



**Annual Report
Management and Educational Success Agreement
2015-2016**

School Name: NESBITT SCHOOL

Division: 1 2

School Principal: Antoinette Scrocca



Performance Grid

The performance grid below is used to self-evaluate your current situation with regards to the attainment of your MESA objectives. The self-evaluation is done with respect to the following scales:

SATISFACTORY: The results obtained are in line or closely in line with the target. The target has been attained or maintained. “Satisfactory” means that a school may have reached their target, but are still looking to improve their results.

MONITORED: The results obtained are slightly below the target. However, certain factors can explain the gap between the target and the results. “Monitored” can also mean that results are currently unavailable and that a school is tracking its results.

CRITICAL: The results obtained are drastically below the target and may require adjustments to the strategy in order to progress towards meeting the target.

MELS/EMSB GOALS:

- Increase the percentage of students who obtain certification and qualification before the age of 20
- Improve the Mastery of French and English (Reading and Writing)
- Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities
- Promote a healthy and safe environment through violence prevention
- Increase the number of students under the age of 20 in Vocational Training

MELS/EMSB GOALS AND SCHOOL OBJECTIVES

MELS Goal 1: Increase the percentage of students who obtain certification and qualification before the age of 20		
School Objective 1 : To increase the percentage of students who are successful on the End of Cycle 1, 2, & 3 math exams.		
Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p><u>Cycle 3: Solving Situational Problem</u> English Core: 38.5% Fr. Immersion: 81.8%</p> <p><u>Cycle 3: Mathematical Reasoning</u> English Core: 30.8% Fr. Immersion: 45.5%</p> <p><u>Cycle 2: Solving Situational Problem</u> English Core: 70 % Fr. Immersion: 63.2 %</p> <p><u>Cycle 2: Mathematical Reasoning</u> English Core: 66.7 % Fr. Immersion: 69.7 %</p> <p><u>Cycle 1: Solving Situational Problem</u> English Core: 70.6 % Fr. Immersion: 60.6%</p> <p><u>Cycle 1: Mathematical Reasoning</u> English Core: 82.4% Fr. Immersion: 90.9%</p>	<p><u>Cycle 3: Solving Situational Problem</u> English Core: 58.6% Fr. Immersion: 70.2%</p> <p><u>Cycle 3: Mathematical Reasoning</u> English Core: 48.3% Fr. Immersion: 51.1%</p> <p><u>Cycle 2: Solving Situational Problem</u> English Core: 68.2 % Fr. Immersion: 84 %</p> <p><u>Cycle 2: Mathematical Reasoning</u> English Core: 50 % Fr. Immersion: 84 %</p> <p><u>Cycle 1: Solving Situational Problem</u> English Core: 57% Fr. Immersion: 82.9%</p> <p><u>Cycle 1: Mathematical Reasoning</u> English Core: 81% Fr. Immersion: 92.9%</p>	<p>To increase the success rate to a minimum of 60% on the June 2016 End of Cycle I, II, and III Math Exams where the success rate of the previous academic year is below 60%.</p> <p>To increase the success rate by 2% of students on the June 2016 End of Cycle I, II, and III Math Exams where the success rate of the previous academic year is above 60%.</p> <p>To maintain or increase by 2% the success rate of students on the June 2016 End of Cycle I, II, and III Math Exams where the success rate of the previous academic year is above 80%</p>
<p><u>Evaluation of Objective 1:</u> <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Monitored <input checked="" type="checkbox"/> Critical</p>		
<p>Comment: We are pleased with our results in all areas of math within our French Immersion program, particularly in cycle 1 where the success rate for both competencies is above 80%. We will monitor the results in cycle 3, however, in Solving a Situational Problem where the decline was approximately 10%. In our English Core program, the results remain lower however, they have not dropped except for the area of problem solving in cycle 1 and reasoning in cycle 2. We will continue to try to implement various strategies to help our at-risk and special needs students further develop these competencies.</p>		
School Objective 2: (School Perseverance) To create opportunities at the elementary level, that will promote student engagement, develop personal interests and explore career goals.		
Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p><i>Students engaged in literacy exchange projects with fellow peers from St-Gabriel School.</i></p>	<p><i>Students participated in various workshops offered from the Montreal Hooked on Schools Program.</i></p>	<p><i>To continue to offer initiatives that will promote student engagement and develop personal interests by June 2016</i></p>

<p>Students participated in various workshops offered from the Montreal Hooked on Schools Program.</p> <p>Student completed self-initiated personal projects within their cycles that were later showcased to their parents during our “Best To You” evening.</p> <p>Cycle 1 students participated in the Quebec Entrepreneurial Competition and won an award for their “A Glimpse of Klimt” artistic calendars.</p> <p>A robotics club was offered to a select group of cycle 3 students as an extra-curricular activity. These students facilitated the use and study of robotics with Kindergarten and Cycle 1 classrooms.</p> <p>A 4 session Transition to High School program was offered to the grade 6 students (Bartimaeus)</p> <p>A 4 session study skills program was offered to the grade 4 students (Bartimaeus)</p>	<p>Student completed self-initiated personal projects within their cycles that were later showcased to their parents during our “Best To You” evening.</p> <p>Cycle 3 students participated in the Quebec Entrepreneurial Competition- Event Category- <u>The Women We Love</u></p> <p>Robotics was taught to a group of cycle 3 students. These students also attended the Robotics Competition as observers.</p> <p>A 4 session Transition to High School program was offered to the grade 6 students (Bartimaeus)</p> <p>A 4 session study skills program was offered to the grade 4 & 5 students (Bartimaeus)</p> <p>Grade 6 students visited 2 vocational education centers within the EMSB as part of their career planning projects, a career fair was also held</p> <p>Lester B. Pearson High School Students accompanied the grade 6 students in September on their Leadership Retreat, during which they animated activities and offered an anti-bullying workshop. They also organized a leadership day in June.</p>	<p><i>To continue to encourage all cycles to participate in cultural or educational outings by June 2016</i></p>
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Evaluation of Objective 2: Satisfactory Monitored Critical

Comment: We successfully surpassed our target for this objective by offering our students five opportunities that allowed them to initiate self-directed projects that resulted in heightening their academic motivation and their personal engagement

OVERALL EVALUATION OF GOAL 1:

Global evaluation of Goal 1: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: The use of the Reflex Math program in the cycle II & III English Core cohort continues to yield positive results. As such, we will continue to implement the strategies indicated in our MESA. Classroom and resource teachers, will emphasize the use of the supplementary resource tools in math, such as “**Leaps and Bounds**” with students experiencing difficulties. We have introduced the Math Help Services online program for grade 6 students and have changed to the Decimal math program as a school-wide initiative. In addition, communication with the Math Consultant is ongoing.

Strategies to be added:

- Analysis and reflection on year end data to inform progress and planning for the following year.
- Common Term assessments in order to re-evaluate teaching practices and classroom strategies used and to encourage co-planning.
- New and follow up sessions will be offered from the Summer Math Institute and teachers will be encouraged to attend.

MELS Goal 2: Improve the Mastery of French (Reading and Writing)

School Objective 1: *To increase the percentage of students who are successful on the reading competency of the Elementary End Of Cycle 1, 2, & 3 French Examinations.*

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p>Cycle 3: Reading English Core: 85.2% Fr. Immersion: 90.9%</p> <p>Cycle 2: Reading English Core: 85.7 % Fr. Immersion: 100%</p> <p>Cycle 1: Reading English Core: 40% Fr. Immersion: 90.9%</p>	<p>Cycle 3: Reading English Core: 79.3% Fr. Immersion: 97.9%</p> <p>Cycle 2: Reading English Core: 85% Fr. Immersion: 100%</p> <p>Cycle 1: Reading English Core: 81% Fr. Immersion: 92.9%</p>	<p>To maintain or increase by 2% the success rate of students on the Reading component of the June 2016 End of Cycle I, II, and III French Exams where the success rate of the previous academic year is above 75%.</p> <p>To maintain or increase by 2% the success rate of students on the Writing component of the June 2016 End of Cycle I, II, and III French Exams where the success rate of the previous academic year is above 70%.</p>

Evaluation of Objective 1: Satisfactory Monitored Critical

Comment: In 2015, we were successful at attaining the French reading success rates of all students in all the levels at 75%.

School Objective 2: To increase the percentage of students who are successful on the writing competency of the Elementary End Of Cycle 1, 2, & 3 French Examinations.

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p>Cycle 3: Writing English Core: 100% Fr. Immersion: 97%</p> <p>Cycle 2: Writing English Core: 95.2% Fr. Immersion: 100%</p> <p>Cycle 1: Writing No compulsory exam was provided for this component in June 2014</p>	<p>Cycle 3: Writing English Core: 93% Fr. Immersion: 97.9%</p> <p>Cycle 2: Writing English Core: 70% Fr. Immersion: 92%</p> <p>Cycle 1: Writing No compulsory exam was provided for this component in June 2015</p>	<p>To maintain or increase by 2% the success rate of students on the <i>writing component</i> of the June 2015 End of Cycle ELA Exam where the success rate of the previous academic year is above 75%.</p>

Evaluation of Objective 2: Satisfactory Monitored Critical

Comment: We are pleased with our data in this area. We were able to maintain the success rates for our students in the French Immersion program and cycle 3 English Core. However, in the case of cycle 2 Core, it is important to note that in that particular class 45% of the students were on adapted programs and there were 22 students.

OVERALL EVALUATION OF GOAL 2:

Global evaluation of Goal 2: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: We will continue to implement the strategies outlined in our MESA. It is worthy to note that the consistent use of the Daily 5 initiative enhanced and contributed to the overall success in French for our students.

MELS Goal 2 : Improve the Mastery of English (Reading and Writing)

School Objective 1: To increase the percentage of students who are successful on the reading component of the End of Cycle 2 & 3 exams

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p>Cycle 3: Reading English Core: 86.2% Fr. Immersion: 75.8%</p> <p>Cycle 2: Reading English Core: 90.5% Fr. Immersion: 60.6%</p>	<p>Cycle 3: Reading English Core: 69% Fr. Immersion: 93.6%</p> <p>Cycle 2: Reading English Core: 77.3% Fr. Immersion: 92%</p>	<p>To maintain or increase by 2% the success rate of students on the <i>reading component</i> of the June 2016 End of Cycle ELA Exam where the success rate of the previous academic year is above 75%.</p> <p>To increase by at least 2% the success rate of students on the <i>reading component</i> of the June 2016 End of Cycle ELA Exam where the success rate of the previous year was below 70%.</p>

Evaluation of Objective 1: Satisfactory Monitored Critical

Comment:

English Core: We will monitor the success rates in the reading component of the English End of Cycle 2 & 3 Exam.

French Immersion: We are pleased with the progress of the students in our French Immersion program. We are particularly proud of the significant success rate increase of 17.8% in cycle 3 and of 30% in cycle 2.

School Objective 2: *To increase the percentage of students who are successful on the writing component of the End of Cycle 2 & 3 exams*

Baseline Year: June 2014

Current Year: June 2015

Target Year: June 2016

Cycle 3: Writing
English Core: 79.3%
Fr. Immersion: 97%

Cycle 3: Writing
English Core: 75.9%
Fr. Immersion: 87.2%

To maintain or increase by 2% the success rate of students on the *writing component* of the June 2016 End of Cycle ELA Exam where the success rate of the previous academic year is above 75%.

Cycle 2: Writing
English Core: 90.5%
Fr. Immersion: 78.8%

Cycle 2: Writing
English Core: 77.3%
Fr. Immersion: 96%

Evaluation of Objective 2: Satisfactory Monitored Critical

Comment:

English Core: We maintained a 75% success rate in cycle 3, however, dropped significantly in cycle 2 but as previously mentioned it was a large group with many needs.

French Immersion: Overall, we were able to maintain students' success rate within this component of the English exam and had a significant increase in cycle 2. Even though there was a decrease in the cycle 3 results, an 87% success rate is positive.

OVERALL EVALUATION OF GOAL 2:

Global evaluation of Goal 2: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes

No (explain)

Partially (explain)

MELS Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities

School Objective 1 : To increase the percentage of students with an IEP who are successful on the EOC I, II, and III exams

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p>Cycle 1: Math (C): 40% (Imm.):N/A French (C):0% (Imm):0%</p> <p>Cycle 2: Math: (C): 33.3%:(Imm):50% English:(C):85.7%:(Imm):0% French:(C):100%:(Imm):100%</p> <p>Cycle 3: Math:(C)12.5% : (Imm):50% English:(C)78.6% :(Imm):50% French:(C)66.7% (Imm):N/A</p>	<p>Cycle 1: Math (C): 27% (Imm.):100% French (C):73% (Imm):100%</p> <p>Cycle 2: Math: (C): 56%:(Imm):33% English:(C):70%:(Imm):67% French:(C):50%:(Imm):100%</p> <p>Cycle 3: Math:(C)44% : (Imm):43% English:(C)56% :(Imm):57% French:(C)67% (Imm):75%</p>	<p>To increase by at least 2%, the success rate of students with special needs on the June 2016 End of Cycle I, II and III exams.</p>

Evaluation of Objective 1: Satisfactory Monitored Critical

Note: The above percentages used for our data analysis reflect the French and English reading success rates and the math, solving a situational problem success rates.

Comment: The student success rates depicted some drops and some gains for at risk students in both our English Core and Immersion programs. On average, the decline ranged between 50% and 100%. Although the above results depict both significant decreases and increases for certain cycles on the different EOC exams, it is important to note that in certain areas (for example, cycle 1 & 2 Immersion) the success rate of 100% is based on only 1 or 2 students (who are on adapted programs). This is especially the case in the early cycles when students are not always evaluated yet. This is significant to mention because in a case where a 50% or 100% success rate is indicated it can be the result of 1 or 2 student results, in contrast to cycle 3 where there can be up to 18 students on adapted programs, which can have drastic differences in percentage results.

OVERALL EVALUATION OF GOAL 3:

Global evaluation of Goal 3: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: We will carefully work to monitor the strategies we currently have in place and have regular PPT meetings to discuss student profiles. Resource teachers will meet with classroom teachers to review students' progress and to monitor the effectiveness of the adaptations. Term revisions of student IEPs by the school team will be enforced, in order to ensure that students are receiving the support they need.

Strategies to add:

- Provide common release time for classroom and resource teachers to meet in order to track student progress.
- Invite parents to meet with the school team at every term in order to encourage them to be more proactive in the implementation of their child's IEP.

- Encourage the use of online programs, such as Math Help Services, which offers remedial help and practice lessons.

MELS Goal 4: To promote a healthy and safe environment through violence prevention

School Objective 1: To decrease the percentage of students who are victims of bullying

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p>Result: 29% of students felt they were victims of moderate bullying</p> <p>86% of our students said they felt safe attending school based on the TTFM online survey</p>	<p>Result: 19% of students felt they were victims of moderate bullying</p> <p>78% of our students said they felt safe attending school based on the TTFM online survey</p>	<p>To decrease the number of students who feel they are victims of bullying by 2%. To decrease the number of school documented cases of bullying</p> <p>To provide students with a minimum of 6 learning opportunities that will encourage community spirit and pride in school.</p>

Evaluation of Objective 1: Satisfactory Monitored Critical

Comment: The above mentioned data is based on students’ perceptions of bullying on the “Tell them From Me” survey. As the results indicate, we were successful at reducing the percentage of students who felt they were victims of bullying. However, we noticed a decline in the percentage of students’ perception of feeling safe at school. We will continue to closely monitor this area of concern.

School Objective 2: To provide opportunities for development of whole school activities and programs that foster community spirit and pride in school.

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
<p>Result: 12 activities</p> <ul style="list-style-type: none"> -Welcome Back Day activities -Implementation of the “Together Against Violence Program” student ambassadors -6-week DYNAMIX character education workshops -Geordie Theater Productions: Play on dealing with Bullying -Grade 6 Leadership Retreat -Cycle 3 Classe Neige Trip -“Our Best To You” student showcase. -“Nesbitt’s Got Talent” show -Community Service and Volunteer Work at Sun Youth Organization -Fall Olympics - June Splash Day -Grandmother’s Tea 	<p>Result: 14 activities</p> <ul style="list-style-type: none"> -Welcome Back Day activities -Implementation of the “Together Against Violence Program” student ambassadors -6-week DYNAMIX character education workshops -Grade 6 Leadership Retreat -Cycle 3 Classe Neige Trip -“Our Best To You” student showcase. -“Nesbitt’s Got Talent” show -Community Service and Volunteer Work at Sun Youth Organization -Spring Olympics -Grandmother’s Tea -Shave to Save Campaign -Career Fair -Visit from a NASA Rocket Scientist -June Fun Day led by Home & School 	<p>Target :</p> <p>To provide students with a minimum of 6 learning opportunities that will encourage community spirit and pride in school</p>

Evaluation of Objective 2:

Satisfactory Monitored Critical

Comment: We are pleased to continue to provide our students with many opportunities which foster community spirit and encourage school pride. These implemented initiatives may also be a contributing factor to the percentage of students who feel happy in our school environment (TTFM Survey).

OVERALL EVALUATION OF GOAL 4:

Global evaluation of Goal 4: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: Overall, we are pleased to see that our school initiatives and implemented strategies continue to have a positive impact and we will continue to pursue our target of decreasing the number of students falling victims of bullying by at least 2%. We will strive to provide continued student education on the effects of bullying and school programs that foster acceptance and student advocacy at school.

MELS Goal 5: To increase the number of students under the age of 20 in vocational training

School Objective 1: To create opportunities, at the elementary level, for students to develop personal interests and explore career paths.

Baseline Year: June 2014	Current Year: June 2015	Target Year: June 2016
The sixth grade students visited 2 vocational centers: St-Pius Culinary & Laurier Macdonald Center 3 Hooked on Schools workshops were offered	The sixth grade students visited 2 vocational centers: St-Pius Culinary & Rosemount Tech. 3 Hooked on Schools workshops were offered All grade 6 students participated in a Career Project and ended with a Career Fair Visits by guest speakers on various career paths	To have grade 6 students visit at least 1 EMSB vocational centre To offer a minimum of 2 "Hooked on Schools" workshops to grade 6 students (career oriented program) Continue to explore career options with grade 6 students

Evaluation of Objective 1: Satisfactory Monitored Critical

OVERALL EVALUATION OF GOAL 5:

Global evaluation of Goal 5: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: We surpassed our initial target set in 2012-2013 by having our students visit 2 different vocational centres within our School Board and increased student exposure to various career paths by offering 3 workshops from the Montreal Hooked on Schools Network as well as incorporating career planning into the grade 6 curriculum.

MESA ANNUAL REPORT ANALYSIS

Goal 1:

Level of Accomplishment:

- We are pleased with our results in all areas of math within our French Immersion program, particularly in cycle 1 where the success rate for both competencies is above 80%. We will monitor the results in cycle 3, however, in Solving a Situational Problem where the decline was approximately 10%. In our English Core program, the results remain lower however, they have not dropped except for the area of problem solving in cycle 1 and reasoning in cycle 2.
- The use of the Reflex Math program in the cycle II & III English Core cohort continues to yield positive results. As such, we will continue to implement the strategies indicated in our MESA. Classroom and resource teachers, will emphasize the use of the supplementary resource tools in math, such as “**Leaps and Bounds**” with students experiencing difficulties. We have introduced the Math Help Services online program for grade 6 students and have changed to the Decimal math program as a school-wide initiative. In addition, communication with the Math Consultant is ongoing.
- We successfully surpassed our target for the objective of school perseverance by offering our students five opportunities that allowed them to initiate self-directed projects (personal projects, entrepreneurial competition, robotics, etc...) that resulted in heightening their academic motivation and their personal engagement.

Future Directions:

- Analysis and reflection on year end data to inform progress and planning for the following year.
- Common Term assessments in order to re-evaluate teaching practices and classroom strategies used and to encourage co-planning.
- New and follow up sessions will be offered from the Summer Math Institute. Teachers will be encouraged share strategies learned to help further improve competency development among students.
- Teachers (cycle 1) will attend Lego Math workshop and be encouraged to implement strategies/program in classroom as well as share successes with colleagues.
- Cycle 3 teachers will plan meetings with the Math consultant to review current teaching practices/strategies and to analyse student data.
- We will continue to use Learning Evaluation Situations and more direct instruction and experiences in solving problems throughout every cycle.
- We will continue with the implementation of the Reflex Math Program and the Leaps and Bounds resources, as they proved to be very effective with the cycle 2 English Core cohort. Also, we will continue with school wide implementation of Decimal math program.

Goal 2:**Level of Accomplishment:****MASTERY OF FRENCH:**

- In 2015, we were successful at attaining the French reading success rates of all students in all the levels at 75%.
- We were able to maintain the success rates for our students in the French Immersion program and cycle 3 English Core. However, in the case of cycle 2 Core, it is important to note that in that particular class 45% of the students were on adapted programs and there were 22 students (25% decrease in writing).
- It is worthy to note that the consistent use of the Daily 5 initiative enhanced and contributed to the overall success in French for our students.

MASTERY OF ENGLISH**English Core**

- We will continue to monitor the success rates in the reading component of the English End of Cycle 2 & 3 Exam as there were notable decreases (17.2% in cycle 3, 13.2% in cycle 2)
- Overall, we were able to maintain over 75% success rate in cycle 2, however, there was a significant drop in cycle 3 (17%). As previously mentioned, this was a large group with many needs.

French Immersion

- We are pleased with the progress of our students in our French immersion program. There has been a significant increase of 17.8% in cycle 3 and 30% in cycle 2.
- Overall, we were able to maintain students' success rate with the writing component of the exam. Although there was a slight decrease in cycle 3, an 88% success rate overall is very positive.

Future Directions:

- We will continue to pursue our aim to enhance French literacy by maintaining and perfecting the various strategies as they continue to yield positive outcomes (reading). Our aim is to continue to enhance cycle 1 students' exposure to the French language and multiply the opportunities for those students to engage in French literacy/oral expression. We believe that early interventions are imperative so that students build solid language foundations.
- Additional digital books, educational games and computer resources will be purchased for our literacy/daily 5 environment to provide students with a vast array of resources.
- Greater exposure to the French language (Rosetta Stone for out of province students) will also be monitored closely and every effort will be made to have students participate in either cultural or extracurricular activities in French through our AMSFA directory.
- French and English consultants will be invited to lead workshops for our staff.
- Our monthly staff meetings will continue to pursue the path of data analysis, sharing of implemented strategies and the creation of common assessment tools.
- Early intervention measures and reading programs such as RAZ Kids, will be put in place for K and Cycle 1 in order to develop a strong base in French and English literacy for all students.
- Our resource teachers will work collaboratively with teachers and EMSB consultants, offering guided reading workshops to teachers, in order to implement a uniform school approach to literacy.

Goal 3:**Level of Accomplishment:**

- It is important to note that given the nature and complexity of the tasks on the EOC exams, students who struggle daily with the basic demands of the curriculum find it increasingly difficult to successfully complete such evaluations, even with adaptations and support. Though similar complex tasks and Learning Evaluation Situations are practiced throughout the year, our students have difficulty independently transferring knowledge and skills to such tasks. We will continue to closely monitor student IEPs and the program adaptations.
- Although the above results depict both significant decreases and increases for certain cycles on the different EOC exams, it is important to note that in certain areas (for example, cycle 1 & 2 Immersion) the success rate of 100% is based on only 1 or 2 students (who are on adapted programs). This is especially the case in the early cycles when students are not always evaluated yet. This is significant to mention because in a case where a 50% or 100% success rate is indicated it can be the result of 1 or 2 student results, in contrast to cycle 3 where there can be up to 18 students on adapted programs, which can have drastic differences in percentage results.
- The student success rates depicted significant drops primarily for at-risk students in our English Core program with specific emphasis on the EOC math examinations. On average, the decline ranged between 13% (math cycle 1) and 50% (French cycle 3). Encouragingly, the success rates of students with an IEP were quite favorable for our students in our cycle 2 & 3 English cohort in the areas of Math, with increases ranging from 15% to 30%. We are particularly proud of our 100% success rate on the EOC French exam for our cycle 2 students (Immersion).

Future Directions:

- IEPs are essentially roadmaps for students with learning disabilities to achieve their educational goals. One of our greatest concern and a growing problem that has been emerging over the last couple of years, has been the significant increase of at-risk students on IEPs in our school and the difficulty we face in monitoring the implementation of all the specific adaptations made to each individual student's curriculum. As previously mentioned, the administering of the EOC math exam to students on adapted programs has changed from previous years. As per ETS directives, any adaptations made were noted and affected the students' overall grade. As such, the school team of teachers, support staff, professionals and administration will continue to work in collaboratively to ensure that adaptations and/or modifications stipulated in students' IEPs are implemented and respected. Revisions of student IEPs by the school team (term review), will be enforced in order to ensure that students are receiving the support they need.
- Regular resource meetings will be planned to help teachers find strategies and support for their students.
- Regular PPT meetings will be planned to identify students at-risk, to recommend assessments and to review existing student files.
- Provide common release time for classroom and resource teachers to meet in order to track student progress.
- Invite parents to meet with the school team at every term in order to encourage them to be more proactive in the implementation of their child's IEP.
- Encourage the use of online programs, such as Math Help Services, which offers remedial help and practice lessons.

Goal 4:**Level of Accomplishment:**

- The above mentioned data is based on students' perceptions of bullying on the "Tell them From Me" survey. As the results indicate, we were successful at reducing the percentage of students who felt they were victims of bullying. Our ultimate goal is to continue to reduce the number of bullying incidents from year to year.

- In 2014, Nesbitt added an additional school objective under MELS Goal 4 for promoting a healthy and safe environment for students. We at Nesbitt made it a priority to offer many opportunities and activities that fostered community spirit and pride in school. Overall, 14 activities were planned in 2014-2015 that helped foster school pride because we believe that the latter has a direct impact on students' behaviour, nurtures positive relationships and a sense of belonging. However, we noticed a decline in the percentage of students' perception of feeling safe at school. We will continue to closely monitor this area of concern.

Future Directions:

- Seeing as we achieved our target for this goal, this suggests that the strategies we set forth to attain our objectives were successful. Classroom initiatives, together with all the whole school activities and our student leadership efforts, helped foster community spirit and pride in school and promoted positive behavior in students. We also believe that the latter opportunities were essential elements for helping students achieve their potential and develop as respectful, contributing members of society. What remains to be done, is to further educate children so as to create a shared understanding about the nature of bullying and its effect on the lives of individual students and the school community.
- Our school team will continue to research opportunities and student centered programs which to help students acquire the knowledge, skills and language to respond to bullying situations.

Goal 5:

Level of Accomplishment:

- We surpassed our initial target set in 2012-2013 by having our students visit 2 different vocational centres within our School Board and increased student exposure to various career paths by offering 3 workshops from the Montreal Hooked on Schools Network as well as incorporating career planning into the grade 6 curriculum.

Future Directions:

- We will continue with our strategy to visit different vocational centres within our Board, as this approach proved to be quite effective in exposing children to different trades. In addition, we will also aim at providing students with in-class opportunities to learn about various career paths and occupations by inviting various skilled workers to share the secrets of their trade.



MECANISMS OF MONITORING AND IMPLEMENTATION

Has a school/centre success team been created to guide and monitor your school's MESA?

Yes

No

Comment: These collaborative efforts were suspended during September-December 2015 due to teacher and support staff contract negotiations. However, Nesbitt School has a strong school success team that resumed in January. Our goal remains to regularly reconvene to examine the strategies in place, consults the staff and monitors student progress. Time will continue to be allocated monthly during staff meetings to collaboratively analyze data from EOC exams and other data sources, to review current strategies and to identify our strengths and weaknesses, so as to develop a team approach that will lead to sustainable improvement in education.

Are data and monitoring tools available or being developed to support your school's MESA?

Yes

No

Partially

Comment: Our school's success team uses various tools to monitor our students' progress. We are currently using CAT IV scores, end-of-cycle exam results, PM and GB+ Benchmarks, LUMIX, Tell them From Me surveys and Leaps and Bounds supplementary resources in math. In addition, a new Daily 5 room was launched in September 2013 to reinforce literacy in cycles 1 & 2. The aim for 2015-2016 is to continue with the development and implementation of common formative assessments within each cycle.

Please provide a general overview of the MESA implementation process (successes and challenges encountered).

Comment: Our greatest success in 2014-2015 remained within the overall student success rates in French, with distinct emphasis on the results obtained by our grade 6 students in the English core program. The strategies implemented proved to be very effective with this cohort of students. Conversely, seeing as our greatest decline was within the cycle 3 math EOC exams for the English core cohort, a more thorough appraisal of the implemented strategies and support measures will be performed, so as to further examine the areas of urgent need, areas where improvements are still needed and the areas of greatest potential growth.

Nesbitt Elementary School's overall success can be attributed to the devotion and competence of the teaching, support and administrative staff, and this despite a conspicuous lack of resources, specifically in the area of human resources for our special needs students, namely, resource teachers, psychologists, speech therapists, occupational therapists, social workers and childcare workers.

Date of submission of your MESA Annual Report to your Governing Board for approval: **February 9, 2016**

Date of presentation of your MESA Annual Report to your stakeholders: **February 9, 2016**

Date of submission of your MESA Annual Report to the EMSB: **February 9, 2016**

Signature of the Principal	Date: February 9, 2016
Signature of Governing Board Chair	Date: February 9, 2016
Signature of the Director General	Date
Signature of the Deputy Director General	Date
Signature of the Regional Director	Date

Please attach any additional supporting documents