Dunrae Gardens School
MESA ANNUAL REPORT

MESA ANNUAL REPORT 2016-2017
ELEMENTARY SCHOOL REPORTING TEMPLATE

Name of School**:** **Dunrae Gardens**

Name of Principal: **Ms. Elena Zervas**

Date: **November 28, 2017**

Introduction

Bill 88 has changed the Education Act so that the Minister can set goals and targets to increase student success in the province. Individual school boards are expected to reflect these goals in their strategic plans and similarly each school/centre is expected to align its Success Plan with the board's strategic plan. In addition, boards sign a Partnership Agreement (PA) with the Minister which describes their contribution to meeting the Minister's Goals. Similarly each school/centre signs a yearly Management and Educational Success Agreement (MESA) with its board, which describes its contribution to the achievement of the board's strategic plan.

Currently the Minister has identified five goals which can be summarized as follows:
1. a) Increased graduation and qualification rates for students under the age of 20
    b) Reduction in the number of leavers without qualification or certification (drop outs)
2. Improvement in the mastery of the French Language (and English Language*)
3. Improved success for special needs students
4. Healthier and safer school environments
5. Increased enrollment of students under the age of 20 in vocational education
    * chosen by English boards in the province

Our Objectives and Results

Progress Rating Scale	
	Target on track to being achieved or is achieved
	Target not on track to being achieved – certain factors can explain the result and more time is needed
	Target not a on track to being achieved – need to modify strategies or target

In aligning our Success Plan with the EMSB Strategic Plan we have set the following Objectives and Targets in our MESA and have achieved these results as of June 30, 2017:

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Goal 1: Increased graduation and qualification rates for students under the age of 20				School Results			
	Objective Statements	**Baseline 2014-2015**	**Target 2018**	**2015-2016**	**2016-2017**	**2017-2018**	**Current Year Progress Rating**
1.1	To increase the success rate of students on the End-of-cycle 3 (**Situational Problem Component**) Mathematics uniform exam	78.5%	85%	90%	93.8%		
1.2	To increase the success rate of students on the End-of-cycle 3 (**Using Reasoning Component**) Mathematics uniform exam	75.4%	77%	66%	87.5%		

Goal 2: Improvement in the mastery of the French Language (and English Language) Reading and Writing				School Results			
	Objective Statements	**Baseline 2014-2015**	**Target 2018**	**2015-2016**	**2016-2017**	**2017-2018**	**Current Year Progress Rating**
2.1	To increase the success rate of students in the End-of-cycle 3 **French reading**	75.4%	85%	100%	100%		
2.2	To increase the success rate of students in the End-of-cycle 3 **French writing**	83.1%	85%	100%	100%		
2.3	To increase the success rate of students in the End-of-cycle 3 **English reading**	87.5%	90%	90%	91.7%		
2.4	To increase the success rate of students in the End-of-cycle 3 **English writing**	87.7%	90%	98%	100%		

Goal 3: Improved success for special needs students				School Results			
	Objective Statements	**Baseline 2014-2015**	**Target 2018**	**2015-2016**	**2016-2017**	**2017-2018**	**Current Year Progress Rating**
3.1	To improve the average mark attained by special needs students on the End-of-cycle 3 ***Mathematics Situational Problem*** component of the uniform examination	NA	TBD	NA	68%		
3.2	To improve the average mark attained by special needs students on the End-of-cycle 3 ***Mathematics Using Reasoning*** component of the uniform examination	NA	TBD	NA	61.2%		
3.3	To improve the average mark attained by special needs students on the End-						

	of-cycle 3 **French reading** component of the examination	NA	TBD	NA	81.2%		
3.4	To improve the average mark attained by special needs students on the End-of-cycle 3 **French writing** component of the examination	NA	TBD	NA	85.3%		
3.5	To improve the average mark attained by special needs students on the End-of-cycle 3 **English reading** component of the examination	NA	TBD	NA	65%		
3.6	To improve the average mark attained by special needs students on the End-of-cycle **3 English writing** component of the examination	NA	TBD	NA	70%		

Goal 4: Objectives				School Results			
Objective Statements		**Baseline 2014-2015**	**Target 2018**	**2015-2016**	**2016-2017**	**2017-2018**	**Current Year Progress Rating**
4.1	To decrease the rate of students who feel they are victims of bullying	25%	17%	19%	19%		
4.2	To increase the rate of students who report feeling safe attending school	71%	80%	73%	74%		

Goal 5: Increased enrollment of students under the age of 20 in vocational education		School Results			
Objective Statements		**2015-2016**	**2016-2017**	**2017-2018**	**Current Year Progress Rating (Implementation of Strategies)**
5.1	To increase awareness of vocational education as a viable pathway to success	✓	✓		

What we have learned and where do we go from here?

While Dunrae Gardens School will continue to monitor the results of the end of cycles 1 and 2, this year's annual report will present exit profile results (EOC3). This is to ensure that students are given six years to further develop their math and language skills.

GOAL 1

- *The Mathematics end of cycle 3 exam has 2 components: situational problem solving and mathematical reasoning. In **<u>situational problem solving</u>**, the success rate went from 90% in 2016 to 93.8% in 2017, yielding an increase of 3.8%. This appears to indicate that the implementation of our elected strategies contributed to the students' overall success rates. Proudly, our success rate in situational problem solving for cycle 3 surpassed the EMSB's success rate by 13.9% and other EMSB French immersion schools by 13.8% in this competency. Our goal is to maintain or increase our success rate of 93.8% in 2017 to 95.8% in 2018. In our MESA, we will also be examining the average marks of students in situational problem solving considering our high success rate. Our June 2016 baseline grade average in the situational problem component was 78.8% and our target for June 2018 was set at a grade average of 80%. In June 2017, the average score surpassed our designated target by 4.1%, yielding an average score of 84.1% (an increase of 5.3% from 2016). One plausible reason*
for the increased success rate and high class average is an increased exposure to situational problems in the classroom, at least three per term. In our MESA, we will aim to maintain or increase by 2% our current average score for the 2018 target year.

- *In **<u>mathematical reasoning</u>**, the success rate increased from 66% in 2016 to 87.5% in 2017 presenting an increase of 21.5%. These results further indicate that we have surpassed our 2018 target of 77% by 10.5%. In addition, the school's success rate remains higher than the EMSB's by 13.2% and other EMSB French immersion schools by 11%.* Our goal is to maintain or increase our success rate of 87.5% in 2017 to 89.5% in 2018. In our MESA, we will also be examining the students' average mark on the exam considering our high success rate. Our June 2016 baseline average score in the mathematical reasoning component was 67.6% and our target for June 2018 was set at a grade average of 75%. The average score for the June 2017 mathematical reasoning component is 77.4%. This demonstrates an increase of 9.8% from 2016 and surpassing our target by 2.4%. *One plausible reason for the significant increase in success rate and class average score is the* extensive early instruction with the use of more manipulatives in conceptual geometry and operations. In our MESA, we will aim to maintain or increase by 2% our current average score for the 2018 target year.

GOAL 2

FRENCH:

- *The cycle 3 French Second Language exam has 2 components: reading and writing. In reading, the success rate of 100% in 2016 was maintained in 2017. Two plausible explanations for this success are the direct instruction of strategies involved with reading comprehension skills and extracting information from a text and the increase of opportunities for students to frequently practice these skills in the classroom. Given that our success rate in reading exceeded our 2018 target by 15% for two consecutive years, we will make every effort to maintain this success rate with the subsequent cohort but we will also focus on maintaining an average score of 85% and more for that cohort. In June 2017, the average score in French reading was 87.4%, 9.1% higher than the average score of students within the EMSB. In our MESA, the baseline year will be June 2017 for the average mark.*

- *In writing, the success rate of 100% in 2016 was maintained in 2017. We can attribute this success to modeled writing throughout the year. Given that our success rate in writing exceeded our target by 15% for two consecutive years, we will make every effort to maintain this success rate with the subsequent cohort and also focus on maintaining an average score of 85% and more for that cohort. In June 2017, the average score in French reading was 89.9%, 7.8% higher than the average score of the students within the EMSB. In our MESA, the baseline year will be 2017 for the average mark.*

- *In the coming year, the French Language consultant will continue to be invited to offer professional development for staff in the areas of reading and writing. In addition, every effort will be made to provide enrichment activities to students through the Daily Five literacy initiative.*

ENGLISH:

- *The cycle 3 English Language Arts exam has 2 components: reading and writing. In reading, the success rate increased from 90%in 2016 to 91.7% in 2017. Given that the school's data demonstrated a high success rate in June 2016 and June 2017, our average score remains at 74.8% for reading, which demonstrates that there is still room for improvement in this area. Our focus for June 2018 will be on improving the students' average mark in English reading by at least 3%, setting a target for the average score of 77.8% and our baseline year will be 2017.*

- *In writing, the success rate increased from 98% in 2016 to 100%in 2017. Given that the school's data demonstrated a high success rate in June 2016 and June 2017, our average score remains at 77.1% for writing, which demonstrates that there is still room for improvement in this area. Our focus for June 2018 will be on improving the students' average mark in English writing by at least 3%, setting a target for the average score of 80.1% and our baseline year will be 2017.*

- *In the coming year, the ELA and literacy consultants will continue to be invited to offer*

professional development for teaching staff in the areas of reading and writing. Furthermore, we will continue to provide enrichment activities to students through the Daily Five literacy initiative and teachers will provide a minimum of one narrative task per term for cycles 2 and 3, in order to further enhance student proficiency in this competency.

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GOAL 3

- *We have moved from reporting the success rates in core subjects to average marks. Given that the special needs population in our school is small, reporting on success rates may produce large fluctuations from year to year and are not indicative of any meaningful information. A better way to demonstrate the success of students with special needs is to look at the average mark of that group within a subject. An increase in the group's average mark indicates an improvement in the progress of the students' learning, regardless of their starting point.*

- *We do not have average marks available for students with special needs for June 2015 and 2016 Mathematics, English Language Arts and French Second Language end of cycle exams. As of June 2017 this data became available. The baseline was established as of 2017 and the target was established for 2018.*

- *In 2017, Dunrae Gardens' students with special needs attained an average mark of 68% on the Situational Problem component of the end of cycle exam and an average mark of 61.2% on the Mathematical Reasoning component of the June 2017 exam.* **Although we cannot compare the current results with the results from the June 2016 exam, the average scores of our students with special needs surpassed those of the EMSB's in the Situational Problem Solving component by 8.5% and 4.6% in the Mathematical Reasoning component**.

- *In French, the 2017 average score of Dunrae Gardens' students with special needs was 81.2% in the reading component and 85.3% in the writing component. These average scores surpassed the EMSB's special needs average scores by 16.5% in reading and 12.9% in writing. We will be able to compare these average marks only in 2018, as 2017 serves as our baseline year in this area.*

- *In English, the 2017 average score of Dunrae Gardens' students with special needs was 65% in the reading component and 70% in the writing component. These average scores surpassed the EMSB's special needs average scores by 1.4% in reading and 4.2% in writing. We will be able to compare these average marks only in 2018, as 2017 serves as our baseline year in this area.*

- *The results will be based on the cohort of each year. The needs and skills of each cohort varies greatly. We support our coded students based on their needs: resource support (in class and pull-out model), differentiated instruction, adapted work, tutors and CCW support.*

GOAL 4

- *The data is based on students' perceptions of bullying from The Tell Them From Me Survey (TTFM). Students in grades 4 through 6 completed the survey. As the results indicate in 2017, 19% of our students indicated that they felt they were victims of bullying, a significant decrease of 6% from our baseline year in 2015. As our results indicate, although we did not see a decrease from 2016, we did not report an increase either and maintained the same percentage of 19%. It is also worthy to note however, that our results are still below the 2017 Canadian norm for students in these grades which is 26%.*

- *In addition, in 2017, 74% of students indicated they felt safe attending school, an increase of 1% from 2016. The Canadian norm for these grades is 68%. In addition, our students rated advocacy at school 7.7 out of 10; the Canadian norm is 4.9.*

- *With continued support from our staff, parents and community partners, we will continue to organize specific activities to enhance student safety and security at school. Furthermore, we will continue to educate children so as to create a shared understanding about the nature of bullying and its effect on the lives of individual students and the school community. Our* **Safe School Committee** *will further investigate options of various child-centered programs to bring to our school that will help students acquire the knowledge, skills and language to respond to bullying situations.*

GOAL 5
- *The grade 6 students visited the Rosemount Technology Centre, where they participated in two hands-on workshops and met with professionals from various different fields.*

General Comments:

We are particularly proud of the significant increase of the cycle 3 success rates in the areas of French, English and Mathematics.

We will carefully work to monitor the teaching strategies we currently have in place and have regular PPT meetings to discuss student profiles.

The resource teacher will meet with the classroom teachers to review special needs students' progress and to monitor the effectiveness of the adaptations. Term revisions of student IEPs by

the school team will be enforced, in order to ensure that students are receiving the support they need.

Overall, we are pleased to see that our school initiatives and implemented strategies continue to have a positive impact and we will continue to pursue our target of decreasing the number of students falling victims of bullying .We will strive to provide continued student education on the effects of bullying and school programs that foster acceptance and student advocacy at school.

Signature Principal:	Date: November 28, 2017
Signature Governing Board Chair:	Date: November 28, 2017
Signature Regional Director:	Date:
Signature Director General:	Date: