

# Annual Report

## 2014-15

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 30<sup>th</sup>, 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***

<b>Maple Grove</b>	<b>2014-2015</b>
<b>School Capacity</b>	450
<b>Program(s)</b>	French Immersion Program
<b>Total Number of Students Registered</b>	332
<b>Total Number of Students Registered In Daycare</b>	90
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	42

## ***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.

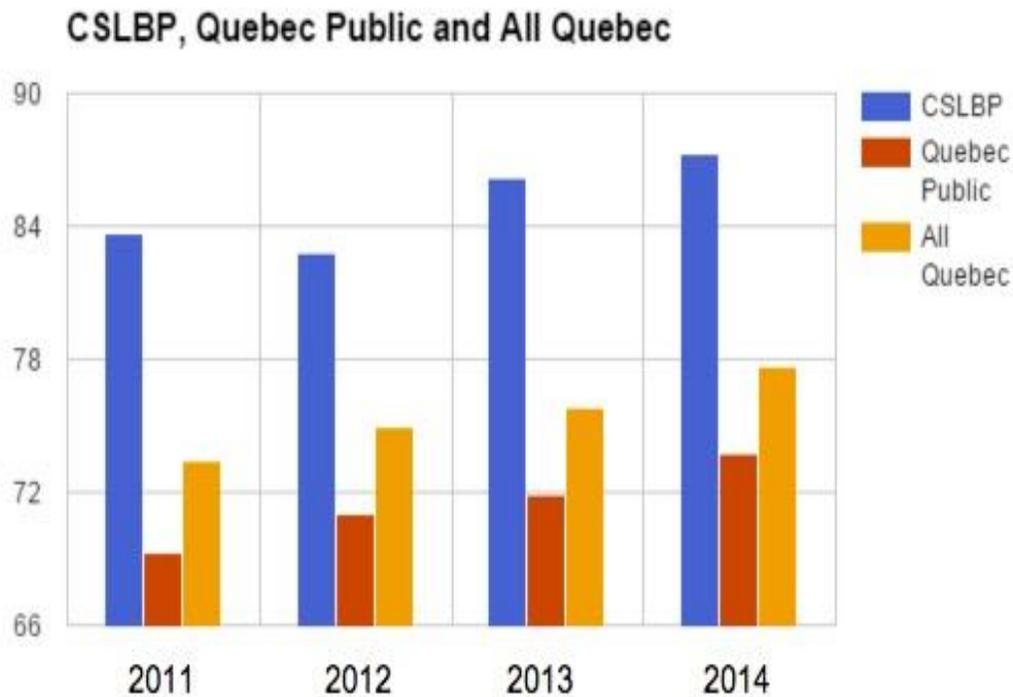
## **Goal 1: Increased Graduation and Qualification Rate**

### **School Board Context**

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

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

### Level of Accomplishment:

- The success rate for the Mels end of Cycle III Math exam increased by 9% compared to results in 2013 – 2014.
- The Mels 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.
- Maple Grove has been an active participant in the LBPSB Math Olympics. We will continue to participate in this event.
- 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 boys club was created for grade 4 boys.
- A Math homework program, during lunch was implemented for all students.
- Implementation of a small group Math tutorial program aimed to support and enhances Math concepts taught in Cycles II and III.

## **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**

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	52.5%	57%	86%
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%
3	A 40% increase in the success rate for elementary end of cycle III English exam results by 2015.	15%	55%	92%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	NA	1 Per Year	4

### **Level of Accomplishment:**

- The Mels end of Cycle III results in French and English, show that the grade six students maintained and 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 two 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 3 Physical Education classes
- Implemented French instruction in the grade 3 & 4 Music classes
- Created an enriched French class for students in Grade 4
- 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
- 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

## **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%.

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

## 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>2015 Result</b>
1	To develop awareness of the various 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

### 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
- 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 program

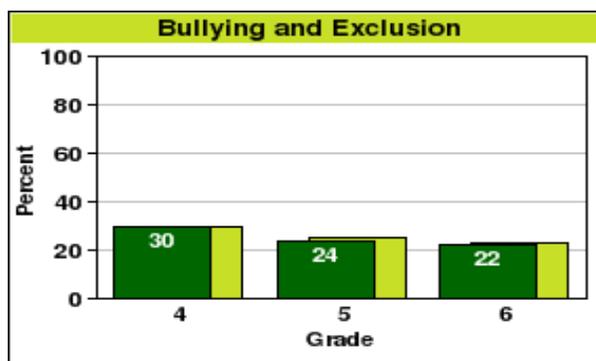
## Goal 4: Promoting Wellness in a Safe and Caring Community

### 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%.



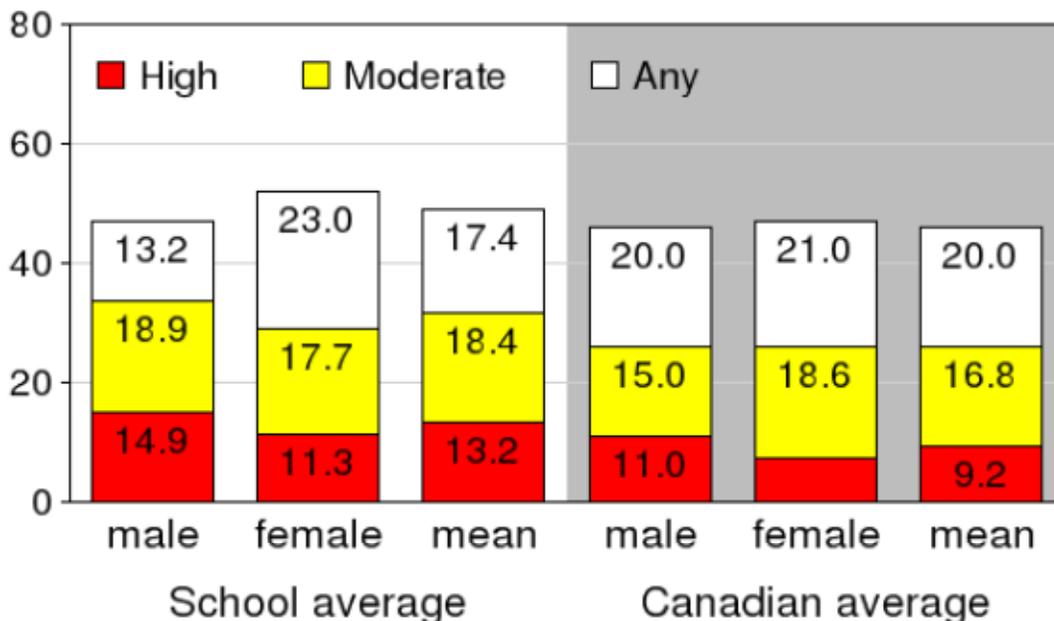
## School Results

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.	1	5 New Strategies	2
2	The number of programs and interventions that address violence prevention and conflict resolution.	NA	0	3
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 identifying as victims of bullying sits at 31% which is slightly above the Canadian average of 26%. Of these students, 76% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 17% and 5% respectively. Students identify break periods, recess (37%) lunch (22%) and after school (20%) as the most common times during the day when they encounter conflict with peers. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

### Prevalence of Bullying at Maple Grove



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

- Recycling organized by all students
- 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 Cycle I and II students
- Initiated a boys club for grade 4 students
- 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
- School Board consultant came to visit the grade six classes to speak about drug prevention
- 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 and lunch program offered 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

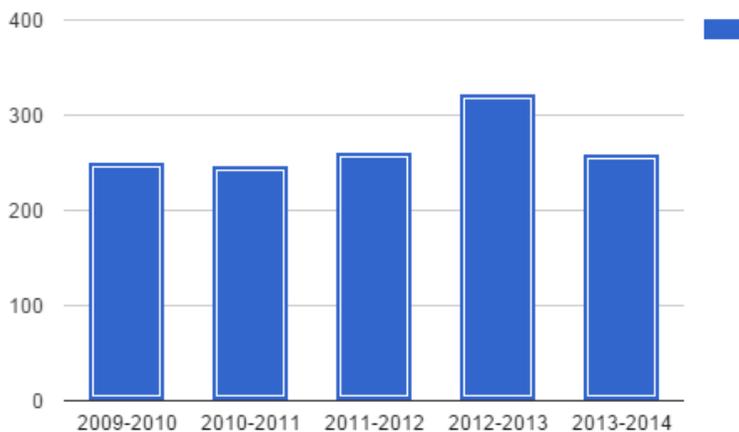
## ***Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training***

### ***School Board Context***

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***

<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>2015 Result</b>
1	The number of initiatives that promote vocational education		Maintain Or Surpass	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
- Local high school workshops presented by high school students to the grade 6 classes
- Career day followed by a visit to Gordon Robertson Beauty Academy for all grade six students
- Initiated the Hooked on Schools program for all grade six students

### **Future Directions:**

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