

Annual Report

2014-15

Children's World Academy

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 Lester B. Pearson School Board. Student success is the primary objective of the agreement. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement was valid until June 30th, 2015 and has been reviewed on an annual basis. The agreement is closely aligned with the school success plan for 2010-2015. We believe in our investment in students. Furthermore, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. Every student has the right to a quality education and every student should expect nothing but our best effort in providing that quality. Our success plan has been our road map in organizing that effort.

We are pleased to share news of this past year's (2014-2015) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.

School Portrait

School Name	2014-2015
School Capacity	534
Program(s)	Early Immersion; Primary Years' Programme (International Baccalaureate)
Total Number of Students Registered	541
Total Number of Students Registered In Daycare	323

School Mission/Vision

Mission Statement Children’s World Academy is a microcosm of the world. The mission of the school is:

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, and 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.

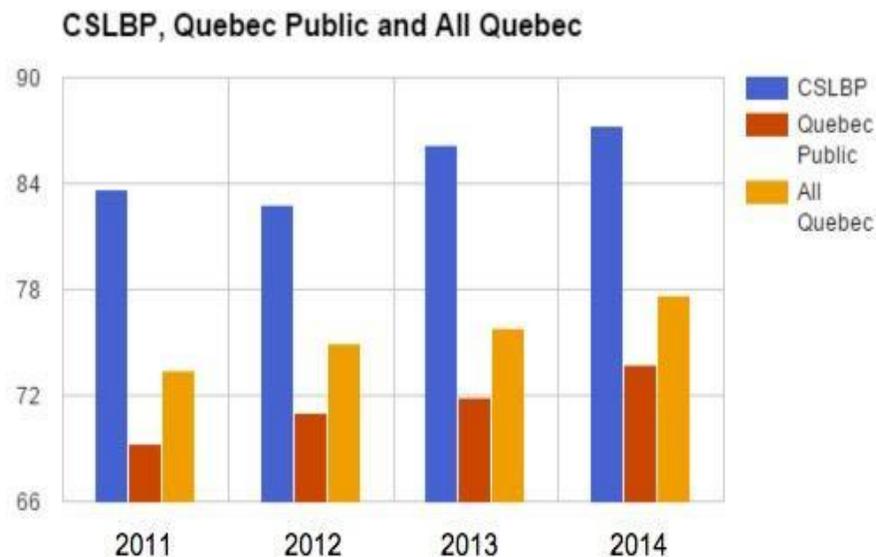
Goal 1: Increased Graduation and Qualification Rate

School Board Context

Student success remains at the heart of all that the Lester B. Pearson School board does. We are regularly amongst the top five performing public school commissions in the province in this respect. Our measure of success is the percentage of our students who leave our system with a certification or a qualification. The graph below summarizes the LBPSB graduation and qualification rate over the past five years compared to overall rates across the province. Our ultimate target is a graduation rate of 88% and we are closely approaching that target with an 87.3% success rate in 2014-15.

This figure (87.3%) represents the graduation rate for the cohort of students who entered our Secondary Schools in 2007. This is a 1.1% increase from the 2006 cohort and is a result which exceeds our initial 2015 target by 1.8%. Over the lifetime of our plan, our global success rate has improved by 4.8%.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

The objectives listed in the table below are the objectives that were required in all elementary school management and educational success agreements. They are aligned with the school management agreement and the 5 Goals the MELS has mandated for all schools.

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A % increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	79.20	81.20	95.83
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	-	Min. 1 intervention per year	See Below
3	PRIME diagnostic testing in cycle 3; increase to 75% by 2015 (see note below).	61% *	75%	87%

Level of Accomplishment:

Our progress in mathematics continues to advance with an improvement in our performance on the Ministry End-of-cycle III Math exam for the second consecutive year. Our success rate increased from 83.77% in June 2013 to 93.67% in June 2014 and up again to 95.83% in June 2015. The fact that we have been able to maintain our results above our five year target for the fourth year in a row provides a strong commentary on how gains with respect to student performance in math have been maintained over time. This measure of consistency is thanks to the continued efforts of our teachers to use a wide variety of strategies thus ensuring student success. We have also had anecdotal reports of students performing better in math in the high school programs where our students attend following graduation from CWA.

Other factors which have helped to promote continued success in mathematics are professional development sessions where teachers have explored how to use on-line resources to best effect as a school. This has meant deciding collectively which digital tools to support math learning will be used at each grade level. Teachers have also continued to spend time on other professional development activities in math, such as using a PDIG (Professional Development and Innovation Grant) to create tools to improve instruction in the area of the math curriculum covered by "Operations" (adding, subtracting, multiplying and dividing). Teachers met with the primary math consultant from the Educational Services Department of the school board to create lesson

plans, problem sets, diagnostic tools, situational problems, centre activities and other teaching tools to address the challenges associated with students' understanding of operations.

In terms of targeting boys, one important intervention has continued and expanded, namely the use of lego robotics kits in cycle 1 as well as in the daycare. It is important to note that although the use of these kits as teaching tools has targeted boys, both genders of students show strong levels of engagement when they are used as the focus of in class activities. Other interventions to engage boys have been units of inquiry in the daycare program that have science themes (architecture, states of matter), and also the continuation of tutoring programs where male high school students provide positive role models.

A new focus this year has been to take advantage of our new sports field to promote organized physical activities at recess and lunch. One of our daycare staff (Liz Sanniti) has been hired on a service contract basis to help with this. Students are encouraged to come with their own ideas about activities that they would like to participate in, and Ms. Sanniti assists them in establishing rules, expectations for fair play, and teamwork. This has resulted in fewer behaviour issues during recess and lunch, and has had a particular benefit for a number of specific boys who have had difficulty adjusting to the challenges of unstructured play time.

Future Directions:

Going forward, we must continue to work hard to ensure that recent gains in our results in math last over time. To do this, on-going professional development in math will continue to be key. A number of our math teachers have already registered for the LBPSB summer math institute, where they will have opportunities to share and explore new best teaching practices related to math. It will be important for the teachers who participate in this activity to share their professional knowledge here at CWA once the new school year begins.

As we begin to plan future objectives, we will continue to conduct periodic diagnostic testing in grades 3-6 for operations and numeration. We have also begun annual diagnostic testing in grade 2 for operations. On-going analysis of these diagnostic results is appropriate since they continue to show that students' understanding of mathematical operations lags behind their understanding of numeration. Typically, within a given cohort, there is a difference of a minimum of 10% points (sometimes greater) in the performance on diagnostic tests. In other words students do at least 10% better on numeracy tests vs. tests on operations.

Other areas where it will be important to have a continued focus are:

- On-going discussions about the best way to use on-line/digital resources for math.
- Continuing and hopefully expanding the tutoring programs that have been established with Beurling Academy and LCCHS continue.
- Student participation in math enrichment activities.
- Support for students who may encounter difficulties in math (remediation in math).
- Continued emphasis on school-wide daily math routines with respect to specific skills and concepts (namely operations).
- Review our use of the Math specialist time in order to best address students' needs (eg: understanding of operations).

As in the past, with respect to interventions to target the interest, motivation and engagement of boys, we will continue to provide new opportunities for boys to participate in clubs, sports, and extra-curricular activities. We will continue to

seek out new partnerships with outside institutions and organizations, so that our community partnerships will provide instances where older males can act as positive role models for our students.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The focus of the 2010-15 Provincial Strategic Plan was improving the French Language skills of students across the province. As an English school board, Lester B. Pearson elected to target the improvement of both French and English literacy skills. Graduating biliterate students, those able to read speak and write in English and French was our primary objective. Improving literacy skills by emphasizing early intervention in our primary schools was our focus in the five-year period. Those efforts, and the best practices which come about as a result of those interventions are promoted and maintained through the secondary years. As a result, our success rates in Secondary V Uniform Ministry Examinations in English Language Arts and French for leaving student is extraordinarily high.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and a bilingual program at Cycle I of the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A % increase in the success rate for elementary end of Cycle III French exam results by 2015.	98.41	100	98.60
2	A % increase in the number of elementary students reading at	Eng. 84	88	95

	level by 2015.	Fr. 85	89	89.2
3	A % increase in the success rate for elementary end of cycle III English exam results by 2015.	88.35	92.35	98.81
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	-	5 new initiatives	See below
5	A 4% increase in the number of elementary students reading and writing at level by 2015 (grade 4 exam success rates).	ELA 98.68	100	99.56
		FSL 100	100	100

Level of Accomplishment:

According to the indicators we have been using to measure our progress with respect to language, in French, we have either maintained our level of achievement or slightly improved. Our performance in the end of cycle 3 French exam is essentially unchanged with a 98.6 % success rate in 2015 compared with a 98.75 % success rate in 2014. Our grade 4 French exam results increased from a 93.94 % success rate in 2014 to 100% success rate in 2015. The percentage of students reading at level in French increased slightly from 86.2 % in 2014 to 89.2 % in 2015.

In English, the results were comparable, with the English end of cycle 3 Ministry exam showing a success rate of 98.81 %, up slightly from 98% in 2014. Grade 4 English exam results also showed a slight improvement with a 98.81% success rate, up slightly from 98% in 2014. The percentage of students reading at level in English also improved slightly with a result of 95% compared to 94.57% in 2014.

Future Directions:

These solid results are encouraging and indicative that our teaching practices are promoting strong language acquisition and literacy skills among our students. Again, as in Mathematics, we must continue to promote a culture of academic excellence by encouraging teacher professional development and exchange. One area where we could do better is to share our professional expertise with other teachers and other schools. We have had a measure of success in this domain in math, where our teachers are consistently invited to co-animate professional development sessions in math for other schools and teachers (particularly those associated with the board level or ministry exams). It would be desirable to have our teachers recognized for the same standards of professional excellence that they obviously have demonstrated in teaching English and French language arts.

An element of our success has undoubtedly been the ability of the school staff to create a striking and unmistakable culture of bilingualism. In our school French and English are used interchangeably by the majority of the staff, and continue to both be used routinely during morning announcements, assemblies, and other official school functions.

Some other areas of focus for us will be:

- Exploring means of recuperating time for Francisation (which has been reduced due to budgetary constraints).
- Ensuring that our Francofête remains an established feature of the school calendar and the school culture; it would be worthwhile to explore other similar school-wide events that have a focus in French (Dictée PGL; Concours d'écriture en français; special guests, pièces de théâtre, etc.

- Exploring means by which the daycare can promote the use of French during after school homework time.
- Maintaining the use of school-wide evaluation tools in English and French (standardized marking guides).
- Review of the timing and frequency of Running Records GB+ analysis.
- Review of the CWA IB language policy.

As always, it will be our responsibility to explore any new means that may further enhance and enrich the strong culture of language learning that we have established at CWA.

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

School Board Context

Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

At Lester B. Pearson, we are very proud of our inclusive policies where students with special needs are integrated into community schools. Individualized Education Plans are established in each school for those students who require support services to ensure their success. Each school they are members of the community receiving support services as indicated by an . Increasing the qualification rate for students with handicaps, social maladjustments or learning difficulties has been a focus of our efforts over the five-year plan. The successful implementation of Work Oriented Pathway programs across our system has helped address the specific needs of our students and lead to qualification. Figure # 2 illustrates the school board portrait regarding the proportion of students with handicaps, social maladjustments, or learning difficulties for all secondary schools. Our integration rate over the span of the plan has ranged from 96.4% to 97.6%.

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

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	2015 Result
1	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:

There have been distinct challenges this year in terms of meeting the needs of students with special learning requirements. Another change in resource teachers has meant that maintaining consistency of practice has been difficult. In addition, financial constraints have required that the amount of time given to Francisation has been reduced this year.

Nevertheless, some strong points have been the continuation of our tutoring partnership with high school students from Beurling Academy, as well as some from LCCHS. In a novel approach suggested by one of our parents, one high school student offered her services to a grade 2 student and in exchange, the parents of that student contributed to a fund-raising effort at the high school.

We have also had the benefit of two psychology interns working at CWA in cooperation with Tamara Morganstein. These interns are graduate students completing their training in the psychology department at McGill University, and their presence helps extend services to students at CWA.

This year we also were able to develop a new partnership with Champlain Regional College whereby two student interns completing programs in special care counselling were able to provide added support to students while working in cooperation with Anna Giammario our behaviour technician as well as our resource teachers.

As has been noted in the past, The IB program itself as well as the overall culture of the school provides numerous learning opportunities for students with different areas of strength, talents and interests. The ethos of being able to respond to students' multiple intelligences with corresponding classroom and school-wide activities is an important part of our philosophy as a school. The many different activities that exist in the school from art and music, to the Roots and Shoots club, to sports teams, clubs organized by our Spiritual Animator, and activities provide many different opportunities for success for our students.

Future Directions:

We have some distinct challenges in this area. Some specific areas to work need to be:

- Focus on consistency in terms of the resource model, particularly regarding follow-up on prescribed interventions.
- As noted above, exploring methods of providing for a greater measure of Francisation support to students who may struggle with French literacy skills.
- On-going professional development related to differentiation of instruction, adaptation and modification of the curriculum to meet students' learning needs.
- As noted in the past continued partnerships (such as the one developed this year with Champlain College) with community organizations, and other outside institutions to provide a greater range of services for students.

Again we will be using our year-long theme of "Be Your Own Hero" to promote opportunities for special needs students to feel validated, feel accepted and feel successful. Some of the objectives of this particular theme will be to encourage a growth mindset, inspire students to follow their dreams, and help instil values such as perseverance and open-mindedness. As with other facets of school life, this theme will help our special needs students to be celebrated as part of the school community.

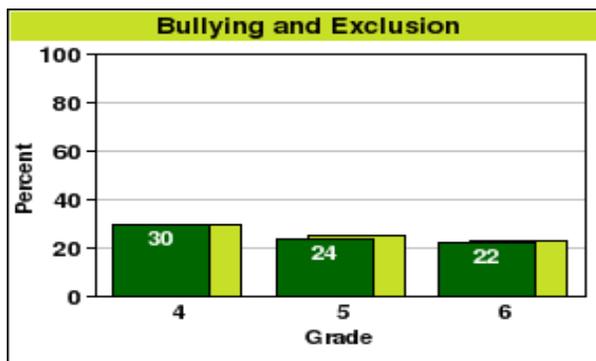
Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Healthy and Safe School Environment

A positive school environment is a critical determinant of student success. Safe, caring, and wellness-promoting environments must be a priority for all schools and all students. Twice yearly over the five years of the plan, all schools in our system engage in The Learning Bar's "Tell Them From Me" survey which provides us with a portrait of each school's climate in various domains. At the elementary level, this survey is generally administered to all students from Grades 4-6 and results are shared with the school staff and Governing Boards. All schools in our system have established anti-violence and anti-bullying plans and protocols in compliance with Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools.

The chart below gives a breakdown of student self-reporting on issues of bullying and/or exclusion in our elementary schools. At the elementary level, 25% of students reported having been subjected to some form of physical, verbal, social or cyber intimidation either at school or at home. This distribution was evenly split between boys (26%) and girls (24%). The Canadian norm for elementary students is 26%.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote pride in and respect for our environment.	NA	5 New Initiatives	See Below
2	The number of programs and interventions that address violence prevention and conflict resolution.	NA	5 New Initiatives	See Below
3	Implementation of the Healthy Schools Approach.	[X] In Progress [] Implemented		
4	Complaints: Bullying / Violence	0 (2013)	0	1

Level of Accomplishment:

The basic principles of the IB Primary Years Programme continue to provide a basic structure that informs daily life at CWA. The basic terminology of the programme provided by the IB Learner Profile Attributes and the IB Attitudes is used by the students on a daily basis. As has been noted in the past, the use of this language to promote the values, habits and character traits that we want students to acquire continues to show itself to be effective. Part of the reasons for this is that the staff continue to look for new and innovative ways to make the language of the IB programme relevant to our students. This happens in a variety of ways, not the least of which is our monthly certificate assemblies where students are recognized for demonstrating different Attributes of the learner profile in their daily lives.

A big part of how we encourage these “IB Values” is by way of parent involvement. Our IB Coordinator, Mme. Sonia Bouchard is in constant communication with parents about how to use the language of the programme at home and outside of the school thereby reinforcing the ideals we emphasize at school. These practices, combined with our theme this year entitled “Be The Change” encourage positive, respectful action on the part of students. This year we have numerous examples of students taking action to help others, engage in support of charitable

organizations, and so on, all of which helps to promote a climate of respect in the school (more about our theme this year is outlined in the section on “Serving the Community” below).

One of the ways in which we monitor how well we are responding to concerns related to the school environment is through the “Tell Them From Me” survey conducted with students in grades 4-6 twice annually. As in previous years, results from this survey confirm that we are better than Canadian norms in areas such as school safety and bullying. Rates of bullying reported by students have remained fairly static from year to year at around 20% of students reporting having been bullied at CWA (18% in 2013; 21% in 2014; 21% in 2015). The Canadian norm for the same grades is 26%. Although we continue to work hard to maintain an environment that promotes the values of respect, caring and kindness, as has been noted, it is important to continue to work hard to make improvements.

As has also been noted, we need to address the matter of students expressing a positive sense of school belonging. As has been reported in the past, this is an indicator which also seems to fluctuate over the years, with values ranging from 94% to the most recent value of 83%. The Canadian norm for this statistic is 86%. The questions students are asked when responding to the survey with respect to this indicator are:

- Do you make friends easily at school?
- Do you feel accepted for who you are?
- Is school a place where you feel you belong?
- Do you feel accepted by other kids your age?

One area where we demonstrate clear success is in the percentage of students participating in sports at school with adult instruction other than in phys. ed. class. In our most recent survey, 90% of students reported that they participated in sports at school, whereas the Canadian norm for this statistic is 68%. One factor that has undoubtedly contributed to this encouraging statistic is the completion of our new artificial turf sports field, which students use at recess, lunch hour and during the after school daycare program. Although this initiative would not have had a bearing on the survey results since the students who participated were not part of the survey group, the program of “Champions for Life” which was begun with daycare students in cycle 1 has had a very positive impact.

We are continuing our work to promote responsible environmental stewardship and environmental sustainability. This ranges broadly from our on-going in-school composting program to our second annual Green Summit. This year’s Green Summit was somewhat reduced in scope but allowed us to maintain our partnership with local organizations: Workshops were given to our students by staff from Urban Seedling, Compost Montreal and Morgan Arboretum on a variety of topics related to environmental conservation.

Other developments which promoted respect and care for the environment included:

- Acquiring a set of washable dishes, glasses, and cutlery for use at school events. These were used at a spaghetti night fund-raiser, Santa’s breakfast, the Green Summit lunch and the grade 5 Seniors’ lunch. Students, parent volunteers and staff members joined forces to do the dishes and reduce waste at all these events.
- Composting at the annual corn roast along with all other major school events also is helping to reduce landfill waste.
- Our vegetable and flower gardens continue to thrive.
- Two students from grade 6 – Ruby Trudeau-Rivard and Sabbia Eljarrat were given special recognition at this year’s entrepreneurship Gala for their efforts to set up a composting service in cooperation with

the city of Lasalle. As a result of their efforts, pizza cartons from PPO fund-raisers and Chartwell's food trays are now composted instead of being sent to landfill.

Future Directions:

As noted above, future objectives will need to include a more comprehensive review of students' positive sense of belonging at school. Factors which may influence this indicator will need to be analysed in order to improve outcomes for students. The theme that is planned for the next school year is "Be Your Own Hero", the aim of which is in part to promote on-going student action, but this could potential be an appropriate vehicle to explore how to improve students' positive sense of belonging at school.

One important part of this process will need to be engage students in a better discussion of what the questions mean and how to answer them before carrying out the survey with them. This will result in more reliable and hopefully less variable results going forward.

It will also be important to try to maintain initiatives related to the environment, as much progress has been made in recent years. In order to capitalize on the investment of time, effort as well as financial resources, work will have to be done to ensure that newly established practices become enshrined in the school's culture.

Goal 5: Increased Enrollment of Students

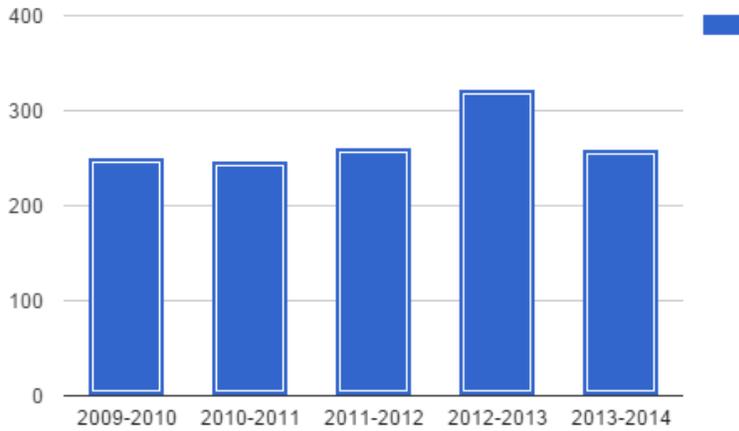
Under 20 Years of Age in Vocational Training

School Board Context

Professional training within Vocational Education was a key focus of the Ministry of Education's latest five year plan. That provincial priority was reflected in Lester B. Pearson's objective of increasing program offerings and enrollment numbers. Lester B. Pearson now has five Vocational Education Centers across its territory and an additional facility housed in Beurling Academy in Verdun.

- Gordon Robertson Beauty Academy (Beaconsfield)
- Pearson Electrotechnology Centre (Lachine)
- Pearson Adult and Career Centre (Lasalle)
- West Island Career Center (Pierrefonds)
- Sources Adult and Career Centre (Pierrefonds)

Registrations Vocational Education 2010-2014 (registration range 247-322)



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote vocational education. Minimum one new initiative per year.	NA	5 new initiatives	See below

Level of Accomplishment:

On-going initiatives continue to be an important part of our PYP programme and at the same time make our students aware of professional training, which often includes examples of vocational education. Some examples are:

- Partnership with PACC (Pearson Adult and Career Centre) and CWA Daycare for students in the Pediatric Nursing Assistants program to complete stage placements during lunch hour and in the after school daycare (note that this program did not continue in 2015-2016).
- Parents continue to participate in the units of inquiry doing classroom presentations related to their own professional backgrounds. This year's Grade 6 symposium on human rights included a presentation from a parent who is also a lawyer on legal issues related to human rights. Other examples of units of inquiry which draw upon parent expertise are the grade 6 unit on technology, the grade 1 units, "Je travaille" and "Mon quartier", and "Furs, Feathers or Scales" in kindergarten.

- Students continued to be exposed to different careers, and training through field trips, although during the 2015-16 school year the number of field trips was reduced due to teacher negotiations.
- Student visits to local high schools – such as during the high school “Mini Day” in April helps our students to develop awareness of training programs that are available locally.

Some new examples of initiatives that have taken place this year are:

- Stage placements at CWA for students in the General Building Maintenance program at Sources Adult and Career Centre.

Future Directions:

This continues to be an area where some new initiatives may benefit some of our students.

- Developing relationships and partnerships with the adult and vocational training centres within the LBPSB in order to make connections with our units of inquiry.
- As has been suggested in the past, participation in a job fair or career day.

Other School Objectives

School Results

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

Level of Accomplishment:

The importance of “Serving the Community” continues to be an important part of our Programme of Inquiry, as well as many activities that enrich the school environment at CWA. Our year-long theme “Be The Change” made student-led action a focus, and our students responded with many examples of initiatives that they developed and brought to fruition on their own, or with guidance and support from staff and parents.

CWA continues to support many charitable organizations both through fund-raising, and by publicizing many important causes within our community. Again, we would like to acknowledge the incredible generosity of our parent community who time and time again respond with support for the many projects, activities and charities that we are linked with.

Many established activities and programs continue to thrive, such as our Remembrance Day assembly and veterans' visit, our Grade 5 Seniors' luncheon, and weekly visits of cycle 3 students to the Floralties seniors' residence in Lachine. Some notable new initiatives include:

- Mme. Bouchard, our PYP coordinator highlighted examples of student-initiated action during our monthly assemblies. There were many examples of community outreach that students came up with, many of which focused on a growing problem in our society: homelessness. Student projects to support the less fortunate in our community included a sock drive, a number of examples of bringing food directly to homeless people, collection of personal toiletries, and a donation of over \$800 to the Old Brewery Mission.
- For the second straight year, we partnered with Verdun Elementary during the holiday season and continued our support of established programmes there. Over \$6000 was raised to make hot lunches and extra-curricular programs available to disadvantaged students of Verdun Elementary. Again we thank our parent community for their amazing generosity which allowed us to support these important programs.
- Other charities that have received our support included the UNHCR, Autism Speaks, The Cure Foundation, UNICEF, The HOPE Society, The Canadian Red Cross, The Royal Canadian Legion, and The Montreal Children's Hospital Foundation.
- We also initiated participation in a project that has been started at St. John Brebeuf Parish Church in Lasalle to help support a family of Syrian refugees. Over \$800 was raised through donations at the door during our Spring Concert. We hope to continue our participation in this worthwhile project in the coming year.

As a community partner, CWA continues to provide information about community organizations and events to our parents through email distribution of flyers, notices, etc. We continue to support The LaSalle Boys and Girls Club, Dawson Community Centre, SPVM, Vélo Québec, and the Riverview Community Learning Centre. This coming summer we will again provide a location for the Quebec Board of Black Educators to conduct their summer school, and will also support the local recreation organization "Loisirs Laurendau Dunton" who will be running a summer day camp for children aged 5-12.

Another important development that has taken place recently is our partnerships with "Gender Creative Kids" a support group for families with transgendered children, as well as Le Groupe de Recherche et d'Intervention Sociale de Montréal or GRIS, a LGBT support group. An information session for parents with representatives from both of these organizations was given in May of 2016. We hope to continue our connection with these two groups in the interest of providing better education about issues related to diversity and gender identity.

We continue to use our community service cards to promote student involvement in the local, national and global community. Students who have made exceptional contributions during the year will be recognized with community service awards at the end of the year.

Future Directions:

This is an area where CWA continues to thrive. The activities, projects and interventions described above provide great enrichment for the educational experiences we are able to offer our students; they enliven the school environment and inspire staff, parents and most importantly our students. We will continue to explore new opportunities to connect with our community in ways that make our programme of inquiry increasingly relevant to all who are connected to it, and provide insight to our students in a myriad of ways. As always, our on-going objective will be to connect student action to making the world a better place.

Other School Objectives

School Results

Other School Objectives: Technology and Digital Citizenship				
#	Objective	Baseline	2015 Target	2015 Result
1	Pedagogical use of technology. Minimum of one new initiative per year.	NA	Min. 1 intervention per year	See below

Level of Accomplishment:

Our work in this area continues to be important. Our Chromebook initiative continues to expand, although financial constraints have limited the degree to which we have been able to do this in the past year. We have been able to add one more class set of Chromebooks to our existing inventory, the most recent one in cycle 2. This brings our current total to 9 class sets:

- All cycle 3 classes
- One set for grade 4
- One set for grade 3
- One set for cycle 1

As has been noted in the past, the 1:1 student to device ratio provides an immensely powerful pedagogical tool to our teachers for our students' benefit. We continue to utilize an increasing number of web-based educational apps, programs, and web-sites (many of which are fee) which support and enhance students' learning.

It is important to note that this project is not an example of technology for technology's sake. Since the beginning of its implementation our students have continued to make improvements in all academic areas based on the markers described above. It is fair to say that the inspired use of educational technology on the part of our teachers has played an important role in the continued academic progress of our students.

It is also worth noting that incidents of cyber-bullying, as well as incidents of irresponsible use of technology on the parts of our students have decreased since the inception of the Chromebook project. Students' on-line activity is regularly monitored by teachers and other staff members, however, the on-going emphasis we place as a school on the principles of good "Digital Citizenship" have paid dividends. This can also be attributable to the Chromebook project and the ways in which our ever-resourceful teachers use this resource with their students.

As has been noted in the past, the increased use of technology such as our Chromebooks has also helped to make some reductions in the use of material and resources such as paper and photocopying. This goes hand in hand with other efforts to create school-wide policies that are more environmentally sustainable.

Part of our efforts to maintain best practices when it comes to the use of technology in the classroom is that teachers have engaged in professional discussions to establish which on-line resources it makes the most sense to use at different

grade levels. In this way some computer programs which may have otherwise been used more broadly can be used to target particular concepts with particular grade levels, sequentially building skills with students.

Some other new/continuing developments in technology have been:

- Use of PDIG (Professional Development and Innovation Grant) to allow teachers to develop Digital Portfolios as evaluation tools.
- Expanding our use of on-line tools and programs for the entire school; where possible school-wide subscriptions are acquired (TFO, Brainpop, Biblio-Enfants, Phono-Quiz, and others).
- On-going work in programming as part of lunch – time activities (DCP club).
- Routine use of Chromebooks/Google Docs for internal meetings (such as staff council, steering committee, etc.).
- Use of technology during student presentations (grade 6 exhibition, mini exhibitions for other grade levels, in-class presentations).
- Added benefits to students with special needs through many digital resources (Read and Write; Reading A-Z; Boardmaker; Soundprints; Antidote).
- Teachers creating their own websites or blogs to communicate with parents and colleagues.
- Use of Google Groups to facilitate professional exchange between staff members.
- The weekly newsletter for staff includes a “Google Docs tips” column with suggestions about pedagogical resources, professional development, etc. related to technology

Future Directions:

As we progress, a number of important objectives present themselves:

- In order to maintain the continued implementation of the Chromebook project, the school must explore means of benefiting from new financial resources.
- Plan schedule of local DCP Committee meetings before the end of the school year in order to review, and re-establish priorities with staff.
- Review use of various social media platforms (Twitter, Youtube, Facebook?; others) to improve links with the local educational community, as well as nationally and internationally.
- Re-examine use of on-line forms and data for parent use.
- Review & up-date ICT policy.

It will continue to be the case that our efforts with respect to the implementation of digital technology at CWA will continue to be guided by the principles of good Digital Citizenship: providing opportunities for students to benefit in the best way possible from the use of technology for educational purposes, while at the same time ensuring an understanding of how to use technology responsibly and safely.