

Annual Report

2014-15

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 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 (2014-2015) 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

Dorset Elementary School	2014-2015
School Capacity	288
Program(s)	Bilingual
Total Number of Students Registered	274
Total Number of Students Registered In Daycare	89 regular + 11 sporadic = 100
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties	19

School Mission/Vision

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.

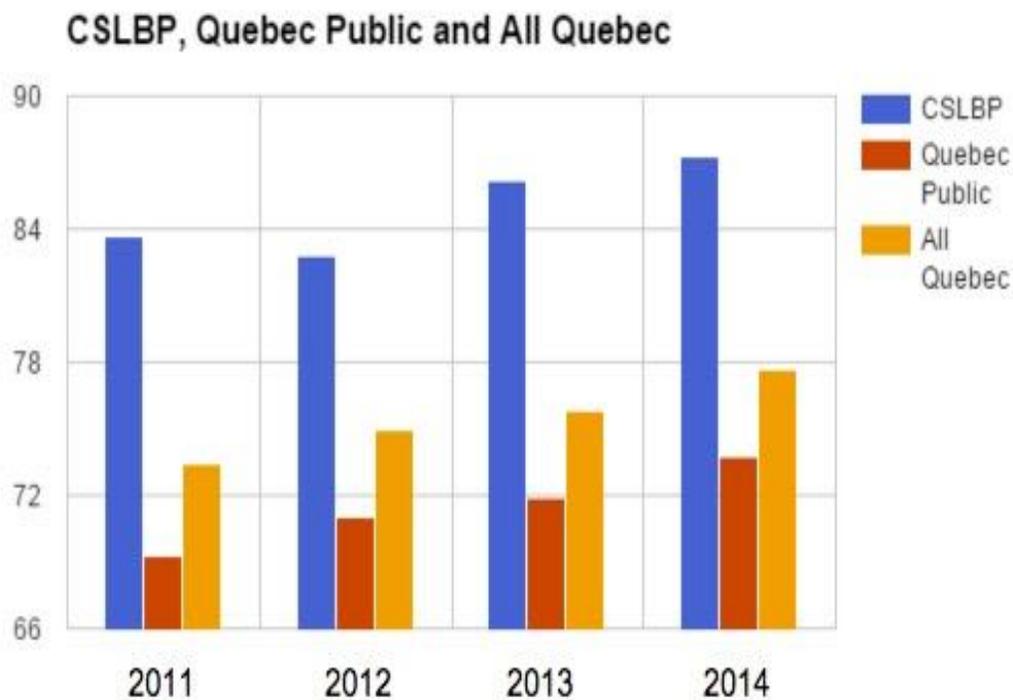
Goal 1: Increased Graduation and Qualification Rate

School Board Context

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

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	73.84	75.84	60
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	1/yr	2

Level of Accomplishment:

- Participation in the Math Olympics was a positive math enrichment activity for students.
- To help to meet the need to increase the engagement of boys a variety of opportunities and activities were undertaken. Some examples included but were not limited to: encouraging male role models as volunteers, extracurricular and robotics and science based programs and the third full year of a Cycle 3 pilot project to use technology as a base delivery system for curriculum. High interest graphic novels were introduced to both French and English classrooms. Dorset also hosted the Montreal Alouettes and the Montreal Impact to conduct assemblies with the student population.
- Dorset has continued to make a conscious and concerted effort to offer more hands-on and physical activities such as Extracurricular and 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.

Situation Analysis:

- The success rate indicated for the end of Cycle Math Exam was 60%. However, the overall success rate for solving a situational problem was 87.2% for the year. Also, the overall success rate for using mathematical reasoning was 78.7% for the year.
- The overall success rate for mathematics in Grade 6 was 85.1%.
- The 60% success rate indicated for the end of Cycle Math Exam seems to be an isolated result due to the overall success rates listed above.

Future Directions:

- 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 special needs students
- More male role models will be brought into the school to work with students
- Dedicate PD time to focus on enhancing learning environment for boys in especially in the areas of hands-on learning, mobile technology 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

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	2015 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
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
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	87.95	91.95	88
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	n/a	1/yr	1

Level of Accomplishment:

- Success rate for Dorset students on the end of Cycle 3 French Second Language exam was 88%. This result exceeded our target by 4.95%. 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 94.4% and 42% respectively. The success rate for the English Language Arts end of Cycle 3 exam remains solid at 88%.

Situation Analysis:

- The 42% success rate indicated in understands oral and written texts in French (Competency 2) seems to be isolated to the Grade 4 French Board exam. The overall success rate for the year was 87.5%.
- We are pleased to see that the final results continued to be positive such as a 100% success rate in communicates in French (Competency 1) and a 95.0% success rate in produces texts in French (Competency 3).

Future Directions:

Within the area of English language development

- The leveled book room was relocated and organized for easy use and accessibility for all staff members
- Library selections are to meet the engagement of readers at different levels of proficiency
- Continue to provide resource support to struggling readers
- Continue the mobile learning device project into Grade 6 (Year 3) 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

- Continue the mobile learning device project into Grade 6 (Year 3) and support the continued development of teacher skills in the area of 21st century learning
- Provide 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
- Enhance the choice and variety of French library books available in our library for readers of all levels
- Dorset 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
- Continue to promote our Semaine de la Francophonie

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 the 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%.

	2009-10	2010-11	2011-12	2012-13	2013-14
Total # Students Registered	11392#	11830#	11984#	11742#	11392#
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	15.3#	17.5#	17.5#	18.6#	18.6#
Integration Rate	n/a#	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	2015 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

Level of Accomplishment:

- Planning for discussion of the Work Oriented Training Pathway (WOTP), Guidance Oriented Approach to Learning (Goal) 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
- The students had a visit from the LaSalle Community Comprehensive High School CFER program

Future Directions:

- Present and explore the myriad of 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
- Continue to reference the various theories and models of learning including Multiple Intelligences, Learning Styles, SAMR model etc. and how they relate to educational and career pathways

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%.

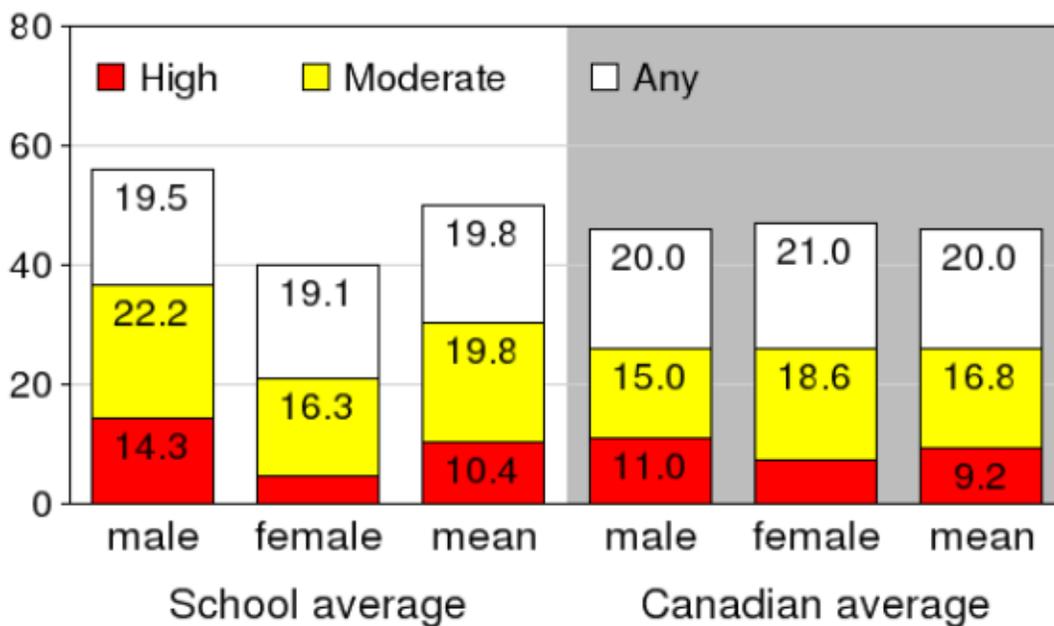
School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote pride in and respect for our environment.	1	Increase in number of activities	8
2	The number of programs and interventions that address violence prevention and conflict resolution.	n/a	0	6
3	Implementation of the Healthy Schools Approach.	[x] In Progress [] Implemented		

Level of Accomplishment:

- Visits from the Montreal Impact and the Montreal Alouettes. Guest speakers reinforced conflict resolution as well as anti – bullying messages.
- Peace Pals, Tell Them From Me (2X per year), We Day, Holiday Food Drive, Maxwell visits, Pierrefonds Community Partnership, Sponsor Child, Terry Fox, Breast Cancer Awareness (Jean Day).

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

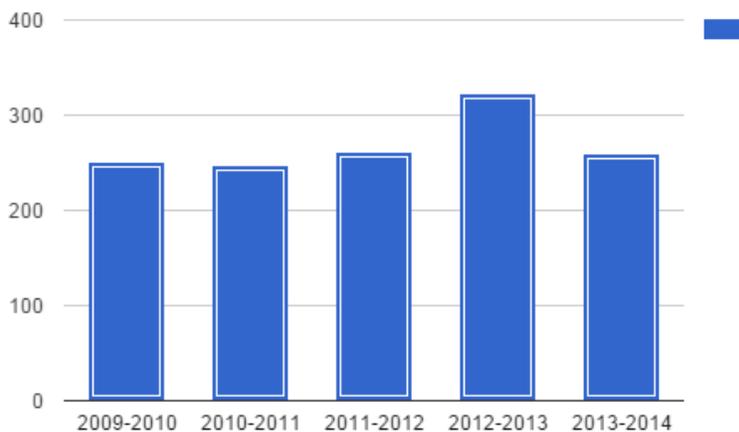
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

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	2015 Result
1	The number of initiatives that promote vocational education	n/a	1/year	1

Level of Accomplishment:

- The students at Dorset had a visit from the LaSalle Community Comprehensive High School CFER program.

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

School Results

Other School Objectives:				
#	Objective	Baseline	2015 Target	2015 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
- 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

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,
- iTutor/Golden iPad project

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

Future Directions:

- Encourage and support staff participation in PD opportunities in 21st Century Learning
- Provision of some common preparation blocks to encourage teacher collaboration
- Regulation of apps purchasing to comply with licencing requirements
- Expand knowledge and use of technology tools to support pedagogical goals
- Upgrade infrastructure to wireless to support usage
- Continue to provide the tools teachers require to implement technology use in the classroom