Report on Management and Educational Success Agreement 2016-2017

MELS Goal and Objective(s) #1

- Increase graduation and qualification rates before the age of 20.

Board Objective(s) #1

- Improve the ability of students to use numbers and think mathematically.
- To increase the success rates in Science and Technology.

School Objective(s)

- Increase the success rate in CST-4 563414.
- To increase the success rates in the compulsory subject area of Science and Technology.

Context

LTMHS has prioritized our objectives towards mathematics 563414 and science & technology 555444 as these two MELS results have historically been significantly lower than SWLSB and provincial averages. The success rate for math 414 for 2016-2017 was 62% (June exam) however the success rate increased to 69% if summer school results are taken into account. It should be noted that of the 11 students that failed, only 4 attended summer school and of those 4, 2 passed. For science & technology, the success rate was 90.7% (June exam) but when the summer school results were taken into account, the results increased to 95%.

Suppositions as to why LTMHS math and science results were historically consistently below average range from a perception that students are lacking in a basic foundation of skills and knowledge as well as lack of student engagement and parental support for homework and consistent review.

Our efforts at reaching our goals were therefore supported by decisions to maximize student support both in their math and science & technology classes but also by way of adding additional resources, efforts undertaken to engage students in their learning and increased homework support.

	Objective Statements	Baseline	Target	School Results 2016-17	Board Results 2015-16
1.	LTMHS will increase the success rate in CST-4 563414.	41.79% (2012)	60% (2016-2017)	62% June 69% if summer school is included	64%
2.	To increase the number of students who succeed on the CST-4 (563414) exam in subsequent opportunities after receiving a failing grade on the first attempt (August, January of the following year).	20% (2013)	50% (2016-2017)	2/4 students who wrote passed (50% success rate)	n/a
3.	LTMHS will increase the success rate Increase the success rate in Science and Technology 555444.	49% (2013)	60% (2016-2017)	90.7% 97% if summer school is included	86.3%
4.	LTMHS will increase the percentage number of students who succeed on the secondary 4 Science & Technology (555444) exam in subsequent opportunities after receiving a failing grade on the first attempt (August, January of the following year).	55.56% (January 2013) N.A. (August 2013)	60% (2016-2017)	1 students wrote in January and June, 1/1 (100%) passed	n/a

Analysis

Level of accomplishment

With regards to math CST-4 563414:

Starting at the baseline year (2012) our results have increased from 41.79% to 62%. If summer school is included in the calculation, the success rate sees a further increase to 69%. While the success rate including summer school surpasses our goal of 60%, we still have room for significant improvement. Throughout the deployment of our resources to meet our goal, we were mindful of two factors: 1) students in sec. 4 have a significant number of exams during the formal exam period and the related stress/burden of study may have a cumulative effect, and; 2) a significant percentage of students still demonstrate learning gaps.

Our strategies initially utilized had mixed results.

Strategy 1: Study the June 2016 CST Math exam results using data from the CST-4 MEES exam and the board-mandated secondary 2 C2 exam.

Result: Teachers were able to meet both informally and formally during ped days to discuss and analyze the results of math exams for both 2016 CST-4 and secondary 2 C2 exam. Discussion and use of math diagnostic exams demonstrated that many students came to LTMHS without the necessary foundations, skills and work habits as they apply to math. Despite best intentions, our math department felt that they were unable to "catch-up" in these 3 areas before the mandatory secondary 4 exam. Our intention was therefore to provide as many opportunities as possible for students to reinforce their basic math skills. This included but was not limited to:

a) Providing an after-school homework program on Mondays and Wednesdays. The primary emphasis of this program was to provide a supervised area for students to work on Numeracy and Literacy, especially in sec. 1-3.
b) Offering an additional math option course at the secondary 3 and 4 level. This course is centered largely on problem solving and skill development using Math Help Services. Note that the course was not offered in 2015-2016 but was offered from 2016-2017 onwards.
c) Investing in offering additional tutorial sessions for students taking secondary 4 CST math.

It is hoped that by addressing the issue of student success at the secondary 1-3 level we will see an increased engagement and level of success with CST-4 563414. That being said, we recognize that this will be an ongoing process and support from the board math consultant will be imperative.

Strategy 2: We identified areas of strength and weakness in students' mathematical knowledge / reasoning based on an analysis of the results from both Secondary 2 and Secondary 4. Secondary Math teachers were supported by ESD in planning and targeting instruction that addressed the identified areas of weakness.

Result: As outlined above in result for strategy 1, teachers met with Peter Clark and focussed primarily on secondary 3.

Strategy 3: We used LUMIX to determine an "at-risk" group of students to focus on (met with them and/or offered supplementary help, sent letter home) and tried to ensure that they were in a position to pass the exam.

Result: Despite attempts at intervening with our student success advisor (paid through a grant) or by providing math resource to all students who were at risk, it became clear that additional math resource periods were necessary. Through careful management of the school organization process, administration was able to secure an additional 4 resource periods.

Strategy 4: We identified evaluation criteria that needed to be addressed / prioritized.

Result: Assistance from the school board math consultant was required in order to accomplish this. Due to the financial implications of releasing teachers, only limited time was allocated to this process.

With regards to Science & Technology 555444:

Strategy 1: We used LUMIX to determine an "at-risk" group of students to focus on (met with them and/or offered supplementary help, sent letter home) and tried to ensure that they were in a position to pass the exam.

Result: A group of students were identified as being in a tenuous position and while low-cost tutorials were offered to all students, this targeted group was invited to attend and encouraged with individual conversations.

Strategy 2: Resource Acquisition

Result: Working with the department and science consultant, we prioritized the acquisition of a common study guide and digital meters. Additionally, significant investment was made for our "Science in Action" initiative which included major support for robotics as well as the purchase of high-interest science materials such as an aerial drone and a 3D scanner and printer.

Strategy 3: Use of a common study guide

Result: The school board Science consultant created a very useful study guide and distributed the guide to our science teachers. Our science department was therefore able to distribute this to students and encourage efficient study strategies.

Strategy 4: Creation of common formative assessments

Result: When possible, teachers worked together to create formative assessments. While individual teacher strategies and teaching methods still very much played a role, approximately 75% of formative assessments became common in the department.

Strategy 5: Each term, the department identified students who were “at risk”

Result: In concordance with Strategy 1 (using Lumix to create a list of at-risk students), teachers met with administrator to look at additional resource and/or support for students with the primary goal being encouraging students to take advantage of all other strategies, including an opportunity to take the August exam.

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MELS Goal and Objective(s) #3

- Improved levels of retention in school and academic success among certain target groups, especially among handicapped students or students with learning or adjustment difficulties.

Board Objective(s) #3

- To increase the success rates of students with special needs.

School Objective(s)

- To increase the number of students identified as having learning and or behavioral difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES).
- To implement a procedure that will ensure that all coded students that currently have access to assistive technology, will use this assistive technology on a daily basis in the classroom.
- Increase the rate of success and retention in the WOTP in the pre-work year 3 and semi-skilled programs.

Context

Students with behavioral difficulties, who have an IEP and who may be deemed "at risk" deal not only with their individual issues but also with those issues surrounding mathematics and science & technology discussed above. Bringing students with IEPs to the point of graduation is oftentimes more challenging than "average" students due to individual and specific needs. One of the ways of maximizing student potential is to encourage them to use the tools at their disposal. In some cases, this centers around the use of assistive technology. In other instances, acquisition of a high school diploma is not the path taken by students with special needs. In these cases, supporting student transition into the WOTP program is important. Likewise, supporting them while they are in the program becomes critical and this program must be consistent and on an ongoing basis.

Of additional relevance, our declining school population can be seen as threatening the viability of the WOTP (work oriented training program) as this program generally has a small population even in larger schools. Our goal of success and retention in this program must therefore be seen in the greater context of a small school with a small population feeding into what is traditionally a relatively small program. Hence, numbers alone do not tell the whole tale.

Objective				Current Results	
	Objective Statements List all school objectives included in the MESA associated with the board's objective(s) for this Goal.	**Baseline** 2013	**Target** 2016-2017	**School 2016-2017**	**Board 2016-17**
1.	To increase the number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES).	33% of sec 5 students with IEPs graduated in 2013	60% of sec 5 students with IEPS	100% or 3/3 students with IEPs graduated in 2017	n/a
2.	To implement a procedure that will ensure that all coded students that currently have access to assistive technology will also use this assistive technology on a daily basis in the classroom.	All students who required had access, anecdotal observation suggests that less than 10% use on daily basis	Starting in 2014 and in alignment with our TIP, 100% of sec 1 students should be using assistive technology	All students who required assistive tech had access and used, whether it be by CSD mesure or funded by the school	n/a
3.	To increase the rate of success and retention in the WOTP in the pre-work year 3 and semi-skilled programs.	75% of students obtained certification (2013)	80% of students enrolled will achieve cert.	7/8 or 87.5% of students who enrolled in WOTP achieved success	n/a
4.	Increase registration into the WOTP from 10 to 12 students	10 (out of a total population of 344)	12	8 (out of a total of 284)	Not applicable in this context

Analysis

The following strategies were used to increase information on and comfort level with the WOTP program:

1. In order to better understand the link between work/interest inventories and "stage"/field experience success, the wotp technician and work skills/prep teacher worked with the board WOTP consultant.
2. All students who have failed Sec 3 twice were reassessed at second term to be admitted into WOTP.
3. Meetings with parents of potential WOTP students took place in the month of May in order to allow them to make an informed decision on the academic path for their child.
4. IEPs were reviewed to determine potential candidates for WOTP.
5. Individual welcome and information sessions for parents were held in order to clarify expectations and parents were invited to participate more fully in their child's WOTP education.
6. Students were required to successfully complete the course "Preparation for the Job Market" prior to starting their "stage"/field experience placement.
7. Students were continuously given support to obtain an appropriate stage placement.

Despite overall student success in the WOTP program (87.5% certification rate), we were unable to meet our goal of increasing enrollment to 12 students. Upon reflection, that goal proves to be faulty and misleading. It assumes that an increase in registrants would equal success.

The fact is that in 2013 the total number of students registered in year 3 of WOTP was 10 and that represented 2.9%% of the overall student population. In 2016-2017, 8 students were registered out of a total population of 284. This represents 2.8% of the total school enrollment. The difference is negligible and it would be fair to say that the overall percentage of students attending WOTP has remained fairly consistent. In the future, programs such as Active (15 plus derogated program) or AC (Academic Consolidation) may have an impact on the percentage of students in WOTP. Regardless, it seems that future goals concerning students in the WOTP program should be expressed as a percentage of students compared to the entire student enrollment rather than raw numbers.

With regards to the number of coded students using assistive technology in the classroom on a daily basis, only anecdotal evidence is available from last year as making statistical observations for use (or perceived use) for all classes on all days was not feasible. That being said, after meeting with the Student Success Advisor and identifying those students who were not using adaptive technology and contacting those students' parents to remind them of the opportunities available, the solution to the problem of underuse of technology was discussed in our TIP PLC. Our Technology Integration Program sees the implementation of Chromebooks and Google Apps for Education as being significantly beneficial to all students. Beginning in 2014, all students coming into secondary one

plus all students in WOTP and ACTIVE had access to a Chromebook and many of their classes used Chromebooks as an important teaching tool. The access to Chromebooks was extended to include secondary 3 by the 2016-2017 academic year. The Google-based equivalent of WordQ and SpeakQ are available to students and the possible stigma of using a computer for "help" in class is removed when all students have access to the computer and its use is woven into the daily fabric of teaching and learning. As we are now 1:1 for each and every student attending LTMHS, all students who need access to assistive technology will have access to it on a daily basis and its use will be part and parcel of their classroom experience.

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MELS Goal and Objective(s) #4

- Improve healthy living and safety in schools.

Board Objective(s) #4

- To provide a healthier and safer school environment.

School Objective(s)

- To establish a baseline for improvement into the next school year.
- To develop 3 activities beyond organized sports teams for students to join.

Context

Lake of Two Mountains High school has a variety of sports and wellness activities to offer to the student body. However, most areas presently being addressed are in the realm of organized team sports. Recognizing that many students, particularly female students, have not demonstrated an interest in joining organized team sports, we decided to focus on more individual and small group activities focusing in part on girls' fitness and wellness.

Objective
To offer ongoing and varied but small-scale physical activities for students of both sexes.
** NB: ECAs (extra-curricular activities) often vary from year to and are frequently based on student interest and teacher willingness to host an activity. For a discussion of this objective and its results, please see "analysis" section.

Analysis

In past years, student activities at LTMHS often focused on organized sports and generally had a focus on male students. With the failure of the football team and hockey concentration projects (due to numbers), the decision was made to shift the focus to small-scale activities focusing on health and wellness, including mental wellness. Girls were specifically targeted as their participation in this type of activity at LTMHS is historically limited.

With the goal of organizing and developing a number of activities beyond organized sports teams for students to join, the principal endeavored to do the following:

1. Increased nutritional awareness among 1st line intervention staff (supervisors, behaviour technicians, etc);
2. Included activities in which staff may participate, thereby increasing positive student-staff contacts;
3. Improved facilities in fitness room using age-appropriate materials such as resistance bands, etc.;
4. Promoted girls' cheerleading;
5. Offered zoo therapy and art therapy;
6. Developed partnerships with the following:
    a. Gracie Barra Brazilian Jiu Jitsu
    b. Safe International (self-defense and anti-bullying)

Results:

1. Increased participation in cooking clubs.
2. Boot camp and martial arts fitness sessions were held. Students and staff were welcome. Joint participation took place mostly in the boot camps offered by a certified personal trainer;
3. Old and potentially dangerous equipment was removed and capital purchases were made (new weight stations, medicine balls, resistance bands, focus pads and gloves, etc);
4. Approximately 12-20 students participated in Brazilian Jiu Jitsu classes.

For the upcoming year, we will shift our focus to:

1. Girls' fitness and wellness (including nutrition);
2. Mindfulness workshops;
3. Cooking and food preparation through ECA activities;
4. Continued martial arts classes through the Physical Education department, particularly with Gracie Barra Brazilian Jiu Jitsu;
5. Zoo therapy;
6. Art therapy;
7. Developing a mindfulness center focusing on mindful breathing and fundamentals of Yoga;
8. Safe International (anti-bullying and self-defense).