

St. Dorothy School

Sandra Léveillé (Principal)

November 30, 2017



Introduction

Bill 88 has changed the Education Act so that the Minister can set goals and targets to increase student success in the province. Individual school boards are expected to reflect these goals in their strategic plans and similarly each school/centre is expected to align its Success Plan with the board’s strategic plan. In addition, boards sign a Partnership Agreement (PA) with the Minister which describes their contribution to meeting the Minister’s Goals. Similarly each school/centre signs a yearly Management and Educational Success Agreement (MESA) with its board, which describes its contribution to the achievement of the board’s strategic plan.

Currently the Minister has identified five goals which can be summarised as follows:

1. a) Increased graduation and qualification rates for students under the age of 20
 b) Reduction in the number of leavers without qualification or certification (drop outs)
2. Improvement in the mastery of the French Language (and English Language*)
3. Improved success for special needs students
4. Healthier and safer school environments
5. Increased enrollment of students under the age of 20 in vocational education
 * chosen by English boards in the province

Our Objectives and Results

Progress Rating Scale	
	Target on track to being achieved or is achieved
	Target not on track to being achieved – certain factors can explain the result and more time is needed
	Target not a on track to being achieved – need to modify strategies or target

In aligning our Success Plan with the EMSB Strategic Plan we have set the following Objectives and Targets in our MESA and have achieved these results as of June 30, 2017:

Goal 1: Increased graduation and qualification rates for students under the age of 20				School Results			
Objective Statements		Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017-2018	Current Year Progress Rating
1.1	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam	86.7%	91.7% (To increase the success rate of students by 5% in the EOC 3 Math exam: Situational Problems)	94.7%	76.9 %		
1.2	To increase the success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam	73.3%	78.3% (To increase the success rate of students by 5% in the EOC 3 Math exam: Math Reasoning)	94.7%	69.2%		

Goal 2: Improvement in the mastery of the French Language (and English Language) Reading and Writing				School Results			
Objective Statements		Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017-2018	Current Year Progress Rating
2.1	To increase the success rate of students in the End-of-cycle 3 French reading	86.7%	91.7% (To increase the success rate of students by 5% in the EOC 3 French Reading exam.)	78.9%	92.3%		
2.2	To increase the success rate of students in the End-of-cycle 3 French writing	93.3%	98.3% (To increase the success rate of students by 5% in the EOC 3 French Writing exam.)	100%	100%		
2.3	To increase the success rate of students in the End-of-cycle 3 English reading	73.3%	78.3% (To increase the success rate of students by 5% in the EOC 3 English exam: Response to Literature)	94.7%	76.2%		

2.4	To increase the success rate of students in the End-of-cycle 3 English writing	86.7%	91.7% (To increase the success rate of students by 5% in the EOC 3 English exam: Narrative Writing)	100%	76.9%		
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Goal 3: Improved success for special needs students				School Results			
Objective Statements		Baseline 2016-2017	Target 2018	June 2018			Current Year Progress Rating
3.1	To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination	49%	54% (To increase the class average for IEP students by 5% in the EOC 3 Math exam: Situational Problems)				
3.2	To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Using Reasoning component of the uniform examination	53.1%	58.1% (To increase the class average for IEP students by 5% in the EOC 3 Math exam: Math Reasoning)				
3.3	To improve the average mark attained by special needs students on the End-of-cycle 3 French reading component of the examination	60.71%	65.71% (To increase the class average for IEP students by 5% in the EOC 3 French Reading exam)				
3.4	To improve the average mark attained by special needs students on the End-of-cycle 3 French writing component of the examination	75.75%	80.75% (To increase the class average for IEP students by 5% in the EOC 3 French Writing exam)				
3.5	To improve the average mark attained by special needs students on the End-of-cycle 3 English reading component of the examination	68.8%	73.8% (To increase the class average for IEP students by 5% in the EOC 3 English exam: Response to Literature)				

3.6	To improve the average mark attained by special needs students on the End-of-cycle 3 English writing component of the examination	60.0%	65% (To increase the class average for IEP students by 5% in the EOC 3 English exam: Narrative Writing)				
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Goal 4: Objectives				School Results			
Objective Statements		Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017-2018	Current Year Progress Rating
4.1	To decrease the rate of students who reported victimization resulting from bullying	28%	23% (To decrease the rate by 5% of students who report being victims of bullying)	24%	23%		
4.2	To increase the rate of students who report feeling safe attending school	96%	96% (To maintain the rate of students feeling safe attending the school)	72%	63%		

Goal 5: Increased enrollment of students under the age of 20 in vocational education					
Objective Statements		School Results			Current Year Progress Rating (Implementation of Strategies)
		2015-2016	2016-2017	2017-2018	
5.1	To increase awareness of vocational education as a viable pathway to success	√	√		

What we have learned and where do we go from here?

Goal 1 Increase graduation and qualification rates for students under the age of 20

Reporting on the success rate of a group when the population of that group is small (13 students) may produce large fluctuations from year to year and not provide us with any meaningful information.

In reviewing our school data, we looked at the end of cycle III Math exam success rates in two competencies, that is, the competency of solving situational problems and the competency of using mathematical reasoning. The data reports:

Cycle III	Success Rate	C1 Situational Problems	C2 Mathematical Reasoning
2016		94.7%	94.7%
2017		76.9	69.2%
	decrease	17.8%	25.5%

- In the **Situational Problem** competency, the success rate decreased from 94.7% to 76.9%, a decrease of 17.8% was reported.
- In the **Mathematical Reasoning** competency, the success rate decreased from 94.7% to 69.2%, a decrease of 25.5% was reported.

In reviewing our school data, we looked at the class average for two competencies, that is, the competency of solving situational problems and the competency of using mathematical reasoning. The data reports

Cycle III	Class Average	C1	C2
		Situational Problems	Mathematical Reasoning
	2016	76.8%	74.5%
	2017	75.1%	72.0%
	decrease	1.7%	2.5%

- In the Situational Problem competency, the class average decreased from 76.8% to 75.1%, a decrease of 1.7% was reported.
- In the Mathematical Reasoning competency, the class rate decreased from 74.5% to 72.0%, a decrease of 2.5% was reported.

The results demonstrate that there is more significant decrease in the **success rate** than the **class average**. Students with IEP's did not receive as much support in their EOC exams as they usually do receive during their classroom time. All students with IEP's had difficulties with all sections of the math exams

A smaller decrease was reported for the class averages than the decrease in success rate for the EOC exams. This indicates that in June 2017 the students who did not succeed the EOC exam came very close to the passing grade since the class average remained almost the same for both years.

This decrease in the success rate can be attributed to the fact that there were more students with IEP's with higher levels of needs in the June 2017 cohort.

Also, another factor that can explain such a significant decrease can be attributed to the fact that the June 2017 cohort was very small (13 students).

Despite this decrease, our analysis report demonstrates that there was a significant increase in the Mental Math Component of the exam. In the past three years Math teachers focused more on Mental Math Problems in the classroom. Problems were given on a weekly basis and the "Mental Math Award" was initiated from grades 2-6 for all three terms.

Mental Math Computation	Cycle III Students
2015	46.7%
2016	73.7%
2017	61.5%

Even though, there was no increase in the school performances in the Math EOC results last year, the math teachers focused on the following strategies:

- Math teachers met as a PLC team during the school's mini-days to discuss the implementation of hands-on material in the selected areas of concern
- Offered weekly activities in Mental Math
- Math consultant was invited to work with new teacher
- Cycle I teachers attended the Numeracy workshops offered by the school board
- Students were exposed to LES throughout the year

This year's Math Analysis demonstrates that students had difficulties in the following areas of the EOC exams:

- Answering multiple choice questions
- Fractions

Goal 2 Improvement in the mastery of the French Language (and English Language) Reading and Writing

FRENCH

Reporting on the success rate of a group when the population of that group is small (13 students) may produce large fluctuations from year to year and not provide us with any meaningful information.

The French as a Second Language cycle III end of cycle exam has 2 components: reading and writing.

- In the reading competency *Interagir (Lire et comprendre des textes)*, the success rate increased from 78.9% to 92.3%. An increase of 13.4% was reported.
- In writing competency *Produire des textes variés*, the success rate was maintained at 100%. Results from the past years also reflect a positive achievement.

Cycle III	Success Rate	Lire et comprendre des textes	Produire des textes variés
	2016	78.9%	100%
	2017	92.3%	100%
	increase	13.4%	0%

This increase can be attributed to the fact that the cycle III students are performing much better in all three areas of concern: *Inférence*, *Vocabulaire* and *Réaction aux textes*.

The Success Rate in Reading (*Lire et Comprendre des textes*)

	Repérage	Inférence	Vocabulaire	Réaction aux textes
2014	94.40%	44.40%	50.00%	44.00%
2015	93.30%	66.70%	60.00%	33.00%
2016	68.40%	78.90%	78.90%	36.80%
2017	92.30%	84.6%	84.60%	69.20%

French teachers have focused their efforts in the following areas:

- Implementing a new *French Inference* workbook from grades 2-6.
- Teachers attended a workshop with Susy Pepler on the importance of Integrating vocabulary activities in the French classes (Book study on the *Learning in the Fast Lane*)
- For the third year now, all students have been evaluated with the GB+ tool to identify each student's reading level.
- Reading activities have been implemented in centers from grades 1-6. As a result, students have more opportunities to read and express their ideas about books that they have read.

The Success Rate in Writing (*Produire des textes variés*)

	Cohérence de texte	Application de conventions linguistiques
2014	96.00%	96.00%
2015	86.70%	86.70%
2016	100.00%	100.00%
2017	100.00%	92.00%

This year, for the first time, the EOC results report the class average for each competency. This year a baseline for the class average in writing will be reported. Next year, the new target should reflect an increase in class average in this area. In order to achieve this, a more detailed analysis of the writing competency should be created in the EOC results. This would allow the teachers to identify areas of concern for this competency.

ENGLISH

Reporting on the success rate of a group when the population of that group is small (13 students) may produce large fluctuations from year to year and not provide us with any meaningful information.

The English Language Arts cycle III end of cycle exam has 2 components: reading and writing.

- In the reading competency **Response to Literature**, the success rate decreased from 94.7% to 76.2%. A decrease of 18.4% was reported.
- In the writing competency **Narrative Writing**, the success rate decreased from 100% to 73.8%. A decrease of 23.5% was reported.

Cycle III	Success Rate	Response to literature	Narrative Writing
	2016	94.7%	100%
	2017	92.3%	76.9%
	decrease	2.4%	23.1%

This year's decrease can be attributed to the fact that there were more students with IEP's with higher levels of needs in the June 2017 cohort.

Also, another factor that can explain such a significant decrease can be attributed to the fact that the June 2017 cohort was very small (13 students).

The success rate

	Response to Literature	Narrative Writing		
		Organization and Ideas	Voice	Structures and Features
2014	64.0%	92.0%	92.0%	92.0%
2015	73.3%	80.0%	80.0%	86.7%
2016	94.7%	100.0%	100.0%	100.0%
2017	92.3%	76.9%	76.9%	76.9%

There is a significant improvement in the Response to Literature component of the exam. This improvement can be attributed to the fact that the teachers have been focusing in the following three areas.

- Student have been exposed to more activities and special projects involving response to literature activities.
- Students have been exposed to more guided reading sessions in centers where students respond to books that they are reading
- Also, for the third year now, all students have been evaluated with the Benchmark tool to identify each student's reading level.

The CAT IV results also indicate a significant improvement. The data indicates that the average student who enters grade 1 at St. Dorothy School is at reading level. The average student who leaves St. Dorothy in grade 6 is above his/her reading level.

Cat IV Results

	2011	2012	2013	2014	2015	2015	2016	2016	2017	2017
Grade 1	1.1	1.7	2	1.3	1.2	1.5		1.5	1.4	1.2
Grade 3	3.1	3.5	4	3.7		4.4	5.9	2.9	3.6	3.2
Grade 5	n/a		n/a	6.2		6.5		7.2		7.9

split
split
1A/1B
Split

Goal 3 Improved success for special needs students

This year's results in the EOC exam will be used to create a baseline using class averages for each subject for IEP students only.

The new target will be to increase by 5% the class average for IEP students in all three subjects.

We will achieve our target by implementing the following strategies:

- To implement the "*Accelerated Model*" in Math, English and French
- To continue to benchmark all IEP students to identify their reading levels in both French and English
- Offer IEP students books at their reading level
- Review the IEPs (Identify strategies that are working and to modify the ones that are not working in order to meet the needs of each child)
- Continue to offer the homework program after school
- On-going professional development
- Train students on Word q/Speak Q

Goal 4

Goal 4.1 To decrease the rate of students who reported victimization resulting from bullying

The rate of students who reported victimization resulting from bullying decreased from 24% to 23% in June 2017. This decrease of 1% indicated that the school has achieved their 2018 target, which was set at 23% in June 2015.

Rate of students who reported victimization resulting from bullying

2016	24%
2017	23%

These results also indicate that the percentage of students who reported being victims of bullying is also below the Canadian norm which has been identified as 26% for these grades.

- The target was achieved by implementing the following strategies:
 - Implementing lunch discussions with different groups of students on topics such as conflict resolutions, self-esteem, kindness, tattling versus reporting, etc.
 - After school social skills
 - Creation of posters for the students on Conflict Resolution
 - A bullying workshop by Lori Rubin was offered the cycle III students

Goal 4.2 To maintain the rate of 96% of students feeling safe attending the school.

The rate of students who feel safe attending the school decreased from 96% in June 2015 to 63% in June 2017. This significant decrease of 33% indicates that the school will need to monitor this goal closely and implement new strategies to improve this situation in the upcoming year.

Rate of students who feel safe attending school

2015	96%
2016	72%
2017	63%

- There was a significant decrease in these results. Measures will need to be put into place next year to maintain our target which was 96%.

Even though, there is a significant decrease of 33%, the school results of 63% indicate that the school is 5% below the Canadian norm which has been set at 68% for these grades.

Goal 5 : To sensitize students to different career options

- In order to achieve this goal special projects were implemented throughout the year.
 - Purchase of books on different careers
 - Invited an Astronaut to offer a conference to the students
 - Special project in kdg on the different career choices



Signature, Principal	Date
Signature, Governing Board Chair	Date
Signature, Regional Director	Date
Signature, Director General	Date