



Success Plan 2010-2015 Pierre Elliott Trudeau

Success Plan For Pierre Elliott Trudeau for 2010-2015

Introduction

The Pierre Elliott Trudeau School Success Plan for 2010-2015 is based on the Lester B Pearson School Board's Strategic Plan entitled "Together we learn: Partnering for Student Success." The PETES' Success Plan outlines a clear direction and defines our priorities for the coming 5 years. At Pierre Elliott Trudeau, it is our responsibility to ensure that every student in our school has the opportunity to be the best that they can be. Our success plan provides a road map to meet that responsibility. It is built on the foundation of our previous success plan, is in sync with the School Board and Ministry's objectives and ensures that our goals are fair, attainable and measurable.

Our success plan has been developed with the input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure and Sports and the four identified pillars of our School Board's strategic plan. We believe that the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At PETES' success is the force that drives all of our actions.

Characteristics of the School

Pierre Elliott Trudeau Elementary School opened its doors in September 2001. The school is situated in the fast growing urban community in Vaudreuil-Dorion situated between Lac St-Louis and Lac des Deux Montagnes. The community is made up, in large part, by young families. The population in the area has grown exponentially over the past several years. Projections for growth over the next few years are high. Currently, PETES has exceeded full capacity and has been faced with serious overcrowding problems. The anticipated construction of a new "off island" elementary school for the 2011-2012 school year, will alleviate the problem the community is currently facing.

PETES is an early immersion elementary school. The Early Immersion Program offers French language instruction at 85% for Kindergarten and Cycle 1. English Language Arts are taught in cycle 2&3. Mathematics are taught in English at the cycle 2 & 3 levels as well. The students all receive 120 minutes of physical education, 60 minutes of music and 60 minutes in a performing art. We have a resource department, library, computer lab, polyvalent music room and a gymnasium.

Our staff is comprised of full-time personnel, support staff and professionals. This team of dedicated, predominantly bilingual staff, work diligently to meet the needs of our diverse learners. Our exceptional resource team works collaboratively with School Board professionals, parents and teachers in order to ensure student success. We are proud to be a member of Peaceful Schools International and happy to have our students trained as peer mediators.

The staff welcome and encourage parent participation at PETES. Our belief is that collaboration between home and school are essential to student success. Our school is enriched through the many contributions that the volunteers make, not only in the classroom. Throughout the course of the year students and staff are treated to a variety of extra curricular activities such as; the annual corn roast, the Holiday breakfast and Family Fun Day.

Our school is adjacent to a municipal park. This provides our students with access to the playground and large green space. This enables our physical education teachers to offer outdoor physical education classes throughout the year.

PETES daycare is a home away from home for over 250 students. Most of the students who attend Pierre Elliott Trudeau remain at school for lunch. A variety of programming is offered to the students registered in the day care. Theme days, field trips, arts and crafts and homework program are a few examples of what is made available to our students.

Ultimately we want to provide all students with a mutually respectful, safe, caring environment that is conducive to learning.

School Vision / Mission

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, 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 and 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

School Portrait

The following is a snapshot of the most recent available statistical data, both quantitative and qualitative. This served as an indication of where the school stands on its path to improved success. The end of year cycle 3 exams results below will be used as indicators to help guide us in our academic direction. Our goal will be to demonstrate an improvement in all academic areas and strengthen student skills beginning at the Kindergarten level.

Board June Exam Results for 2008-2009;

Math; 90.48%

English: 57.43%

French: 68.52%

The results of the 2008-2009 grade 6 exams provide us with a clear idea of the areas requiring improvement. They demonstrate that there is room for improvement in English and French literacy. This will be addressed in the strategic direction # 1 of our success plan. From a professional development standpoint, PETES has prided itself on its dedicated and motivated staff. Strategic direction # 2 serves to continue in that direction in response to the curricular needs of its students in order to ultimately improve our student success rate.

Action Plan

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
Improve English and French literacy with a focus on strategic reading.	<ol style="list-style-type: none"> 1. All teachers incorporate balanced literacy, daily 5 and differentiated instruction. 2. Continued professional development for teachers with a focus on literacy. Accessing Board professionals to provide teachers with tools and strategies . 3. Engage members of the community in a "reading buddy" program. 4. Reading buddies at different grade levels. 5. Provide early balanced literacy where budget allows 6. Focus on strategic reading and response to literature at the cycle 3 level 7. Francisation 8. Reading marathon once a cycle 	<ul style="list-style-type: none"> • Cycle 1 year 2 - Improvement in GB+ and Benchmark results • Cycle 2 year 2 - Improvement in Benchmark results and Bilan of the end of year MELS exam results • Demonstrate an improvement in the results attained in competency #1- strategic reading. Bilan of the end of year MELS exam results in ELA and French. 	<ul style="list-style-type: none"> • Increase the competency pass rate of competency 1 in the MELS ELA exam from 43.14% to 60% over the next five years thus increasing our overall score and pass rate. • Increase the GB+ and Benchmark results at the end of cycle 1 & 2 to meet the targeted level set by the board.

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To improve numeracy skills.	<ol style="list-style-type: none"> 1. Use of technology and flexible pedagogie to engage all learners. 2. Use of differentiated instruction to meet students' needs. 3. Review June results from the previous year, in the Fall, in order to target areas of difficulty. 4. Invite math consultant to the school in the Fall to assist with curriculum planning for situational problems. 5. With the help of the consultant create a checklist of concepts to be covered by the end of the cycle. 	<ul style="list-style-type: none"> • Cycle 1 year 2 - MELS exam overall score and pass rate • Cycle 2 year 2- June class averages and MELS exam overall score and pass rate. • Cycle 3 year 2 - MELS exam overall score and pass rate 	<ul style="list-style-type: none"> • 75% of our students attain the expected competencies in math.

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To increase the success of our at risk students and our students with special needs.	<ol style="list-style-type: none"> 1. Resouce support 2. Behaviour technicien 3. Positive behaviour support 4. IEPs 5. Community partnerships- CLSC 6. Use of School Board professionals 7. Peer tutoring 8. Reading buddies 9. Differentiated instruction 10. Francisation 11. Boys' club 12. Cooperative play group 13. support of integration aide 14. Have behaviour tech. review objectives with student 15. Involve student in setting academic/behavioural goals with the teacher 16. Involve at risk students and those with special needs in projects 17. Increase professional development done in school by Board level professionals 	<ul style="list-style-type: none"> ● Increase independance of at risk learners ● Graph monthly incidents by class using red and yellow cards 	<ul style="list-style-type: none"> ● 2% decrease in the number of incidents ● 2% increase in the number of students who attain the expected level of competency as indicated on the IEP ● Students successfully attain cross curricular objectives

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To increase the qualification rate of at risk students and students with special needs, by creating awareness throughout the community of the different work-oriented pathways available to our students.	<ol style="list-style-type: none"> 1. Resource teacher and Special Needs Consultant educate inform and create awareness throughout the school community of the various work-oriented pathways available. 2. Invite graduate students from these work-oriented pathways to speak to cycle 3 students 3. Invite speakers to inform parents and students of the different work-oriented programs available. 	<ul style="list-style-type: none"> • Teachers, parents and students will have a better understanding of options available to at risk and special needs students • Increased interest in the work-oriented pathways and the high schools that offer these programs • Enrollement of grade 6 students in appropriate programs and High Schools based on their needs 	<ul style="list-style-type: none"> • Increased understanding and knowledge throughout the community of the work-oriented pathways • Appropriate choice of High School and program made with teachers' input in consultation with parents and student

Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
To develop professional capacity in the school which will support the strategies and objectives of the PETES School Success Plan	<ol style="list-style-type: none"> 1. Use of professional Development fund to support objective #1 2. Guest speaker brought in on pedagogical days or for staff meetings 3. P.D. in Daily 5 and Balanced literacy 4. Resouce teachers to share at staff meetings tools and strategies that will support students and teachers 	<ul style="list-style-type: none"> • The number of workshops and professional development activities attended by the staff • Incresed # of Board level professionals who are invited in to work with small groups or the entire staff • "Teacher teaches. "Tools and strategies learned at the various workshops are shared by those who attended • Monthly cycle meetings 	<ul style="list-style-type: none"> • Minimum of 8 cycle meetings per year • Minimum of 3 teacher presentations to staff with regards to workshops attended • Every staff member must attend a minimum of 1 School Board PD activity in addition to 1 PD workshop of their choice. PD should be in line with objectives set out in Strategic Direction # 2

Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
To familiarize the entire staff with PETES School Success Plan in order to successfully implement it over the next five years.	<ol style="list-style-type: none"> 1. Standing item at staff meetings 2. Post Success Plan in a "user" friendly way 	<ul style="list-style-type: none"> • We remain in line with our Success Plan with a vision to attain the objectives set out in each Strategic Direction 	<ul style="list-style-type: none"> • successful attainment of the objectives outlines in our School Success Plan

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
Create awareness of programs offered through the Community Partnership Program at the School Board Level	<ol style="list-style-type: none"> 1. In service given by Nancy Battet and Julie Royale to increase knowledge and awareness of what is available 2. Encourage parent and local community volunteers 3. Teachers/staff to share knowledge of opportunities in the community 4. Increase awareness of services available to the staff at the Board level 	<ul style="list-style-type: none"> • Increased # of guest speakers at staff and cycle meetings • Increase in the number of community partnerships • Increase in contact between Board level professionals and staff 	<ul style="list-style-type: none"> • Staff will be aware of community partnerships available to them that are complementary to the curriculum • Consultants have visited the school to provide in service to the staff. A record of these activities will be kept

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
To promote skilled occupations and trades	<ol style="list-style-type: none"> 1. Organize a minimum of 3 visits from professionals in the community . In addition 2 visits from students in their last year of vocational education to meet with cycle 3 students 2. Organize a career day to increase awareness of different options 3. Incorporate a cross curricular theme to increase knowledge and spark students' interest 4. Organize visits for interested students to the vocational education centers 5. Share the power point presentation explaining potential "paths" to follow (Christopher Fuzessy) 	<ul style="list-style-type: none"> • Hosting a career day • Speakers from the community and from vocational education programs to present on different options available to students • Student visits to Voc. Ed. Centers 	<ul style="list-style-type: none"> • Investigate the increased interest in vocational education for at risk students • Students and parents are able to make an informed decision regarding the path they should follow. • Survey grade 6 parents and students as to their awareness of available options and programs to set a benchmark

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
To provide a safe ,secure healthy and welcoming environment	<ol style="list-style-type: none"> 1. Ongoing training for students and staff mentoring with regard to Peaceful Schools International initiative 2. Students,staff and parents will receive the same in services from D&M services with regards to bullying 3. Zero tolerance for bullying 4. Red/yellow card system to continue 5. Virtues/Values theme to be implemented throughout the school year 6. Monthly Citizenship awards and assemblies 7. use the Tell them From Me Survey to collect data 	<ul style="list-style-type: none"> • Staff and students feel safe and happy in their environment • Reduction of the number of incidents involving bullying • Reduction in the need for intervention in the school yard • Reflection done following incident at home and followed up at school • Children are solving problems autonomously using tools provided to them by their teachers • Increased awareness as to issues that students are dealing with based on the Tell Them From Me survey 	<ul style="list-style-type: none"> • Increase in the number of "good news" cards going home by 10% yearly • Students acknowledged for being good citizens • Investigate the decrease in the number of red cards going home /disciplinary reports in order to establish a benchmark • Investigate the decrease in the number of students sent home for acts of physical aggression to establish a benchmark • Graphs done by classroom teachers indicating # of yellow and red cards sent home

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
To support and expand programs that foster a healthy lifestyle	<ol style="list-style-type: none"> 1. Active Kids program 3 mornings a week prior to student entry 2. Monthly health calendar sent home. Daycare educators and teachers to assist in implementation, monitoring and encouraging participation in the program 3. To expand on current practices 4. To follow recommendations of Ecole et Milieu en Sante 5. Addition of Yoga to the physical education curriculum 6. Inter mural activities offered at lunch 7. Organized games in the school yard animated by Peace Pals at recess and lunch time 8. Participation in School Board tournaments and activities that promote physical fitness 9. Encourage and educate students and parents with regards to healthy snacks and eating. 10. Healthy breakfast provided monthly by day care 	<ul style="list-style-type: none"> • increase the number of participants in these programs • Wellness oriented extra curricular activities provided by day care and school 	<ul style="list-style-type: none"> • Investigate the improvement in physical and emotional wellness throughout the community to establish a benchmark • Graph done by term and grade level of results from Healthy Living Calendar

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
To develop in our school a culture of pride and respect for the environment	<ol style="list-style-type: none"> 1. Increase awareness of recycling initiatives 2. Decrease amount of paper used by staff 3. Decrease "kiddie" mail by sending messages electronically and through Connect Ed. Encourage use of Web site 4. Educate teachers and students by having someone from the city come in to speak about the city's recycling program 5. Establish an environment committee and "Green Team" to ensure that recycling is being done 	<ul style="list-style-type: none"> • Reduce garbage • Increase recycling 	<ul style="list-style-type: none"> • Reduction in the amount of paper purchased • By 2015 95% of the PETES community will receive information electronically • Decrease in the paper and photocopying budget

Strategic Directions 5:

Objective	Strategies	Indicator	Targets / Results