementation of the Healthy Schools Approach.	[x] In Progress		

Level of Accomplishment:

Results from Terry Fox Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 23 % which is slightly under the reported Canadian Average of 26%. Of these students, 26% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 20 % and 5 % respectively. Students identify break periods such as recess and lunch time as the most common times during the day when they encounter conflict with peers. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

Future Directions:

Continue with the activities in place...

- Recycling program done by students
- CEFR presentation on environment (program at Riverdale for recycling of technology items)

- Peer Mediation Program
- Helping hands
- Dare to Care anti-bullying initiative
- Pink shirt day
- AMCAL social skills program in various grades

- Community Soup kitchen
- Visits local senior's residence
- Christmas baskets
- Raise global awareness and fundraise for "Free the Children"
- Introduce new sport like Tennis which students can practice in summer in the community

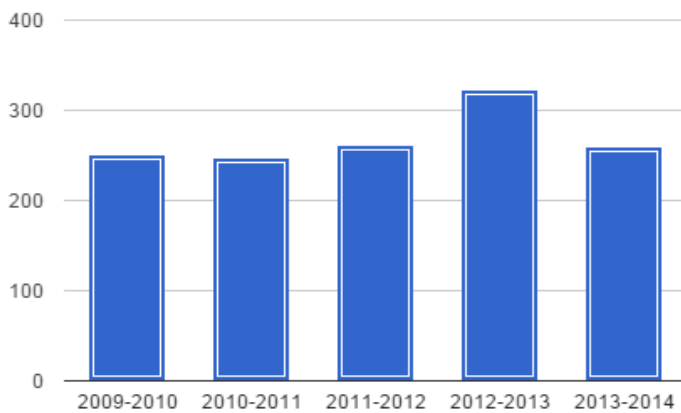
**Goal 5: Increased Enrollment of Students
Under 20 Years of Age in Vocational Training**

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)



Terry Fox 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	NA	1	done

Level of Accomplishment:

We realize not all students will head for University and yet they will still have the opportunity to find employment that is enjoyable, satisfactory and remunerated. We are starting to introduce those options in grade 6.

- Survey and Mini “Career Day” for grade 6 students

Future Directions:

- Continue with Career day and also “Hooked on schools” workshop with all grade 6 students
- Invite guests (students and/or teachers) from our vocational education centers to speak to grade six students. (LBPSB: Gordon Robertson, PEC, WICC, PACC)