

Dorset Elementary 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.

School Portrait

Dorset Elementary School	2015-16
School Capacity	288
Program(s)	Bilingual
Total Number of Students Registered	250
Total Number of Students Registered In Daycare	73 regular and 11 sporadic
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	33

Mission Statement:

The community of Dorset School is dedicated to educating life-long learners who are respectful of self and others, effective bilingual communicators and technologically literate. We achieve this by providing a safe and caring climate. A Dorset graduate will be self-confident, a creative problem solver and a successful and productive member of a global community, ready for the challenges and responsibilities of being a citizen in a rapidly changing world.

Vision Statement:

The community of Dorset School strives to provide a community school where parents feel welcome to become partners in their child's education, where commitment to learning and success for all is prioritized in everyone's thoughts and actions.

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.	73.84	75.84	60	54
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	1/yr	2	2

Level of Accomplishment:

- Consistent use of the Smartboard and iPads
- Hands on activities and manipulatives to help keep students engaged
- Extra resource time to help support students during exam periods
- Homework assistance available to students identified by teachers who require extra support
- Curriculum mapping from Kindergarten to Grade 6 in progress
- Exposure to Robotics
- Encouragement of male role models as volunteers
- Extracurricular programs that encourage science and athletics
- Implementation of a school wide STEAM program
- Hands-on and physical activities such as lunchtime sports, Ski Club and participation in LBPSB tournaments/activities
- Apps for Math that are of interest to boys were also put on the iPads
- Continue to work closely with board consultants
- Continue to use Learning and Evaluation Situation tools to assess and enhance learning
- Prioritize acquiring adequate support for all students

- Dedicate PD time to focus on enhancing learning environment for boys, especially in the areas of hands-on learning, technology, science and athletics
- Continued integration of technology as a powerful learning tool to engage boys and girls alike
- Encourage staff to participate in professional development focused on better supporting boys in school and beyond

Situation Analysis:

- The success rate indicated for the end of Cycle Math Exam was 54%. However, the overall success rate for solving a situational problem was 75% for the year. Also, the overall success rate for using mathematical reasoning was 73% for the year.
- Success rate for the Cycle III MEES exam for solving a situational problem was 86%.
- The overall success rate for mathematics (school summative marks) in Grade 6 was 100%.
- The 54% success rate indicated for the end of Cycle Math Exam seems to be an isolated result due to the overall success rates listed above.
- Further investigation will be conducted on the Grade 6 MEES exam - the C2 reasoning. This is the second year we have witnessed low results with this competency. An analysis of each question as well as the success and failures by individual student will be examined.

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 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	79.42	83.42	88.37	100
2	A 2% increase in the number of elementary students reading at level by 2015.	2012 Baseline ELA – 97.44 FSL – 92.50	ELA – 99.44 FSL – 96.50	ELA - 94.4 FSL- 42.0	ELA – 97.22 FSL – 75.68
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	87.95	91.95	88	93
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	n/a	1/yr	1	2

Level of Accomplishment:

Within the area of English language development

- Leveled book room organized for easy use and accessibility for all staff members
- Library selections meet the engagement of readers at different levels of proficiency
- Resource support to struggling readers
- Reading buddies
- Guided Reading and Daily Five
- Scholastic Book Fairs
- Volunteers to read with students
- Homework assistance program
- Continue the mobile learning device project into Grade 6 (Year 4) and support the continued development of teacher skills in the area of 21st century learning.
- Use of interactive whiteboards (Smartboards)
- The consistent use of Running Records (PM Benchmarks)
- Provide P.D. workshops and conferences specific to balanced literacy and 21st century learning
- PIC intervention with at risk students
- Continue to ask for assistance and guidance from the LBPSB Educational consultants

Within the area of French language development

- Prepare for the implementation of the Early Immersion Program for the 2016-17 academic year
- Continue the mobile learning device project into Grade 6 (Year 4) and support the continued development of teacher skills in the area of 21st century learning
- Exciting and relevant French enrichment activities in the areas of physical education, art, guest speakers and field trips
- Support the continuation of a Home and School French book fair
- Reading buddies
- Francisation program
- Enhance the choice and variety of French library books available in our library for readers of all levels
- Staff will role model bilingualism throughout the day, in class, the halls and in the yard
- Continue to ask for assistance and guidance from the LBPSB Educational consultants

Situation Analysis:

- Success rate for Dorset students on the end of Cycle 3 French Second Language exam was 100%. This is especially impressive as the same end of Cycle examination is written in both bilingual and French immersion program schools.
- In Goal 2, we used the results of our end of cycle 2 English and French exam results with a success rate of 97.22% and 75.68% respectively. The success rate for the English Language Arts end of Cycle 3 exam remains solid at 88%.

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.

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
1	To develop awareness of the different pathways of learning for special needs students and students at risk.	n/a	Understanding Of WOTP for Cycle 3 Identified students	1	1

Level of Accomplishment:

- Planning for discussion of the Work Oriented Training Pathway (WOTP) and the Adult and Vocational Education (AVE) programs
- Planning for the distribution of literature, guest speakers and PD activities to educate staff on all possible pathways to high school completion and post-secondary options
- Zones of Regulation, Whole Body listening and the use of common language within the school
- Visit from the LaSalle Community Comprehensive High School CFER program

Future Directions:

- Present and explore the options in high school and beyond with parents of special needs students
- Improve the awareness and understanding that traditional pathways to graduation have changed to meet the needs and learning styles of students

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.

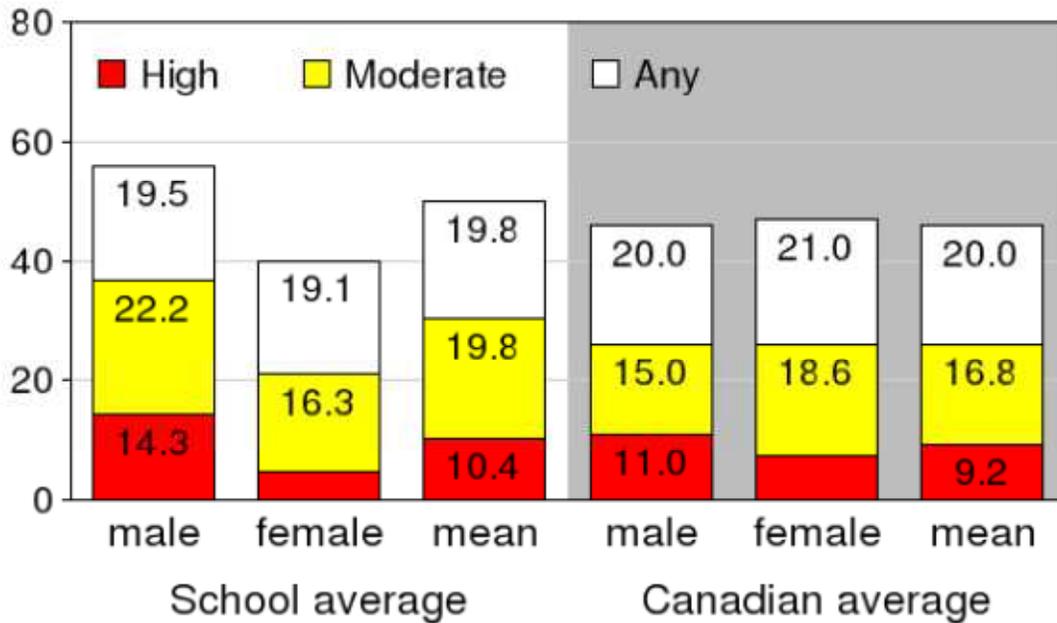
The portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar’s “Our School Survey” and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. 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.	1	Increase in number of activities	8	8
2	The number of programs and interventions that address violence prevention and conflict resolution.	n/a	0	6	6
3	Implementation of the Healthy Schools Approach.	<input type="checkbox"/> In Progress <input type="checkbox"/> Implemented			

Results from Dorset’s Tell Them from Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 19.8% which is below the Canadian Average of 20%. Of these students, 33% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 27% and 3% respectively. Students identify recess (50%) and lunch (36%) as the most common times during the day when they encounter conflict with peers. All incidents of violence,

aggression or bullying were satisfactorily resolved at the school level. 13.1% of students in this school were victims of moderate to severe bullying in the previous month; the Canada norm for these grades is 16.8%. 12.2% of the girls and 15.2% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 18.6% and for boys is 15%.



Future Directions:

- Peace Pals, Tell Them From Me Survey (2Xper year), We Day, holiday food drive to support community, fundraising for various charities, digital citizenship project, kindergarten/grade 5/Maxwell seniors intergenerational project, increase supply of equipment for organized games and sports, organized lunch activities, hosting interschool tournaments, participation in leadership opportunities for students, use of recording tool to log student conflict/resolution
- Continue to actively teach appropriate social skills/conflict resolution skills to students
- Work with bus drivers to be vigilant and support driver intervention with admin back-up
- Zones of Regulation

Level of Accomplishment:

- Guest speakers reinforced conflict resolution as well as anti – bullying messages
- WITS program presentation from our community police officer
- Peace Pals
- Tell Them From Me (2X per year)
- Holiday Food Drive
- Maxwell visits
- Pierrefonds Community Partnership,

- End of year BBQ to bring families together
- Remembrance Day celebrations
- Visits from the school nurse to speak about puberty and hygiene
- Opportunities for High School students to come and participate in community service
- Babysitting courses for Grade 6 students
- Jungle Sport
- Terry Fox Run
- We Day
- Community Partnerships with Concordia University, McGill University and John Abbott College
- Daycare Clubs
- Extracurricular Activities offered after school for three 8 week sessions
- LBPSB Tournaments
- Cross country skiing and snowshoeing
- Continue to actively teach appropriate social skills/conflict resolution skills to students
- Work with bus drivers to be vigilant and support driver intervention with admin back-up
- Zones of Regulation
- Student Leadership Conference

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	n/a	1/year	3

Level of Accomplishment:

- The students at Dorset had a visit from the LaSalle Community Comprehensive High School CFER program
- Students from the Building and Maintenance program located at Riverdale High School repainted our library
- Recycling of old technology through the CFER program at Riverdale High School
- Participation in Community Partnerships through the LBPSB

Future Directions:

- Invite members of the community to share their experiences in vocational training
- Arrange opportunities for students to learn about vocational training programs
- PD for teachers regarding vocational training programs available

Other School Objectives

Other School Objectives:				
#	Objective	Baseline	2015 Target	2016 Result
1.	Encourage and support pedagogical innovation through Professional Development.	n/a	1/year	5/yr
2.	To enrich learning opportunities through Global Education and Community Partnerships.	n/a	1/year	5/yr
3.	To enrich learning opportunities through the effective integration of educational technology.	n/a	1/year	5/yr

Level of Accomplishment:

Goal 1

- Support through local and central PD funds the participation of staff in PD sessions
- Encourage and support participation of staff in local and board level committees
- Participation in the DCP project and curriculum initiatives
- Provision of pedagogical tools to support curriculum innovation
- PIC reading kit
- Community Partnerships
- Involvement of LBPSB consultants on a regular basis

Goal 2

- Participation in Free the Children activities
- Continuation of the foster child support program
- Maxwell Residence Partnership
- Collaboration with community organizations – Baie d’Urfe Citizens Patrol, Pierrefonds Community Shares,

Goal 3

- Continuation of upgrade and replacement of technology hardware
- Exploration and purchase of additional educational software
- iTutor program to teach use of software
- Participation in research initiatives to evaluate the effectiveness of technology in the classroom