

St-Edmund Elementary School 2015-2016

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.

School Portrait

St-Edmund	2015-16
School Capacity:	396
Program(s) :	Français Plus
Total Number of Students Registered:	425
Total Number of Students Registered In Daycare:	223
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	8

School Mission/Vision (from Educational Project)

That our school be a welcoming, peaceful and stimulating environment for the St-Edmund School community.

Within this environment, we will promote acceptance of diversity in all individuals and awaken and nurture a love of learning within each child.

Our school motto: SHAPE

(Safe, Healthy, Academic, Peaceful, Environment)

The Mission Statement of St- Edmund School:

Maximizing individual student learning!

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.

School Results

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 2% increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	80.70%	82.70%	100%	93%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	n/a	n/a	n/a
3	To develop opportunities for successful transition at critical points in schooling	n/a	Maintain or surpass	surpass	maintain

Level of Accomplishment:

Our level of accomplishment has been very successful. Although our results for the 2015 school year were 100% and 2016's results were lower by 7% (93%) we still surpassed our target by 12.30%.

We continue maintaining successful initiatives to help students transition into St-Edmund (Kindergarten) or into high school.

Situation Analysis:

Math teachers continue to work closely with Board consultants.

Daily and consistent use of Smartboards and iPads.

Hands on activities and manipulatives to help students keep engaged.

Homework assistance program to students identified by teachers.

Lunch time Math Club.

Lunch time Robotics Club.

Grade 6 students were part of the Mini Day hosted by our BHS, St-Thomas, JRHS and LPHS.

Individual students who needed it were offered extra visits to the high school with Ms. Rosconi to help them make their choice of high school.

Ms. Rosconi made punctual visits to the grade 6 classes throughout the year to answer questions about high school, talk about entrance exams, things to know about high school, etc... Grade 6 teachers also supported this initiative with sporadic conversation with students (individual or group) as the need was expressed.

Our Cycle 3 students attended the May Junior Leadership Day.

For our new Kindergarten students to help with the transition, we have an open house in January and an orientation day in May.

We also invite the new families to our end of year BBQ.

Kindergarten students have a progressive entry in September.

Extra resource time to help students during class and/or exam periods.

Continued integration of technology as a powerful learning tool to engage all students.

Use of a mobile Chrome Book lab in Cycles 2 and 3.

Continue to use Learning and Evaluation Situation tools to assess and enhance learning

Continued support of individual learning for students in the need

Offer professional development for teachers focusing on integration of technology and use of Google Classroom creation for students

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.

School Results

Goal 2: Improved Mastery of English and French Language Skills					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 2% increase in the success rate for elementary end of Cycle III French exam results by 2015.	96.15%	98.15%	100%	98.2%
2	A 4% increase in the number of elementary students reading English at level by 2015.	Reading Record	90%	NA	NA
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	94.76%	98.74%	100%	99.2%
4	A 4% increase in the number of elementary students reading French at level by 2015.(Gr. 4)	Running Records	85%	99.26	98.60
5	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N/A	Maintain or surpass	10	12

Level of Accomplishment:

Our Grade 6 students continue to be successful having exceeded the success rate target for the French exam.

Grade have also been very successful with ELA end of Cycle 3 exams by surpassing the target established for 2015.

We are very pleased with our success rate both in English and French.

Situation Analysis:

We will continue to implement our early intervention program in French and target students as early as Grade 1. Teachers participated in a PDIG project for FLA and ELA to align competencies in both languages to better prepare students for the 50/50 programs transition and set clear objectives within each cycle that support and help prepare students more specifically with reading and writing in English.

Having an ELA specialist who taught all students from grades 1 to 4 will facilitate the progression of learning and allow us to continue to better prepare our students for 50/50 Cycle 3 program and eventually and English High School Education. Drama and Music productions are prepared and presented in all cycles. Although Music is taught in English, an effort is made to always include some French pieces to all cycles' productions.

Emphasis is made in presenting cultural activities according to each cycle's main language of instruction. In cycles 1 and 2 all presentations, authors are French. Cycle 3 students are exposed to productions, authors in both languages.

In Cycle 1 Jacques Boutin, marionnettiste came to visit all students to present a French puppet show and at a later visit, to present a puppet making workshop.

During Carnival week in March students from all levels attended a French musical play called La Diva Malbouffa.

In Grade 1 students created a magazine in French.

Students visited Stewart Hall and also went to Stewart Hall.

Our librarian invited authors in both languages to present their books to our students.

Parents visit Kindergarten (mystery reader) and read the students.

Les Ateliers avec papa et maman in Kindergarten

In Cycle 1 parents visit the classrooms to talk about their career.

Volunteers to read with the students

Scholastics and Babar Book Fairs (in both languages)

Guided Reading and Daily Five

Volunteers came to read with students

Homework assistance program

Francization program

The consistent use of Running Records (PM Benchmarks and GB+) to punctually measure students' reading level

Many exciting and relevant French and – or English activities in the areas of physical activity, music, guest speakers, art, field trips, etc...

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.

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
1	To increase the qualification rate of students at risk and students with special needs.	n/a	5 PD (1 per year)	surpass	surpass
2	To promote skilled occupations and trades by enriching learning opportunities through community partnerships	n/a	Maintain or surpass	surpass	maintain

Level of Accomplishment:

Zones of regulations, whole body listening and the use of common language within the school.
Weekly presence and support of school board consultants in the areas of special needs to help teachers address students special needs through our resource meetings, classroom observation if requested;
Early Intervention program in Cycle One to support students at an early stage of their reading;

Situation Analysis:

Improve the awareness and understanding that traditional pathways to graduation have changed to meet the needs and learning styles of students;
Increase the opportunities to explore career options in trades and other areas of work.

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.

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.	n/a	Maintain or surpass	2 initiatives	surpass
2	The number of programs and interventions that address violence prevention and conflict resolution.	n/a	Maintain or surpass	3	maintain
3	Implementation of the Healthy Schools Approach.	[] In Progress [X] Implemented			
4	Reports of Bullying incidents	n/a	0	0	0



Level of Accomplishment:

Continued partnership with our Station 1 police community officers who made regular visits to our students.

Community police officer presentation on Cyber Safety and safe texting for Cycle 3 students.

Presentation of the school play "La Diva Malbouffa 2" around the topic of healthy eating habits

During the month of March teachers promoted healthy snacks by tallying how many fruits and vegetables students were eating in their classrooms. A thermometer was visible at the entrance with a targeted goal.

Duathlon

LBPSB tournaments

Halo road race

Intramural recess at lunchtime program (world cup soccer, NBA basketball, track and field)

Grade 5 soccer tournament at PCHS

Winter carnival outdoor activities

Pool days

Punctual assemblies to review safety in the school yard and inside the school.

Students and staff members have continued to be involved in recycling maintenance

Causerie lunch with administration and daycare coordinator to help with or prevent conflict resolution.

Girls and Boys lunch time clubs

Remembrance Day celebrations

Holiday Food drive

Tell the From Me (twice a year)

Visits from the school nurse to speak about puberty and hygiene.

We Day

Babysitting Courses for Grade 6 students

Junior Leadership Day for Cycle 3 students

Student Council

In DAYCARE:

Ongoing collaboration with teachers and administration to encourage the development of social skills such as respect, cooperation and openness to others.

Offer activities and recreational projects that contribute to the children's overall development and support the school mission and vision in a continuing manner;

Ensure the safety and general well-being of the children served.

Situation Analysis:

Results from St-Edmund's Tell Them from Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of exclusion and or bullying was at 17% which is below the Canadian Average of 26%. All incidence of conflict, violence and bullying were satisfactorily resolved at the school level. 83% of St-Edmund students reported feeling safe at school which is way above the 68% Canadian Norm.

Many of our students have a very high athletic profile and practice high level sports; at St-Edmund we continue to foster good sportsmanship and increased participation regardless of a child's ability;

We feel all students should be given an equal chance to play, learn and explore different and new physical activities;

Continue to actively teach appropriate social skills and conflict resolutions skills to students

Continue to encourage students to have good eating and life habits;

IN DAYCARE:

To continue to collaborate with teachers and administration to offer a safe climate to help develop the students' personal and social skills

Implement programs geared towards interests of our student population

Continue to employ educators with experience in various areas

Continue to offer opportunities to educators for professional development and various tools to maintain an active environment

Continue to prioritize efficient services of the daycare program keeping in mind creativity and students' needs

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.

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	NA	NA

Level of Accomplishment:

Although no official initiatives promoting vocational studies were introduced this year, we continued the previous years' initiatives to invite guest speakers from alternative educational centers to present options to our senior students. Parents from our community were also invited to speak about their career to our students.

Observations:

Improve the awareness and understanding that traditional pathways to graduation have changed to meet the needs and learning styles of students;
Increase the opportunities to explore career options in trades and other areas of work.