

Annual Report

2015-16

St. Patrick 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

St. Patrick Elementary School	2015-2016
School Capacity	624
Program(s)	Bilingual
Total Number of Students Registered	363
Total Number of Students Registered In Daycare	148
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	54

School Mission/Vision

School Vision:

St. Patrick Elementary students will feel secure, confident and grow in an atmosphere which fosters responsible citizenship, flexibility, acceptance and integrity. This environment will provide them with the internal motivation and perseverance necessary to help them reach their full potential in literacy, mathematics, technology, physical activity and the arts.

Mission Statement:

St. Patrick Elementary School is committed to excellence. Our goal is to ensure that all students feel welcomed, supported and are eager and able to commit to their job of being active lifelong learners.

The staff firmly believes that to teach a child one must reach a child; therefore we focus on their entire world. This includes not only their academic abilities, but also their physical, social/emotional and personal well-being.

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 MELS End of Cycle III Math Exam Results by 2015.	77.25	79.25	60.00	40.00
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 success rate of our grade 6 students, a statistic derived directly from the year-end MEES math exam, dropped this past academic year. The 2015-16 cohort was comprised of merely 37 students of which 8% were on a modified schedule which excludes their results from the group. It is interesting to note that 38% of the group were following an IEP for math and, as a result of absenteeism and other factors, an additional 3 students did not complete their examinations. Those three incomplete exams are factored into the success rate.

A more in-depth analysis of the examination showed that the overall exam mark was based on a 70% weighting on the 'mathematical reasoning' section of which only 11 of 34 St. Patrick students passed, attributing to the low success rate. A little more than half of the failing grades were, on average, less than 10% (translating into 1-5 marks) from a passing grade demonstrating that the students just missed achieving a passing grade. In comparison to the cohort across the entire school board, the global success rate in 'mathematical reasoning' was only 69% while the overall success rate for the grade 6 year-end MEES math exam in the LBPSB was 73%.

An area of concern continues to be the retention of basic math facts and teachers continue to focus on the reinforcement of these skills to ensure that our students continue to build upon their foundation of mathematics. The team met in June 2016 with the math consultant from our school board to discuss the reality that student achievement in a grade 6 year-end exam needs building blocks in earlier years to prepare students. As part of the multi-step plan to focus and enhance math skills across all grade levels, math workbooks are being used to complement the student curriculum at all grade levels. Cycle meetings are in place in order to have open dialogue between grade levels when planning thematic units.

Student "engagement" data taken from the Tell Them From Me (TTFM) survey for this specific cohort, administered twice yearly, showed that their engagement, motivation and interest in their school was much higher than the Canadian norms, in fact 20% greater. Other factors, such as classroom climate, can shed light into overall student success. With this group, social factors that were present in the spring of 2016 may have played a part in the overall success rate of the grade 6 class.

Future Directions:

In analyzing the class average in the end of cycle III math exam, our students achieved, on average, a 58% in the end-of-year exam, just 11% less than the average across the school board. While taking into account individual student achievement (specifically student IEPs), a drop in the overall school success rate is not inconsistent with the level of achievement in the grade 6 cohort for the 2015-16 academic year.

The area of concern that was most apparent is the application of 'mathematical reasoning'. We will continue with the plan in place, focusing on workbooks to create a consistent approach to math across all grade levels, and explore additional resources to augment and compliment mathematical reasoning skill, as well as improving the students' basic math skills. It is expected that over time, our school success rate will increase as our students have more experience, over several grades, with workbooks and scaffolding that was tackled in June 2016. Cycle meetings to connect lessons within the cycle and across grade levels continued. The school team will continue to analyze workbooks effectiveness through conversations, cycle meetings and weekly use.

St. Patrick Elementary continued to offer an extensive intramural athletics program in which all students from grades 4-6 are encouraged to participate, which gives boys a good outlet. For the non-athletic student, our lunch program offered a robotics club, math Olympics, K.I.C.K and various activities to engage students. These activities promoted engagement of all of our students, specifically focusing on activities directed at our male students.

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.	67.5	71.5	87.96	79.17
2	A 2% increase in the number of elementary students reading at level by 2015.	ELA: 73.9 FSL: 100	ELA: 75.9 FSL: 100	ELA: 91 FSL: 68	ELA: 78.3 FSL: 70.7
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	56.66	60.66	76.00	74.00
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare).	n/a	n/a	n/a	n/a

Level of Accomplishment:

Our levels of accomplishment in both French and in English were more successful than the targets set in 2015. We continue to perform above these targets, with the exception in our French reading level in the grade 4 cohort. PDIGs in French were completed in June 2016, allowing teachers a framework to use as a guide in connecting grade levels. Our French reading did see improvement from 2014-15.

There was a continued effort to have field trips to cultural establishments animated in French, including daycare excursions, grade 5 trips aligned with univers social and the end-of-year grade 6 graduation trip. Due to the

reality of the work-to-rule, field trips only occurred during the second half of the school year. Francisation was again in place to support students who required additional support in acquiring French comprehension skills.

Continued interventions by the school resource team, as well as the implementation of a strong “Jollyphonics” approach that started in the winter of 2013, supported the objective of achieving the 2015 target outlined. Different programs in ELA such as “Lively Letters” were implemented for learners in early grades, specifically targeting students with learning challenges. Continued vigilance in regards to the Progression of Learning by moving our curriculum in line with that document should support our students in reaching success. Workbooks were again created/purchased in the early grades for both languages of instruction. The use of a workbook, which builds from one year to the next, will allow for a smoother transition as students move into the next grade. We have also introduced workbooks in geography and history, two subjects taught in French.

We have again seen an increase in the number of French teachers in the school by allocating an English teacher and a French teacher for each homeroom class. French teachers on staff provided an excellent model to their classes by only speaking to their students in French.

Future Directions:

We will continue to bring our grade-level curriculum in line with the Progression of Learning, adjusting our practice to ensure that we are reinforcing and pushing our students at a challenging, yet appropriate, level. A full time French resource teacher took a leadership role in supporting the PDIG initiative which occurred this school year. The English teachers, with guidance and leadership from the administration and our school board consultants, have begun a PDIG that will focus on aligning the ELA curriculum across all of the grade levels in 2016-17. The success from the French PDIG has been an instrumental component in moving towards greater success in French for our student body. In the years to come, we will explore a PDIG that will focus on aligning the math curriculum, as well.

We will continue to aim for uniformity in our assessment and evaluation tools. Early Literacy Programs, under the guidance of our resource team, will become a focal point to support the acquisition of reading skills in both English and French. We again have a full-time French resource teacher and a full-time English resource teacher to supervise and support teachers with the uniformity of the testing. We will be examining school organization, distribution of resources, both physical and personnel, scheduling as well as ensuring our curriculum is in close relation to the Progression of Learning. Francisation will continue as program to support comprehension skills in French. We will look to offer our cycle III students additional French programs, during after school hours, in the spring to support their transition to high school.

Opportunities to promote French will continue through cultural, educational and sport outings, as well as through bringing in members of our Francophone community to speak and work with our students. Simple activities, such as school-wide assemblies, will allow for a portion of the presentation to be done, by the students, in both languages of instruction. We will continue to look at increasing the instructional French time by investigating the possibility of teaching one of our specialty subjects in French. Different thematic units in Outdoor Education will be an area to support the augmentation of French instruction. The after-school daycare program will continue to offer academically sound activities in both languages of instruction. We will continue to offer an after-school homework success program twice weekly for students who require extra support.

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

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	Students will be offered a number of different activities to participate in (extra-curricular activities).	n/a	n/a	n/a	n/a
2	We will promote and support a sense of community within our school.	n/a	n/a	n/a	n/a

Level of Accomplishment:

Once again, student participation in our community events remained a focus for all students and we are proud that students who do have Handicaps, Social Maladjustments or Learning Difficulties were involved in all of our school-wide activities and played an equal role in our school community with all other students during the 2015-2016 academic year.

St. Patrick Elementary once again offered a number of extra-curricular activities, during the second half of the school year (extra-curricular activities were not offered during the teacher 'work-to-rule' from August 2015 through January 2016) for our students both in the arts and in athletics. There were several phys. ed. lunchtime activities which included Ultimate Frisbee lunchtime leagues for grades 4 through 6. All students were able to participate as there were no pre-requisites required for these programs. These teacher-led activities help to build a strong school spirit and a sense of achievement which translates into student success throughout all grade levels. Our cycle III students participated in a robotics club during the lunch hour.

Once again, annual school-wide festivals, such as the Hallowe'en Activity Day and the Winter Carnival, were organized by the grade 6's who planned, prepared and lead groups of other students through sets of activities related to team building and community development. Activities such as the two mentioned above allowed our senior students an opportunity to lead the younger students and worked to strengthen the relationship among students in different grade levels, each focused on building a cooperative school community.

The Christmas Basket collection drive, supporting both families in our community as well as in the community of Lachine, is another example on an activity that promoted a strong sense of community. St. Patrick Elementary was once again paired up with Maple Grove Elementary for this program and students, along with staff supervision, delivered these holiday baskets to families in Lachine. Our Home & School Association took on a very strong leadership role during this school year and helped in creating and organizing events that supported our students, families and community at large. The involvement of numerous parent volunteers in the daily activities such as reading groups, library and committees allowed for a strong sense of community within our school environment.

Future Directions:

As always, participation in all of the above mentioned programs will continue to be a major focus for our school. The feedback has continued to be positive and works to reemphasize the importance of maintaining a positive sense of community amongst all students. During the 2015-16 academic year, the reality of the teacher 'work-to-rule' demonstrated the importance of the extra-curricular planning and activities that are required to bolster and achieve high levels of student engagement, motivation and success. The second half of the school year saw the return of these required activities and directly impacted, in a most positive way, the achievement of our student body. The activities have become annual events which are planned for during the early weeks of each new academic year.

Academic support and early identification of students who do have handicaps, social maladjustments or learning difficulties begins well before the end of Cycle I and will continue to be a focus for our resource team, as well as our staff as a whole.

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Healthy and Safe School Environment

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.	n/a	n/a	4	7
2	Implementation of the Healthy Schools Approach.	[] In Progress [] Implemented			
3	Complaints: Bullying/Violence	n/a	n/a	0	0



Level of Accomplishment:

Results from St. Patrick Elementary's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 27.0% (a slight drop from 2014-15) which is again slightly above the reported Canadian Average of 26%. Of these students 61% (an 8% reduction from 2014-15) say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 26% and 11% respectively. These statistics are in line with the increase in social media connections between our senior students during the 2014-15 school year. Students continue to identify break periods (69%) and after school (15%, a substantial reduction from what was reported in 2014-15) as the most common times during the day when they encounter conflict with peers. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

Future Directions:

School assemblies that are to be led by senior students, school-wide activities and collaboration between students in different grade levels have continued to be a major focus in establishing a positive school climate for all students of St. Patrick Elementary. The professionals from Dare to Care will again return to visit our

students in the fall of 2016 as a component of our anti-bullying initiative. Our student body will benefit from grade-level assemblies that are reinforced with an eight-week in-school program that reinforces the lessons explored with the professionals from Dare to Care. As well, our cycle III students will continue to participate in a day-long intensive initiative to bring to light many issues around the problem of bullying. These programs strive to empower students to stand up, with their peers, in not allowing bullying-like behaviours to continue in our school. A Virtues Program that will focus on positive characteristics will be introduced in 2016-17 and several grade levels will have an opportunity to learn about a specific Virtue and then teach that lesson to the greater school student community.

Our staff will continue to promote a healthy lifestyle, balancing physical activity in the classroom and during the recess and lunchtime activities. The daycare will again explore the My Daycare is Physically Active! program to enhance our school's extra-curricular programming. We will continue to have additional physical education classes through outdoor education classes for all grade levels. During special classroom or school events, we will continue to strike a balance between what students eat during the school day and the needs to encourage a healthy lifestyle when making nutritional choices.

***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	2015 Result	2016 Result
1	The number of initiatives that promote vocational education	n/a	n/a	3	3

Level of Accomplishment:

The grade 6 students participated in several programs that outlined opportunities in our high schools. These Cycle III students were able to learn about opportunities available to them in their future, connecting the importance of secondary and post-secondary schooling. The high schools from our region joined our school for assemblies highlighting the variety of programs that are available to the students who attend each school. The resource team from one of our community high schools came for an additional visit that allowed a more in-

depth discussion about different programs available at the secondary level. While the Vocational Educational Schools did not present to our students, specific programs that are precursors to the Voc. Ed. programs were alluded to in the varying assemblies.

Future Directions:

Conversations and discussions with individual parents or small groups of parents throughout the year around vocational studies continue to be the main focus in determining what direction is required. These discussions include how we can promote and develop the awareness of our parent community of these programs available to our students. Our school team is always looking for opportunities to bring in teachers and staff who can highlight the different academic and non-academic programs available to our cycle III student population. Students looking to explore various high school programs for differentiated learners were connected to high schools within our school board that offered a variety of student programs.