

Annual Report

2013-2014

FOREST HILL SCHOOL

Report on the School's Success Plan, Management and Educational Success Agreement, and Contribution to the School Board's Strategic Plan



Together We Learn:
Partnering for Student Success



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

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 is valid until June 30th, 2015 and is reviewed on a yearly basis. The agreement is closely aligned with the school success plan for 2010-2015. 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 (2013-2014) 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	2013-2014
School Capacity	473 + 318 = 791
Program(s)	Early Immersion
Total Number of Students Registered	397 + 243 = 640
Total Number of Students Registered In Daycare	116 + 106 = 220
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	17 + 1 = 18

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.

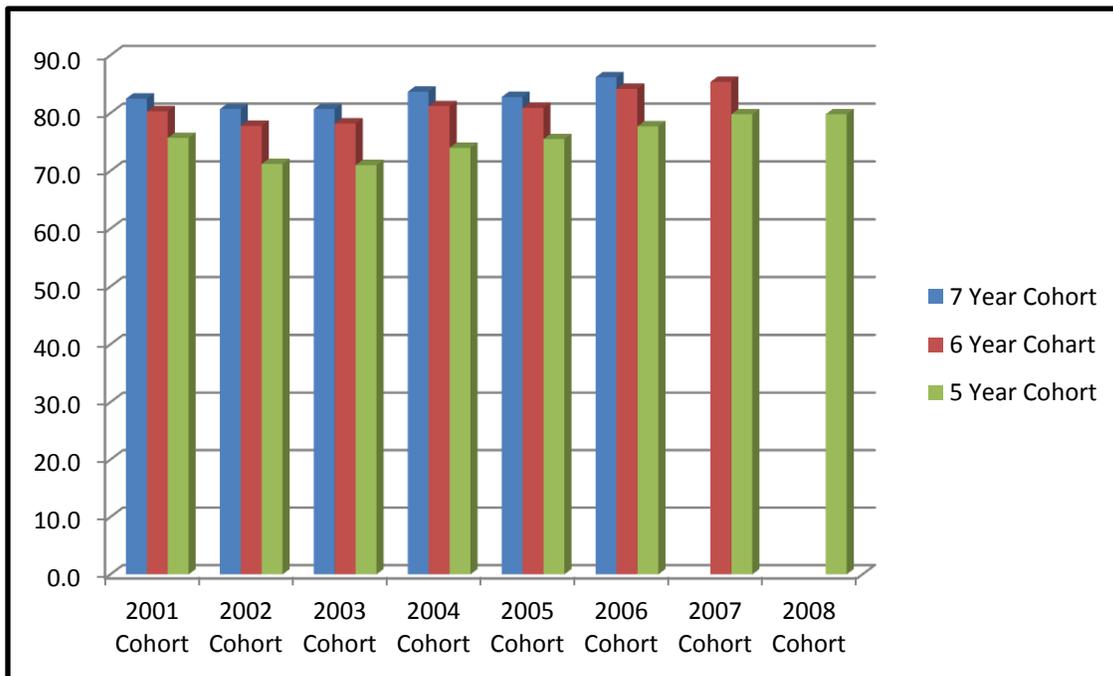
Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualification remains an important factor. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past eight years. The MELS has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. We have 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 Continuing Education sector. We have exceeded this target with a graduation and qualification rate of 86.2%. 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 MELS Elementary End of Cycle III Math exam results.

LESTER B. PEARSON SCHOOL BOARD

GRADUATION and QUALIFICATION RATE



Forest Hill Senior Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2014 Result
1	Maintain or increase the success rate for MELS End of Cycle III Math Exam Results by 2015.	81%	83%	81%
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. Our school results exceed the LBPSB results for June 2014. 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

For 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.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports 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 systemic 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.

Forest Hill Senior Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	Result
1	Maintain or increase the success rate for elementary end of Cycle III French exam results by 2015.	79%	81%	80%
2	Increase the number of elementary students reading at level in French and in English by 2015.	N/A	Fr 60% Eng 85%	Fr 52% Eng 83%
3	Maintain or increase in the success rate for elementary end of cycle III English exam results by 2015.	78%	80%	81%
4	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 78%

The same thing happened with the French Board level evaluation; students did very well in all 3 competencies. Comprehension competency results have improved over the last few years.

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.

We invited guest speakers to do presentations in French such as Culture à l'École, Guêpe, Faucon-Educ 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

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	2014 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 offered social skills program for students in the Autism Spectrum.

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

For a second year, we held a successful mini-career day in March 2014 with guests from various walks of life.

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 complete a yearly portrait of the school climate in order to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 17 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 9,057 elementary school students from 34 schools.

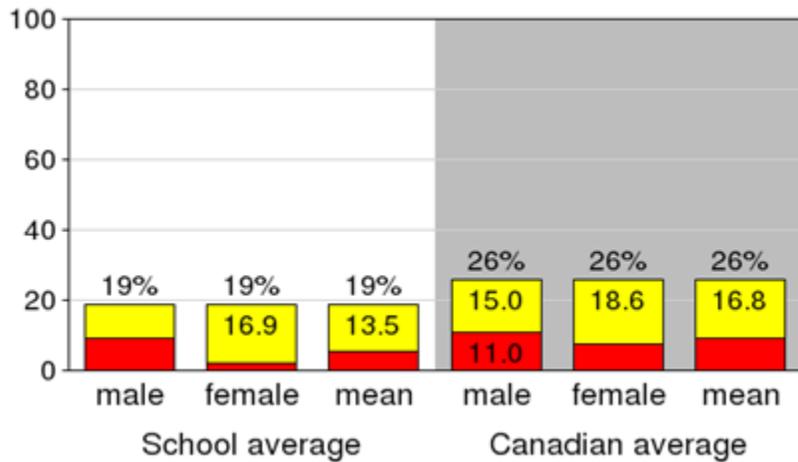
School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2014 Result
1	Increase the number of initiatives that promote pride in and respect for our environment.	1	Increase in number of activities	10
2	Implementation of Healthy Schools Approach.	[x] In Progress [] Implemented		
3	Complaints: Bullying/Violence	N/A	0	1

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.

Prevalence of bullying at Forest Hill Sr.



Drivers of Student Success	School	Canada Norm
Students with positive homework behaviours	84%	77%
Students with moderate or high levels anxiety	15%	16%
Students with a positive sense of belonging	89%	86%
Students with positive school behaviour	60%	71%
Students who are victims of bullying	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 junior and senior.

We had wellness activities 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 assemblies are organized emphasizing peace, tolerance, etc.

We had Geordie Productions on the topic of Bullying at the senior.

Our spiritual animator at Senior 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, ski trip at cycle III, base de plein air in grade 2, tobogganing for kindergarten, carnival activities, outdoor physical education all year including skiing and 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.

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.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priority is to promote vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the opportunities for success of our students.

New Registrations Vocational Training Sector for Students Under 20 Years of Age

