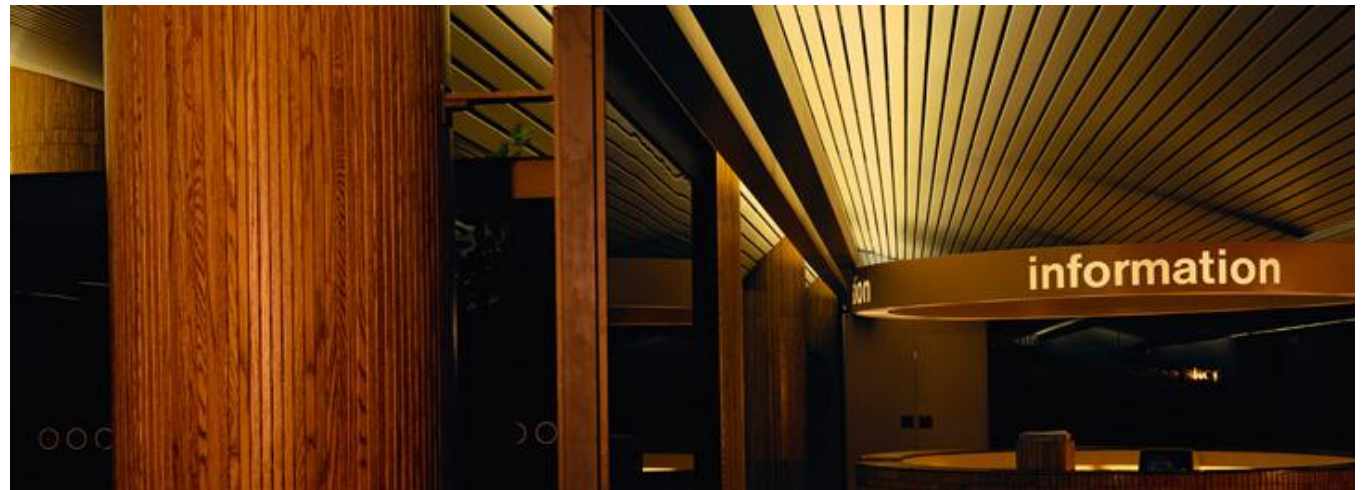


Planning for Success

Marymount Academy Success Plan

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Portrait

Marymount Academy believes in fostering a respectful, caring and inclusive environment where students are empowered to meet the upcoming challenges of tomorrow.

Marymount Academy is located in Notre Dame de Grace and currently houses 680 students and 38 teachers. The building is situated in close proximity to the Villa Maria Metro station and is easily accessible via the 103, 162, 24, and 66 bus routes. As a result the majority of our youth arrive at school using public transit and this is also an advantage for school outings and community engagement activities. While the majority of students come from surrounding areas, a smaller number come from farther afield as shown below*. The student population is rich in the diversity of cultures and ethnicities an attribute which is highly valued (TTFM survey April 2010).

Due to the school's location it welcomes youth from a variety of socio-economic, cultural and ethnic backgrounds. Twenty-eight percent of MMA students report a language other than English and French being spoken at home, and 18% were born outside Canada. (TTFM). Approximately 48% of the student body is below the low-income cut off and roughly 30% of parents are not employed full time.

*Population distribution Of MMA students

Cote des Neiges/Snowdon	33%
NDG/Montreal West/CSL	32
Sud-Ouest (Little Burgundy/St. Henri/ Ville Emard/Verdun/LaSalle/ Point Saint Charles	14
St. Laurent	7
Center south/southeast	5
Westmount/Centre Ville	2
West Island/Off Island	2

Marymount High School was founded in 1961, under the direction of the Montreal Catholic School Commission, offering programs for boys and girls at its original location, 6300 Cote St. Luc Road. In 1970, the gender-based programs were unified under the name Marymount Comprehensive High School. In 1984 the unified school was relocated to 5100 Cote St. Luc Road and was given its present name Marymount Academy. A compulsory school uniform was instituted in 1990-91, and the International Baccalaureate Program was established in 1996-97. A music program was instituted in 2003.

We value:

A positive school environment for students from all cultures and backgrounds

Meaningful instruction and the pursuit of lifelong learning

A sense of community and partnership among all students

The drive for excellence

A strong sense of respect for self, community, environment and others

Education as a stepping stone to a complete and fulfilling life

Areas in which we are doing well:

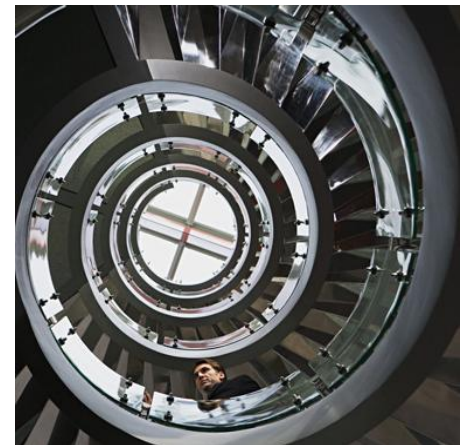
- In the area of **innovative programming** we are quick to develop programs such as school-wide IB instruction; music etc. This has resulted in a change of demographic and a more positive school profile.
- There is a **staff** commitment to Professional Development and teachers are constantly exposed to the best practices in the field; there exists a strong commitment to the Reform and openness to try a variety of methods for its implementation. The staff is responsive to student needs and staff retention builds a strong sense of community.

- There is a strong resource base for **special educational needs**:
 - STEP program for youth with academic or behavioural issues,
 - increased resources for FSL
 - Additional tutoring from individuals who are experts in their areas
- **Literacy projects** have been developed to support this important objective
 - An on-site professional oversees project implementation
 - The administration of the CTBS has sets realistic baseline for improvement
 - English Department participation in outside workshops has yielded new school and classroom opportunities
 - A centralized book room simplifies resource search
- There is a unified approach to **discipline** between administration and teachers
- **Community agencies and programs** are integrated to support student development
- Marymount has had success in communicating its successes to the community and attracting families by choice not only geography
- A vast array of **extra-curricular activities and sports** enrich student life.



Values and Achievements





Areas for Development:

- **Technology** as a tool in pedagogical development and assessment requires attention
- **Parent participation** remains a challenge which is in need of improvement
- **Literacy** will remain an area for intensive intervention
 - Data which is available from the CTBS could be used more effectively through a process of informing teachers

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- Media Literacy is an area for greater attention

- The **transition to high school** process sets the stage for the five subsequent years and initiatives must be developed to improve this
- **Discipline in the lower grades** impacts the life of the school; multi level projects to address the issue of bullying need to be developed



Orientation 1: Students will demonstrate improved Literacy in English and French.

Changes in the structure of the evaluation process which followed the Reform make it more important than ever that youth acquire advanced skills in literacy if they are to be able to perform adequately. In addition societal demands for literacy in the workplace underscore this necessity. In Quebec, this literacy must be achieved in French both in order to graduate from high school and to find adequate employment. Accordingly, Marymount has set incremental targets of improvement for students so that 80% of our population will read at or above grade level in English at the conclusion of Secondary 3. Pass rates for Secondary 3 FSL similarly are targeted for 80% by 2012.

Interventions:

A Literacy Coordinator will be engaged to oversee all projects and programs related to Literacy improvement at MMA.

A budget allocation will allow for increasing the amount of available reading material through in class book boxes with a wide selection of interest and ability levels.

A study will be undertaken to determine the advantages or disadvantages of acquiring e-books for student use.

Teachers will display information on their personal reading of the moment to encourage and model for students.

The school will institute a weekly DEAR program (Drop Everything and Read).

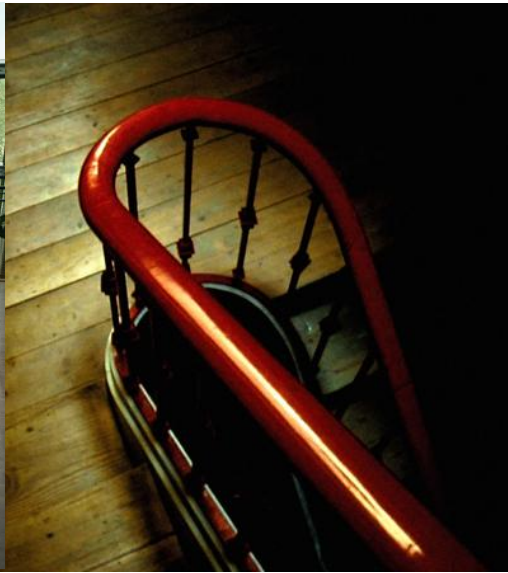
Sound Prints will be incorporated into ELA and FSL classes.

The Advance 5 program will support ELA at the Secondary Cycle 1 level.

For Special Needs Youth, intensive intervention & specific strategies such as voice-recognition software or computer-generated reading will be included in the students' Individualized Education Plan (IEP).

Monitoring and Evaluation:

- CTBS will be completed by all students and create a baseline against which to monitor individual progress twice yearly
- Individual student profiles will include information from CTBS, Report cards, reading logs, portfolios of achievement and IEP's where available



Orientation 2:
An atmosphere
of safety and
civility will be
cultivated
among youth &
adults in the
community.

Marymount Academy places high value on a positive school environment for students from all cultures and backgrounds. This characteristic of good citizenship includes accountability, positive relationships and pride in the school.

Interventions:

A House System to be implemented to assist and encourage tracking of citizenship activity as well as promote a sense of belonging and mentoring between grade levels can be a strategy to promote citizenship goals

School Spirit Days are another strategy to promote citizenship

Staff to actively model positive action.

An essay contest on the topic “My Duty Is.....” gathers citizenship and Literacy objectives together.

Recognition of ‘Student of the Week’ on the TV monitor

A Leadership course will be incorporated into the curriculum at the Secondary 5 level.

Cooperation with local community groups will be encouraged

Student achievement and citizenship will be celebrated within the school environment.

Monitoring and Evaluation:

Measurable indicators include but are not limited to:

- Lates and absences
- Reported incidences of disrespect
- Reported incidences of serious discipline breaches such as theft or destruction of property
- Positive indicators such as participation in community service, or observable and recognized instances of kindness, helpfulness and/or politeness
- Responses from relevant categories of the TTFM online survey, with 2010 results forming a baseline



Orientation 3:
Special needs students will be supported to achieve their maximum potential as learners.

Interventions:

A comprehensive Homework and tutoring program will be offered through STEP

All teachers will be encouraged to participate in the development and follow-up of IEP's

For Special Needs Youth intensive intervention and specific strategies such as voice-recognition software or computer-generated reading will be included in the IEP

Monitoring and Evaluation:

- **CTBS will be completed by all students and create a baseline against which to monitor individual progress twice yearly**
- **Individual student profiles will include information from CTBS, Report cards, reading logs, portfolios of achievement and IEP's where available**



**Orientation 4:
Every student will
develop a
realistic plan for
post-secondary
studies and/or
employment.**

It is clear that the educational goals for all youth are different. While most of our graduates expect to attend CEGEP and/or university, some may choose to pursue careers in trades or vocations. The capacity of each child to attain his or her potential shall be fostered through supportive programming.

Interventions:

POP (Personal Orientation Project) will form part of the Secondary 4 curriculum for all students

Students at Marymount will be encouraged to participate in job shadowing programs either through the EMSB (career explorations) or as they become available through community agencies

The resources of Montreal Hooked on Schools will be incorporated into the annual planning at Marymount

Support and encouragement of the Secondary 5 personal project will continue

Mentoring programs will be invited and supported in the school

Monitoring and Evaluation:

- A journal of short-term goals will form part of each student's personal tracking profile beginning in cycle 1 and will be reviewed twice yearly
- The post-secondary plan will be included in the evaluation for POP and demonstrated in each term report card.



Professional Development for Staff

Professional Development has assumed a high priority status at MMA, and has taken on a life of its own. Teachers are working with each other, mentoring each other, suggesting reading and books, as well as courses and workshops to each other. Teacher attendance at courses and workshops is on the rise, as noted by administration in speaking to staff and looking at applications to PIC. This year the Administration is continuing to focus on implementation of the Reform, Differentiation in the Classroom, and preparations for a full IB teaching model.

A Professional Development Plan has been prepared, through consultation with Staff Council, and expresses teacher needs for the coming year. Workshops and activities have been planned taking into account the concerns of all. In so doing Marymount hopes to strengthen its learning community and better serve its teachers and students.