



Children's World Academy

Success Plan

2010-2015



Together We Learn:
Partnering for Student Success

Success Plan For Children's World for 2010-2015

Introduction

Children's World Academy (CWA) is located in Lasalle. CWA offers an early immersion program to its 549 students from kindergarten to grade 6. The early immersion program is depicted in greater detail in the Characteristics of the School section (see below). CWA is also recognized by MELs under article 240 as offering a "projet particulier" since it is an accredited International Baccalaureate (IB) programme school.

As an accredited International Baccalaureate programme school, we have adopted an inquiry-based approach which explores forty-two different Units of Inquiry over the course of a students' seven years of elementary study (K- grade 6). Each of these units encourages students to be active inquirers into various aspects such as self-identity and world issues. The promotion of an awareness of international issues in the school community is omnipresent and integrated cross-curricularly in each of our units of inquiry. Teachers have worked very hard for many years to consciously include elements with an international theme in their every day teaching within their units.

The involvement of parents and the community as collaborative partners has been an ongoing focus. We have over 200 active parent volunteers who get involved in school events during the course of the school year. Furthermore, articles have appeared in the LaSalle/ Verdun community newspaper and monthly school board newsletter that celebrate students' learning and projects at CWA. Students are encouraged to submit articles to promote student-led initiatives and accomplishments.

Raising awareness of local, national and global issues has become engrained in the school culture. Many students, facilitated by CWA staff members, have organized fundraisers to help out different local, national and international causes. Our students have made a local commitment to our Montreal hospitals for children (MCH and St-Justine), referred to by student as "kids helping kids". The many fundraisers were student initiated by referring to the IB "Action Circle" that guides them to reflect on a problem, develop the knowledge to make a choice and to take action.

Our library has been updated with many books related to international issues and topics. The bookshelves have been visibly labeled and categorized according to the transdisciplinary themes to assist student research in their units of inquiry. We encourage student learning that strengthens individual cultural identity by displaying English, French, Italian and Spanish books in our library. Various authors have also been invited from different cultures to share their knowledge and stories with our students in kindergarten.

Students in grades five and six are part of a program called "Conflict Managers". From Kindergarten, students are taught strategies on conflict resolution. The goal is that students are capable to identify the source of a problem and resolve their own challenging situations as well as assist others to mediate towards a peaceful outcome. All students entering in grade 6 are designated Conflict Managers and Peace Pals who serve as peer mediators both at recess and throughout the day when called upon by teachers. Our conflict managers serve as role models to promote safety and stimulate a respectful environment.

Moreover, our school has been named the Smart Showcase school of the Montreal region. Our SMART technology inventory includes twenty-eight Smartboards, five SMARTdocument cameras, five SMART Instant response systems and the latest in SMART software and communication mediums. CWA has an updated computer lab including scanners, network printers, and web cam for interschool dialogue. Our most recent commitment has been serving as a site for SMART pedagogical development and software testing. Our objective remains to collect best practices to integrate into the classroom and to share amongst educators in other LBPSB school, Quebec school boards as well as internationally.

We are members of the Jane Goodall Roots and Shoots organization. It focuses on three facets: People, Animals and the Environment. The School Club is open to all students. A teacher is designated as the supervisor for each of the divisions. Each group reports to the student body at assemblies and during fundraising efforts they create awareness posters which are featured throughout the school.

Spanish is taught as a third language as of grade 3. The Spanish teachers integrate in various units of inquiry through presentations and displays. This allows students and staff to become more accustomed and knowledgeable of the Spanish speaking countries and cultures. Over the years, the students have made displays about "Las Dias de los Muertos". In October, a Mexican artist was contracted to help our students and teachers develop this spectacular display. In June, a luncheon and ceremony are organized by the Spanish teacher to recognize student progress and achievements. We were the host of a school from Mexico City, Alexandre Bain School. These are initiatives that we welcome and hope to expand on in years to come.

We are full-fledged members of Peaceful School International, certified in spring 2005. Its members must demonstrate its dedication to promoting a peaceful learning environment that includes student contribution and engagement. Every year since 2005, we award the CWA Nobel Peace Prize awards to six deserving grade 5 students. These students are selected based on their ability to consistently demonstrate positive attitudes and the IB attributes of the learner profile. The students then serve in their grade 6 year as CWA school ambassadors for special school and school board events. We feel that our school-wide Conflict Management program is a key component to our safe and peaceful school environment.

Characteristics of the School

Children's World Academy offers an Early Immersion model which includes the following:

Kindergarten: Full-day bilingual (1 day in French and 1 day in English)

Cycle 1 (grades 1 and 2): Intensive French Immersion (85% French- 15 % English)

Cycles 2 and 3 (grades 3-6): 50/50 French Immersion

WA students represent 31 different nationalities. The most common spoken language at home is English (90%) followed by Italian, French and Hindi. Spanish is taught as a common third language of instruction for students from grades 3 through 6. Spanish is incorporated in the student timetable (30 minutes) and during the lunch period once a week for grade 5 and 6 students (30 additional minutes).

WA is an accredited International Baccalaureate programme school. Since the authorization visit in 2005, we have been revisited once, in the fall of 2008, by an IB evaluation team to assess and evaluate the implementation of the IB programme. As a result we received a very positive evaluation with no items that needed to be addressed.

WA believes in providing remedial assistance and enriched programs for its students after-school. We decided as a staff to use the MELS After-school homework grant in order to assist our students to be more proficient in French, English and Mathematics,

The MELS Wellness grant allows us to subsidize additional physical education activities that promote healthy lifestyles and life-long activities. These have included the development of a PE Leadership Program and school-wide EduGrimpe challenge activities.

School Vision / Mission

Mission Statement

Children's World Academy is a microcosm of the world. The mission of the school is to:

- To educate the whole child, developing each student's intellectual, social, emotional, spiritual and physical competencies.
- To encourage students to become active, compassionate and responsible human beings who are respectful of the plurality of cultures and religious beliefs.
- To nurture intellectual curiosity and actively involve students in developing good work habits, positive attitude and critical thinking in order to become lifelong learners.
- To provide students with opportunities to connect the experiences of the classroom to the world outside.
- To continue to provide a peaceful teaching and learning school environment via our attitudes and conflict management/peer mediation programs.

Vision Statement

Our vision is to create a school where:

- All students are encouraged to achieve high academic standards, maximizing their full potential, in a structured inquiry based, international curriculum.
- All students will be exposed to a well rounded and enhanced program in language arts, mathematics, science, technology, music, arts and physical education.
- Staff, parents and administrators are all partners in the education and development of all students.

School Portrait

At Children's World Academy, all teachers are language teachers. We recognize that language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. It is necessary not only to learn language, but also to learn about language and through language. Learning best takes place in authentic contexts, and literature plays a special role in enabling this to happen. The strands of oral, written and visual communication are learned across and throughout the subjects. Each aspect is only relevant in relations to the whole (Making the PYP Happen, 2007).

<i>Children's World Academy School Profile</i>			
	2006-2007	2007-2008	2008-2009
Total enrolment	509	514	540
Number of Boys	45.2%	44.7%	
Number of girls	54.8%	55.3%	
Proportion born in Québec	97.7%	97.9%	N/A
Portion English speaking	92.3%	93.3%	N/A
Number of at Risk & special need students	6	9	14
Proportion integrated students	100%	100%	100%
Proportion of students entering cycle one at age	100%	100%	100%
Proportion of students leaving elementary school at age	100%	100%	N/A

The following statistics are based on teacher reporting in accordance with the School Board wide established assessment material and benchmarks for English (PM Benchmark) and French (GB+):

Running Records Results French					
Cycle	2007-2008		2008-2009		LBPSB Target
	Fall	Spring	Fall	Spring	Spring
Cycle One Year 1	2.1	13	7.98	14.48	10
Cycle One Year 2	16.78	19.60	15.58	20.03	16
Cycle Two Year 1	N/A	N/A	N/A	23.13	19
Cycle Two Year 2	N/A	N/A	N/A	25.77	22
Cycle Three Year 1	N/A	N/A	N/A	N/A	26
Cycle Three Year 2	N/A	N/A	N/A	24.7 **	30

** Average score for students on Individual Education Program (IEP); **all other students scored 30+.**

Running Records Results English				
Cycle	2007-2008		2008-2009	
	Fall	Spring	Fall	Spring
Cycle Two Year 1	N/A	21.50	18.78	22.98
Cycle Two Year 2	26.78	27.00	29.14	28.26
Cycle Three Year 1	N/A	N/A	N/A	N/A
Cycle Three Year 2	N/A	N/A		27.33 **

** Average score for students on Individual Education Program (IEP): all other students scored 30+.

Francisation: reported improvement

Volunteers: # and category

Special guests: promote arts, authors

PDIG projects

Students in daycare: Participants and extra-curricular activities offered

Music and Art Appreciation: Play, concerts, vernissage, and invited artists.

Homework Assistance Program support and enriched groups

Conflict Management courses and #

<i>MELS Cycle 3 exams- Pass rate</i>			
<i>School Year</i>	<i>Board average</i>	<i>2007-2008</i>	<i>2008-2009</i>
Number of students writing the exams		61	64
French Oral		100%	98.41 %
French Comprehension		83.61 %	98.41 %
French Written		81.67 %	98.41 %
English			88.7%
Math Competency 1		77.1 %	84.4 %
Math Competency 2		78.8 %	77.2 %
Math Competency 3		84.0 %	76.6 %
Math Total		78.8 %	79.2 %

Action Plan

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
<p>To increase individual student academic success as well as the rate of qualifications in preparation for high school.</p>	<p>1- Support professional development for teachers that will promote best teaching practices.</p> <p>2- Provide access to high school through visits or guests. Encourage students to participate in the LBPSB mni-day event.</p> <p>3- Promote availbale student pathways in LBPSB High Schools: a) Enriched (IB) & b) Vocational Studies.</p> <p>4- Projet de transition au secondaire (5&6) avec Terre-des-Jeunes. Students will have have the opportunity to participate in a simulation High School day. The studens from CWA and Terre-des-jeunes will be mixed in class groupings. They will be provided with a list of items to bring to school, a combination lock for their locker and a schedule to follow throughout the day (moving class to class/ subject to subject).</p> <p>5- Encourage the use of Portal for homework and to communicate with other students.</p> <p>6- Participation in student mini-exhibitions (grades 4 and 5) and the IB Student Exhibition group project(grade 6).</p>	<p>1- An increase in workshops targetting the core dicciplines. Teacher presentations to share acquired information amongst colleagues: mini-workshops and/or summary presentations.</p> <p>2- Number of students who are attending LBPSB high school attend the mini-day.</p> <p>3- a) Number of students enrolled in IB programs in LBPSB schools b) Student visits to Vocational Centers.</p> <p>4- Survey results from students (gr. 5 and 6) about the transition to high school activity with Terre-des-Jeunes. This "A day in high school" simulation event will occur yearly in June.</p> <p>5- Students/ parents/ teachers actively accessing and using the portal as a vehicle to post homework, assignments, relevant class information, or to communicate with peers for group projects.</p> <p>6- Grade 4 and 5 students will do a formal reflection based on the attributes of the Learner Profile. This data will be kept year to year in a student portfolio. Grade 6 results on their Exhibition projects (written product, related project activities, and oral presentations).</p>	<p>1- All teachers will attend 2 workshops per year and a major conference every third year. All teachers will receive up to date IB training either locally or at an IB workshop yearly. A minimum of three teachers per year will attend an IB workshop and relay the information back to their colleaugues.</p> <p>2- Increase of 3% per year of students attending LBPSB high school mini-day. At least one visit to or visit from a guest (Alumni) from LCCHS or Beurling Academy to talk about transition to high school.</p> <p>3- a) Increase the number of students attending LBPSB IB Programs by 10% over the next five years.</p> <p>b) Have at least one grade level visit one of the LBPSB Vocational Centers throughout the year</p> <p>4- The benchmark will be set in June 2010 with the first student survey results. The target is to reduce grade 5 and 6 student anxiety about transition to high school. Specific targets to be determined.</p> <p>5- Two classes per year have their students record homework and/or assignments daily. Students will access their Portal nightly or when new information is entered; increase by two teachers per year the posting of homework and other related classroom information; increase by 2 teachers per year the creation of class or grade level communities. All parents will verify their child's Portal once per week.</p> <p>6- All grade 4 and 5 students (100%) will participate in the mini-exhibitions to demonstrate the development of the IB Learner Profiles. All students (100%) will develop and successfully meet the IB requirements of the student Exhibition group project (grade 6).</p>

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
<p>To increase the success of students who have special needs or who are at risk.</p>	<p>1- Early prevention and screening for potential interventions: Kindergarten and Cycle 1 teachers will work collaboratively with the resource teacher, school psychologist, speech and language pathologist, occupational therapist, and francisation tutor to promote early identification of students experiencing difficulties. These will be discussed during our weekly resource meetings.</p> <p>2- Based on the findings above we will schedule targetted interventions: Resource, Francisation, Behavior Technician, formal assessments (psych-ed, speech, OT).</p> <p>3- Implementation of RTS (academic) to list strategies being used before consideration for an IEP.</p> <p>4- Create, implement and monitor I.E.P. (academic and behavioural) objectives. Principal, teachers, Special Education Technician and the student's parents will work collaboratively to develop daily/weekly Behavior Modification tracers and build in an incentive program for students with behavioural challenges. The Special Education Technician will meet students with autism to work on social skills and connectiveness activities.</p> <p>5- Engage students in cross-level actiities to validate their abilities (Buddy System). The role of these students will be formulated as either the helper or the recipient of support.</p> <p>6- Implement social skills clubs (Cycle 1 and 2 boys; Cycle 2 and 3 girls; and mixed gender groupings) led by our Special Education Technician and School Psychologist.</p> <p>7- Develop a Peer-tutoring program guided by high school and grade 6 students at lunch for students with academic challenges; boys will be targetted in particular.</p> <p>8- Maintain regular contact with the school's Special Needs consultant for reference and expertise for student success.</p> <p>9- Establish partnerships with outside organizations (CLSC, Action Lasalle, BANA, Boys and Girls Club, community-based organizations)</p> <p>10- Teacher professional development in differentiated intruction, adaptations and modifications for students experiencing academic and behavioural challenges.</p>	<p>1- Kindergarten and Cycle 1 teachers will report students who are scoring below targeted reading levels (French since we are an Early immersion model) as well as the number of students experiencing behavioural challenges.</p> <p>2- Schedule and number of students involved in interventions: a) Resource groups, special education technician sessions; b) Number of formal assessments done throughout the year; c) speech therapist school and home programs.</p> <p>3- The number of RTS' versus the number of IEPs that are developped.</p> <p>4- Meet the requirement of ten home communications related to a student's IEP; evaluate the effectiveness of behavioral interventions, daily/weekly tracers and students with identified special needs.</p> <p>5-6-7 Monitor success of the various proactive and responsive school-led programs.</p> <p>8-9 Involvement and regular contact with our Special Needs Consultant and outside organization partners.</p> <p>10- Number of teachers or support staff who attended workshops related to at-risk students or students with special needs.</p>	<p>1- All Kindergarten and Cycle 1 teachers in conjunction with the resource teacher will submit a class plan by November to highlight student strengths and weaknesses. A follow up will be done to measure the reduction of services required. This will also serve to prioritize and direct our inteventions to support student success. The goal is to reduce the proportion of students requiring services by 10% from grade 1 to grade 2 and then to reallocate the additional time for specific intervention for students (LD) who continue to struggle despite the supports.</p> <p>2- a) With the targeted early intervention model, we will reduce students requiring regular supports (resource special ed tech, speech therapy intervention) by 5% moving into the next grade level.</p> <p>b) Yearly, our school psychologist will receive 6 teacher referrals for a formal psych-ed assessment to guide our interventions. An IEP will be created to meet the need of these students.</p> <p>c) Our speech therapist will assess 4 Cycle 1 students per year to then create school and home intervention activites. We will not have any students requiring speech intervention once they get to grade 3.</p> <p>3- Increase the number of RTS by 10% and reduce the number of IEPs by 10%.</p> <p>4- a) All teachers will have at least one communication per month to parents of students on an IEP.</p> <p>b) The Special Education Technician will remove the behavioural tracer for 60% of students who have been placed in this intervention program during the year.</p> <p>5- Increase the number of partnerships by 10% yearly.</p> <p>6- Have less than 30% of students as recurant participants in the social skills groups</p> <p>7- Increase the number of Peer-led particpants by 10% yearly over the next five years. Measure their improvement through quantitative (academic results) and qualitative (attitude towards school) measures.</p> <p>8- Our Special Needs Consultant will particpate in 80% of the school's resource meetings.</p> <p>9- We will develop increased partnerships and record quarterly communications with each of our community partners (CLSC- SW; nurse; dental hygenist, Boys and Girls Club, BANA, etc).</p> <p>10- Resource teacher will attend all the NET workshops at LBPSB; Yearly, four teachers will particpate in workshops related to differentiated instruction, adaptations and/or modifications for at-risk students or students with special needs. All new information and knowledge acquired will be presented to the entire staff at staff meetings or during professional days.</p>

**Strategic Directions 1:
Maximizing Student Success in a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
<p>To engage students in their learning.</p>	<p>1- Use cooperative and engaging learning activities in the classroom.</p> <p>2- Use stations to promote meaningful and active hands-on learning.</p> <p>3- Students will have guest speakers and field trips to complement their learning.</p> <p>4- Allow Students to have a choice in the way they present their projects - special projects for IB Program.</p> <p>5- Developing projects to meet the interests of boys.</p> <p>6- Use a variety of TIC hardware and encourage use of laptops/ computers in the classroom.</p> <p>7- Unit of Inquiry "provocation activities" that will engage students and promote our inquiry-based teaching and learning approach.</p> <p>8- To promote and recognize the application of IB program's guiding principle by guiding students to engage themselves in their own learning.</p> <p>9- Teacher encouragement to engage students (targeting boys) to match students' strengths (Technology squad, A/V set up for assemblies, special event planning & crew, Roots and Shoots Environment Club, PE Leadership class).</p>	<p>1- Student reflections following cooperative learning activities.</p> <p>2- a) Improved fluidity of student learning through stations; b) Reported behaviours in class.</p> <p>3- Number of guest speakers and field trips related to their units of inquiry per year at each grade level.</p> <p>4- Report number of different types of student assessment and evaluation methods; Use of rubrics over 5 years to record teacher's perception of success.</p> <p>5- Denote the number of activities and units of inquiry that have engaged and interested boys (student survey).</p> <p>6- Class (K-grade 6) frequency of use of TIC hardware, software, laptops and computers for communication, information, research and projects.</p> <p>7- List of provocation activities in the Teacher Planners.</p> <p>8- Yearly evaluation and reporting to parents on IB Attitudes and Learner Profiles (May); The IB reporting includes student and parent self-evaluations.</p> <p>9- Number of students involved in extra-curricular clubs and special events. Breakdown the findings according to grade level and gender.</p>	<ul style="list-style-type: none"> • All teachers incorporating cooperative learning into daily practice and using stations. • All teachers involved in cooperating teaching/learning. • Performance tests and rubrics over a 5 year period indicate a higher percentage of success. • higher percentage of "enjoyed " the learning activities in the Self evaluations. • Increase in the number of students taking action. • Increase success on tests. • Increase in the number of applicants to the IB program. • Increase in the number of positive responses from community.

**Strategic Directions 1:
Maximizing Student Success in a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
<p>To increase English and French Literacy.</p>	<p>English</p> <ul style="list-style-type: none"> • Explore use of instructional models that may have shown success in other settings (skill transfer). • Running records to determine in-class guided reading groupings and text selection. • Use of the "Daily 5" at all grade levels • Special events: "I Love to Read Week" and school-wide Literacy Fair. • Further develop research strategies with students using the library, book clubs during library time (Cycle 2). • After-school English enhancement programs and clubs. • Participation in the CanWest Spelling Bee contest- Club members from grades 3-6. <p>French</p> <ul style="list-style-type: none"> • Increased partnerships and activities with Terre-des-Jeunes teachers and students. • Use le "5 Quotidien" at all grade levels. • Running records to determine in-class guided reading groupings and text selection. • Incorporate French in morning CWA radio show - music content and daily announcements. • Acquire access to license for public viewing of French television shows and videostreaming. • Participation in different school-wide events that highlight the promotion of French: Dictée PGL, Verb-a-thon, Semaine de la Francophonie, Concours d'épéllation, Composition du Directeur. • Daycare activities/ outings that are in French or promote French. • Daycare educators and French teachers will meet to develop activities that support the learning of French and help in the completion of French homework/ assignment. 	<p>English:</p> <p>PM Benchmark scores (percentage of students at grade level expectations (grades 3-6)).</p> <p>MELS Grade 6 English Language Arts Exam results.</p> <p>Students involved in after-school English enhancement programs and clubs.</p> <p>Students participation in the Speling Bee + qualifying a student to represent CWA at the regional finals.</p> <p>French:</p> <p>GB+ reading levels (percentage of studens at grade level expectations (grades 1-6)).</p> <p>MELS Grade 6 French Language Exam.</p> <p>Students engagement in viewing French TV, theater, radio or other media.</p> <p>Number of joint activities and outings with students from Terre-des-Jeunes.</p> <p>Number of special events done in French at school - Dictée PDL, semaine de la francophonie, etc.</p> <p>Number of daycare activities/ outings that are done in French or promote French.</p> <p>PD sessions offered to daycare educators to support French.</p>	<p>English:</p> <p>PM Benchmark results: Grade 3- 85% of students will be at or above the LBPSB established expected grade level; Grade 4- 90% of students will be at or above the expected grade level, Grade 5 and 6 - 95% of students will be at or above the expected grade level.</p> <p>All teacher will be implementing the Daily 5 within the next 3 years.</p> <p>Spelling Bee - Continue to qualify a student for Montreal Regional Competition at McGill University.</p> <p>French:</p> <p>GB+ results: By 2015, Grade 1-6: 95% of all CWA students will be at or above the LBPSB established level for their respective grade.</p> <p>Students in at least two grade levels will visit with students from Terre-des-Jeunes throughout the year to practice their French. The expectation is that a grade level will be added to this partnership each year. In five years all students will have an opportunity at least once a year to communicate with and/or collaborate with students from Terre-des-Jeunes on a project.</p> <p>Students at each grade level will be involved in the participation in a French based special events (Dictée PGL, semaine de la francophonie, etc). All CWA students will actively participate in a common school-wide French event every year.</p> <p>Daycare will run two of its PED activities/outings in French. The Daycare staff will have two yearly professional development sessions/ workshops related to supporting the acqisiting and practice of the French language.</p>

**Strategic Directions 1:
Maximizing Student Success in a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
<p>To increase mathematics success rates.</p>	<ul style="list-style-type: none"> 1- Implement a daily math routine by teachers. 2- Use of kinesthetic approach by using the number line & 100's grid stenciled on the floor of the front lobby. 3- Use a cross-curricular approach to Math by specialists in PE projects (Mathletics), art and music classes. 4- Professional development and PDIG with our LBPSB math consultants: Remodel the way we teach mathematics (Nelson and other math materials as resources). 5- Include a situational problem in each of the units of inquiry when possible. 6- Establish Grade level assessment: Identify and target concepts not mastered at previous grade levels. 7- Use PRIME as an assessment tool to detect student challenges with certain math concepts. 8- Participation in LBPSB Math Olympics and other math contests (QAMT (Qc)- Mathematica (Can)). 9- After-school Homework Assistance Programs a) remediation groups & b) enriched groups. 10- Lunch hour Peer-tutoring program in Mathematics. 	<ul style="list-style-type: none"> 1-2-3-4-5-6 The success of MELS Math exams End of Cycle 1 and 2. 1-2-3-4-5-6 The success of MELS Math Elementary End of Cycle 3 Math exams results. 1-2-3-4-5-6 Results on locally developed grade level established benchmark exam. 1-2-3-4-5-6 Class results of Pre-test and Post-test on the daily math review. 7- Results on Prime - Pre-test and Post-test for students experiencing difficulty. 8- Results in Mathematica and QAMT competitions. 9- Number of students participating in the after-school Remedial program (grades 1-6) and Enriched program (grades 3-6). 10- Number of students participating in the peer tutoring program (lunch hour and after school). 11- Teacher attendance at each grade level for professional development in math. 	<ul style="list-style-type: none"> 1-2-3-4-5-6 Increase the results in MELS End of Cycle 3 Mathematic results by 5% in all Competencies (3) over the next 5 years. 5- Each grade level will Include one complex situational problems in each of their units of inquiry (6) according to grade level concept expectations. 6- a) By the 2011-2012 academic year, all teachers at every grade level will implement the daily review of math concepts. b) Locally established grade level benchmarks will be developed in 2010-2011 for data collection. 7- The benchmark for establishing our data for the PRIME Pre-test and Post-test will be established in 2010-2011. 8- Improve our overall QAMT competition school performance average by 10% at each grade level over 5 years. 9- Have 6 remedial classes offered throughout the year at each grade level (gr. 1-6) and 1 enriched math group at each grade level (gr 1-6) by 2015. 10- An increase of 10% over five years in the number of students participating in the peer tutoring program. 11- A minimum of one teacher at each grade level will attend a math professional development workshop which they can then disseminate the information to their grade level colleagues.

**Strategic Directions 2:
Fostering and Supporting a Commitment to Growth for All**

Objective	Strategies	Indicator	Targets / Results
To develop staff capacity to support the strategic direction.	<ul style="list-style-type: none"> • Presentation to all staff. • PD - continue to establish common application and administering of running records & how to use the data for analysis (for guided reading and instructional strategies). • Monthly staff presentations of strategies for classroom use (best practice tips and examples). • Participation in PD sessions (Major conferences and IB workshops). • Technology PD sessions (new IT integration practices+ maintain equipment updates through IS tech support). • CWA teachers share their expertise by presenting at other schools. • Use of videos to support new initiatives (step by step instructions eg: ipod, youtube). 	<ul style="list-style-type: none"> • Format staff meetings so we can have stations with teachers sharing their ideas. • % of staff members implicated. • % of staff members participating. • Teachers presenting one lesson using TIC. • Number of teachers participating in videos. 	<ul style="list-style-type: none"> • Teaching staff will be actively involved in the development of the yearly report related to the various Strategic Plan directions and objectives. Each staff member will report on their grade level accomplishments related to Direction 1 and 4. • Two teachers will present a best practice tip each month during the staff meeting or at a PEd day. • 100% of the teaching staff will participate in at least one Professional Development session outside the school throughout the year. • All staff will have developed one lesson using technology and present it to their colleagues. • Representatives from our teaching staff will present to other schools three times per year. • Teachers visit each other's classroom at least twice per year during their spares to observe and gather new teaching approaches and strategies to improve their own practice.

**Strategic Directions 2:
Fostering and Supporting a Commitment to Growth for All**

Objective	Strategies	Indicator	Targets / Results
<p>To enlist and recognize the contribution and expertise of all personnel towards student success.</p>	<ul style="list-style-type: none"> • Prepare a School-wide Fair to highlight student achievements. • Collaborate in Learn Québec videotaping of best practices. • Designate a school professional development day, led by in-school teachers for in-school personnel. • Develop teacher-led clubs and activities. • Symposium Day event for grade 6 students; invited guests and experts in the selected Exhibition topic. • Collaborate and engage in professional discussions with McGill University research teams to record, analyze and improve our current teaching practices. 	<ul style="list-style-type: none"> • Community attendance list. • Number of parent volunteers who have an area of expertise. • Teacher or support staff participation in special events and other contributions that enhance the school. • Number of collaborative projects we have been asked to participate in. • Results from the Action Research study with McGill University (2008-2012). 	<ul style="list-style-type: none"> • All teachers will be acknowledged for their participation in leading various school contributions such as school clubs and involvement in coordinating other school improvement activities. • Recognize outstanding teachers in the school and apply for teacher recognition awards. • A School-wide fair will be coordinated by the teachers and students every second year to showcase their achievements. • Positive feedback on IB evaluations. • We will have at least one teacher involved with MELS or LEARN in the development of professional practice. • We will meet with the McGill inquiry-based research team twice a year to review findings from the action research that can improve our practice.

**Strategic Directions 2:
Fostering and Supporting a Commitment to Growth for All**

Objective	Strategies	Indicator	Targets / Results
<p>Provide professional development and enhance our teaching practices to incorporate various information technologies.</p>	<ul style="list-style-type: none"> • Maintain status as SMART Showcase School for LBPSB and the Montreal region; indicate willingness to host events that will bring educators together to develop curriculum and SMART material for pedagogical use. • Coordinate through DLPs: Smartboard Workshops for teachers on Friday once a month. • Powerpoint "refresher" training for all staff through our computer lab attendant. • Encourage staff to participate in School Board offered courses in a variety of technology programs. • Develop a student in-school support Tech Team for special project and teacher assistance. • Promote tvideostreaming through GRICS, VOD Zone, LEARN 360. • Promote use of portable laptops and minis on trolley - students & teachers to be trained to systematically "debug" as problems arise. • Use a two year mandate model for in-school DLP, this way the training and capacity is expanded to several staff members. This will develop our own capacity. • Promote use of Portal (teacher and student) - Assistance /workshops are available through Barry Hannah. 	<ul style="list-style-type: none"> • Number of staff members using SMARTboards and other SMART hardware. • Number of staff participants who have served as school DLP's. • Number of staff members registered for ICT related workshops. • Establish a student and staff Tech team for technical support. • On-hand and accessible resources such as presentation and support for ICT use. • Increase the number of teachers using GRICS and Portal. • Numbers of teachers accessing the OCC (IB resource website). • Number of times the portable laptops/ minis are used. • Development of Portal communities and digital portfolios. 	<p>1- Host an additional SMART related teacher workshop per year (four per year by 2015).</p> <p>2- All teacher and support staff will participate in at least one professional development workshop (in-house, LBPSB, or at a conference) per year.</p> <p>3- A Tech Team of 8 students and 2 supervising teachers will be established by 2011-2012.</p> <p>4- All teachers will access the Portal on a weekly basis. All communications to staff will be done digitally through email 2010-2011.</p> <p>5- All teachers will access the OCC website at least once a month.</p> <p>6- One grade level a year will develop Portal communities to be used with their students and parents. There will be 5 grade levels using the Portal community by 2015.</p>

**Strategic Directions 3:
Enhance School Collaboration and Community Partnerships**

Objective	Strategies	Indicator	Targets / Results
To develop opportunities for successful transitions at critical points of schooling.	1- K orientation parent workshops. 2- Procedure for Portfolio Celebration (means of organizing content placed in storage area). 3- Invite former students to share their experiences in transitioning. 4- Use of MELS Wellness Grant to invite guests or purchase material. 5- Make connections with various organizations; QSHN; CSSS. 6- Preventative and proactive themes about change (physiology and psychological maturation).	<ul style="list-style-type: none"> Level of parent participation in orientation meeting. Level of staff satisfaction with the process (use of questionnaire). Send a questionnaire to our former students at the end of grade 7 asking them if they felt prepared and ask for their suggestions. This questionnaire could be prepared by grade 6 asking key questions. Organizations - Increase # of guests per year. Incorporate themes in units - Aging (grade 6) Healthy Body-Healthy Mind (grade 4). 	<ul style="list-style-type: none"> 100% participation of parents in the Kindergarten Orientation. 100% satisfaction with Portfolio procedure. 2-3 guests from different organizations per year. Success for all students in the summative evaluation for units of inquiry on well being. Behaviour Code that clearly describes student expectations and choices. Engage students in grade 4-5-6 Leadership Program. Develop a professional development library to include resources for teaching boys. All students will participate in the conflict Management program. Use at least one Peaceful Schools International ideas from the newsletters. Each student will complete their own reflection of their pathway in a student booklet that demonstrates their personal growth according to the IB attributes of the Learner Profile.

**Strategic Directions 3:
Enhance School Collaboration and Community Partnerships**

Objective	Strategies	Indicator	Targets / Results
To promote awareness of skilled occupations and trades.	<ul style="list-style-type: none"> Grade 1 Unit of inquiry: Les Metiers. Grade 6 Visit to Vocational and Technology Centres. Career Day @ CWA. Invite Nancy Battet and coordinate with Interactive Learning Community. Visits and field trips to LBPSB Vocational Centers (grade 1 and grade 6). 	<ul style="list-style-type: none"> Students can name a wider variety of job opportunities Students can name a wider variety of education options Grade 6 students will successfully complete the summative evaluation for their Education in Action unit of inquiry. 	<ul style="list-style-type: none"> Completion of field trips (minimum 1 per class per year). Completion of annual career day. All grade 6 students will complete an evaluation / response form following their field trips to vocational centres, following visits from speakers representing various occupations and trades, & following career day.

**Strategic Directions 3:
Enhance School Collaboration and Community Partnerships**

Objective	Strategies	Indicator	Targets / Results
<p>To enrich learning opportunities through Global Education and Community Partnerships.</p>	<ul style="list-style-type: none"> • Accredited member of International Baccalaureate Organization (since 2005). • Teachers to attend IB workshops. • Epals: France, Egypt, England, Nunavik. • Partnership with local francophone schools- Terre-des-Jeunes (neighboring school). • Partnership with local LBPSB schools: Orchard Elementary and Verdun Elementary. • L'Octogone. • Luncheons with seniors' residents. • Veteran's Day. • Operation Smile. • Students writing articles for the LaSalle Messenger (local paper). • Twinning with Maso School, Sierra Leone, Africa. • Participation in Me to We day. 	<ul style="list-style-type: none"> • Number of Articles published per year. • Maso School in Sierra Leone - Number of Communications. • 2 visits to the library. • Regular visits from the Octogone librarian. • Every teacher has IB training and regularly attends IB Workshops once every 2 years. • 4-5 visits/partnerships with Terre-des-jeunes (peliqu'an projects, sport events, high school mini-day, buddy system). • Grade 5 and 6 students host luncheons with residents (every student attends once). • Remembrance Day (once a year). 	<ul style="list-style-type: none"> • At least one article to be published by students per year (various publications). • At least one article per cycle to be published by staff per year (various publications). • At least one project /visit per cycle per year to be completed with Terre des Jeunes. • Fulfillment of annual workshop obligations for staff (ib program). • All students in a designated cycle will complete at least one communication by email with students in another country or region. • All cycle 3 students will participate in an least one seniors' luncheon. • Completion of annual Remembrance day assembly. • Minimum of 1 visit per grade level per year of Octogone librarian.

**Strategic Directions 3:
Enhance School Collaboration and Community Partnerships**

Objective	Strategies	Indicator	Targets / Results
<p>To increase the number of connectiveness and collaborative projects with schools, students and educators elsewhere within our community, Quebec, Canada, and around the world.</p>	<ul style="list-style-type: none"> • Epals: France, Egypt, and England and Nunavik. • Development of Twinning relationship with school in Sierra Leone. • Mentoring activities at other schools within the city of Montreal. • International visits from India, Africa, Chili, England, and Mexico. • Smartboards to do teleconferencing - Space Station (club) to promote English. • Developing short-term clubs, tied into units, i.e. stamps Grade 2, poetry, roots & shoots, etc that contact other countries to share ideas. • French-buddy system with Terre-des-ajunes to promote French. • Spanish- get parent volunteers to have lunch with the kids to converse in Spanish (should be done with all mother tongue Spanish speakers). • Attending IB workshops in the Americas. 	<ul style="list-style-type: none"> • Number of workshops teachers and administrators attend. • Number of projects with other schools involving students. • Number of presentations with other schools involving staff. • Number of "intercultural" activities. 	<ul style="list-style-type: none"> • Teachers and administrators to fulfill their pd obligations for the ib program on an annual basis. • Minimum of one project per grade level completed with an outside school (elsewhere in Montreal, Quebec, Canada or the World). • One external presentation done by each staff member over the course of 5 years. • Minimum of one "intercultural" activity per grade & class on an annual basis.

**Strategic Directions 4:
Promoting Wellness in a Safe and caring Community**

Objective	Strategies	Indicator	Targets / Results
To develop a culture of pride and respect for the environment.	1) Students engaged in Roots and Shoots Environment club. 2) School membership to Blue Schools. 3) Partnership with Heritage Quebec. 4) Encourage student-led initiatives and projects (Entrepreneurship grants). 5) Units of Inquiry - Touches every cycle; mostly under organizing theme "Sharing the Planet" (Les Animaux en danger, Deforestation, Waste in our World, Our oceans, Our future).	1) Committee will be formed. Regular monthly meetings. Presentation of one major event. 2) Students will submit project to Blue School Program WWF and the Billion Tree Project (Adopt a tree). 3) Heritage Quebec project to be completed. 4) One grant project will be submitted per year. 5) Every grade level will complete the unit under the organizing theme, Sharing the Planet.	1) Notes from monthly meetings to be circulated among the staff. Evaluation of annual presentation. 2) Submission of one project under WWF Blue School program; completion and evaluation of project. 3) Completion and evaluation of Heritage Quebec project. 4) Submission of at least one grant proposal per year. Completion and evaluation of projects for current year. 5) All students to complete unit of inquiry under organizing theme "Sharing the Planet". Inclusion of samples of students's work in portfolios.

**Strategic Directions 4:
Promoting Wellness in a Safe and caring Community**

Objective	Strategies	Indicator	Targets / Results
To support and expand programs that foster healthy living.	1) Unit of Inquiry "Who we are" (Manger santé, À moi le monde - dégustation, Healthy Body, Healthy Mind). 2) Snack Attack every April. 3) Development of a better nutrition policy; focus on student snacks at recess and lunches (looking at nutrition for students with behavioral issues). 4) Speakers-special guests ie: Mont Everest Climber, Alouettes 5) Daycare - cooking Fridays 6) Promotion of healthy eating habits (assemblies, student activities eg Halloween, special luncheons) 7). Physical Education activities (Terry Fox Run; field trips and other events) that promote a healthy, active lifestyle.	1) Completion of units of inquiry. 2) Level of student participation in "Snack attack". 3) On-going development of local nutrition policy. 4) Number of guest speakers. 5) Number / variety of Daycare cooking activities. 6)/7). Number / variety of student activities.	1) The Units on healthy living will be successfully completed. Samples of students' work to be added to portfolios. 2) Students will actively participate in Snack Attack (90% of students). 3) One meeting a year will be held to review nutrition policy and to put one action in place. 4) 1 guest speaker per year per cycle. 5). Daycare students will complete a minimum of 10 cooking activities that reflect healthy eating habits. 6) Minimum of one student activity per grade level per year that reflects good nutrition and healthy eating habits. Minimum of 3 school-wide activities annually.

**Strategic Directions 4:
Promoting Wellness in a Safe and caring Community**

Objective	Strategies	Indicator	Targets / Results
<p>To provide a safe, secure, healthy, and welcoming environment.</p>	<ul style="list-style-type: none"> • Membership with Peaceful Schools international. • Peer Mediation Program (kindergarten - grade 6). • Grade 5 and 6 Conflict Manager Program. • Grade 6 Peace Pals program. • International exchange of peaceful initiatives: eg; Pakistan. • Twin school to support underpriveledged school: Maso School, Sierra Leone, Africa. • Visit to various religious temples and churches to provide insight of different faiths. • Principal-led assemblies to emphasis targetted IB Attitudes and attributes of the Learner Profile. • To develop a partnership with Terre-des-Jeunes - building a sense of community. 	<ul style="list-style-type: none"> - Maintaining all programs as active on an annual basis. - Number of activities (in individual classes/grade or cycle and school-wide basis) with a peaceful or humanitarian theme. - Frequency of principal -led assemblies. - Partnership activities with Terre -des-jeunes. 	<ul style="list-style-type: none"> - Programs to be student-evaluated on an annual basis. - A minimum of one activity per class each year and 3 school-wide activities with a peaceful or humanitarian them. - Principal-led assemblies on a monthly basis. - Minimum of one partnership activity with Terre-des-jeunes that has a peaceful or humanitarian theme.