

2010-2011

Children's World Academy

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

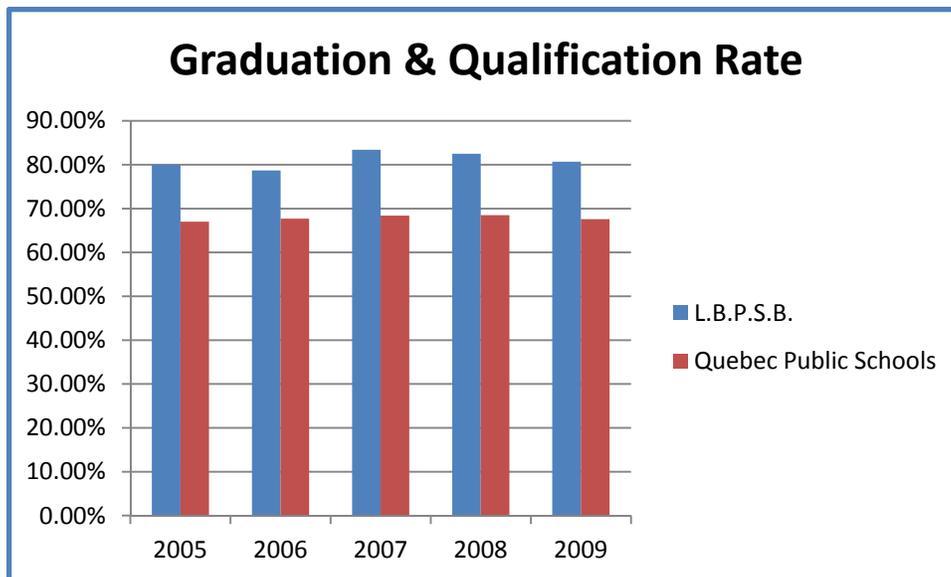


School Board Context

Increased Graduation and Qualification Rate

The student success rate in terms of certification and qualification remains for us an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province. In the next four years we are faced with the challenge of increasing our graduation and qualification rate to 85.5% and reducing the number of students who drop out of school by 20%. We continue to address the ten point difference in the graduation and qualification rate between boys and girls. The latest M.E.L.S. graduation and qualification results are presented in figure #1. All elementary schools are also working towards a 2% increase in the success rate for MELS Elementary End of Cycle III Math exam results.

Figure #1



Bilingualism

Programs throughout the system, while responding to the parameters of the curriculum, provide choices for parents and offer flexibility with the students' academic, socio-emotional and physical needs being a focus. 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 French. Our focus for this strategic plan is early intervention to further improve literacy skills while targeting a 4% increase in the success rate for end of cycle III French and English exam results, and a 4% increase in the number of students writing at level.

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. In each school they are members of the community receiving support services as indicated by an Individualized Education Plan. 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 Pathways programs which address the needs of our students and lead to qualification. Figure #2 illustrates the school board portrait regarding the proportion of students with handicaps, social maladjustments, or learning difficulties for all elementary schools.

Figure #2

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total # Students Registered	14181	13589	12853	12043	13208	12916
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	8.4	8	8.1	7.5	8	8.4

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 schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment.

Vocational Education

The Vocational Education pathway is a growing choice towards qualification for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sport. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to an exciting career. Our priorities for this strategic plan include further expanding the choices of vocational education programs available to our students and promoting these programs as viable options.

School Portrait

	2010-2011
School Capacity	555
Program(s)	Early Immersion
Total Number of Students Registered	548
Total Number of Students Registered In Daycare	301
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	37 (2009-10 Result)

School Mission/Vision

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 Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2011 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	79.20	81.20	68.52
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	-	Min. 1 intervention per yr.	See below

Level of accomplishment:

2011 MELS End of Cycle III Math Exam Results reflected a more challenging exam province-wide. This trend was confirmed with board-wide averages for all LBPSB elementary schools, (72.95%) as well as the performance of students at CWA. Recognizing, however, a need to address students' overall performance in math, a range of initiatives are being continued, along with many new ones that have mathematics as a specific focus (see below). Diagnostic testing using Nelson's PRIME (a commercially available standardized evaluation tool) with certain cohorts of students has been used to help identify specific areas of weakness in math, and guide teaching practice as well as to monitor progress. This has already begun to show that some important gains have been made; for example, when certain cohorts of grade 5 students were given identical PRIME diagnostic tests for basic math concepts, results from 2011 – 2012 have shown dramatic improvements. Another example is that our grade 6 students placed 3rd overall at this year's Math-Olympics competition. Our goal will obviously be to sustain these results and build upon these encouraging developments.

At CWA we have set up interventions that use male high school and CEGEP students as role models. This has been successful in allowing our own male students to establish positive relationships at school with older male mentors. This not only has served to provide strong examples for male students at CWA by seeing older male students in successful roles, but simultaneously provides a forum for the older role model students to be successful as well. These interventions will be on-going.

What worked, what did not and what lies ahead:

1). Interventions that have been established and are on-going with respect to Mathematics Education are:

- 7 teachers attended math-related professional development sessions during 2010-2011.
- John Killingbeck grant – awarded to CWA in 2010 – 2011; allowed 9 teachers to visit a number of other Montreal area schools where students had demonstrated high performance standards in math; CWA teachers observed best teaching practices.

- Teacher training and professional development: By the end of 2012, all math teachers at CWA will have completed a minimum of 4 half-day sessions with respect to math instruction involving Chantal Brunet the LBPSB elementary mathematics consultant. Specific areas of focus are curriculum mapping and how to integrate situational problems into our units of inquiry.
- From 2010 - 2012 three PDIG (professional development grants) have been awarded to CWA that focus on developing methods of instruction /evaluation with respect to certain areas of mathematics, specifically situational problems, which tend to be challenging for students. Another focus of one of these grants has been focus on cross-curricular mathematical applications, for example how mathematical concepts such as symmetry can be reinforced and expanded in subjects like art.
- Program changes implemented in 2011 provide for extra classroom support (30 min/week) provided by math specialists for all students in cycles 1 and 2.
- 2011 – 2012: Research partnership established with Dr. Helen Osana, Mathematics Educator from Concordia University. Dr. Osana will be working with all cycle 1 teachers to explore the most effective methods of mathematics instruction using math manipulatives.
- 2012: After school Math programs for students in cycles 2 and 3. “Math Club” will provide a forum for students who enjoy math to explore extra enrichment activities, and at the same time provide an added support for struggling students.
- On-going use of PRIME as a diagnostic tool to guide interventions and establish progress as described above.
- School-wide daily instruction in Math to provide reinforcement with respect to specific skills and concepts.
- In cycle 1 use of specific commercially available programs (CEC’s Math et Matie) to facilitate the use of SMART boards as part of daily math instruction.
- On-going work to include situational problems as integral parts of units of inquiry.

2). Regarding interventions to target the engagement of boys:

- Role model intervention will continue, and expand.
- 2012: 4 Teachers attended a workshop that focused on learning patterns for boys. Presentation was given to the rest of the staff at a monthly staff meeting.
- We have begun an extra-curricular activity called “Space – Club” open to all students in grade 6, but which provides a focus that caters to the interests of boys.
- We will establish a means of reviewing the breakdown of student participation in extracurricular activities and clubs, and respond to any gender-based differences (Using “Tell Them From Me” a commercially available on-line student survey program).

Goal 2: Improved Mastery of English and French Language Skills

#	Objective	2009 Baseline	2015 Target	2011 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results.	98.41	100	99.52
2	A 4% increase in the number of elementary students reading at level.	TBD 06-12	NA	NA
3	A 4% increase in the success rate for elementary end of cycle III English exam results.	88.35	92.35	94.86
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare). Min. one new initiative per year.	-	5 new initiatives	See below

Level of accomplishment:

Strong results in this area demonstrate that we are already close to or have achieved our 5-year targets in both English and French literacy.

What worked, what did not and what lies ahead:

Our continued participation in a wide variety of grade-level and school-wide events (such as Family Literacy Day; Canwest Spelling Bee; Literacy evening for grade 1 parents; Community writing wall; Poetry Club) will serve to promote literacy skills among our students on an on-going basis. Many teachers, both English and French are actively applying the principles of the Daily 5 model as part of regular literacy instruction; the Daily 5 has been shown to be an effective model for literacy instruction in both languages. Our goal as a school will be to continue to promote the Daily 5 as an instructional model for literacy teaching.

More specifically with respect to French language, school-wide events such as our French book fairs have been very successful not only in promoting French literacy, but their financial success has enabled classroom teachers to purchase more French books to support their classroom libraries; French author visits to classrooms expanded in 2012 from 1 author to three. The authors read in classes, and autographed their books during the book fair. We will continue with other school-wide events such as our “Franco-fête”, and adopt a bilingual approach at all school assemblies. As well many of our school outings will continue to provide opportunities for students to be exposed to French in new settings.

In 2010 – 2011 a strong partnership was established between classes at CWA and our neighbouring school, Terre des Jeunes. Grade – level cooperative projects were established and were very successful at grades 1, 3 and 5. Additionally, sports projects – Basketball tournament, Hockey-bottine, soccer - that partnered groups of students from both schools also took place. This created opportunities for students to learn about different cultures and at the same time gain

exposure to the French language in a natural milieu, as well as promoting harmonious relationships between students from the two schools.

We are expanding on these initial successes by creating an extra-curricular program (basketball; badminton) that allows students from both schools to interact on a routine basis. Additionally we will re-establish the grade 6 high school familiarization day that was a great success in 2009-2010.

In 2012, another partnership project has been started, this time involving grade 6 students from one class at CWA, and another at École Auclair, with the Trois Lacs school board, located in Saint-Lazare. Again, students from CWA will participate in a number of joint activities with Francophone students from the partner school promoting the use of and exposure to French in informal settings.

Our Daycare has also done important work in promoting the use of French: a resource person has been hired to support French during after-school homework sessions on a daily basis. The resource person provides a variety of strategies that the daycare staff can use to help students with French homework, and generally promotes the use of French during after-school daycare.

We will continue to explore new ways to promote French both within the Daycare and the school in general.

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

#	Objective	Baseline	2015 Target	2011 Result
	Improved support for special needs students. Minimum of two new interventions targeting special needs students per year.	NA	10 new interventions	See below

Level of accomplishment:

Interventions on an individual, group and school-wide basis have enabled many of our special needs students to achieve greater measures of success.

Goals that intended to reduce the number of students requiring support, or continuing interventions, and / or reduce the number of students either on IEP's or RTS's may need to be re-adjusted.

Significantly, 5 students who were followed by behaviour-tracking or monitoring plans are no longer required to have this support. Also, on a school-wide basis, we have managed to reduce the number of behaviour reports/student reflections by more than 10 % over the period of Sept-December in 2010-2011.

What worked, what did not and what lies ahead:

Here again, a variety of interventions have been helpful in achieving success:

- Improved functioning of the resource team with regular minutes from meetings circulated and systematic review to ensure proper follow-up.
- Increased use of in-class visual schedules for certain students.
- Added support provided by Psychologist's intern (McGill Graduate student) has allowed for more students to benefit from Social Skills groups.
- Extra support has also been provided by our behaviour technician, as well as outside organizations (D&M Family & School Services).
- Added technological support in the form of personal computers as well as specialized software programs has also benefitted some students.
- More routine contact with school's autism consultant has benefitted some students.
- Other supports such as Francisation, parent volunteer-readers, "club de lecture", reading buddies, support provided by student-teachers have also been important factors.

Some areas that we need to make progress in are:

- Monitoring of progress and success of individual students.
- Continuing to work on building new community partnerships.
- Improving our contact with the school's special needs consultant.
- Re-establish last year's successful high-school tutoring program.

Goal 4: Promoting Wellness in a Safe and Caring Community

#	Objective	Baseline	2015 Target	2011 Result
1	The number of initiatives that promote pride in and respect for our environment. Minimum of one new initiative per year.	NA	5 new initiatives	See below
2	The number of programs and interventions that address violence prevention and conflict resolution. Minimum of one new initiative per year.	NA	5 new initiatives	See below
3	Implementation of the Healthy Schools Approach.	[x] In Progress [] Implemented		

Level of accomplishment:

Well-established school activities and programs as well as a number of new initiatives introduced over the course of the past 18 months have served to strengthen and solidify the importance of respect for the environment as well as respect for individuals as important principles that permeate the school climate at CWA.

What worked, what did not and what lies ahead:

With respect to the environment, the Roots and Shoots club continues to be an important extra-curricular program that students from all grade levels participate in. This club promotes an understanding of and appreciation for environmental issues among students at a time when concern for the ecology is critical. Last year’s grade 6 exhibition on biodiversity served to elevate the importance of this global issue not only in the minds of cycle 3 students but in our entire school community.

In 2010-2011 and 2011-2012 grade 4 students participated in the great shore-line clean-up, and were actively involved in working towards improving our environment. In 2011 a group of grade 6 students established “PAWS” an animal-rights advocacy group, that raised awareness of this as an important issue, and also campaigned to raise funds to help support animal rights.

On Earth day in 2010-2011, we launched the “Principal’s Eco-Challenge” wherein all students were challenged to email Mr. Estok with specific details about an ecologically or environmentally friendly practice that they had adopted either at home or at school. Over 80 students responded to the challenge, and we plan to re-issue the challenge again this year, with the slogan “Every day is Earth Day”. As well, our parent Newsletter, the CWA Globe, now has an Eco-Column with advice for our families on how they can take action that will help the environment. Some students also participated in classroom activities to support the World Wildlife Fund.

A positive school climate, which in turn promotes positive interaction among students and reduces the level of conflict between individual students is cultivated at CWA in many different ways. In 2012, community service booklets were distributed to all students, encouraging them to keep track of their participation in community-

oriented activities or events, from fund-raising campaigns (such as the Terry Fox Run) to helping do extra chores at home. This initiative not only promotes a sense of pride in the community, but develops an understanding in the students of the importance of serving others through volunteering. The importance of these ideals goes a long way to nurture a positive school climate. At monthly assemblies students are also recognized for having demonstrated an element of the IB learner profile (one of the 10 attributes provides the focus each month). The net result: fewer conflicts. Although their role is as important as ever, our conflict managers have been less busy this year, having to intervene less often during recess time.

Other initiatives have helped promote a respectful attitude towards adults in the school. When substitute teachers come to CWA, they are invited to score the class they are teaching with respect to the attitude of the class as a group (as opposed to focusing on individual behaviours). Classes that do well, showing themselves to be good listeners, polite, respectful, and good workers are recognized for their efforts at monthly school-wide assemblies, and rewarded by their classroom teachers with special activities.

Another important part of school climate has to do with the responsible use of technology. We are currently working on establishing elements of the DCP as integral parts of not only our program at CWA, but daily teaching and learning. We will have to develop methods of monitoring the progress that we make with respect to this critical component of pedagogy in the digital age.

We will also need to continue our efforts at establishing the Healthy Schools Approach. Although some progress has been made here (for example we have been discussing how to implement a program of sex education at all grade levels), our efforts to promote exercise and fitness as well as healthy eating habits will be on-going. Students will continue to participate in a wide range of sports and fitness activities organized during lunch hour (volleyball, floor hockey, soccer, basketball), as well as school-board tournaments in a variety of different sports (ultimate Frisbee, cross country running, track & field, volleyball, basketball).

**Goal 5: Increased Enrollment of Students Under 20 Years
of Age in Vocational Training**

#	Objective	Baseline	2015 Target	2011 Result
1	The number of initiatives that promote vocational education. Minimum one new initiative each year.	-	5 new initiatives	See below

Level of accomplishment:

At the beginning of 2011, Grade 6 classes paid a visit to one of Lester B. Pearson’s vocational centres, to improve their understanding of vocational training programs available.

In 2010-11, grade 6 students also participated in Montreal Hooked on Schools, which provided a forum for students to begin considering different career options.

We have established a very successful partnership with PACC and our Daycare (Pearson Adult and Career Centre) to promote pediatric nursing assistants’ stage placements.

What worked, what did not and what lies ahead:

Stage placements for students in the pediatric nursing assistant program at PACC began in 2010-2011, and are continuing in 2011-2012. Stage students prepared units on a variety of health – related topics (personal hygiene; human anatomy; nutrition; fitness) during the lunch hour and during after-school daycare.

We need to continue to provide opportunities for our students, especially cycle 3 students to be exposed to different career options, and enable them to understand the changing and labile nature of today’s job market.

Many teachers invite parents to their classrooms to do presentations on aspect of their work/professions. Using parental expertise and promoting parent participation in school activities that increase students’ awareness of a wide range of jobs will best serve our students in the future.

Other School Objectives:				
#	Objective	Baseline	2015 Target	2011 Result
	Building an understanding of community. Sustaining current initiatives as well as developing a minimum of one new initiative per year.	-	5 new initiatives	See below

Level of accomplishment:

A variety of new and established initiatives continue to develop our students' understanding of the importance of community and service to others. We also want our students to have an awareness that community can mean many things: your school community, your neighbourhood, your country, and beyond that our global community. These are values that are important for our students to adopt as part of their personal credos, and are central tenets of the IB program.

What worked, what did not and what lies ahead:

CWA supports many different charities throughout the year, including The Canadian Cancer Society, The Heart and Stroke Foundation, Peaceful Schools International, Naikiran, The Hope Society, and The Children's Hospital Foundation just to name a few. One of our most successful initiatives during the 2010-2011 school year was our support for Free The Children's "Me to We" campaign. Through Me to We, students take individual and personal action to raise funds and raise individual awareness of important local/global development issues. Last year we raised over \$ 8000 to support the "Build a School in Haiti" fund . Other activities related to "Me to We" have been:

- Halloween for Hunger
- Be The Change Vernissage
- Vow of Silence

In developing community awareness, a wide range of activities and events serve to promote this goal. Just a few examples in addition to the ones already mentioned are our Christmas Basket Campaign, the Grade 5 Seniors' lunch, Cycle 3 visits to Seniors' residence, The Anthony Grippo Walk, support for the Old Brewery Mission, Sun Youth, and Heifer International.

An important new program called "Global Friendship Through Space Education" has been started in 2012 for grade 6 students. This program involves developing contacts and relationships between our students and their peers in a number of different countries around the globe using Space Education as a focus. The ultimate goal of this project is to take 6 students to visit Space Camp, located in Izmir, Turkey. We hope to do this in July of 2012.

As noted under Goal 4 above, one of the most important new school-wide initiatives we have undertaken this year is the distribution of Community Service Booklets to all students. This allows all students to keep track throughout the year of how they have participated in various activities on a volunteer basis, both in and outside of the school which obviously helps to support the ideals of community service, and global awareness, that are described in this section.

Other School Objectives:				
#	Objective	Baseline	2015 Target	2011 Result
	Pedagogical use of technology. Minimum of one initiative per year.	-	Min. 1 intervention per yr.	See below

Level of accomplishment:

CWA has an outstanding record of performance with respect to the use of technology in our classrooms: the school is one of, if not the best equipped in terms of hardware and software available for use with students on a daily basis.

The staff are well-trained, and able to implement the use of technology as part of daily instruction on a broad basis. However, given the rapidly changing nature of technology, we must continue to develop our skills and knowledge in view of new applications, new sources of information and new approaches.

What worked, what did not and what lies ahead:

One of our goals has been to begin implementing the Digital Citizenship Project promoted by the Lester B. Pearson School Board. We see that enabling our students to develop as good digital citizens is a primary responsibility of educators since in today's world, the increasingly widespread use of technology is a daily reality. The principles of Digital Citizenship mirror the principles that form the basis of the IB program, so this is a logical development both practically and philosophically in terms of our mission as a school.

It is also important to develop sound pedagogical practices with respect to technology use in the classroom; we must continue to strive to understand how best to use technology so that students will benefit maximally. To this end, staff training and development must be on-going.

We are in the process of reviewing policy, planning, and educational objectives as part of the DCP process. Up-dated policies on technology will be a first priority.

We have established an important relationship with SMART technologies, (the company that manufactures SMART interactive white boards), as a SMART showcase school. We must continue to maximize the benefits that can accrue to the school both in terms of access to new technology at subsidized cost, and in terms of preferential staff training and professional development.

Use of technology in our Daycare has continued to progress. The same principles that apply to the routine use of technology for educational purposes as well as staff development in the classroom extend to the Daycare program and staff.

Along with the use of technology often come certain practical limitations (for example keeping equipment functioning well, overcoming limitations imposed by the physical structure and wiring of the building, etc.). Part of our on-going work is to continue to determine how to address these logistical hurdles by establishing effective in-house policies, and as needed other management decisions (physical alterations of the building, purchase of new equipment etc.).