

Annual Report

2015-16

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 school board. The overall objective of the agreement is to improve student success. 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 was subsequently extended by an additional year for reporting purposes. Student success is the force that drives our actions, 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. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2015-16) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes 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	2015-2016
School Capacity	474
Program(s)	Français Plus
Total Number of Students Registered	318
Total Number of Students Registered In Daycare	125
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	36

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, cooperation, academic excellence, creativity and a healthy body and mind.

Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MEES Elementary End of Cycle III Math exam results.

Terry Fox School Results

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A % increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	87.05	89.05	82.65	89
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	1	1	1	1

Level of Accomplishment:

- Our results have been improving over the years: in June 2013 success rate was 63.33, in June 2014 it was of 73.21%, in June 2015 it was 82.65 and in June 2016 we reached our goal of 89% success rate.
- 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. It seems as though we have managed the transition between gr.4 and gr. 5 quite well
- As for the second goal we use community resources to work with students in whole group intervention as well as targeted group of students. We also offer staff mentoring to specific students and they are mainly boys.

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 and we are the Top school in LBPSB for use of this tool
- Math Mapping in all cycles
- Use of technology in the classroom to further engage students
- PD for teachers in cycle 2 and 3 with the Board Math consultant and creation of materials to further explore and strengthen difficult concepts.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry level is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

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 the option of extending Immersion profiles at 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	2016 Result
A 4 % increase in the success rate for elementary end of cycle III English exam results by 2015.	79.45	83.45	87.76	98
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	96.91
Maintain the success rate at the end of Cycle II for the Board French exam. (baseline 2012)	96.67	96.67	88.24	91.95
An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA	maintained	maintained	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 surpassed the LBPSB success rate of 92% even though we offer a Français Plus program.
- Our success rate for the French Board exam in grade 6 is just over the LBPSB rate of 95.13 %?
- In grade 4 we stand just under the LBPSB success rate of 92.75

In the area of French Language Arts our students continue to attain excellent levels of performance.

Future Directions:

Continue with initiatives in place such as:

- Francisation to support oral language acquisition
- PD with board's consultants for continued innovation best teacher practices
- Occasional daycare field trip in French
- Purchase books of different genres for library, classrooms and resource room, addressing students' varied interests and abilities.
- ELA instruction at the Cycle I and II
- Continued implementation of "Cinq au quotidien"
- Running records which help teachers track and plan for student learning in reading
- Invited guests from various domains to present to students in French
 - Culture in school grants in order to host French authors and illustrators
- French book fair.

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

School Board Context

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

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	2016 Result
	To increase the success of our students at risk and our students with special needs.	NA	increase	done	done

Level of Accomplishment:

- Students are being evaluated on their specific goals and successfully attaining the specific 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
- 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 meetings with Board professionals, which allow us to best support our teachers, our students and their families.
- PD on UDL ; Universal Design for Learning

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's "Our School Survey" and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 8,900 elementary surveys from 34 of our schools.



Terry Fox School Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2015 Target	2015 Result	2016 Result
1	The number of initiatives that promote pride in and respect for our environment.	2	Maintain or surpass	3	2
2	The number of programs and interventions that address violence prevention and conflict resolution.	2	Maintain or surpass	6	4
3	Implementation of the Healthy Schools Approach.	[] In Progress [] Implemented			

Level of Accomplishment:

TTFM results fall 2015

Results from Terry Fox Tell Them from Me Bullying and School Safety Report indicate that the percentage of students identifying as victims, in previous months, of moderate to severe bullying was at 30% which is slightly over the Canadian Average of 26%. Of these students, 32 % say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 20 % and 4% respectively. Take note that the survey was done around the time the Take the time day took place with grade 5 and 6 where a lot of discussion took place on the topic. Students still 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"
- Intro to 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

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career. We offered over 30 unique programs across our network and in 2015-16 and our eight Continuing Education Centers continue to provide valuable services to our adult population.

Terry Fox School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2016 Result
1	The number of initiatives that promote vocational education	NA	1	done

Level of Accomplishment:

Not all students will head for University and they will still have the opportunity to find employment that is enjoyable, satisfactory and well remunerated. We are starting to introduce some of these options in grade 6.

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

Future Directions:

- Continue with Career day
- Invite guests (students and/or teachers) from our vocational education centers to speak to grade six students. (LBPSB: Gordon Robertson, PEC, WICC, PACC)