

REPORT ON THE EDUCATIONAL SUCCESS AGREEMENT 2016-2017

LAURENTIA ELEMENTARY SCHOOL

FACING CHALLENGES

Effective schools are not a mystery; they have coherent instructional programs well-aligned with strong standards. They have a community of adults committed to working together to develop skills and knowledge for all children. They have figured out how to find the time to do this work and are acquiring the skills to do it well.

The educators at Laurentia Elementary School have faced this challenge and are committed to the work. We maintain that by analyzing a variety of student assessment results, we can contribute to fulfilling the goals set out in our agreement and maintain a high standard of student learning.

This report begins by presenting any new data with respect to the school's profile and how this may have impacted on the results collected for measuring success. This is followed by an analysis of each of the school's objectives and new directions (if applicable) that the school will be taking.

THE COMPARED PROFILE OF LAURENTIA

The following statistics relate to our school and community profile. These are compared in the chart below.

	Profile 2014	Profile 2015	Profile 2016	Profile 2017
Student population	212	218	226	238
Daycare population	54	51	71	91
Economic Index	6	6	6	6
Low Income Ranking	5	5	5	5
Mother tongue at home (Fr)	158	162	171	175
Mother tongue at home (E)	52	43	44	59
Coded student	8	6	8	9

To summarize the school's profile one can see that the growth in the school is coming from the French sector. The population and the statistics related to the population have fluctuated slightly but not significantly. The number of coded students is stable although the criteria set by the MEESR becomes increasingly difficult to meet.

HOW ARE WE DOING?

In the school's MESA Agreement of 2016-2017 we stated that there were several challenges the school faced and yet despite these challenges we have still been able to implement strategies that can address these challenges and gradually lead to a more successful school.

Although the school had a focus on one objective (development of writing), data was collected for all objectives, for analysis and subsequent changes where necessary.

We are very pleased that our overall success rate has increased steadily over the last three years and is currently at 98.75%. However there was a decreased in overall success during 2016-2017

Presentation of Data, Analysis, and Recommendations

ANNEX 1: Overall School Success

The chart in Annex 1 represents the overall success rates since 2014. It demonstrates an overall fluctuation from one year to the next.

Analysis: Our team is concerned about the decrease in the success rate from 2016 to 2017. A careful analysis will demonstrate that this success rate is mainly affected by reduced success in Math. We set high expectations for our students and we model this in our work as a team striving towards the success for all students.

ANNEX 2: Progression Over Three Years

The charts in Annex 2 represents the school progression over three years as compared to the school board.

Analysis:

Laurentia has consistently maintained or surpassed the school board's overall success rates in all subject areas.

ANNEX 3: Success Rate with Target

The chart in Annex 2 represents the subject-specific success rates for Language Arts, Math and French.

Analysis: Language Arts

Data is presented demonstrating results at the end of each term. In general, the school typically demonstrates a below average achievement. This is specifically due to the fact that 90% of our students are learning English as a second language. We recognize that our weaknesses in Language Arts are in written, specifically narrative works.

Analysis: French as a Second Language

At the end of each cycle students are achieving a 100% success rate in French as a Second Language. We expect these results each year, however, it should be noted that the curriculum has been enriched extensively given that the majority of our students are French mother tongue.

Analysis: Mathematics

Second language students consistently demonstrate difficulty with problem solving. We understand that it is the language aspect of problem solving that is difficult for second language students and have addressed this in our objectives for 2016-2017.

Presentation of Data, Analysis, and Strategies for Improvement

ANNEX 4: Grade 2, 4 & 6 ELA exam data

Annex 4 presents the results from the Grade 2, 4 & 6 ELA exams of June 2017 and details these results by sections. This helps to determine areas of concern.

Analysis: In general, Laurentia students are performing at an average rate in all aspects of reading and in writing. The data does demonstrate a weakness in narrative writing in Cycle 2 & 3.

STRATEGIES

During the 2016-2017 school year several initiatives were implemented (as outlined in our success plan that have had a positive impact on our student results. For 2016-2017, Soundprints training will continue to be offered to teachers and consistent use of the resources will be implemented in Cycle 1 classes. Kindergarten and Cycle 1 will be using Jolly Phonics.

The school will encourage reading and writing consistently and as a team of professionals, insisting that students transfer their knowledge of the English language to all subjects of the curriculum.

Presentation of Data, Analysis, and Strategies for Improvement

ANNEX 5: Grade 2, 4 & 6 Mathematics exam data

Annex 5 presents the results from the Grade 2, 4 & 6 Mathematics exam results of June 2016 and details these results by sections. This helps to determine areas of concern.

Analysis: Results in mathematics are within the SWLSB range, however Laurentia students continue to struggle with the language of mathematics. The ability to follow procedures, operations and calculations processes are good, but when this is mixed up with language student demonstrate difficulty.

STRATEGIES

The school success plan for 2017-2018 will re-introduce Jump math (as a resource) to several Grade levels. Digit Math will continue. The focus on problem-solving and strategies to decipher the language of problems will continue in the goals for mathematics. A professional exploration of what is working elsewhere will be undertaken and an effort to integrate these best practices into the Laurentia math program will be done. A greater effort on differentiation is needed.



Presentation of Data, Analysis, and Strategies for Improvement
ANNEX 6: Grade 4 Science and Technology exam data

Annex 4 presents the results from the Grade 4 Science and Technology exam of June 2016.

Analysis: These results are baseline results and will be used to set goals for the future. Analysis would indicate, however that Grade 4 students are performing at an average success rate in the areas of science and technology. Unfortunately, with a loaded subject-time allocation for the languages and math, only 75 minutes per week are devoted to science, and social studies. This time allotment has an impact on student results

STRATEGIES

Since students are performing at an average rate and are experiencing success in the sciences and technology, aspects of this area of the curriculum have not been included in the goals for 2017-2018.

Presentation of Data, Analysis, and Strategies for Improvement
ANNEX 7: OURSchool data (Grades 4 – 6 only)

Annex 7 presents the results from OURSchool surveys conducted in November 2016 and June 2017

Analysis: We are pleased to see a high level of students who are not victims of bullying and those we are have been, able to seek help from adults.

Students feel teachers and staff are responsive to their needs. There are clear expectations for behavior and teachers maintain high expectations. The staff emphasizes academic skills

The school will continue to use the OURSchool survey as it provides a broader range of aspects of the school environment. The anti-bullying anti-violence program will continue in all Grades. Our behaviour technician will be our liaison between the school and the board. The bucket program will be introduced in 2017-2018.

STRATEGIES

Continue with all reward systems and programs currently in place

ACADEMIC EXCELLENCE IN A SAFE ENVIRONMENT