

Annual Report

2015-2016

PIERRE ELLIOTT TRUDEAU 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 (2015-2016) 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

Pierre Elliott Trudeau Elementary School	2015-2016
School Capacity	387
Program(s)	FRENCH IMMERSION
Total Number of Students Registered	404
Total Number of Students Registered In Daycare	218
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	48

School Mission/Vision

We believe a child's school life at the elementary level lays the foundation for life-long learning. At P.E.T.E.S, we value the importance of stimulation learning partnerships amongst students, teachers, parents and the community, while encouraging each student to succeed to the best of his or her ability. We value the development of a positive attitude towards social and academic learning in a safe and caring environment.

MISSION STATEMENT:

At Pierre Elliott Trudeau Elementary School we cultivate, in every student, a passion for learning. This is accomplished by helping the students to acquire skills, knowledge and understanding, in an environment where physical, social and emotional wellness are nurtured. The staff and community work collaboratively to support the children in achieving their full potential. This is done in a challenging, stimulating and safe environment that is conducive to learning. Learners will understand the connection between physical, emotional and intellectual wellness. We will provide a diverse education and help students to develop skills to become independent, lifelong learners as well as respectful productive citizens of the world.

This learning and growth will be achieved by:

- _ creating a safe and respectful school environment
- _ working collaboratively with the parent community
- _ ensuring that decisions made are predicated by what is best for the student
- _ providing the opportunities necessary for students to reach their potential
- _ fulfilling the academic, social, physical, spiritual and emotional needs of the student
- _ continued professional development

Goal 1: Increased Graduation and Qualification Rate

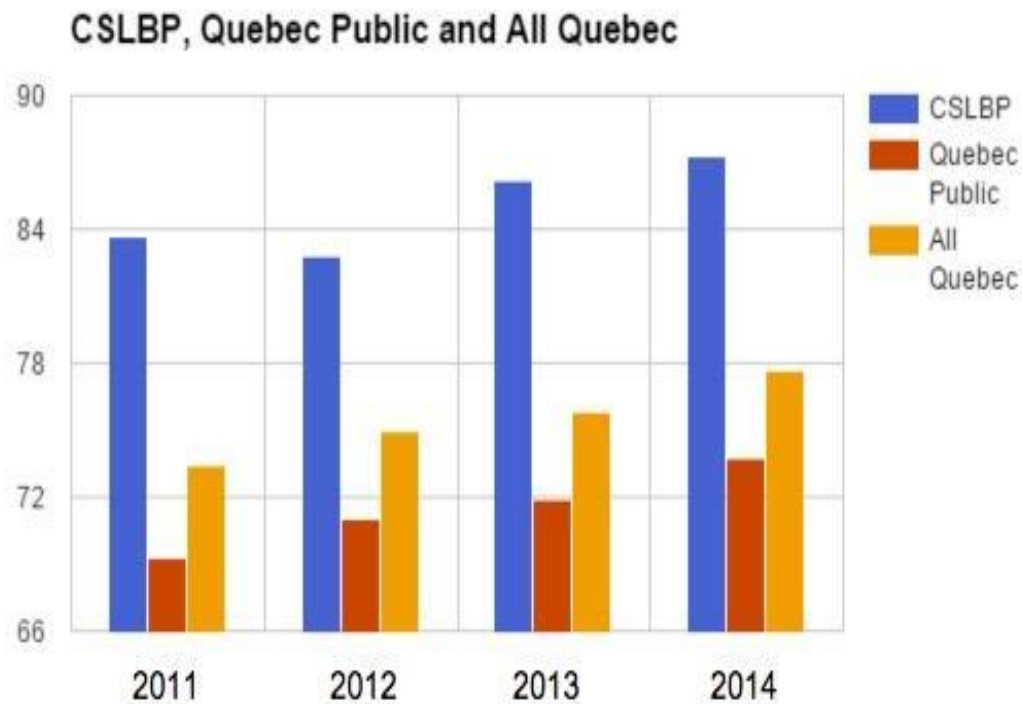
School Board Context

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

The objectives listed in the table below are the objectives that were required in all elementary school management and educational success agreements. They are aligned with the school management agreement and the 5 Goals the MELS has mandated for all schools.

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2016 Result
1	An 11.93 % increase in the success rate for MELS End of Cycle III Math Exam Results by 2016.	82.26%	83.9%	98%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N/A	1 intervention Per year	3 interventions Per year

Level of Accomplishment:

- We exceeded our target with regards to increasing the student's results in the area of math. The increase in 2015-2016 success rate was 14.1%.
- We surpassed our target for objective 2 by implementing numerous new interventions targeting the engagement of boys. We also looked at programs that strengthen fundamental math skills. Finally we looked at interventions to help students successfully complete situational problems.

Future Directions:

- The interventions appear to have had a positive impact on the results. The results significantly exceeded the target.
- We are looking at the increased use of technology in the classroom as an intervention to engage boys and to support numeracy in cycle II and III students.

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 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.

School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2016 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	90.8%	94.43%	100%
2	A 2% increase in the number of elementary students reading at level by 2015.	92.5%	94.35%	100%
3	A 2% increase in the success rate for elementary end of cycle III English exam results by 2015.	88.1%	89.9%	100%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA		10

Level of Accomplishment:

We have exceeded our target with regards to increasing the student's results in the area French and English reading. The increase in the 2015-2016 success rate was 9.2%.

Future Directions:

It appears that the implementation of the daily 5 has had a positive impact on our results. The early balanced literacy that is made available to cycle 1 students seems to have had some impact on our Results.

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. Each school they are members of the community receiving support services as indicated by an . 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%.

Total # Students Registered

Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.

Integration Rate

2009-10	2010-11	2011-12	2012-13	2013-14
11392	11830	11984	11742	11392
15.3	17.5	17..5	18.6	18.6
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	2016 Result
1	To develop awareness of the different paths of learning for special needs students and students at risks.		Knowledge of the WOPT for cycle 3 identified students	Teachers are very familiar with program
2	To increase the qualification rate of students at risk and students with special needs.			Teachers continue to work with students

Level of Accomplishment:

We have been very successful at transitioning students from elementary school to high school.

Students are identified by classroom teachers and the resource department and appropriately given the information about future programs.

Parents are contacted and given information about the various available programs for their child

Future Directions:

To ensure that school staff is aware of the various pathways available to students after elementary school.

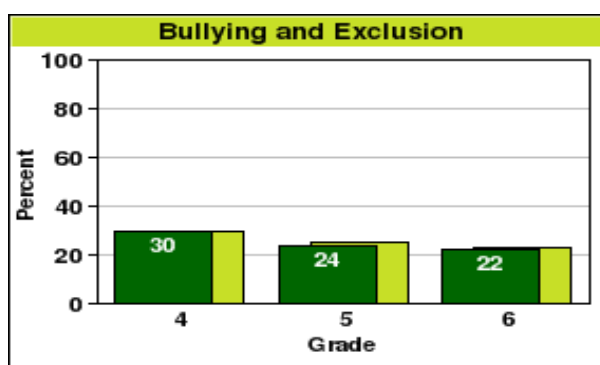
Goal 4: Promoting Wellness in a Safe and Caring Community

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	2016 Result
1	The number of initiatives that promote pride in and respect for our environment.			5
2	The number of programs and interventions that address violence prevention and conflict resolution.			5
3	Implementation of the Healthy Schools Approach.	[X] In Progress [] Implemented		

Level of Accomplishment:

School pride initiatives are implemented at monthly assemblies. Additionally, work with the Spiritual Animator continues once per week which addresses school pride and conflict resolution.

Future Directions:

We will continue to be vigilant in dealing with bullying and inappropriate behaviour. We will continue our present Red Card/Yellow Card system.

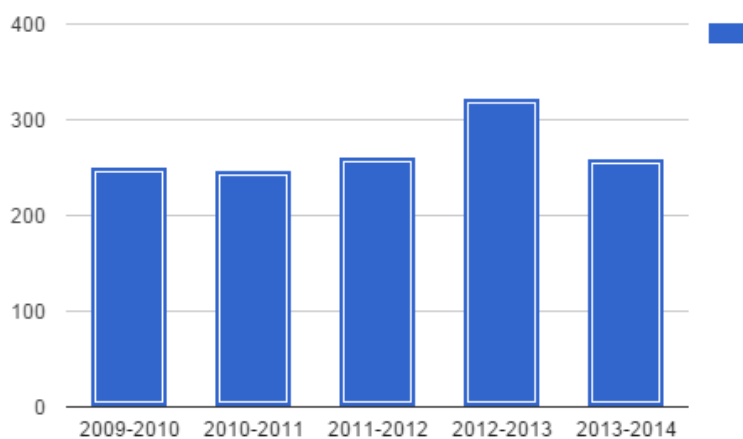
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

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	2016 Result
1	The number of initiatives that promote vocational education	NA	1 per year	2

Level of Accomplishment:

We implemented two activities at the grade 6 level.

Future Directions:

We will continue to include vocational education in our cycle III curriculum.