



# ÉCOLE NESBITT SCHOOL

## MESA ANNUAL REPORT



### NESBITT ANNUAL REPORT 2017-2018

Name of School: ÉCOLE NESBITT SCHOOL

Name of Principal: Mrs. Antoinette Scrocca

Date: 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
1.1	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam	58.6% C 70.2 % I	75% C 75% I	57.1% C 52.5 % I	70% C 65% I		
1.2	To increase the success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam	48.3% C 51.1% I	75% C 80% I	47.6% C 50.0% I	65% C 73% I		

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
2.1	To increase the success rate of students in the End-of-cycle 3 French reading	79.3% C 97.9% I	88% C 100% I	95% C 100% I	78.9% C 100% I		*CORE results
2.2	To increase the success rate of students in the End-of-cycle 3 French writing	93% C 97.9% I	100% C 100% I	86% C 100% I	94.7% C 100% I		
2.3	To increase the success rate of students in the End-of-cycle 3 English reading	69% C 93.6% I	100% C 100% I	100% C 97% I	94.7% C 96.2% I		
2.4	To increase the success rate of students in the End-of-cycle 3 English writing	75.9% C 87.2% I	90% C 100% I	95% C 100% I	85% C 96.2% I		*Core results

Goal 3: Improved success for special needs students			School Results			
Objective Statements		Baseline 2016- 2017	Target 2018	2016- 2017	2017- 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	60% C 45% I	70% 60%			
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	62% C 59% I	70% 70%			
3.3	To improve the average mark attained by special needs students on the End-of-cycle 3 French reading component of the examination	64% C 82% I	75% C 90% I			
3.4	To improve the average mark attained by special needs students on the End-of-cycle 3 French writing component of the examination	79% C 88% I	90% C 95% I			
3.5	To improve the average mark attained by special needs students on the End-of-cycle 3 English reading component of the examination	72% C 66% I	80% C 75% I			
3.6	To improve the average mark attained by special needs students on the End-of-cycle 3 English writing component of the examination	63% C 64% I	70% C 70% I			

<b>Goal 4: Objectives</b>				<b>School Results</b>			
<b>Objective Statements</b>		<b>Baseline 2014- 2015</b>	<b>Target 2018</b>	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>Current Year Progress</b>
4.1	To decrease the rate of students who reported victimization resulting from bullying	37%	45%	26%	26%		
4.2	To increase the rate of students who report feeling safe attending school	58%	65%	63%	63%		

<b>Goal 5: Increased enrollment of students under the age of 20 in vocational education</b>				<b>School Results</b>		
<b>Objective Statements</b>		<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>Current Year Progress Rating (Implementation of Strategies)</b>	
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?

### Our focus will be to:

- **target 1-2 students in cycle 2 from each class that scored between 55-59% (over the next 3 years). In cases where cohorts are very small, focus will be on examine average marks of students (coded population or students with IEPs).**
- **identify students scoring below 50%. There may be an underlying learning disabilities, whereby further interventions are needed and/or possible exemption from EOC exams.**

### Goal 1

- *The Mathematics end of cycle 3 exam has 2 components: situational problem and mathematical reasoning. In situational problem, the success rate went from 57.1% to 70% (core). Although these results do not reflect same cohort, it is an area where improvement in success rates were recorded. Releasing teachers to work with our math consultant to design curriculum mapping, attend summer institute and continued professional development throughout year are strategies which will continue to be implemented for the following year. \*Important to note that 41% of students were on adapted programs in both 2015-2016 & 2016-2017.*

*The success rate for our French Immersion program- solving situational problems- indicates a significant increase in 2017 from 52.5% (2016) to 65% (2017). This increase is consistent with the overall increase recorded at the board level. While our success rate for the competency of solving situational problem has increased, it is important to explore a more detailed analysis of the items which students continue to struggle with (probability, etc...).*

- *In mathematical reasoning, the success rate increased approximately 20% for both our core and immersion programs. Continued Professional development such as support from consultants, release for cycle meetings and participating in summer institute are recommended school strategies. Areas to be monitored continue to be probability & graphing.*

### Goal 2

- *The French Second Language cycle 3 exam has 2 components: reading and writing. In reading, the success rate decreased from 95.5% (Core) to 78.9% but remained consistent for our French immersion program at 100%. Continued focus will be monitoring students' average marks and targeting vocabulary specifically as it seems to be a component students consistently struggle with year after year.*
- *In French writing, there was a 10% increase noted in our success rate for our core students from 86.4%-94.7% with consistent success rate of 100% for our French immersions students. Areas that continue to be of focus in both English and French are: structures/features and organization. Our goal will be to target 1-2 students who are performing within 55-59%, thereby encouraging both an increase in success rate and average marks.*

*The English Arts cycle 3 exam has 2 components: reading and writing. In reading, the success rate decreased slightly from 100% to 94.7% (core) and 97.5% to 96.2(FI). These slight decreases may be attributed to 1 or 2 student results. We must then consider looking at the average mark for students. We will focus our efforts on increasing the % of students who scored between 60%-65% to score above 70%.*

- *In writing, the decreased success rate reflects an overall decrease in the board-wide results. Although these results are consistent to the reported decrease for the EMSB, it will be important to once again examine students' average marks (increase proficiency results) and item analysis to determine areas which students are struggling in organization/ideas and structures/features.*

### **Goal 3**

- *We have moved from monitoring the success rates in core & immersion cohorts to monitoring the average marks. Given that the special needs population in our school makes up close to 15%, reporting on success rates may produce large fluctuations from year to year and not be indicative of meaningful information. A better way to demonstrate the success of students with special needs is to look at the average mark of that group within a subject. An increase in the group's average mark, indicates an improvement in the progress of the students' learning, regardless of their starting point.*

*\*Success rates or averages do not reflect students who are exempt from EOC exams.*

- *The strategies outlined in goal 1 will also be used with our students with special needs; curriculum mapping, professional development re: fractions, increased exposure to situational problem solving in junior levels, etc...*
- *The strategies outlined in goal 2 will also be used with our students with special needs; Increased exposure to reading responses, guided reading, assessments through PM benchmark & GB plus, project based learning, Daily 5 implementation, use Duo lingo/Rosetta stone for out of province students, increase exposure to French vocabulary via literature, etc...*
- *Both the English and French cycle 3 exam has 2 components: reading and writing. In both these areas, our goal will be to monitor the average grade for students. Our targets will be to address the needs of students (with IEPs) scoring 60% and above in reading and writing for both our core and immersion program.*

### **Goal 4**

- *Our students reported stable results in both (1)feeling safe at school (63%) and (2)victimization resulting from bullying (26%). We will continue to implement our recess success initiative, Together against violence, Gotcha reward system, etc.... We will also explore other program such as friendship circles, buddy systems among classes, and pro-social programs.*

### **Goal 5**

- *Students had the opportunity to: visit EMSB vocational centers, participate in Allouettes in School program, participate in career day and invite special guests to speak about various professions. These projects will continue to be implemented.*

**General Comments:** (If needed)

EOC results may be affected by:

- chronic absenteeism can affect students' academic performance throughout year, more specifically on the EOC exams
- recent changes in the guidelines regarding aides/supports students are allowed during exams (limited prompting, visual aides, etc...)

<b>Signature, Principal</b>	Date
<b>Signature, Governing Board Chair</b>	Date
<b>Signature, Regional Director</b>	Date
<b>Signature, Director General</b>	Date