

Annual Report

2016-2017

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



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 was subsequently extended by an additional year for reporting purposes. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2016-2017) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes to the 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

Maple Grove	2016-2017
School Capacity	450
Program(s)	French Immersion Program
Total Number of Students Registered	322
Total Number of Students Registered In Daycare	89
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	23

School Mission/Vision

At Maple Grove, children will be educated in a safe, caring and respectful environment.

We are committed respondents to the needs of our students, taking into account the diversity of their abilities and interests.

The focus for all students will be to develop skills in the areas of bilingualism, numeracy and social competence. These academic and social goals are supported and enhanced by a rich curriculum of Music, Art and Drama. Promoting Physical Education and Health are integral facets of our students' success.

Our ultimate purpose is to help each student to become a productive, caring, creative and confident member of a global community, ready for challenges and assume their responsibility in a changing world.

As a member of Peaceful Schools International, Maple Grove places significant emphasis on the fostering of social skills development and empathy.

Goal 1: Increased Graduation and Qualification Rate

School Board Context

The student success rate in terms of certification and qualifications remains an important factor. The Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We set our 2015 graduation and qualification rate target at 88.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MEES Elementary End of Cycle III Math exam results.

School Results

Goal 1: Increased Graduation and Qualification Rate						
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	A 45 % increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	10%	55%	75%	83%	76%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	NA	1 Intervention Per Year	3	3	3

Level of Accomplishment:

- The success rate for the MEES end of Cycle III Math exam decreased by 7% compared to results in 2015 – 2016.
- The MEES end of Cycle III results in Math, show that the students attained and exceeded the targeted goal for success rate.
- We accomplished our target for objective 2 by implementing three distinct weekly programs, offered to engage boys in physical and social interactions.

Future Directions:

- The LBPSB’s Math consultant will be invited to introduce the resource based on “Math Curriculum Mapping” for all new teachers teaching math.
- All teachers from grades two through six will continue to implement the Reflex Math Project, designed to build basic recall of simple yet important math facts.
- The resource teacher will continue to support and work with students in small groups, who struggle in math.
- Increased use of Technology in the classroom, in order to augment student interest and participation.
- Additional extracurricular activities before the day commences, recess as well as during the lunch hour, to increase participation from boys.
- A boy’s club was created for a small group of boys from all levels.
- Implementation of a small group Math tutorial program aimed to support and enhance Math concepts taught in Cycle III.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry level is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board’s goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students’ exposure to French.

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	2016 Result	2017 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	52.5%	57%	86%	79%	94%
2	A 4% increase in the number of elementary Cycle II students reading at level by 2015.	ELA 68% FSL 95%	ELA 72% FSL 99%	ELA 100% FSL 83%	ELA 92% FSL 81%	ELA 97% FSL 82%
3	A 40% increase in the success rate for elementary end of cycle III English exam results by 2015.	15%	55%	92%	88%	83%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA	1 Per Year	4	4	3

Level of Accomplishment:

- The MEES end of Cycle III results in French and English, show that the grade six students exceeded targeted goals for success rates.
- The end of Cycle II results in English, show that the grade four students exceeded the targeted goal for success rate.
- The end of Cycle II results in French, show that the target was not attained however the success rate has remained constant within the last three years.
- Running records continue to help teachers track and plan for student reading achievement.
- Invited several artists to perform in French, for all students.

Future Directions:

In the area of French Language Arts development, our goal for 2015 has been attained. Our students have successfully reached and surpassed the desired level of performance.

- Francisation program supported additional French language learning
- Improved teachers' skills through in-service sessions offered by the board
- Daily Five classroom management for literacy instruction best practices.
- Implement an early literacy intervention program at the Cycle I level with small group instruction
- The consistent use of GB Plus and teachers' increased ability to interpret the results will allow teachers to identify students' needs and implement student support measures
- French resource teachers are available to students at all grade levels
- Implemented French instruction in the grade 1, 3 & 5 Physical Education classes
- Implemented French instruction in the grade 3 & 4 Music classes
- Created an enriched French class for students in Grade 4 & 5
- Invite artists and writers from Culture in the Schools to perform for all students
- Enhanced French classes through the use of chromebook in grades 4 to 6

In the area of English language development, our 2015 target has been exceeded. The strategies employed have had positive results and feedback.

- Improved teachers' skills through in-service sessions offered by the board
- The purchase of a wide variety of books for use in the library, classrooms and resource room, addressing student interests and supported learning.
- The consistent use of running records and teachers' increased ability to interpret the results will allow teachers to identify student needs and implement student support measures
- English resource teachers are available to students at all grade levels
- Daily Five classroom management for literacy instruction best practices
- Continue English Language Arts classes at the cycle I level

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

School Board Context

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties						
#	Objective	Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	To develop awareness of the various pathways of learning for special needs students and students at risk	NA	Increase Initiatives	In Progress	In Progress	In Progress

Level of Accomplishment:

- Integration aides and Resource teachers provided remedial individual and small group support for students in Math, French and English
- Weekly resource meetings scheduled with our School Board psychologist, speech therapist, social worker, and FSSTT team allowing for a diverse range of expertise to best support students' needs
- Cooperative support between teachers and resource teachers to modify/adapt program content in order to best support students' needs
- IEPs were designed to contain realistic expectations, and were reviewed and modified each term to meet the students' needs
- Purchased software for students with special needs, to enhance instruction in ELA, Math and FSL
- Meetings between the Maple Grove grade 6 and resource teachers along with high school resource teachers, to facilitate students' transition to high school

Future Directions:

- The Maple Grove resource team will continue to meet once a week to provide continuous evaluation of IEPs, modified programs and adaptations for students with special needs
- Continued meetings involving our resource team and high school teams, followed by a scheduled visit to the high school, by the student
- Students are continuously evaluated and offered support through remediation in small groups, during the school day
- The use of I Pads to facilitate learning for students with special needs
- Increase our partnership with the High Schools to promote knowledge of their respective programs
- Increase collaboration between our students and the local High school, through our robotics program

Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's *Our School Survey* and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 8,900 elementary surveys from 34 of our schools.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community						
#	Objective	Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	The number of initiatives that promote pride in and respect for our environment.	1	5 New Strategies	2	3	2
2	The number of programs and interventions that address violence prevention and conflict resolution.	NA	0	3	4	4
3	Implementation of the Healthy Schools Approach.	[X] In Progress Implemented		[]		

Level of Accomplishment

Results from Maple Grove's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students who feel they have someone at school who provides encouragement and advice sits at 6.5 out of 10 which is above the Canadian norm of 4.9.

In order to promote respect for our environment, the following initiatives were put in place

- Recycling organized by all students
- Cycle III students beautified the front entrance of the school

In order to ensure a safe and secure school environment the following initiatives were put in place

- Initiated a boys club
- Taking part in the peace summit and continuing our involvement in the Peaceful Schools initiative
- Implemented the Dare to Care, anti-bullying initiative. Sessions offered to all grade levels with specific assemblies targeting grade-level appropriate activities and discussions on bullying. A daylong session offered to all Cycle III students
- Invited Geordie productions to present a play on diversity
- Cycle I assemblies to address such topics as respect, cooperation...
- Social Skills group to address conflict resolution and friendship
- Introduced the “Zones of Regulation” in some cycle I and II classes
- Peer Mediation Program – Cycle III students supporting younger students in making appropriate social choices

Healthy Schools initiatives put in place

- Partnership between grade 6 students and a local food bank
- Holiday baskets
- A breakfast program offered every morning
- Smart fit program
- In class use of stationary bikes
- Healthy snacks consisting of fresh fruits was available to all classes, every day

Future Directions:

- Daycare information sent to parents via e-mails
- Continue the TTFM survey to be completed twice a year by grades 4 to 6 students. Results will be studied to help address student concerns, such as health, safety and school life

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

School Board Context

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centers provide numerous training programs that lead directly to employability and/or to a career. We offered over 30 unique programs across our network and in 2015-16 our 8 Continuing Education Centers continue to provide valuable services to our adult population.

School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training						
#	Objective	Baseline	2015 Target	2015 Result	2016 Result	2017 Result
1	The number of initiatives that promote vocational education		Maintain Or Surpass	3	3	3

Level of Accomplishment:

Our objective to educate grade 6 students of vocational studies and high school programs will be continued next school year, through the following programs

- Visits to local high schools, “mini-day” provided valuable information to our students
- Career day for all grade six students
- Piloted the ACGC program at the grade 6 level

Future Directions

- Partnership between students in vocational studies and our grade six students, to introduce them to the many programs offered