

2014-2017

MESA

Assessment &

MESA Update 2015-2016



MESA ASSESSMENT RUBRIC-Strategic Direction 1-Improve Rates of Student Retention and Academic Success. 2014-2015 School Year -ELEMENTARY

1.3 Increase the rate of success on literacy/numeracy at all elementary levels (*)		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2014-2015	2015-2016	2016-2017
	CQSB OBJECTIVE 1.3: Increase the rate of success on numeracy at all elementary levels (*) in order avoid redundancy, all targets, indicators and strategies relating to literacy can be found in Strategic Direction 2.								
	School Strategic Direction: Increase the overall mathematical results and success rate at all cycles.								
							target	target	target
1.3.1.	To contribute to the CQSB targets by increasing the Success Rate on the End of cycle Math EXAM for Grade 6 from 87 % in June 2014 to 82.6 % in June 2015.				87%	72.2%	84%	86%	88%
1.3.2.	To contribute to the CQSB targets by increasing the Success Rate on the End of cycle Math EXAM for Grade 4 from 94.1% % in June 2014 to 91.3 % in June 2015.				94.1%	91.3%	93%	94%	95%
1.3.3	To contribute to the CQSB targets by increasing the Success Rate on the End of cycle Math EXAM for Grade 2 from 60.9% % in June 2014 to 72.2 % in June 2015.				60.9%	82.6	80%	83%	85%

	Acceptable	Under Review	Critical
TARGETS & OBJECTIVES MET	The targets & objectives were attained or surpassed; Data indicates that the school is on track to meet long-term goals. No further action other than monitoring is required at this time	The target & objectives were not attained, however, the result is near the target and the trend data indicates the school will meet its long-term goals. The strategies attached to this target may need to be re-visited, and minor corrections put into place.	The target & the objectives were far from being attained; Trend data indicates that the school will not meet the long-term goal. A major examination of the strategies attached to this target is called for, and a major intervention is likely needed. Targets may need to be re-set.

CHALLENGES REGARDING STRATEGIC DIRECTION 1

IT APPEARS AT TIMES GIRLS SUCCEED MORE THAN BOYS THEN THE FOLLOWING YEAR IT IS THE REVERSE.
SCHOOL-WIDE UNDERSTANDING AND TEACHING STRATEGIES TO SOLVE SITUATIONAL PROBLEMS, SPENDING MORE TIME ON MATH.
PLANNING HOW MANY SITUATIONAL PROBLEMS ARE MODELED YEARLY
MATH CONTINUUM (PROBLEM SOLVING SKILLS-JOURNAL...) THROUGHOUT THE CYCLES
USING MATH TERMINOLOGY(DAILY)
TOO MUCH FOCUS GIVEN TO ELA

STRATEGIES TO BE REVISED FOR STRATEGIC DIRECTION 1

MATH-A-THON
MATH WORD WALL
COMMON ANALYSIS TECHNIQUES
MATH CONTINUUM
VISIT FROM MATH CONSULTANT
CROSS CYCLE MATH DISCUSSION
MATH FOCUS IN DAYCARE
HAP-MORE MATH
RESOURCE MORE MATH

AREAS REQUIRING BOARD SUPPORT
ONGOING MONTHLY DIRECT SUPPORT FROM CONSULTANT

MESA ASSESSMENT RUBRIC-Strategic Direction 2-Improve the Mastery of English Language Arts and the Quality of French. 2014-2015 School Year -ELEMENTARY

2.1 To Increase the success rate of students in the reading competency (response) at all elementary levels based on the elementary end-of-cycle examinations.		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2014-2015	2015-2016	2016-2017
							target	target	
2.1.1.	Ccontribute to the CQSB targets by increasing the overall reading response in grade 2 end of cycle evaluation from 95.5% in June 2014 to 78.3%, by June 2015.				95.5%	78.3%	82%	87%	93%
2.1.2	Ccontribute to the CQSB targets by increasing the overall CQSB reading response in grade 4 end of cycle evaluation from 100 % in June 2014 to 91.7 %, by June 2015				100%	91.7%	90%	90%	90%
2.1.3	Ccontribute to the CQSB targets by increasing the overall reading response in the grade 6 year-end Ministry Uniform Examination from 82.6 % in June 2014 to 84.2 %, by June 2015				82.6%	84.2%	83%	83%	85%
2.2 To Increase the success rate of students in the writing competency (response) at all elementary levels based on the elementary end-of-cycle examinations.		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2014-2015	2015-2016	2016-2017
							target	target	target
2.2.1	Ccontribute to the CQSB targets by increasing the success rates in the overall writing competency (production) in grade 2 from 90.9% in June 2014 to 87% %,by June 2015				90.9%	87.0%	86%	88%	90%
2.2.2	Contribute to the CQSB targets by increasing the success rate of students in elementary grade 4 ELA writing competency (production) from 94.1 % in June 2014 to 95.5% by June 2015.				94.1%	95.5%	84%	86%	88%
2.2.3	Ccontribute to the CQSB targets by increasing the success rate of students in Elementary grade 6 ELA writing competency (production) from 95.7 % in June 2014 to 84.2 % by June 2015				95.7%	84.2%	86%	88%	90%

MESA ASSESSMENT RUBRIC-Strategic Direction 2-Improve the Mastery of English Language Arts and the Quality of French. 2014-2015 School Year -ELEMENTARY

2.4 To maintain the success rate of students in grade 4 and grade 6 for français langue seconde-programme d’immersion on end-of-cycle examinations.		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2014-2015	2015-2016	2016-2017
							target	target	target
2.4.1	Ccontribute to the CQSB targets by maintaining the success rates in the global end-of-cycle 2 (grade 4) examination français langue seconde-programme d’immersion at 100% to June 2015.				100%	100%	100%	100%	100%
2.4.2	Ccontribute to the CQSB targets by maintaining the success rates in the global end-of-cycle 3 (grade 6) examination français langue seconde-programme d’immersion at 98% to June 2015.				100%	100%	98%	98%	100%

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CHALLENGES REGARDING STRATEGIC DIRECTION 2

OUR DATA IS SHOWING LOWER SCORES IN CYCLE 1
 FSL: OUR STUDENTS ARE VERY STRONG, IN FACT STRONGER THAN IN ESL
 STUDENTS KNOW THE DIFFERENT SECTIONS OF THE RUBRIC BUT STRUGGLE WITH THE UNDERSTANDING OF DEEPER MEANING.
 WRITING: GRAMMAR AND VOCABULARY (WORD CHOICE, VERB TENSES, AND SYNTAX) INTEGRATE GRAMMAR IN CURRICULUM MAPPING.
 WRITING: DAILY 5 AND SIX TRAITS OF WRITING NEEDS TO BE USED MORE REGULARLY IN CERTAIN GROUPS
 CONSTANT STAFF TURNOVER IN CYCLES IS A CONCERN

STRATEGIES
 HAVING CONSTANT FRENCH MONITOR
 TEACHING RESPONSE AT SCHOOL RATHER THAN ASSIGNED HOMEWORK
 MENTORING WITHIN THE CYCLE
 USING CEINTURES DE JUDO/FRANCAIS - CONJUGAISON

AREAS REQUIRING BOARD SUPPORT
 DIRECT SUPPORT AND NEW STRATEGIES IN CYCLE ONE
 MAINTAINING TECHNOLOGICAL SUPPORT (STAFF)
 DIRECT SUPPORT AND NEW STRATEGIES WITH NEW TEACHERS

MESA ASSESSMENT RUBRIC-Strategic Direction 3-Improve Perseverance and Success of Students with Special Needs. 2014-2015 School Year -ELEMENTARY

3.1 PERCENTAGE OF GRADE SIX STUDENTS WITH SPECIAL NEEDS PASSING ENGLISH LANGUAGE ARTS, MATH & FRENCH PROGRAMS.		2011-2012		2012-2013		2013-2014		2014-2015		2014-2015 target		2015-2016 target	2016-2017 target
		#	%	#	%	#	%	#	%	#	%		
	Number of Grade Six Students with Special Needs Registered. (As of Sept. 30th)					4		5					
	Number of Students Passing:					3	75%	4	80%		75%	75	75
3.1.1.	English Language Arts: Contribute to the CQSB targets by increasing the percentage of students with special needs who succeed in the grade 6 ELA program from 50 % to 75 %, by June 2015.					3	75%	5	100%		75%	75	75
3.1.2.	Mathematics: Contribute to the CQSB targets by increasing the percentage of students with special needs who succeed in the grade 6 Français, langue seconde- program from 50 % to 75 % , by June 2015					3	75%	4	80%		75%	75	75
3.1.3.	<i>Français, langue seconde</i> -Immersion: Contribute to the CQSB targets by increasing the percentage of special needs students who succeed in the grade 6 Français, langue seconde-programme d'immersion by maintaining it at 100 % in June 2015					4	100%	5	100%		100%	75	75
3.1.4.											NA	NA	NA

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CHALLENGES REGARDING STRATEGIC DIRECTION 3
GATHERING COLLECTIVE INPUT IN WRITING IEPS COMMON FEEDBACK COLLEGIALLY IN SPECIAL NEEDS VISION
STRATEGIES TO BE REVISED FOR STRATEGIC DIRECTION 3
LINKING AND GROUPING HAP STUDENTS ACCORDING TO NEEDS NOT BY CYCLE INCREASED SERVICES OFFERED TO STUDENT WITH GREATER NEEDS
AREAS REQUIRING SUPPORT WITH REGARD TO STRATEGIC DIRECTION 3 BEHAVIOR ISSUES ON RISE, STAFF NEEDING SIGNIFICANT TRAINING AND STRATEGIES

MESA ASSESSMENT RUBRIC-Strategic Direction 4. Ensure Safe School Environments and Healthy Environments.2014-2015 School Year- ELEMENTARY

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4.1. To instil in students the importance of physical activity and healthy eating habits – ELEMENTARY LEVEL		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2014-2015 target	2015-2016 target	2016-2017 target
4.1.3.	Contribute to the CQSB target by increasing the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me + Survey) from 50 % in June 2014 to 60 % by June 2015.			53	63	NA			63
4.1.4.	Contribute to the CQSB target by increasing students’ physical activity levels per weekday (as self-reported in the Tell Them From Me + Survey) from 1, 5 hrs in June 2014 to 2.0 hrs per weekday by June 2015. *NOT REPORTED IN 2015 VERSION of TTFM+			1.5	1,75	NA	2.0	2.0	2.5
4.2. To reduce the number of incidences of violence and bullying in schools and center – ELEMENTARY LEVEL									
4.2.1.	Contribute to the CQSB target by decreasing the percentage of students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey) from 20, 0 % in June 2014 to 15, 0 % by June 2014.			21%	11%	11%	15%	15%	15%
4.2.2.	We will contribute to increasing the percentage of students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey) from 88 % in June 2014 to 90 %, by June 2014.			86%	88%	88%	90%	90%	90%
4.2.3.	Ccontribute to the CQSB target by maintaining the number OF LESS THAN 5%tudents reported in the ‘Registry of Suspensions for Bullying and Violence’ as required by Law 19 at LESS THAN 5 % to June 2015.					4%	5%	5%	5%
4.3. To reduce the number of students consuming drugs and/or alcohol – ELEMENTARY LEVEL									
4.3.1.	Contribute to the CQSB target by decreasing the percentage of students who have been involved in alcohol or drug related issues at school AND SUBSEQUENTLY to decrease the percentage of students involved in alcohol or drug related issues at the grade 5 & 6 level from 2 % in June 2014 to 1 % in June 2015.			1%	1%	2%	0%	0%	0%
4.3.2.	.					N/A	N/A	N/A	N/A
4.3.3.	.					N/A	N/A	N/A	N/A

MESA ASSESSMENT RUBRIC-Strategic Direction 4. Ensure Safe School Environments and Healthy Environments.2014-2015 School Year- ELEMENTARY

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CHALLENGES REGARDING STRATEGIC DIRECTION 4

REDUCE AND COORDINATE THE AMOUNT OF OCCASIONS (PARTY, BAKE SALE, REWARDS) WHERE STUDENTS CAFETERIA SNACKS AND MENUS NEEDING TO BE REVIEWED
RESULTS ARE WRONG (SPORTS)
GB LIMIT QUESTIONS

STRATEGIES TO BE REVISED FOR STRATEGIC DIRECTION 4

CLARIFYING THE SURVEY TO STUDENTS/CQSB CONSULTANT?
SENSITIZE THE PARENTS AND STAFF BY PROVIDING A LIST OF ACCEPTABLE SNACKS, TREATS, AND DIVERSE BIRTHDAY/CELEBRATION IDEAS
PLACE OUR FOCUS ON FRIENDSHIP BUILDING

AREAS REQUIRING SUPPORT WITH REGARD TO STRATEGIC DIRECTION 4

CREATING A CQSB CAFETERIA SERVICE POLICY

MESA ASSESSMENT RUBRIC-Strategic Direction 5. Increase the Number of Students Under 20 in Vocational Education. 2014-2015 School Year- SECONDARY & ELEMENTARY

SECONDARY						
5.1 To maintain the number of students under 20 registering to a vocational education program at EQLC.		2012-2013	2013-2014	2014-2015	2014-2015 target	2016-2017 target
5.1.1.	Contribute to the CQSB target by maintaining the number of referrals to the EQLC. at ***** by June 2015.					
5.2 To increase the number of referrals to a French vocational-education program.						
5.2.1	Contribute to the CQSB target by maintaining the number of referrals to a French Voc. Ed. Center. at ***** by June 2015.					
ELEMENTARY						
5.3 Contribute to heightening awareness of the option to enrol in a vocational education program.		2012-2013	2013-2014	2014-2015	2014-2015 target	2016-2017 target
5.3.1	Contribute to the CQSB target by establishing a baseline for the number of minutes per cycle of GOAL activities by June 2016.		60	60	60	60

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CHALLENGES REGARDING STRATEGIC DIRECTION 4

VERY DIFFICULT TO MESURE THE IMPACT OF THIS ORIENTATION AT THE ELEMENTARY LEVEL AS IT IS INCLUDED DAILY IN MOST OF OUR ACTIVITIES.
WORK TO RULE LIMITS OUTINGS

STRATEGIES TO BE REVISED FOR STRATEGIC DIRECTION 4

CYCLE 3 OFFERS A GREATER FOCUS (ABAM/CAREER DAYS/FIELD TRIPS/VISITORS)