

# Westpark 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

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 (2017-2018) 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***

<b>School Name</b>	<b>2017-18</b>
<b>School Capacity</b>	660
<b>Program(s)</b>	Early Immersion
<b>Total Number of Students Registered</b>	597
<b>Total Number of Students Registered In Daycare</b>	338
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	142

## ***School Mission/Vision (from Educational Project)***

Westpark School is a public elementary school offering an Early Immersion Program. Our aim is to provide a quality learning environment which encourages each child to develop to his or her full potential. We are committed to creating an atmosphere which promotes intellectual, social, and emotional growth, and fosters a sense of community within each child. We encourage good citizenship and community involvement.

### **Westpark School is guided by the principles set forth in our Mission statement:**

The mission of Westpark School is to provide a safe and caring community climate which facilitates the personal, academic, spiritual and physical development of the student as life-long learners. The school is dedicated to bringing all students to their individual levels of excellence by providing them with best teaching practices, experiences and role models. Our ultimate purpose is to help each student become a productive member of a global community, is prepared for challenges and ready to assume responsibility in a rapidly changing world.

### **School-Vision and Orientations:**

- To provide a community school where parents feel welcome to become partners in their child's education, and where commitment to learning and success are foremost in everyone's thoughts.
- To provide a safe environment where individual differences are respected and individual talents are discovered and nurtured.

### **Student Exit Profile: Students will leave Westpark School**

- Confident and competent in reading and writing in both languages
- Respectful and understanding of self and others
- Prepared for secondary school
- Able to use technological learning skills
- With an understanding of the importance of health, fitness, and living a healthy lifestyle

### **At Westpark School we value:**

- An atmosphere which encourages self-respect and respect for others and the environment
- The natural curiosity of all members of the community
- Individual contributions of all members of the community
- A commitment to life-long learning
- The right to self-expression balanced by the responsibility of appropriate conduct

## **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**

<b>Goal 1: Increased Graduation and Qualification Rate</b>					
<b>#</b>	<b>Objective</b>	<b>2015 Baseline</b>	<b>2016 Target</b>	<b>2017 Result</b>	<b>2018 Result</b>
1	A 2% increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	88%	89%	90%	87%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N/A	N/A	N/A	N/A

#### **Level of Accomplishment:**

- The exam results are monitored for indicators for teacher professional development and the initiation of new programs aimed on capitalizing student interest and maximising math skill development.
- Two technology- based programs have been introduced to help close the gap in performance. Numerik in grades 1 and 2 was initiated in the Fall, 2012 and Reflex math was introduced in the Fall, 2013 for grades 3-6. Both programs have high student appeal that generate student interest and are aimed at improving operational, reasoning and problem solving skills. In 2016 and 2017 we piloted STEAM, we strongly believe that it has motivated our students and helped improve their problem solving skills.

#### **Observations:**

Continue with the implementation of our Math program

Curriculum mapping from gr. 1 to 6 for our Math program

## **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**

<b>Goal 2: Improved Mastery of English and French Language Skills</b>					
<b>#</b>	<b>Objective</b>	<b>2015 Baseline</b>	<b>2016 Target</b>	<b>2017 Result</b>	<b>2018 Result</b>
1	A 2% increase in the success rate for elementary end of Cycle III French exam results by 2015.	92%	98%	95%	98%
2	A 2% increase in success rate for elementary end of Cycle III English exam results by 2015	96%	96%	98%	94%
3	A 2% increase in the success rate for English Board level exams in grade 4	95%	100%	95%	95%
4	A 2% increase in success rate for French Board level exam in grade 4	N\A	98%	83%	95%

### **Level of Accomplishment:**

We continue to do very well at the end of cycle 3 for both French and English.

The results of the end of cycle English exam in grade 4 is 95% success rate, we have reached our 2015 target of 95%

We are pleased with a success rate of 95% for our grade 4 end of year French exam, there is an increase of 12% from 2017. Although many factors contribute to this increase, such as student abilities, level of difficulty of the exam itself, we strongly believe that our early intervention program run by our resource team has had a major impact on the success rate.

### **Observations:**

- The early intervention program that serves students in grade 1 and 2 has had proven results in supporting struggling students achieve reading and comprehension levels needed for school success. Reading in both French and English form the core of all academic subjects. All students in grade 1 and 2 are closely monitored to ensure that they will get support to meet targeted levels in reading and comprehension. We will continue with our early intervention program.
- Science and music have traditionally been offered in French and in Fall 2016 a drama program has been added in French to increase the use of French as medium for learning.
- Resource both in French and English is on going in all grade levels.

### **Future Goals:**

We feel there is a need to increase French resource support in grade 3 and 4 to ensure that the early interventions established in grade 1 and 2 are carried on.

### **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**

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>					
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
	See notes below				

#### **Level of Accomplishment:**

- The Westpark resource model encourages best teacher practices, differentiated instruction, early intervention, with a specific focus on reading skills in French and English and facilitates the implementation of the appropriate IEP for students struggling academically or for students with special needs. The writing of the IEP with attainable goals is critical for the success of our students with special needs. This is an on-going professional development program for our teachers and support staff.
- Resources teachers and classroom teacher collaborate with Board professionals or from outside agencies (occupational therapist, speech pathologist, psychologists, educators, social workers) in order to develop approaches for students with special needs.
- Students at risk and students with special needs are predominantly boys. The number of boys requiring services continues to drive the need for programs that have appeal for boys.
- The use of technology based approaches are now an important factor in providing support for students with special needs or at risk. Most students with special needs now have an ipad or laptop assigned for their exclusive use. Many students at risk for learning difficulties are now encouraged to use an ipad or laptop for specific tasks (writing especially).

### **Situation Analysis:**

- There has been a concerted effort to develop programs which may be of interest to all students, but are of particular interest for boys. A robotics program incorporated in the technology and science program is of proven interest to boys.
- Teachers are encouraged to update technological skills in order to better serve students. Professional development was provided for all teachers on the use of ipads. More ipads were purchased during the 2015-2016 school year. A class set of devices was made available to teachers. The goal is to increase both the number and variety of devices that support all students, and which have proven especially effective for those students in the at risk categories
- Teachers and staff will continue to work on developing successful intervention strategies for children at risk by creating a bank of appropriate strategies.
- Staff and integration aides continue to learn by going to various workshops.
- A full time behaviour tech was allotted to Westpark, we have implemented new strategies that focus on behaviour, anxieties and other challenges.
- STEAM has been a positive approach for all of our students, however we have seen a greater engagement from our boys.

### **Future Directions:**

- Continue with our with our early intervention program to narrow the reading gap for struggling students
- Work closely with SSD to implement programs that support our needs
- Request a Behavior Tech every year.

## **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**

<b>Goal 4: Promoting Wellness in a Safe and Caring Community</b>					
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
1	The number of initiatives that promote pride in and respect for our environment.	See notes below	See notes below	See notes below	See notes below
2	The number of programs and interventions that address violence prevention and conflict resolution.	See notes below	See notes below	See notes below	See notes below
3	Implementation of the Healthy Schools Approach.	[ ] In Progress [ ] Implemented			



### **Level of Accomplishment:**

- The Tell it From Me Bullying survey indicates that Westpark is within the Canadian average for incidents of bullying. Working with a bullying program, Dare to Care and community officer, Westpark students are fully informed on bullying and violence. While they report incidents within the Canadian average Westpark students also reported feeling safe at school and having access to school personnel should they require help.
- The incidents of bullying and violence occur most frequently during the unstructured time during recess and lunch. To address this situation there has been an increase in supervision time for all staff members. In addition, a plan for strategic placement of recess and lunch supervisors and a plan for sharing the playground equitably were implemented.
- Westpark students are also the beneficiaries of a wide variety of lunch time activities which places students in organized and structured activities which hinders the possibilities for bullying and violence. These activities include intramural sports organised by our physical education teachers, special interest clubs or groups organized by our teachers and organized activities for the most vulnerable students.
- A program of on-going professional development for school staff (teachers, aides, lunch and daycare personnel) aims to equip the staff to recognize and address issues of bullying and violence and to sensitize all staff to their responsibilities as outlined in Bill 56.
- An increasing concern is the use of social media outside the school which has an impact on school culture. This is a new phenomenon for elementary school which bears monitoring in the future as the prevalence of hand- held technological devices of all kinds increases and the reliance of social media by young children becomes more evident. A concerted effort teaches students about digital citizenship are now part of the anti- bullying program.
- Social skills group, given by our Behaviour Tech, have been added to our daily schedule at all levels
- Behaviour Tech also run a games room during recess time in order to provide a more structured environment for students who need it.
- Received grants for nutrition initiatives, teachers have been implementing activities that focus on nutrition. The activities vary from lessons on food groups to tasting different foods.

### **Activities:**

Leadership group, green group, green summit at CWA, lunch time activities(organized sports), food bank drive, recycling and composting, student day (dare to care), take the time day(dare to care), diversity day, class activities through ERC, school wide assemblies, student council, school wide field trips(Ski/tubbing, field day, carnival week) games room, social skills groups and programs such zones of regulations with our behaviour tech.

### **Future Goals:**

- Investigate in “breath” program that targets anxieties.
- Boys club
- Gym recess activities



## ***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***

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2012 Result</b>
1	The number of initiatives that promote vocational education			

**Level of Accomplishment:**

**Observations:**

***Other School Objectives***

***School Results***

<b>Other School Objectives:</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2012 Result</b>

**Level of Accomplishment:**

**Observations:**