

# Annual Report

## 2014-15

### **FOREST HILL 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 30<sup>th</sup>, 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

Senior / Junior

Forest Hill School	2014-2015
School Capacity	473 + 318=791
Program(s)	Early Immersion
Total Number of Students Registered	390 + 243= 633
Total Number of Students Registered In Daycare	117 + 106
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	17 + 1

### School Mission/Vision

It is our responsibility to ensure that every student in the school has the opportunity to reach his/her potential. Our goal is for our students to succeed academically while developing their personal and social skills in a bilingual safe and caring environment.

Our school community works together to provide an enriched educational experience for students to become successful, responsible, respectful citizens of their community (local and global).

Our guiding principles:

- In a safe and caring setting help each child reach his/her individual potential.
- Provide a rich and bilingual academic environment that supports students so they can develop their intellectual, social and emotional competencies and become life-long learners.
- Empower students with the necessary skills to transition to High School and graduate.

With our School Success Plan we aim for our students to graduate from grade 6 with the necessary tools to succeed both academically and socially at the next level of their education and beyond.

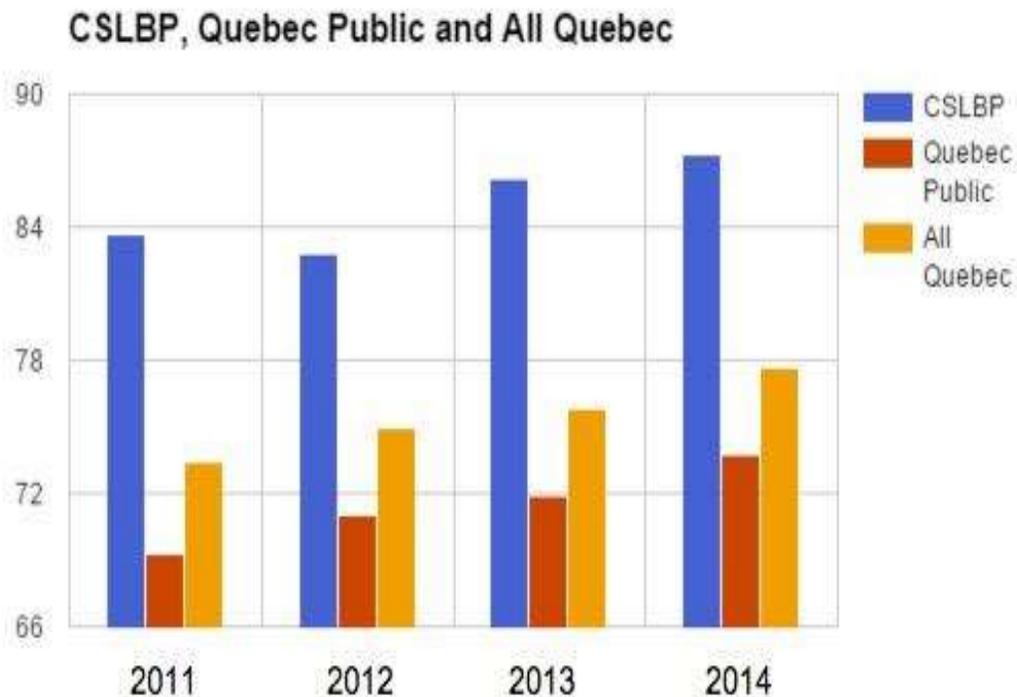
## ***Goal 1: Increased Graduation and Qualification Rate***

### ***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 % increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	81%	83%	76%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N/A	1 intervention	In place

### Level of Accomplishment:

#### Goal 1.1

Our success rate for MELS End of Cycle III Math Exam Results has increased compared to our results of June 2011. Students did well in all competencies. The following initiatives contributed to our results: worked on more LES in class, offered students lunch or after school weekly tutorials in cycle III, grade 6 participated in Math Olympics

#### Goal 1.2

We continued a program with leaders for lunch time recess success at cycle III. Social skills group for boys either at lunch or during the school day were also offered.

### Situation Analysis:

#### Goal 1.1

- Continue with increase of LES to a minimum to one per term in grade 2 to grade 6.
- Implementation in 2013-14 for cycle II of Reflex Math on line material to improve computation skills.
- Participation in Professional development offered by ESD and increased collaboration between school staff and Math consultants.
- Support offered to students as needed: Resource, help time (remedial), differentiation of learning, Francisation and Aide aux devoirs.

#### Goal 1.2

We will continue with things that are already in place such as...

- Teachers using flexible pedagogy and implementing new strategies to keep boys engaged.
- Interventions such as social skill groups and the senior study skills.
- Offering after school homework program at the senior.
- Purchasing high interest low vocabulary books to increase interest for reading in boys.
- Increased use of technology to keep boys engaged in reading activities.
- Lunch or after school tutorials to help students experiencing difficulty in cycle III.

## **Future Directions:**

- Club Energy was implemented at the Senior campus. This appears to have positively impacted the well-being and educational success of the students. Club Energy will continue at the senior and the Junior campus will start to explore the possibility of implementing with the younger students.
- Both campuses are looking at creating a Universal Design for Learning environment.

## ***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***

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>
1	A % increase in the success rate for elementary end of Cycle III French exam results by 2015.	79%	81%	76%
2	A % increase in the number of elementary students reading at level by 2015.	N/A	Fr 60% Eng 85%	Fr 52% Eng 58%

3	A % increase in the success rate for elementary end of cycle III English exam results by 2015.	78%	80%	85%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	In place	Maintain or increase	In Place

### **Level of Accomplishment:**

In the English results for end of cycle III MELS exams we have surpassed our 2015 target of 80%

For the French Board level evaluation; students did well in all 3 competencies. Although the number of cycle III students reading at level (30) is low, the majority of students are reading at level 27 to 29.

Early intervention is essential and we implemented small group literacy intervention at cycle I for French and at grade 3 level for English, as this is when they are starting to read and write in English.

Both campuses invited authors, artists, and guest speakers to do presentations in French such as Culture à l'École, etc. All students at the junior campus attended a French play at Salle Pauline Julien.

### **Future Directions:**

- Continue with an early intervention program for French Reading at cycle I.
- Continue with a small group intervention program for grade 3 English.
- Continue holding Literacy week activities as well as book fairs.
- Continue with cultural activities such as welcoming French authors and illustrators.
- Teachers will continue using a variety of texts in class for different purposes.
- Teachers will continue with daily silent reading period for reading practice.
- Increase cross grade reading groups.
- Creation of book club at school level.
- Purchasing more leveled books to increase practice and to help ensure continuity.
- Continue with the practices that are in place and that are netting good results for our students.
- The consistent use of running records and teachers' increased ability to interpret the results of running records in order to monitor each student's level of reading.
- Develop a common language for reading comprehension assessment.
- Monitor students' success in reading at school level.
- Maintain records for our target group (groupe cible).

## **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%.

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Total # Students Registered</b>	11392	11830	11984	11742	11392
<b>Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	15.3	17.5	17.5	18.6	18.6
<b>Integration Rate</b>	na	97.6	96.5	96.4	96.8

### **School Results**

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>				
#	Objective	Baseline	2015 Target	2015 Result
3.1	Develop awareness of the different paths of learning for high special needs students	N/A	Inform parents of cycle III	In place
3.2	Increase the success of students on modified IEP academic goals by offering professional development to staff to support these students.	N/A	On going	In place

## **Level of Accomplishment:**

### Goal 3.2

We improved communication between the Junior and Senior resource teams with meetings, school visits and open discussion. Continued communication between administrators also contributes to this goal. Communication between the Senior resource team and Westwood Junior's Resource team helps students transition to high school. Resource teachers participated in Student Services Department networking sessions.

Continued support from Student Services Department through consultations and presentations.

We made greater use of technology for students with special needs.

For a third year, we held a successful mini-career day in March 2015 with guests from various walks of life.

## **Future Directions:**

- Club Energy will continue, as it helps students with school perseverance and gives them opportunities to release and renew their energy. It also allows students to develop their independence and self-regulate.

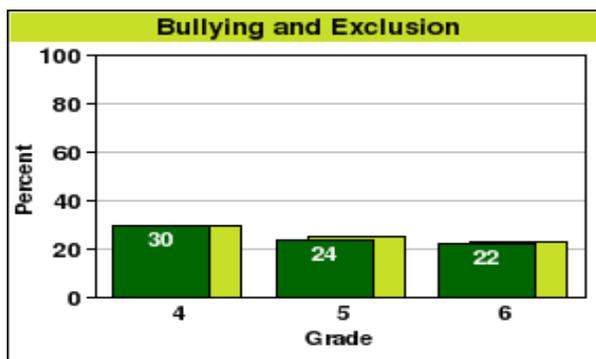
## ***Goal 4: Promoting Wellness in a Safe and Caring Community***

### ***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%.



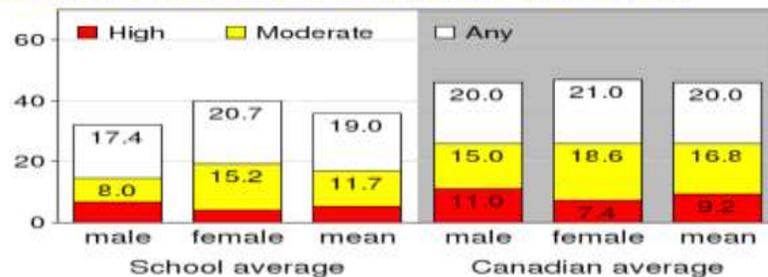
## School Results

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	10
2	The number of programs and interventions that address violence prevention and conflict resolution.	1	Increase the number of activities	Integral part of everyday school practices
3	Implementation of the Healthy Schools Approach.	[ ] In Progress      [ X ] Implemented		

### Level of Accomplishment:

Results from Forest Hill Sr.'s Tell Them from Me Bullying and School Safety Report indicated that the percentage of students identifying as victims of bullying sits at 19% which is well below the Canadian Average of 26%. Of these students, 45% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 12% and 5% respectively. Students identify recess (31%) and after school (24%) as the most common times during the day when they encounter conflict with peers. All but one incident of violence, aggression or bullying were satisfactorily resolved at the school level.

**Figure 1: Prevalence of bullying at Forest Hill Sr**



Drivers of Student Success	School	Canada Norm
Students with a positive sense of belonging	84%	86%
Students with positive homework behaviours	84%	77%
Students who are interested and motivated	60%	71%
Students with moderate or high levels of anxiety	15%	16%
Students who are victims of bullying and exclusion	19%	26%
Students who feel safe attending school	89%	87%

#### Goal 4.1

We continued with activities related to being a Brundtland School. We recycle and compost at both campuses. The green teams for composting worked at both the junior and senior campus.

We had wellness activities and/or assemblies involving the whole school.

We invited nature groups to speak to the students.

The students at the junior campus cleaned the school grounds on Earth Day and participated in a no garbage lunch.

#### Goal 4.2

We offered a social skills program as needed for all students at junior. The tools and strategies they learned will serve them for the next 4 years at Senior.

We held Pink T-Shirt Day at both junior and senior the last Wednesday of every month. Activities and/or assemblies are organized emphasizing peace, tolerance, etc.

Senior campus had Dare to Care on the topic of Bullying at the senior.

The spiritual animator at both campuses visited all classes to talk about Conflict resolution strategies and/or Respect in order to have all students use common language.

Teachers presented special in class activities to sensitize students to Bullying.

Big Book of virtues assemblies were organized at the junior campus.

#### Goal 4.3

Being members of Brundtland and of Peaceful Schools International, many of the activities we did were in line with the Healthy Schools Approach as they relate to social skills, self-esteem, healthy eating habits, wellness, and information sessions for parents.

We planned events and activities that promote healthy living such as Terry Fox walk/run at both campuses, base de plein air, tobogganing, skating, carnival activities, outdoor physical education all year including skiing, snowshoeing and promotion of healthy snacks.

#### Future Directions:

- Continue with initiatives that will help us maintain a positive, respectful and safe school climate.
- Continue with initiatives that will help instill in students a respect for the environment and for others.
- Continue with initiatives that will help students develop healthy life styles.

- Continue with Club Energy in order to provide “active” opportunities to the students.
- Continue with yoga practice at both campuses.

## ***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)**

