

St. Charles School 2015-2016

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 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 (2015-16) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes 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	2015-16
School Capacity	372
Program(s)	Français Plus STEAM
Total Number of Students Registered	268
Total Number of Students Registered In Daycare	145
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	63

School Mission/Vision (from Educational Project)

To have students, parents, and staff form a community of learners wherein all members accept their individual roles while sharing a commitment to the pursuit of lifelong learning. In doing so, we will foster an atmosphere of respect for education and for each other. This community will endeavour to address the development of the whole child (personal, social, cognitive, intellectual, moral, and physical) while providing a strong academic foundation.

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 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 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 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
1	Maintain the success rate for MEES end of Cycle 3 Math exam results over 90% by 2015.	87.71%	89.46%	72.2	66%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	NA	1 intervention per year	1	1

Level of Accomplishment:

- Performance on the MEES math exam was not on track with regards to maintaining the student success rate above 90% in the area of Math for the year 2014-2015.
- Students had particular difficulty with the Mathematical reasoning portion of the exam with a 60% success rate.

Observations:

- School Board reported that the exam was difficult
- More resources are needed

Future Directions:

- Focus on Student engagement through innovative practices in Math:
 - STEAM Projects
 - Use of Technology, including iPads, Chromebooks, Robotics.
- Increase opportunities for remediation and support in Math:
 - 12 week math support program for students ranging from 55% to 65% average in Math in grades 5 and 6
 - 20% allotment of English and Math resource teacher which we did not have the previous year.
 - Implementation of Math Café at lunch time
- Provide opportunities for students to be proud of their Math skills:
 - Math Olympics
 - Math Cafe

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 the option of extending Immersion profiles at 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
1	An increase to and maintain at least 90 % success rate for elementary end of Cycle III French exam results by 2015.	87.78	91.29	99.24	98.85
2	Increase to and maintain at least 90% of students reading and writing at level in cycle 2 in French and English by 2015.	Baseline Eng. 88.64 Fre. 91.11	Eng. 90.64 Fre. 90.00	Eng. 96.77 Fre. 88.24	Eng. NA Fre. 96.39
3	Increase to and maintain at least 90% success rate for elementary end of cycle III English exam results by 2015.	87.71	91.22	97	95
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)			7	8

Level of Accomplishment:

- In the area of English language skills, we have exceeded our target in cycle 3
- Due to the Français Plus program, we are no longer participating in the exam used to measure cycle 2 success in English Language Arts.
- In the area of French language skills, we have exceeded our target in cycle 2 and 3.

Observations:

- Français Plus program is fully implemented.
- The following strategies have been successful:
 - Use of running records and GB Plus and increased ability to interpret the results.
 - Daily Five and Guided Reading / 5 au quotidien et lecture guidée
 - Literacy Blitz/Read-A-Thon
 - English and French Book Fairs
 - ESD workshops attended by staff / consultant support
 - Use of parent volunteers reading one on one with students
 - Reading buddies

Future Directions:

- Continue to develop an English program to maximise student success in the Français Plus environment, with School Board support.
- Continue to develop a French program to maximise student success in the Français Plus environment, with School Board support.
- English literacy room must be a priority to maintain in the school as the population increases.
- Integration of language Arts in STEAM projects

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

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
			Parents aware of WOTP for Cycle 3 identified students		In progress

Level of Accomplishment:

Students are supported by our integration aides, resource teachers and classroom teachers and are given every opportunity to be successful.

- Maintained French and English resource support
- Regular resource meetings to support the teachers to find strategies to best help our students
- Regular PD session at the school board for our resource teachers
- Good liaison with psychologist, speech therapist and special needs consultants
- Monitoring of IEP's

- Teachers working with students to give them extra help
- Constant evaluation of our integration aide support distribution
- Francisation
- Homework assistance program
- Working closely with resource departments in the high school to ensure our students with the smoothest transition possible
- Screening of all Kindergarten students by McGill Speech-Language Pathology students to detect any serious hearing problems
- Student Social skills group- meetings with psychologist

Future Directions:

- Continue these initiatives and inform parents of the different work-oriented pathway options offered in our High Schools

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 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
1	The number of initiatives that promote pride in, and respect for, our environment.		10	More than 10	More than 10
2	The number of programs and interventions that address violence prevention and conflict resolution.		14	More than 14	More than 14

Level of Accomplishment:

Results from St. Charles School's Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 39 % which is above the reported Canadian Average of 26%. Of these students 85% say they experienced Verbal or Social Conflicts at school, while Physical Conflict and Cyber Bullying were identified by 22% and 6 % respectively. Students identify recess (77%) and after school (7%) 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.

Observations:

In order to make students aware and sensitize them to the local needs and the needs abroad, the following initiatives were put into place.

- we helped a sister school, Verdun Elementary with Christmas baskets, fundraised with Halloween boxes for the Montreal Children's Hospital,
- We raised funds and participated in the Terry Fox Run, and Jump Rope for Heart
- We continue to raise funds for The Adopt a Village program with Free the Children
- Welcome BBQ-school community BBQ in September to bring everyone together
- a decrease in "kiddie" mail messages sent electronically and access to information via our web-site
- continued our "Green Team" initiatives-Reduce, Recycle & Re-Use

In order to ensure a safe, secure environment for our school community the following initiatives were put in place.

- Virtues/Values of kindness, respect, peacefulness, generosity, determination are themes implemented throughout the year
- Helping hands Project -Good citizenship acknowledgements at assemblies and hands with their names placed on "Our Respect Tree" in the hallway
- strengthening our partnership with "Free the Children" organization-Gr. 5 & 6 students attended "We Day"
- Part of Peaceful Schools International-Peace Day Assembly
- Peace Committee
- Remembrance Day Assembly
- Social skills group with psychologist
- Peer mediation training with all grade 5 students
- Peer mediators outside at recess and lunch
- Spiritual animator worked with all students on Anti-Bullying

In order to support and expand programs that foster healthy living the following initiatives were put in place.

- The nurse met with the grade 5 students to discuss the physical and emotional changes that are part of puberty

- The nurse met with the grade 6 students to review the changes and healthy habits in puberty
- Sexual abuse prevention program-Feeling Yes/Feeling No presented by nurse to grade 3 students
- Physical education and fitness classes held outside as much as possible
- Participation in LBPSB tournaments and organization of a variety of physical activities for all levels:
-Terry Fox Run, Footloose, Morning walks, Gr. 5 Soccer tournament, Cross Country Run, Track and Field, Volleyball
- Opportunities for our past students to come in and do community service for their high school requirements
- Babysitting courses offered to grade 6 students.
- Student Leadership Conference-developing leadership skills and abilities. Encouraging our students to get involved at their High Schools, helping to make their high school experience a positive one

We are on track and implementing the “Healthy Schools Approach”

- The grade 4, 5, & 6 students have completed the “Tell Them From Me Survey”
- K-6 Follow up on bullying and social conflict issues

Future Directions:

- Build on Tolerance days to help increase the feeling of safety in the school.
- Build on Student Peace Committee to help students feel empowered in their school environment.

Other School Objectives

School Results

Other School Objectives:				
#	Objective	Baseline	2015 Target	2016 Result
	Continue experiential opportunities for students going into Kindergarten and as well as students going into High School		11	9

Level of Accomplishment:

Our goal is to offer opportunities to our pre-school students and our high school students to make the transition into kindergarten and into High School as easy and as successful as possible.

- Discussion periods with principal and grade 6 teachers - opportunities for grade 6 students to ask questions about high school.
- Visits to our school by our incoming Kindergarten students
- Parent information session for our “New” Kindergarten parents providing an opportunity for the parent to meet the principal, daycare technician, secretary and teachers to cultivate relationships and establish a link.
- Progressive entry in our Kindergarten program
- Participation in Mini-Day, offering our grade 6 students the chance to visit their High School to hopefully ease the stress of transitioning to High School
- Meetings with the Resource team from the High School with our grade 6 teachers
- Informing parents of any workshops or information sessions regarding the transition from elementary to high school.
- Visits from local high school students and teachers to talk about their programs and what their school has to offer: sports, student council, academic programs.
- Junior Leadership Conference at Westpark

Future Directions:

We will continue these initiatives and look for other opportunities to ease the transition into kindergarten and into High school for both students and parents.