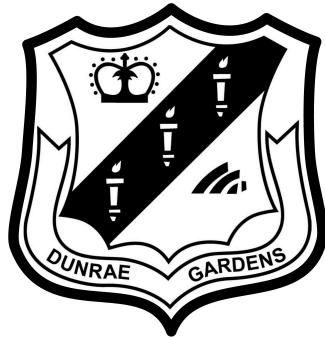


Success Plan / Management & Educational Success Agreement (MESA)



Between
ENGLISH MONTREAL SCHOOL BOARD
And



Commission scolaire English-Montréal
English Montreal School Board

Dunrae Gardens

Dates of Annual MESA Agreement
January 31, 2014 - January 31, 2015

Dates of Success Plan
January 31, 2014 - January 31, 2017

Purpose of the Agreement

In order for the school/centre and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation, des Loisirs et du Sport goals.

Management and Educational Success Agreement Explanatory Notes:

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation, des Loisirs et du Sport.
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.
8. The Management and Educational Success Agreement must specify how the school/centre monitors its progress towards meeting specific targets and how it reports to its community.

SECTION 1: SCHOOL SUCCESS PLAN (2014-2017)

OUR VISION AND MISSION STATEMENTS

Our Mission

Our school's mission is to prepare our children for life-long learning in a safe, secure and healthy environment by nurturing the all-around development of each child, while acquiring the competencies to become successful bilingual and bi-literate citizens in society.

Our Vision

Dunrae Gardens is dedicated to providing the opportunity for all students to reach their highest potential by:

- Preparing them for higher learning.
- Nurturing academic skills in the areas of math and literacy in both French and English.
- Encouraging them to become caring, responsible and self-confident individuals.
- Enabling their experience and appreciation of various cultural traditions and differences.
- Guiding them to become health conscious individuals in a violence free environment.

In our mission statement we affirm that we are committed to preparing our children for lifelong learning and to nurturing their all-around development so that they become successful bilingual and bi-literate citizens in society.

We accept our responsibility to provide children with a challenging and motivating curriculum so that by the end of cycle 3, all students have developed their literacy skills in both English and French and have in their possession the many mathematical and technological skills that will permit them to achieve success in today's technologically advanced world.

We also take responsibility in:

- overseeing that every child learns to celebrate cultural diversity. This will enhance his/her self-identity and allow for the enrichment of cultural acceptance of others' way of life.
- developing and implementing programs, which will foster a greater sense of pride, ownership and respect for their physical environment.

- promoting wellness and leadership in the child through various projects, intramural sports and outings.
- promoting programs such as anti-bullying in order to increase respect and fair play among students.
- continuing programs to create social awareness among students (i.e. poverty, discrimination and equality) in order to foster socio-emotional well-being.
- continuing with workshops to teach students in cycle 3 about internet safety.
- promoting cleanliness in the school environment in order to respect the physical environment.

Finally, we believe that all partners are important in a child's development. We recognize that parents play a significant role in their children's growth and overall level of academic success. It is with this philosophy in mind that communication with parents and parental involvement within the school community is essential.

CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

Dunrae Gardens' territory serves a student population residing in the Town of Mount Royal, Park Extension, and adjacent municipalities. Dunrae Gardens is presently attended by a diverse student population. As a result, it offers an environment conducive to enhanced social interaction and cultural awareness.

Built in 1929, expanded in 1951 and again in 2006. Dunrae Gardens School is located in the heart of Town of Mount Royal. Prior to 1975, it served as an English elementary school to a student population residing mainly in the Town of Mount Royal.

Starting in 1975, Dunrae Gardens has been offering an exclusively Early French Immersion program. The course of study follows the prescribed Ministry of Education curriculum and is based on the French Immersion model developed by the Protestant School Board of Greater Montreal and in use since 1998 by the English Montreal School Board (EMSB).

The Early French Immersion program at Dunrae Gardens School spans from Kindergarten to Grade 6.

To continue serving our existing population, 4 new classrooms were added in 2006-2007.

Dunrae Gardens is a culturally rich school. The student population at Dunrae Gardens is made up of children who come from diverse socio-economic backgrounds. We have a mixture of nuclear, single parent, and reconstituted families. The educational background of our students' parents ranges from barely literate to post-graduate. Four hundred and four students from Kindergarten to Grade six were registered on September 30th in our French Immersion program for the 2013-2014 academic school year.

Our End-of-Cycle Exam Success Rates

Goal 1: Increase the percentage of students who obtain certification and qualification before the age of 20. Objective 1 : To increase the percentage of students who are successful on the Elementary end of Cycles 1,2 & 3 Math Exams. (Competency 2: Mathematical Reasoning)		
Year: 2012	Year: 2013	Year: 2014
Baseline: Cycle 1 Year 2: 80% Cycle 2 Year 2: 74% Cycle 3 Year 2: 62%	Result: Cycle 1 Year 2: 77.5% Cycle 2 Year 2: 84.3% Cycle 3 Year 2: 68.3%	

Goal 2: Improve the Mastery of French (Reading and Writing). Objective 1: Increase the percentage of students who are successful on Elementary end of Cycles 1,2 & 3 French Reading Exams.		
Year: 2012	Year: 2013	Year: 2014
Baseline: Cycle 1 Year 2: 94% Cycle 2 Year 2: 97% Cycle 3 Year 2: 91%	Result: Cycle 1 Year 2: 86.7% Cycle 2 Year 2: 97% Cycle 3 Year 2: 85.7%	
Goal 2: Improve the Mastery of English (Reading and Writing). Objective 2: Increase the percentage of students who are successful on Elementary end of Cycles 1,2 & 3 English Reading Exams.		
Year: 2012	Year: 2013	Year: 2014
Baseline: Cycle 1 Year 2: N/A Cycle 2 Year 2: N/A Cycle 3 Year 2: N/A	Result: Cycle 1 Year 2: N/A Cycle 2 Year 2: 65.7% Cycle 3 Year 2: 63.5%	

Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities.		
Objective 1: To increase the percentage of students with an IEP, who are successful in the Elementary end of Cycles 1,2 & 3 French (Reading) exams.		
Year: 2012	Year: 2013	Year: 2014
Baseline: Cycle 1 Year 2: N/A Cycle 2 Year 2: 89% Cycle 3 Year 2: 100%	Result: Cycle 1 Year 2: 100% Cycle 2 Year 2: 100% Cycle 3 Year 2: 66.7%	

Goal 4: To promote a healthy and safe environment through violence prevention.		
Objective 1: To decrease the % of students who are victims of bullying.		
Year: 2012	Year: 2013	Year: 2014
Baseline: 17% of students in this school felt they were victims of bullying.	Result: 13% of students in this school felt they were victims of bullying. Target was achieved.	

Goal 5: To increase the number of students under the age of 20 in vocational training.		
Objective 1: To sensitize Cycle 3 students to Vocational Paths.		
Year: 2012	Year: 2013	Year: 2014
Baseline: Held an event and invited individuals from Vocational Paths for Cycle 3 classes to talk to students about vocations.	Result: Held an event and invited individuals from Vocational Paths (Rosemont Technology Adult Centre) for Cycle 3 classes to talk to students about vocations.	

PROGRAMS AVAILABLE IN OUR SCHOOL

The Early French Immersion program at Dunrae Gardens School spans from Kindergarten to Grade six. Students from Kindergarten to Grade two receive instruction in French only, while students in Cycles two and three (Grades three to six) receive their instruction in French and English.

Because of the particular needs of our school community, tutors are provided during the school day through various support measures, namely ICOR, Joining Forces and FSL. The MELS Homework Assistance Program is also provided at lunch time and after school, at no cost to the parents four days a week, to ensure that students obtain help with their academics. The MELS Wellness Program is aimed for Cycle three students, to promote their physical fitness and well-being. Our computer lab, which is equipped with over 25 MACs and a wall-mounted Smartboard, is available for all students to access during the day. We also continue to encourage, incorporate and integrate the use of technology in the curriculum with the use of Smartboards installed in eighteen of our classrooms, plus our computer lab, totalling nineteen Smartboards. Students are exposed to the latest MAC computers and applications such as: Powerpoint, i-movie, garage band and Microsoft Office. The use of ICT has helped in reaching, stimulating and increasing the active participation and eagerness in learning for all our students. Three classrooms and one Specialist class remain to be equipped with a Smartboard, in order for all of our classrooms to be complete with this technological tool. During lunch time, Italian and Greek PELO classes are provided. The PELO program aims to improve the students' knowledge of their heritage language and gives greater depth to the students' understanding of human experience by fostering an appreciation of the customs and achievements of people within their communities. Every year, we apply for special funds through the Culture in Schools' Program, to help us bring Artists for students and to help us subsidize trips and visits to cultural venues. As part of our Science Program, our Cycle three students participate in an annual Science Fair, showcasing their inquisitive minds. Our Bravo Program recognizes students from Kindergarten to Grade six in four areas : Excellence, Effort, Citizenship and Participation. The selection of students is made at the discretion of the homeroom teachers on a bi-monthly basis. Students' accomplishments are celebrated at an assembly, where selected students receive a certificate, honoring their achievements. The Honor Board displays the names of the students by grade. Our Reflecto Program is designed to enhance students' respect for each other. As well, the program helps students develop their social skills by promoting positive behavior. This continues to play an integral role in students' school life, as per our school agenda.

Our school is an inclusive school, which accommodates an academically diverse population. We have services of a Resource teacher in French and English, child care workers, a behavior technician, a school psychologist, a speech therapist, a nurse, an occupational therapist on demand and a social worker on demand, to work with our students who may require additional support. We pride ourselves in working hard to help all our students reach their fullest potential.

Our Resource teachers have been successful in identifying "at risk" students and Resource teachers work closely with our students' parents, our professionals, classroom teachers, specialist teachers, as well as the administration to assist and meet the needs of these students. Individual Educational Plans and term reports are prepared at each reporting period for all students with special needs and "at risk" students, by the team of teachers who teach and work with the students. Additional resource personnel are hired to work with these children in the regular classroom or in

small groups. Guided Reading materials and assessment kits are available in French and English for all cycles, to promote our Balanced Literacy Initiative.

To accommodate working parents, our BASE Daycare program is offered for all our students. The Daycare Program is run within a caring, safe and inclusive learning community. Daycare is open from 7:00am and closes at 6:00pm.

Dunrae Gardens also enforces a school uniform, so that clothing expenses are reduced and students can feel united, in school identity.

Amongst many of the unique characteristics of our school, Dunrae Gardens offers all its students a Hot Lunch Program, access to the Town of Mount Royal Library, arena for skating and tennis courts for our Cycle three students. TMR also supports Dunrae Gardens in the Terry Fox Run for Grades one to six, by offering their field for our annual event. In exchange, we support TMR's Spectacles at a low cost, we hold Inter-generational events by hosting a luncheon in honor of the TMR seniors, participate in a musical talent show for the Seniors. Through the "Table des Aînés" and in conjunction with our Socio-Agent Communautaire, a field trip is organized at least once a year with the Seniors.

SPECIAL EVENTS/ACTIVITIES

Dunrae Gardens offers its students a wide range of activities and fosters many special events.

Academic (French and English) Activities : Storytelling (Cycle 3), Kindergarten workshops with parents, Literacy Day with Grandparents, Dictée PGL (Grade 6), Rosetta Stone (computer software for out of province students). New in 2013-2014 : Skype/correspondances with France (Grade 2), PELIQAN language exchange project with French School Board (Grade 6), CCSpark (pilot project Grade 5), Literacy Month in February (for all)

Sciences : Science and Technology Fair (Cycle 3)

Various Extra Curricular Activities Before and/or After school : Offered by our BASE Daycare Program, The Home and School Association

Lunch Time Activities : Hip Hop (Cycle 3), Glee Club (Grade 6), Enriched Math Club (Grade 5), Girls' Club (Grades 4, 5 & 6), Boys' Club- Chess (Grades 4, 5 & 6), Peer Mediation (for all), Leadership Program/Project Games (Grade 6), Special lunchtime groups (Grades 1 & 2)

Athletic Activities : GMAA (Cycle three), Intramural Sports (Cycle 3), Tennis, Skating, Olympics, Carnival Day, Looney/Tooney Carnival, Rock Climbing, Staff vs. Students games, Staff vs. Students Beep test

Arts and Music Activities : Two annual concerts, OSM, Art Club (for all), Music Club (Grades 3+), Concordia University Art Student Teachers

University Affiliations : UQAM, U de M, McGill, Concordia student teachers

Family Oriented Activities : Back-to-School Fun Fair, Book fairs, Bake Sales, Mini-marts, Multicultural festivities

Varia : Bus monitors (Grade 6), Rainy day Monitors (Grade 6), Lunchtime pizza distributors (Grades 5/6)

PARENT PARTICIPATION

The Dunrae Gardens school community is served by an active and organized parent volunteer group. The Home and School Association manages almost all of the fundraising needs for Dunrae Gardens' activities, as well as the running of a wide range of extra-curricular activities offered afterschool through its popular ECA. Also, the Home and School Association contributes with graduation (karaoke event, ice-cream party) and provides needed materials and equipment for our classrooms and school. An integral part of Dunrae Gardens' community comes from the positive involvement and ongoing support of our parent volunteers. Dunrae Gardens' parents also exercise their right to participate in school governance in the Dunrae Gardens' Governing Board, PPO, Regional Parents' Committee and Central Parents' Committee. We continue to encourage parent participation and volunteers who offer their time to build on our school's success.

Volunteer activities range from helping in the classrooms, helping out in the school library, helping supervise students during field trips, driving students to and from GMAA activities, baking for events and meetings, organizing Book Fairs & Book Sales, organizing Back-to-School Fun Fair, contributing to Olympic day, helping during ECA, etc.

SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2013-2014

ALIGNMENT OF GOALS AND OBJECTIVES:

Our school success plan/MESA is based upon the aims and objectives elaborated in the MELS and English Montreal School Board's strategic plan with particular emphasis on the MELS-EMSB Partnership Agreement. Our Success Plan/MESA elaborates the actions, measures and methods for ensuring that each student achieves success in his/her academic growth and personal development. This section is to be revised and updated annually. Our school MESA includes the following objectives:

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the percentage of students who obtain qualification and certification after 7 years.	The rate of EMSB students who obtain certification and qualification after 7 years.	By June 2014, 86% of students will obtain qualification and certification. (7 year cohort)	<i>To maintain/improve percentage of students who are successful on the Elementary End-of-Cycles 1, 2 & 3 Competency 1 "Situational Problem Solving" Math Exams.</i>	<i>The success rate of students on the Elementary End-of-Cycles 1, 2 & 3 Math Exams in Competencies 1 & 2.</i>	<i>To set a baseline in End-of-Cycles 1, 2 & 3 Math Exams in Competency 1 and monitor success rate.</i>	<i>To invite Math consultant to meet with teachers and discuss program & LES' (Learning & Evaluation Situations) and strategies to help all students (especially struggling students).</i>	<i>Time for Cycle meetings</i>	<i>Jan. 2015</i>	<i>Classroom teachers</i>
To increase the rate of success on the MELS uniform Mathematics examinations.	MELS success rate on MELS uniform Mathematics 404 examination (Uniform Examination results published annually in June).	Increase the success rate on MELS uniform Mathematics 404 to 60%.	<i>To maintain/improve percentage of students who are successful on the Elementary end-of-cycle 1, 2 & 3 Competency 2 "Mathematical Reasoning" Math Exams.</i>		<i>To maintain our baseline success results of 80% and to increase by 1% results showing below 80% in End-of-Cycles 1, 2 & 3 Math Competency 2.</i>	<i>Teachers review in PLC's 2011, 2012 & 2013 math exams and target all students and discuss with resource teachers(s) to find ways and strategies to improve math skills for all students, especially for the struggling students.</i>	<i>Materials</i>		<i>Resource teacher(s)</i>
To increase the rate of success on the MELS uniform History and Citizenship examinations.	MELS success rate on MELS uniform History and Citizenship 414 examination (Uniform Examination results	Increase the success rate on MELS uniform History and Citizenship 414 to 75%.				<i>Remedials/recuperation/ tutorials offered to all students (especially struggling students identified by teachers) at least once/week.</i>	<i>Human Resources (Hiring tutors)</i>		<i>Administration</i>
									<i>Having team meetings to review strategies and by keeping logbook of meetings</i>
									<i>Math Consultant</i>
									<i>EMSB</i>

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20 (School Perseverance)

School Board			School / Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
SCHOOL PERSEVERANCE Decrease the number of student leavers without qualification or certification.	MELS - number of student leavers without qualification and certification published annually by MELS	Decrease by 47 students from baseline (335- 2009) the number of student leavers without qualification and certification.	<i>To increase the level of literacy by promoting cycle project-based initiatives.</i>	<i>The number of projects students participate in.</i>	<i>To have at least one class per cycle share their project-based initiative with another class.</i>	<i>To organize and create opportunity for project-based learning</i>	<i>Teachers</i>	<i>Jan. 2015</i>	<i>Classroom teachers</i>
		Target reduction 2014-288 students							
To increase the level of literacy of Secondary cycle 1, year 1 cohort.	The percentage of cycle 1, year 1 cohort that are reading at grade level.	Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level. Baseline to be determined by September 2012					<i>Librarian</i>		<i>Specialist teacher(s)</i>
							<i>Specialists</i>		<i>Administration</i>
							<i>Materials</i>		

MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- ELEMENTARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>FRENCH READING: (ELEMENTARY)</p> <p>To improve French reading skills of all elementary school students.</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle reading examination.</p>	<p>A 90% success rates in reading for all students enrolled in elementary schools in all 3 cycles</p>	<p><i>To maintain/improve the percentage of students who are successful on Elementary End-of-Cycles 1, 2 & 3 French Language Reading Exams.</i></p>	<p><i>The success rate of students on the Elementary End-of-Cycles 1, 2 & 3 French Language Exams in Reading & Writing.</i></p>	<p><i>To maintain our baseline success results of 90% and to increase by 1% results showing below 90% in End-of-Cycles 1, 2 & 3 French Language Reading Exams.</i></p>	<p><i>To invite French language consultant to meet with teachers and discuss program and strategies to help struggling students.</i></p> <p><i>Teachers review French language exams in PLC's and target all students, especially struggling students and discuss with resource teachers(s) to find ways and strategies to improve French skills for all students, with a focus on struggling students.</i></p>	<p><i>Time for Cycle meetings</i></p> <p><i>Guided Reading Materials</i></p> <p><i>Writing Materials</i></p> <p><i>Rosetta Stone</i></p> <p><i>Human Resources (Hiring tutors)</i></p>	<p><i>Jan. 2015</i></p>	<p><i>Classroom teachers</i></p> <p><i>Resource teacher(s)</i></p> <p><i>Administration</i></p> <p><i>Having team meetings to review strategies and by keeping logbook of meetings</i></p> <p><i>French Language Consultant</i></p> <p><i>EMSB</i></p>
<p>FRENCH WRITING: (ELEMENTARY)</p> <p>To improve French writing skills of all elementary school students</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle writing examination</p>	<p>To increase by 5%, in the four years of this agreement (2010-2014) the proportion of students who are successful on the end-of-cycle written examination for each of the three elementary cycles .</p>	<p><i>To maintain/improve the percentage of students who are successful on Elementary End-of-Cycles 1, 2 & 3 French Language Writing Exams.</i></p>	<p><i>To set a baseline in End-of-Cycles 1, 2 & 3 French Language Writing Exams and monitor success rate.</i></p>	<p><i>Remedials/recuperation/ tutorials offered to all students (especially struggling students), identified by teachers at least once/week.</i></p> <p><i>GB+/Benchmarks (Reading Assessment Kits) available tools to monitor students' reading levels in French language.</i></p> <p><i>Regular visits to library</i></p> <p><i>Homework Program</i></p> <p><i>Literacy Month in February</i></p> <p><i>Annual Book Fair</i></p>	<p><i>Human Resources (Hiring tutors)</i></p>	<p><i>Human Resources (Hiring tutors)</i></p>	<p><i>Jan. 2015</i></p>	<p><i>Classroom teachers</i></p> <p><i>Resource teacher(s)</i></p> <p><i>Administration</i></p> <p><i>Having team meetings to review strategies and by keeping logbook of meetings</i></p> <p><i>French Language Consultant</i></p> <p><i>EMSB</i></p>

MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- SECONDARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>FRENCH READING: (SECONDARY)</p> <p>To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p>Number of students who obtain 60% or more on the FSL Sec V FLS MELS uniform examination (reading component)</p>	<p>An 80% success rate for all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p><i>Insert objectives that align(s) with the board's objective.</i></p>	<p><i>Indicate what form of measurement the school will use to determine the degree of achievement of the target.</i></p>	<p><i>Insert a target for each objective indicating the amount, number, percentage, etc and the date fixed for reaching this target.</i></p>	<p><i>Insert the specific strategies or actions identified that the school/centre will undertake to meet the objective.</i></p>	<p><i>Indicate the resources the school/centre is allocating to realize the strategies.</i></p>	<p><i>Insert the timeline for the completion of each strategy or action identified.</i></p>	<p><i>Indicate how the strategy or action identified will be monitored.</i></p>
<p>FRENCH WRITING: (SECONDARY)</p> <p>To improve French writing skills of all high school students enrolled in the FLS base program by the end of Secondary V</p>	<p>Number of students who obtain 60% or more on the FSL Sec V FLS MELS uniform examination (writing component)</p>	<p>To maintain an 83.0% success rate in for all high school students enrolled in the FLS base program by the end of Secondary V</p>							

MELS/EMSB Goal 2: Improved Mastery of the English Language (English Reading & Writing- Elementary)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>ENGLISH READING: (ELEMENTARY)</p> <p>To improve English reading skills of all elementary school students.</p>	<p>Number of students who are successful (minimum of 3 out of a scale of 5) on the end-of-cycle written examination in the EMSB French immersion program for each of the elementary cycles.</p>	<p>To increase by 5%, in the four years of this agreement (2010-2014) the proportion of students who are successful on the end-of-cycle written examination for each of the three elementary cycles .</p>	<p><i>To improve the percentage of students who are successful on Elementary End-of-Cycles 2 & 3 English Language Reading Exams.</i></p>	<p><i>The success rate of students on the Elementary End-of-Cycles 2 & 3 English Language Exams in Reading & Writing.</i></p>	<p><i>To increase our students' success results by at least 1% in End-of-Cycles 2 & 3 English Language Reading Exams.</i></p>	<p><i>To invite English language consultant to meet with teachers and discuss program and strategies to help struggling students.</i></p> <p><i>Teachers review English language exams in PLC's and target all students, especially struggling students and discuss with resource teachers(s) to find ways and strategies to improve English skills for all students, with a focus on struggling students.</i></p> <p><i>Remedials/recuperation/ tutorials offered to all students (especially struggling students), identified by teachers at least once/week.</i></p> <p><i>Benchmarks (Reading Assessment Kits) available tools to monitor students' reading levels in English language.</i></p> <p><i>Regular visits to library</i></p> <p><i>Homework Program</i></p> <p><i>Literacy Month in February</i></p> <p><i>Annual Book Fair</i></p> <p><i>Guided Reading</i></p>	<p><i>Time for Cycle meetings</i></p> <p><i>Guided Reading Materials</i></p> <p><i>Writing Materials</i></p> <p><i>Human Resources (Hiring tutors)</i></p>	<p><i>Jan. 2015</i></p>	<p><i>Classroom teachers</i></p> <p><i>Resource teacher(s)</i></p> <p><i>Administration</i></p> <p><i>Having team meetings to review strategies and by keeping logbook of meetings</i></p> <p><i>English Language Consultant</i></p> <p><i>School Board</i></p>
<p>ENGLISH WRITING: (ELEMENTARY)</p> <p>To improve the English written skills of all elementary school students.</p>	<p>The number of students who obtain a 3 out of 5 on the End-of-cycle 3 ELA Evaluation Situation (ES) - writing component.</p>	<p>To increase by 5% the success rate of students on the End-of-cycle 3 ELA Evaluation Situation (ES)</p>	<p><i>To maintain/improve the percentage of students who are successful on Elementary End-of-Cycles 2 & 3 English Language Writing Exams.</i></p>		<p><i>To set a baseline in End-of-Cycles 2 & 3 English Language Writing Exams and monitor success rate.</i></p>				

MELS/EMSB Goal 2: Improved Mastery of the English Language (English Reading & Writing- SECONDARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>ENGLISH READING: (SECONDARY)</p> <p>To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.</p>	<p>Number of students who obtain 60% or more on the reading component of the MELS Sec V ELA uniform exam.</p>	<p>To maintain a 90% success rate on the reading component of the MELS Sec V ELA uniform exam.</p>	<p><i>Insert objectives that align(s) with the board's objective.</i></p>	<p><i>Indicate what form of measurement the school will use to determine the degree of achievement of the target.</i></p>	<p><i>Insert a target for each objective indicating the amount, number, percentage, etc and the date fixed for reaching this target.</i></p>	<p><i>Insert the specific strategies or actions identified that the school/centre will undertake to meet the objective.</i></p>	<p><i>Indicate the resources the school/centre is allocating to realize the strategies.</i></p>	<p><i>Insert the timeline for the completion of each strategy or action identified.</i></p>	<p><i>Indicate how the strategy or action identified will be monitored.</i></p>
<p>To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V</p>	<p>The number of students who obtain 60% or more on the Secondary V English examination (ELA), written production component</p>	<p>To maintain a 90% success rate on the Secondary V English examination (ELA), written production component</p>							

MELS/EMSB Goal 3: Improved Levels of Retention and Academic Success for Certain Target Groups (special needs)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of students (within the 7-year cohort) 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) and Diplôme D'études Professionnelles (DEP).	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) and Diplôme D'études Professionnelles (DEP).	To increase by 5% 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) and Diplôme D'études Professionnelles (DEP) from a baseline to be established in 2010-11	<p><i>To maintain/improve the percentage of students with an IEP who are successful on Elementary End-of-Cycles 1, 2 & 3 French Language Reading Exams.</i></p> <p><i>To maintain/improve the percentage of students with an IEP who are successful on Elementary End-of-Cycles 1, 2 & 3 French Language Writing Exams.</i></p>	<p><i>The success rate (percentage by Cycles & by numbers) of all students with an IEP in the Elementary End-of-Cycles 1, 2 & 3 French Language Reading & Writing Exams.</i></p>	<p><i>To maintain our baseline success results over 80% and to increase the success rate by 1 student following an IEP in the Elementary End-of-Cycles 1, 2 & 3 French Language Reading Exam.</i></p> <p><i>To set a baseline in all students with an IEP in the End-of-Cycles 1, 2 & 3 French Language Writing Exams and monitor success rate.</i></p>	<p><i>Invite Special Education Consultant to meet with teachers and discuss strategies to implement.</i></p> <p><i>Teachers and Resource Teacher(s) review exams and discuss ways and strategies to improve implementation of skills.</i></p> <p><i>Teachers and Resource teacher(s) review IEPs by term.</i></p> <p><i>Resource teacher(s) do monthly follow-ups with teachers, administration, and school professionals (psychologist/speech therapist/occupational therapist) as needed.</i></p>	<p><i>Time for meetings (PPTs)</i></p> <p><i>Guided Reading Materials</i></p> <p><i>Writing Materials</i></p> <p><i>Rosetta Stone</i></p> <p><i>Human Resources (Hiring Tutors)</i></p>	<p><i>Jan. 2015</i></p>	<p><i>Classroom Teachers</i></p> <p><i>Resource Teacher(s)</i></p> <p><i>Administration</i></p> <p><i>PPT meetings & keeping logbook of meetings</i></p> <p><i>Pedagogical Services</i></p> <p><i>Student Services</i></p>
To increase the number of students (within the 7-year cohort) identified as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	The number of students (within the 7 year cohort) identified as having handicaps who graduate with Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	To increase by 30% over the June 2010 baseline, the number of students identified having handicaps, who will graduate.							

MELS/EMSB Goal 4: Healthier and Safer School Environments

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To reduce the percentage of elementary and high school students who are victims of bullying.	The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From me (TTFM) Survey	To reduce by 5% the percentage of elementary and high school students who are victims of bullying.	<i>To decrease the number of incidents of bullying, as described in the school agenda.</i>	<i>The percentage of students who feel they are victims of bullying.</i>	<i>To decrease by 1% the number of students who feel they are victims of bullying</i>	<i>To organize specific activities and workshops geared towards anti-bullying and by creating more structured play zones during recesses.</i> <i>Measures outlined as per Safe School Action Plan</i>	<i>Administration</i> <i>Staff</i> <i>Support staff (CCWs, Daycare educators, Lunch monitors)</i>	<i>Jan. 2015</i>	<i>Classroom Teachers</i> <i>Resource teachers</i> <i>Behavior Technician</i> <i>Attendants</i> <i>Administration</i> <i>Agents Socio-Communautaire Staion 24</i> <i>Spiritual Animator</i> <i>Keeping track of number of warnings/reflectos /suspensions</i> <i>Safe School Action Plan</i> <i>Support Staff (Daycare educators/Lunch monitors)</i>
To increase students' feelings of school safety	The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me (TTFM) Survey.	To increase by 5%, elementary and high school students' feelings of school safety					<i>Analysis of TTFM (Tell Them From Me Survey Results)</i>		

MELS/EMSB Goal 5: Increased Enrolment of Students under 20 in Vocational Training

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of new registrants under the age of 20 in Vocational Training.	Number of new registrants under the age of 20 in Vocation Training.	To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	<i>To sensitize Cycle 3 students to Vocational Paths.</i>	<i>The number of activities involving presentations, discussions, information and research in Vocational Paths for Cycle 3.</i>	<i>To have one activity annually.</i>	<i>To invite individuals from Vocational Paths for Cycle 3 students, to talk about their vocations.</i>	<i>EMSB Adult Ed. Centres</i> <i>Spiritual Animator</i> <i>Guidance Counselors</i> <i>Administration</i> <i>Teachers</i> <i>Students</i> <i>Parents</i>	<i>Jan. 2015</i>	<i>Classroom Teachers</i> <i>Resource Teachers</i> <i>Spiritual Animator</i> <i>Administration</i> <i>Feedback from students</i>

SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p><i>To develop and improve students' mathematical skills and concepts.</i></p>	<p><i>Percentage of students who are successful in teacher summative and formative evaluations.</i></p> <p><i>Percentage of students successful in End-of-Cycles 1, 2 & 3 MELS exams.</i></p>	<p><i>To increase the percentage of students who are successful in solving situational problems and using mathematical reasoning skills by 2% at the end of every Cycle.</i></p>	<p><i>To invite Math/French/English consultants to meet with teachers and discuss program and strategies to help all students, especially struggling students.</i></p> <p><i>Teachers review Math/French/English tests and exams in PLC's and target all students, especially struggling students and discuss with resource teachers(s) to find ways and strategies to improve Math/French/English skills for them.</i></p> <p><i>Remedials/recuperation/ tutorials offered to all students (especially struggling students), identified by teachers at least once/week.</i></p>	<p><i>Time for Cycle Meetings</i></p> <p><i>Materials/manipulatives</i></p> <p><i>Human Resources (Hiring tutors)</i></p>	<p><i>Jan. 2017</i></p>	<p><i>Classroom Teachers</i></p> <p><i>Resource Teachers</i></p> <p><i>Administration</i></p> <p><i>Support Staff</i></p> <p><i>EMSB</i></p>
<p><i>To improve students' Literacy in both French and English Languages.</i></p>	<p><i>Percentage of students who are successful in deriving meaning from texts and writing as a means of expressing themselves.</i></p>	<p><i>To increase the percentage of students who are successful in reading and writing by 2% at the end of every Cycle.</i></p>	<p><i>Remedials/recuperation/ tutorials offered to all students (especially struggling students), identified by teachers at least once/week.</i></p>			

Our Professional Development Plan: Preparing Our Staff 2014-2015

What we have to do as a school staff to prepare for implementing the interventions/strategies identified for achieving our objectives. The school identifies its professional development needs.

OBJECTIVES	GRADE LEVELS & SUBJECT AREA	INTERVENTIONS/STRATEGIES REQUIRING PD	PD PLAN (ex. name of workshop, date PD will be offered, resources involved (human or financial), etc.)
<p><i>Through PLC's (Professional Learning Communities), to ensure that all students are learning at a higher level.</i></p> <p><i>To create six common assessments.</i></p>	<p><i>All levels, in Cycles 1, 2 & 3 in subject areas of French, English and Math.</i></p>	<p><i>PLC/Data Teams</i></p> <p><i>Professional Development Workshops</i></p> <p><i>To invite Cluster Team Consultants to address PLC's for French, English and Math</i></p> <p><i>To invite Subject-Specific Consultants</i></p> <p><i>To offer and provide training to create common assessments for data analysis</i></p> <p><i>Professional Development from Solution Tree</i></p> <p><i>Professional Development from Dufour's Data Analysis</i></p> <p><i>Professional Development from BIM (Banque d'instruments de mesure)</i></p>	<p><i>PSD (Pedagogical Services Department) Cluster Team Consultants provide Professional Development Workshop to staff (PLC 101) on October 15th 2013</i></p> <p><i>Professional Development Training November 1st 2013</i></p> <p><i>Follow up data team meetings January 31st 2014 & February 21st 2014</i></p> <p><i>PSD (Pedagogical Services Department) Cluster Team Consultants to continue to provide Professional Development Workshop to staff (PLC 201) on April 3rd 2014</i></p> <p><i>In-school training ongoing</i></p> <p><i>Follow-up with Cluster Team Consultants and subject-specific Consultants</i></p>

Monitoring and Accountability Measures:

The school administration, classroom teachers, resource teachers, child care workers, Professionals, EMSB will collect data so as to ensure that the strategies outlined in MESA are being implemented. Progress will be monitored and reported to the stakeholders at large within the Annual Report, through monthly Governing Board meetings, Newsletters to parents, Progress Report & Formal Reporting periods.

Resources Allocated to the School/Centre:

Upon receiving special annual budget allocations from the Ministry, additional tutors are hired to help our Resource teachers. Resource teachers are released by term, through a budget made available to us through Student Services, to prepare and update IEP's of students with Special needs, to secure their success. In addition, all classroom teachers offer and provide remediation support to students experiencing difficulty.

At the discretion of the classroom teachers, at-risk students are recommended and encouraged to participate in the Homework Program offered at lunch times four times/week. The Homework Program is also made available after school, for those students who need a quiet environment to work in.

Lastly, our goal is to continue to receive or purchase Smartboards and/or purchase computers with the ICT budget to enhance student learning in the classroom.

Support and Assistance Measures Available to the School/Centre:

The Ministry on an annual basis makes special allocations for additional support. Support measures come from budgets such as: Joining Forces, ICOR, Support for FSL, Homework Assistance & Wellness. Our school also receives a Reading Allocation grant, to purchase books and materials for our school library, to enhance students' literacy in both French and English Languages. In addition to these allocations, the EMSB provides professional development for their teachers and offers support through their Consultants. The Balanced Literacy Program and its resources are available to all of our teachers to enhance our Literacy initiative.

Summary:

As all the stakeholders in the School/Centre Community work cooperatively together, supporting each other, we are able to achieve success for our students. Our commitment to success is of paramount importance as we implement, monitor and adjust the objectives we have outlined for our school this year. The professional development needs that are required are important to the achievement of these goals and are detailed in the School Professional Development Plan.

Signatories of the Agreement:

Robert Stocker, Director General EMSB

Date

Signature of Principal

Date

Signature of Governing Board Chair

Date