



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson



*Engaging learners
for life*

Introduction

The Lester B. Pearson School Board Strategic Plan for 2015-2020 outlines a clear direction and defines its priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the ongoing process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015 document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education and Superior Education. By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English school board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

School Portrait

School Name	2017-2018
School Capacity	432
Program(s)	Early immersion
Total Number of Students Registered	391
Total Number of Students Registered in Daycare	186
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	35

School Mission

In order to prepare students to live in, and contribute to a changing world, Edgewater Elementary School is committed to developing our students' individual talents, critical thinking, and technology skills. Edgewater Elementary School provides lifelong learning experiences allowing every child to become independent, self-confident, creative and responsible citizens. We are dedicated to a collaborative, community-based approach in order to maintain high academic standards in a safe and caring environment.

School Vision

Edgewater Elementary School students will achieve personal success and become responsible and productive citizens who contribute to a better global society. It's all about the kids and the adults they will become.

Our community-based vision to education is based on the following principles:

- All students have the right to be adequately prepared academically and socially, in order to make informed decisions regarding their future choices, and to take their place as active contributors in the community.
- Collaborative approaches to education by Edgewater Elementary School employees will help ensure all students succeed and reach their full potential. Overall student success is achieved through the combined support of the whole Edgewater Elementary School community: teachers, resource personnel, professionals, staff, administration, parents, community partners and peers.

- Competency development is essential to our educational practices as it supports student achievement, as measured annually by the school, school board and ministry assessments.
- Preparing students for graduation and higher education necessitates that course content and evaluation practices at all grade levels, be consistent with the requirements for each subject competency.
- Preparing students to use technology appropriately is an essential part of education in the 21st century. We endeavor to make our students responsible digital citizens.
- Promoting personal growth and physical wellness through physical education.
- Provision of a variety of extracurricular activities including sports, arts, community service, and leadership/school pride, that complements and deepens classroom learning.

Goal 1: Increased Graduation and Qualification Rate

School Results

DIRECTION 1: Improving Achievement			
Objective: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	Target	2018 Result
Success rate End of Cycle III Elementary Math exam.	74% June 2015 LBPSB Uniform Cycle III Exam	80%	92.00%
Success rate End of Cycle III Elementary English Language Arts exam (Reading).	90% June 2015 LBPSB Uniform Cycle III Exam	90%	92.5%
Success rate End of Cycle III Elementary French exam (Reading).	94 %June 2015 LBPSB Uniform	94%	94%
To improve students' reading ability in French	Cycle 1 77% Cycle 2 58% Cycle 3 90%	To have 80% of students reading at level in each cycle	66% 70.5% 49.0%

Future Directions

Our students continue to succeed on the ministry Math, English and French end of cycle three exams.

Most of the Math teachers in cycle 2 and 3 have attended, or are presently enrolled in, the Summer Institute Math Camp. The strategies they learned at the institute are being implemented into the classes and there has been a noticeable improvement in the students engagement/ attitude towards math and their continuing success. The consultants from the school board are in regular contact with our teachers and continue to provide their support.

Early intervention strategies to improve reading levels for cycle 1 and 3 will continue to be a focus, specifically to address the low success rates in French reading. To help improve French reading skills, we believe that early intervention through resource, volunteer readers, book fairs, the born to read event and Scholastic book fairs are strategies that encourage the love of reading and will help our students continue to improve. Next year, we will be submitting a pedagogical grant proposal to create book bags. These book bags will go home and will have interactive reading activities to promote and reinforce the love of reading in kindergarten and cycle 1. The Francisation program will continue to support students that have had, little or

no French exposure. We also continue to offer an after school extended learning program for students to improve basic Math and French skills and our daycare has dedicated days for *students to complete their homework*. We would also like to have French authors visit the school. Both programs aim to help students that are struggling to keep up and reinforce the concepts being taught in class.

Furthermore, as we strive to incorporate more French and collaboration among colleagues, two of our teachers participated in a FACET grant (MEES) which focused on aligning specific lesson goals/outcomes of both the ELA and the FLS curriculum in Cycle 3. The success from this professional development opportunity motivated two other teachers to apply for 2018-19. We also continue to have both languages being used in our assemblies which support oral communication and school wide presentation done in French to enrich the immersion experience.

More specific research will be needed to explore exactly why our GB+ reading levels have not improved in cycle 1 and 3. We will look at the cohort of students to see if the students on adapted/modified programs and those with learning difficulties met their individual IEP goals, but not the standard goals, therefore decreasing our overall scores.

School Results

DIRECTION 2: Ensuring Wellness			
Objective : To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline	Target	2018 Result
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).	Elementary school 73.25% : 3 yr. survey average 2012-2015	77% of students will feel safe attending school by 2020	70%

Future Directions

We are committed to supporting students to feel safe at school. In order to improve our results we will continue to engage all students and staff in a dynamic and interactive anti-bullying/anti-homophobic week. During this week teachers focus their instruction on anti-bullying/anti-homophobic the topics. We invite interesting and engaging speakers to talk about their personal experiences throughout the week. We also hold a school wide assembly where our students can share messages of acceptance and content rich workshops are given to students where they learn how to deal with bullying . We will continue to encourage all students to speak to an adult if they are feeling unsafe and assign supervision to best cover all areas outside during unstructured time. Furthermore, we have been chosen as a pilot school to implement solution focused approaches and we will begin with training the resource team and grade 1 level in the spring of 2019. There will be a full day training for all staff and we will continue to have consultants work in our classes to introduce and implement solution focused approaches. Teachers will also recognise students positive contributions to the school with monthly themed achievement cards that will be displayed in a designated area of the school.

School Results

DIRECTION 2: Ensuring Wellness			
Objective : To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline 2015	Target	2017-18 Result
Number of specific initiatives promoting healthy lifestyle choices.	2	6	Exceeded 6 initiatives
Tell Them From Me (TTFM) Elementary School Indicator: Social Engagement	81% of students participating in school sports	Maintain an 80% or better participation of students in school sports by 2020	72% participate in team sports
Tell Them From Me (TTFM) Elementary School Indicator: Multiple choice question in relation to worry about marks	This a new target	Reduce anxiety associated to marks	95% of the students surveyed indicated that marks caused the most stress

Future Directions

To encourage students to keep active and healthy lifestyles, we will continue to offer lunch time intramurals for grades 1 through 6 throughout the year. Pilo polo for grades 1 and 2 and Omnikin for grades 4 to 6. As well as inviting KISS soccer to run a soccer program for grades 2 to 4 at lunchtime and after school. The school participates in all Lester B. Pearson's tournaments, cross country runs and the Terry Fox run, where we collaborated and invited St. Patrick elementary to join us for the 2nd year. The grade 3 students also participated in two cross country ski days with support from Skiers de L'Île, that was a wonderful success. Our daycare offers many diverse clubs during lunch that our students can participate in and are not sports based, so the students have options to participate in activities of interest to them.

Next year, we will include specific statistics on how many students are engaged in clubs, so that we can be sure to diversify our options to better represent the whole student body. We will also have a Pilo Polo tournament for our grade 3 classes so they have another opportunity to be active. The school participated in the Pincourt be active initiative, where the winning class went to the Omni Center to have lunch with the Mayor and play games in the gymnasium. The Edgewater staff will continue to promote a healthy lifestyle, balancing physical activity within classroom time and during recess and lunchtime activities. The school daycare also supports physical education activities with their programs which enhances our school's programming. During special classroom or school events, we will continue to encourage a healthy lifestyle when making nutritional choices.

To help reduce anxiety in our students we continue to offer time in our multi-sensory room called the Snoezelen room. The students that use this room with the supervision of an adult can use any of the strategies offered to help reduce their anxiety level. This room is limited to a few students at a time. Next year we will offer a travelling Snoezelen room that was initiated by the grade 5 students. This initiative changes a classroom into a Snoezelen room that any teacher can book and bring their whole class for an allotted amount of time. The students are given the opportunity to try the different material and strategies to see what helps to make them feel calm and reduce any stress or anxiety. Teachers will also continue to teach the Zones of Regulation so all students can explore what they need to do to keep themselves in the optimal zone to be the best that they can be. We have a full time behavior technician to provide extra support for students and their families. The technician works with individual students and some groups helping with social skill, anxiety emotional regulation and family challenges. We are also very lucky to have Mindy the dog at the office as a calming presence.

School Results

DIRECTION 2: Ensuring Wellness			
Objective : To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	Target	2017-18 Result
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).	43% Girls 42% Boys Feeling unsafe at school June 2015	30% Girls 30% Boys by October 2019	31% Girls 32% Boys

Future Directions

We are pleased to see we are moving towards our goal of 77% of students feeling safe at school and we will continue to promote a safe school through our anti-bullying initiatives. We have started to use the zones of regulation, this helps students not only to learn what keeps them in the green zone and thus in their optimal state, but gives them the tools to be the best they can be. Some of the classes have implemented classroom meetings to acknowledge improvements in each other and as a group. Starting in cycle 2 with the iPad program, all students are taught about their digital footprints and online safety. These topics continue to be reinforced throughout cycle 3 as well. We will offer a session of online safety to parents given by The Missing Children's Network and explore their programs that can be offered to students. The Playground Pals program continues to be a presence in the school yard during recess and lunch.

School Results

DIRECTION 3: Strengthening Engagement			
Objective : To have our students engaged in their learning.			
Indicator	Baseline	Target	2017 Result
Tell Them From Me Socio-Emotional Outcome Students Interested and Motivated.	Elementary School Baseline: 17% above the Three Year National Average Composite 2013-2015	20% Above the National average 2017-2020 Composite National Average	22% Above the National average
Tell Them From Me Socio-Emotional outcomes students intellectual engaged in their learning	93%	Maintain 95% of students that place moderate to high effort into their studies	95%

Future Directions

Through using best practices and 21st century learning in the classroom, we have exceeded our targets. A PDIG to develop S.T.E.A.M activities for all cycles was completed in 2017-18. An introduction to all the material was presented to the staff and students through fun hands-on technology fair where the grade 6 students became masters of their chosen technology and taught other students and teachers how to use their items. A S.T.E.A.M room was also organized in our maker space, where teachers can see and log out different items to use in their classrooms. Edgewater staff will continue to implement the Deep Learning direction that Lester B. Pearson has embarked upon. Three teachers are part of a professional development initiative that is supported by workshops and by consultants from the board to bring deep learning into our school. Teachers have started to use the common language of the 6 c's (communication, creativity, collaboration, citizenship, character, critical thinking) and have been creating deep learning lessons that engage the students in world issues. We believe deep learning offers students more authentic and relevant learning opportunities to focus on an individual's' interest, which in turn increases motivation and fosters lasting learning. Edgewater was also part of Math Olympics, the Kid's Lit Quiz and will continue to work with Learn Quebec and Code Mobile Canada which encourages students to bring their learning into other world challenges. In collaboration with teachers, staff, administration, and parents, Edgewater

continues to encourage lifelong learning experiences allowing every child to become independent, self- confident, creative and responsible citizens.

School Results

DIRECTION 3: Strengthening Engagement			
Objective : To have our students engaged in the world around them.			
Indicator	Baseline	Target	2017-18 Result
Provide enriching extracurricular activities and field trips which target citizenship	5	6	Exceeded 6 activities

Future Directions

We continue to meet and exceed our target for offering activities that promote good citizenship. We were able to encourage good citizenship through many different hands on activities such as: Painting messages of encouragement on rocks and delivering them to people in our community. Having our book club students visit the local daycare to read to younger children. With the green initiative in mind, we planted flowers to beautify our school. We invited our neighboring school St. Patrick's to run the Terry Fox Run with us. We also had several other activities like a colour me run, crazy hair day to raise money for cancer, backwards day to raise money for a school in Africa, a community blood drive and a sock collection for the homeless to name a few. We worked with the design committee of Pincourt to beautify a graffiti covered fence in the community. We plan on continuing these initiatives to help our students connect further with the world around them. We will also look to support our local senior citizens and find ways to reduce our footprint on our Earth.

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