

# Annual Report

## 2012-2013

### **Maple Grove Elementary School**

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 school board. The overall objective of the agreement is to improve student success. 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 is valid until June 30<sup>th</sup>, 2015 and is reviewed on a yearly basis. The agreement is closely aligned with the school success plan for 2010-2015. 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 (2012-2013) 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***

<b>School Name</b>	<b>2012-2013</b>
<b>School Capacity</b>	450
<b>Program(s)</b>	Bilingual Program French Immersion
<b>Total Number of Students Registered</b>	336
<b>Total Number of Students Registered In Daycare</b>	98
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	41

## ***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.

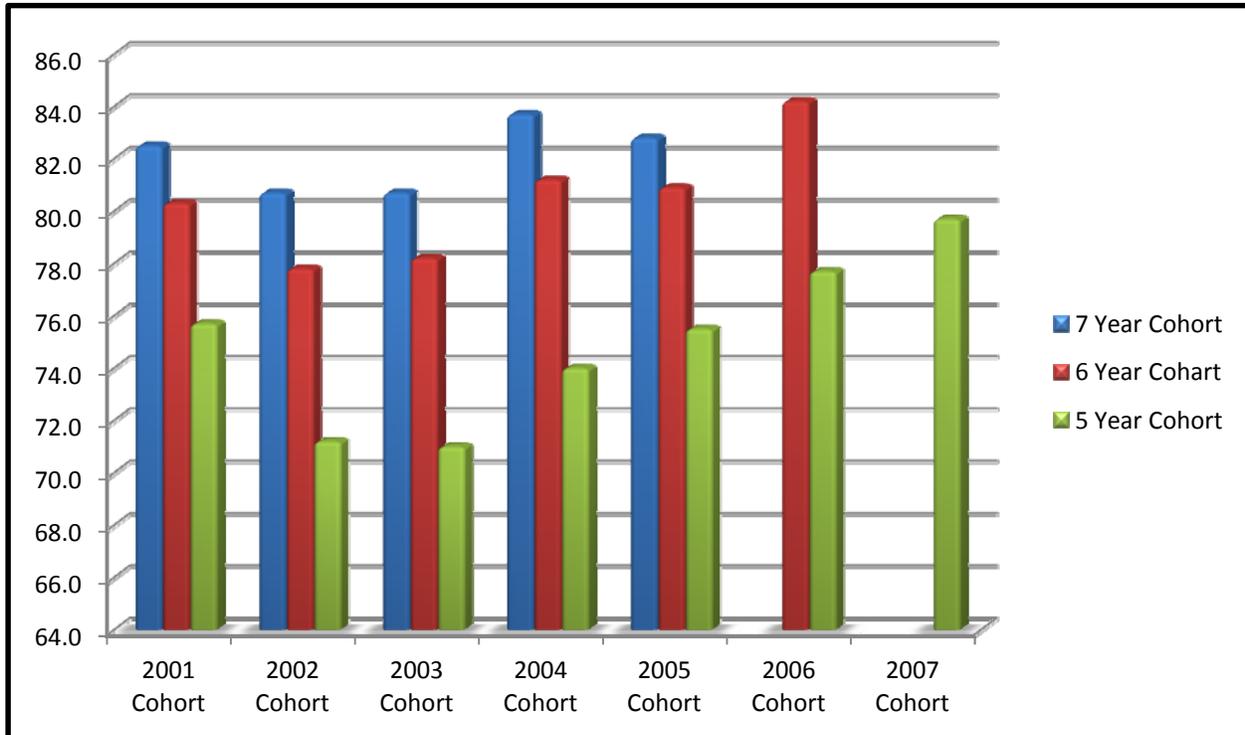
## **Goal 1: Increased Graduation and Qualification Rate**

### **School Board Context**

The student success rate in terms of certification and qualification 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 graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past five years. Over the next ten years, the MELS has given us the challenge of increasing our graduation and qualification rate to 88%. We have set our 2015 graduation and qualification rate target at 85.5% 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 MELS Elementary End of Cycle III Math exam results.

### **LESTER B. PEARSON SCHOOL BOARD**

#### **GRADUATION and QUALIFICATION RATE**



## School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2012 Baseline	2015 Target	2013 Result
1	A 45 % increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	10%	55%	27%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	NA	1 Intervention Per year	2

### Level of Accomplishment:

Maple Grove Elementary opened its doors in August 2010 as a result the School Board agreed to allow Maple Grove to use the 2011 – 2012 academic year as the baseline for school results.

- The success rate for the Mels end of Cycle III Math exam increased by 17% compared to results in 2011 – 2012.
- We accomplished our target for objective 2 by implementing two distinct weekly programs, offered to engage boys in physical and social interactions.

### Situation Analysis:

- The LBPSB’s math consultant will be invited to introduce the resource based on “Math Curriculum Mapping” for teachers teaching math at the Cycle III level.
- Several 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 robotics club will be created for a select group of grade 5 and 6 students as an extra-curricular activity. These students facilitate the use and study of robotics with Kindergarten and Cycle 1 classrooms.
- An after-school homework program will be implemented for students in Cycle II and III.
- Maple Grove has been an active participant in the LBPSB Math Olympics. We will continue to participate in this event.

## **Goal 2: Improved Mastery of English and French Language Skills**

### **School Board Context**

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports 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 systemic 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**

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2012 Baseline</b>	<b>2015 Target</b>	<b>2013 Result</b>
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	52.54%	57%	66%
2	A 4 % increase in the number of elementary Cycle II students reading and writing at level by 2015. (The Cycle 2 ES results are used as a base line since it was felt that this would be the best indicator for this goal).	ELA 68% FLS 95%	ELA 72% FSL 99%	97.8% 100%
3	A 40 % increase in the success rate for elementary end of Cycle III English exam results by 2015.	14.81%	55%	73.33%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA	1 Per Year	2

### **Level of Accomplishment:**

Maple Grove Elementary opened its doors in August 2010 as a result the School Board agreed to allow Maple Grove to use the 2011 – 2012 academic year as the baseline for school results.

- The Mels end of Cycle III results in French and English, show that the grade six students exceeded targeted goals for success rates, in the second year of the current 5 year School Success Plan
- The success rate for the end of Cycle III French exam increased by 14% compared to results in 2011 – 2012.
- The success rate for the Mels end of Cycle III English exam increased by 59% compared to results in 2011 – 2012.
- The end of Cycle II results in French and English will become the method to assess future student achievement in reading and writing levels. The current success rates from 2012 will be the baseline for the next three years
- The end of Cycle II results in French and English, show that the grade four students exceeded targeted goals for success rates, in the second year of the current 5 year School Success Plan
- Running records continue to help teachers track and plan for student reading achievement.
- Invited storytellers and other artists to perform in French, for all students.

### **Situation Analysis:**

In the area of French Language Arts development, our goal for 2015 has been attained. Our students have successfully reached 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
- By means of the Homework Assistance grant, will continue to focus on individual students' needs by implementing weekly small group French instruction, to further support and develop students' reading and writing skills
- 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
- Introduction of extracurricular and art activities offered in French, to all students
- Invite artists and writers from Culture in the Schools to perform for all students

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
- By means of the Homework Assistance grant, an after-school homework program will be implemented for students in Cycle II and III.

- 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

**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 our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training 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**

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2013 Result</b>
1	To develop awareness of the varies pathways of learning for special needs students and students at risk	NA	Increase Initiatives	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

### **Situation Analysis:**

- The Maple Grove resource team will continue to meet every Wednesday 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
- Continued support in Math, French and English, by means of the Homework Program
- The use of I Pads to facilitate learning for students with special needs
- Increase our partnership with Lakeside Academy High School to promote knowledge of their respective programs

## ***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 continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 20 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 7,950 elementary school students from 33 schools.

With the changes to the Education Act through Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools the school board is working with students, staff, administrators, Governing Boards, parents, and community partners to implement necessary changes. The school board updated its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools have updated their Codes of Conduct and their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, are of paramount importance reporting on progress.



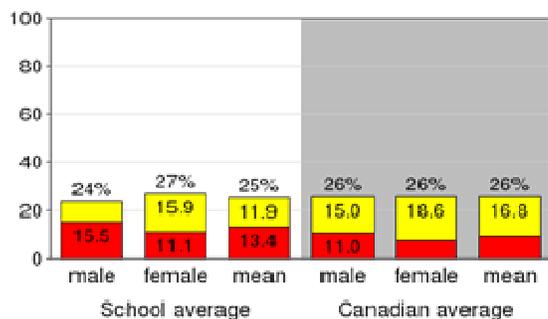
## School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2013 Result
1	The number of initiatives that promote pride in and respect for our environment.		5 New Strategies	3
2	The number of programs and interventions that address violence prevention and conflict resolution.		1 per year	8
3	Implementation of the Healthy Schools Approach.	[X ] In Progress    [ ] Implemented		
4	Complaints: Bullying	NA	NA	3
5	Complaints: Violence	NA	NA	0

### Level of Accomplishment:

Results from Maple Grove's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 25% which is just below the Canadian Average of 26%. Of these students, 68% say they experienced Verbal or Social Conflict at school; while Physical Conflict and Cyber Bullying were identified by 17% and 5% respectively. Students identify recess (30%) and lunch (30%) as the most common times during the day when they encounter conflict with peers. All but three reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

**Figure 1: Prevalence of bullying at Maple Grove**



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

- Recycling program organized by all students
- Composting project in all classes
- Cycle I students planted a garden at the front of the school

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

- Initiated a girls club for the grade 6 students
- Taking part in the peace summit and continuing our involvement in the Peaceful Schools initiative
- Bus report procedure
- Initiated the “Fun Friends” program with a grade 1 class
- Cycle I assemblies to address such topics as respect, cooperation...
- Cycle III leadership program engaged in mentoring younger students
- Social Skills group to address conflict resolution and friendship
- Police community liaison came to visit all classes to speak about Anti-Bullying

Healthy Schools initiatives put in place

- Partnership between grade 6 students and a local food bank
- Holiday baskets
- A breakfast and lunch program offered every day
- Working together as a community to raise awareness and funds for “Free the Children”

### **Situation Analysis:**

- School calendar posted on school website
- Daycare information sent to parents via e-mails
- Peer Mediation Program – Cycle III students supporting younger students in making appropriate social choices
- 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
- Complete a staff survey “ Safe and Caring Schools”
- Implement the Dare to Care, anti-bullying initiative. Sessions will be offered to all grade levels with specific assemblies targeting grade-level appropriate activities and discussions on bullying. A daylong session will be offered for all Cycle III students
- Introduce the red/yellow forms to decrease inappropriate behaviour and inform parents

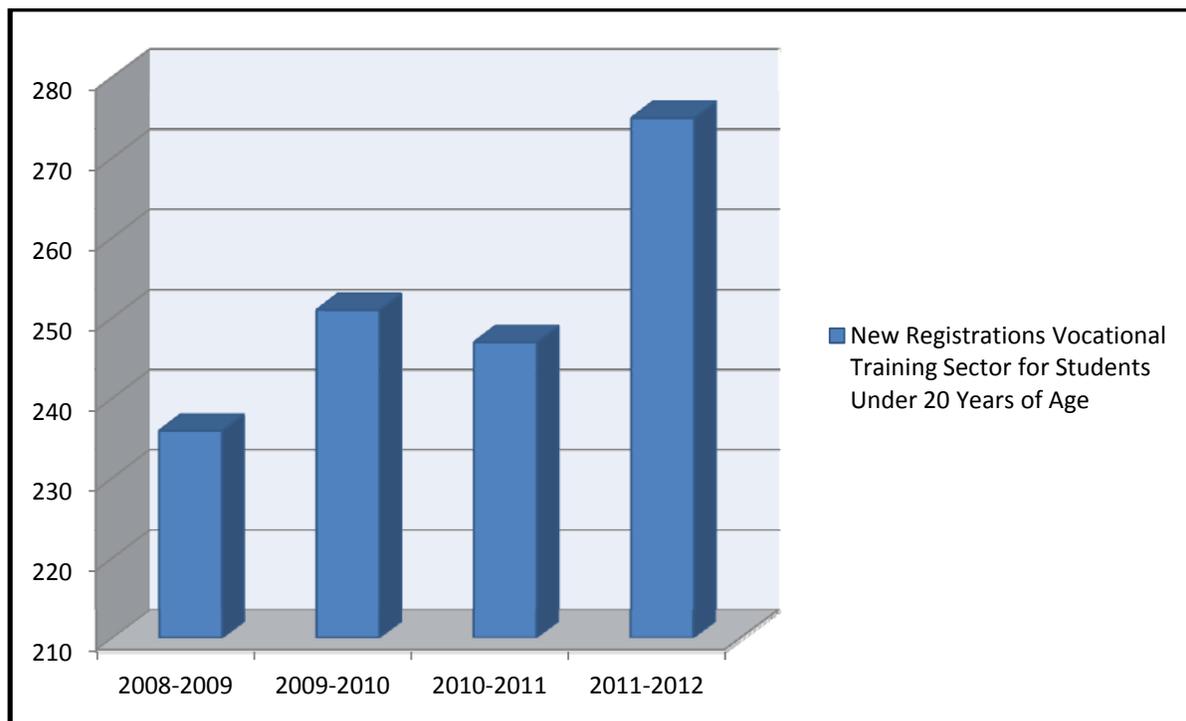
## ***Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training***

### ***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 Centres provide numerous training programs that lead directly to employability and/or to a career. New programs implemented over the past year include Building Maintenance, Sommelier, and a Bakery program which involves an important partnership with Première Moisson Bakeries.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priorities include expanding the number of vocational training opportunities and promoting vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the contribution from the Vocational Training sector to the School Board's overall graduation rate.

### ***New Registrations Vocational Training Sector for Students Under 20 Years of Age***



## School Results

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2013 Result</b>
1	The number of initiatives that promote vocational education		Maintain or Surpass	2

### 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
- Local high school workshops presented by high school students to the grade 6 classes

### Situation Analysis:

- “Hooked on Schools” will present to all grade 6 students
- Partnership between students in vocational studies, to introduce our students to the many programs offered
- Organized “Career Day” for all grade 6 students