

# Management & Educational Success Agreement

**École Dunrae Gardens School**  
**MESA**

*Between*  
**ENGLISH MONTREAL SCHOOL BOARD**  
*and*  
**Dunrae Gardens Elementary School**

**2015-2018**

## 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 et Enseignement Supérieur, MEES

### 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 et Enseignement Supérieur, MEES.
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.

Context:

## **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.

### **OUR SCHOOL PORTRAIT:**

Dunrae Gardens' territory serves a student population residing in the Town of Mount Royal, Outremont, 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.

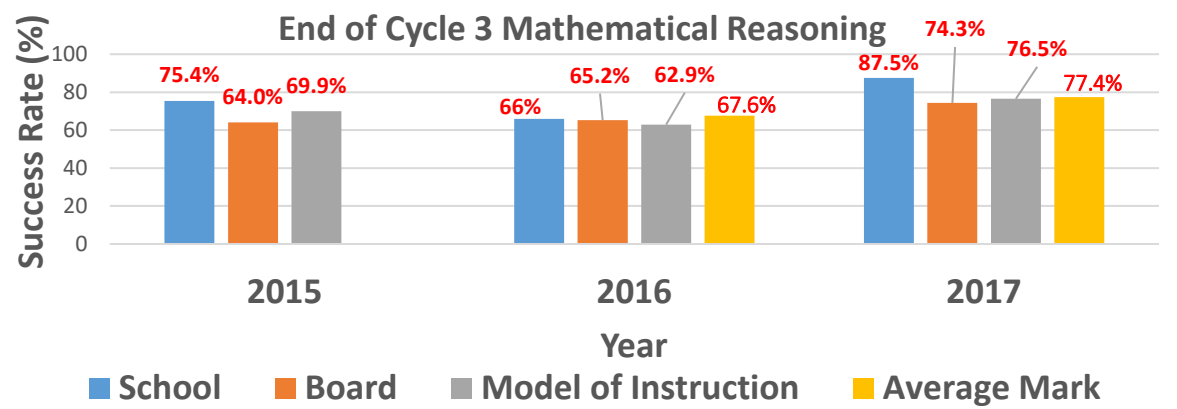
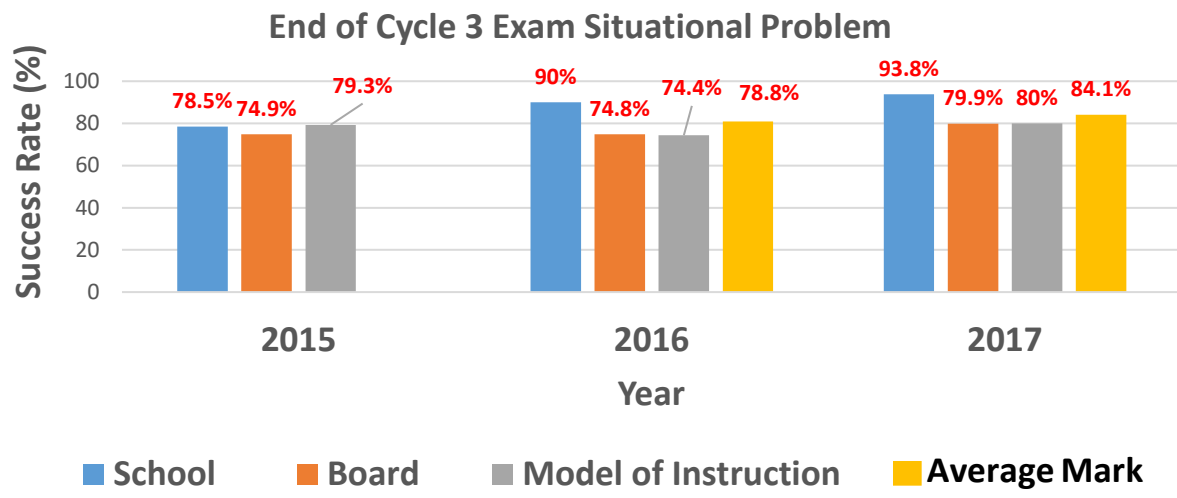
Starting in 1975, Dunrae Gardens has been offering an exclusively Early French Immersion program. The course of study follows the prescribed Ministry of Education curriculum and is based on the French Immersion model developed by the Protestant School Board of Greater Montreal and in use since 1998 by 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 and educational backgrounds. We have a mixture of nuclear, single parent, and reconstituted families. Three hundred and forty one students from Kindergarten to Grade six, were registered on September 30th in our French Immersion program for the 2017-2018 academic school year. Out of the 341 students enrolled, 9.7% follow an individualized education plan.

**OUR SCHOOL PERFORMANCE RESULTS:**

Goal 1	<u>Interpretation:</u>
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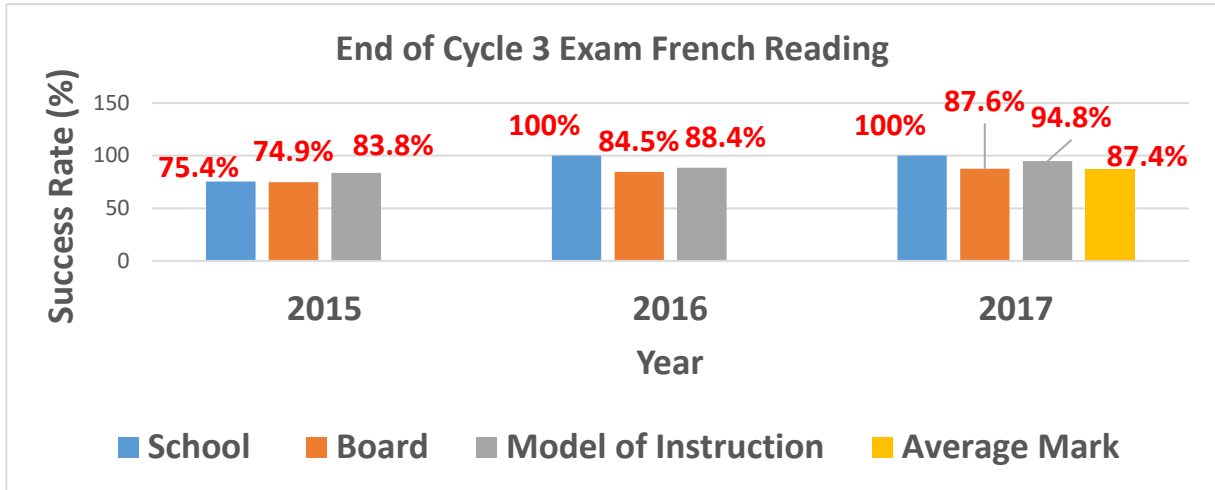
In reviewing our school data, we looked at the end of cycle 3 math exam success rates in two competencies: the competency of using mathematical reasoning and the competency of solving situational problems. In solving situational problems, our 2017 data indicates that our students have performed above other students in the School Board and students in the same model of instruction as ourselves (immersion). Given that our success rate for the competency of solving situational problems is high, we will continue to strive to improve this success rate in our MESA, yet we will also target on improving the students' average mark. In 2016, our baseline year, the average mark within the situational problem solving competency was 78.8%. In 2017, the average mark within this competency increased to 84.1%, a rise of 5.3%.

**Interpretation:**

In mathematical reasoning, our students performed better than other students in the School Board and students in the same model of instruction (immersion). Our success rate has increased from 66% in 2016 to 87.5% in 2017. Our item analysis data however, shows that our students had difficulty in the area of mental computations. Further work needs to be done in order to help students develop an understanding of number relationships while working on computational strategies. Given that our success rate for the mathematical reasoning competency is high, we will continue to strive to improve this success rate in our MESA, yet we will also target on improving the students' average mark. In 2016, our baseline year, the average mark within the

reasoning competency was 67.6%. In 2017, the average mark within the mathematical reasoning competency was 77.4%, depicting an increase of 14.5%.

**Goal 2**

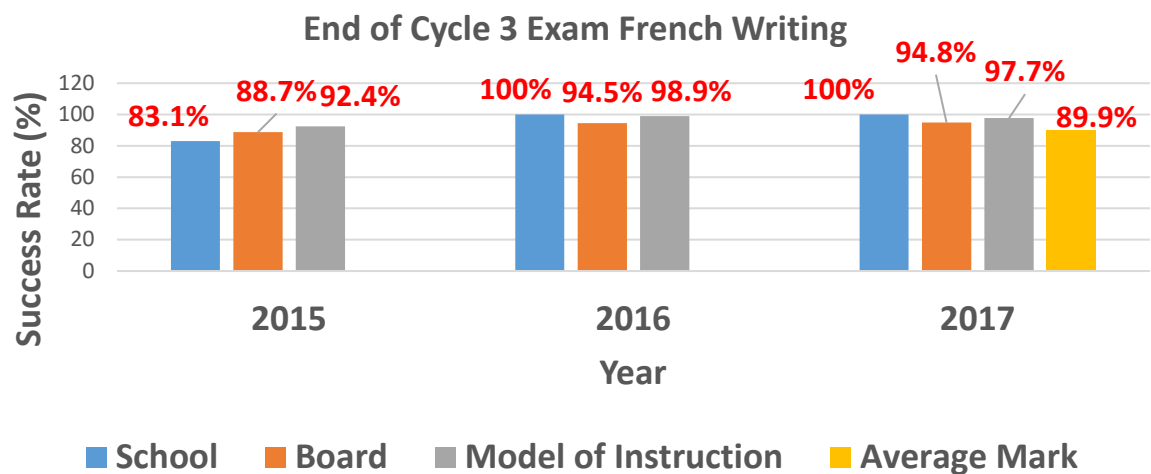


**Interpretation:**

In reviewing our school data, we looked at the end of cycle 3 French exam success rates in two competencies: reading and writing. In reading, we maintained our 100% success rate from 2016 to 2017. Two plausible explanations for this continued success are direct instruction of strategies involved with reading comprehension skills, extracting information from a text and the increase of opportunities for students to frequently practice these skills in the classroom.

In addition, given that the data shows that there is a 100% success rate for the past two consecutive academic years, we will be focusing on improving the students' average mark and establishing the baseline in 2017 and a target set for 2018.

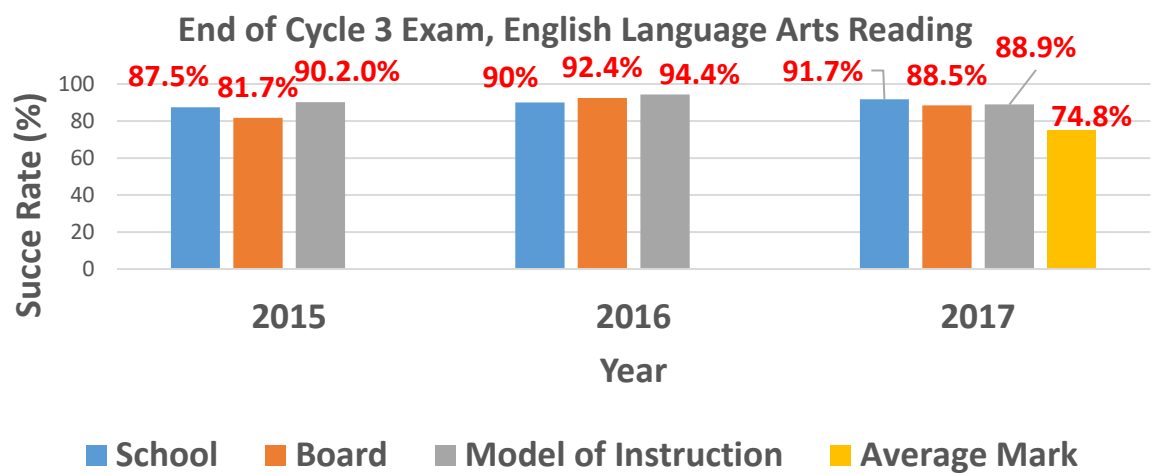
**Interpretation:**



In the writing component, our students performed better than students in our school board and students in the same model of instruction (immersion). In 2017, the cycle 3 teachers focused specifically on modeled writing throughout the year.

In addition, given that the data shows that there is a 100% success rate for the past two consecutive academic years, we will be focusing on improving the students' average mark and establishing the baseline in 2017 and a target set for 2018.

**Goal 2**

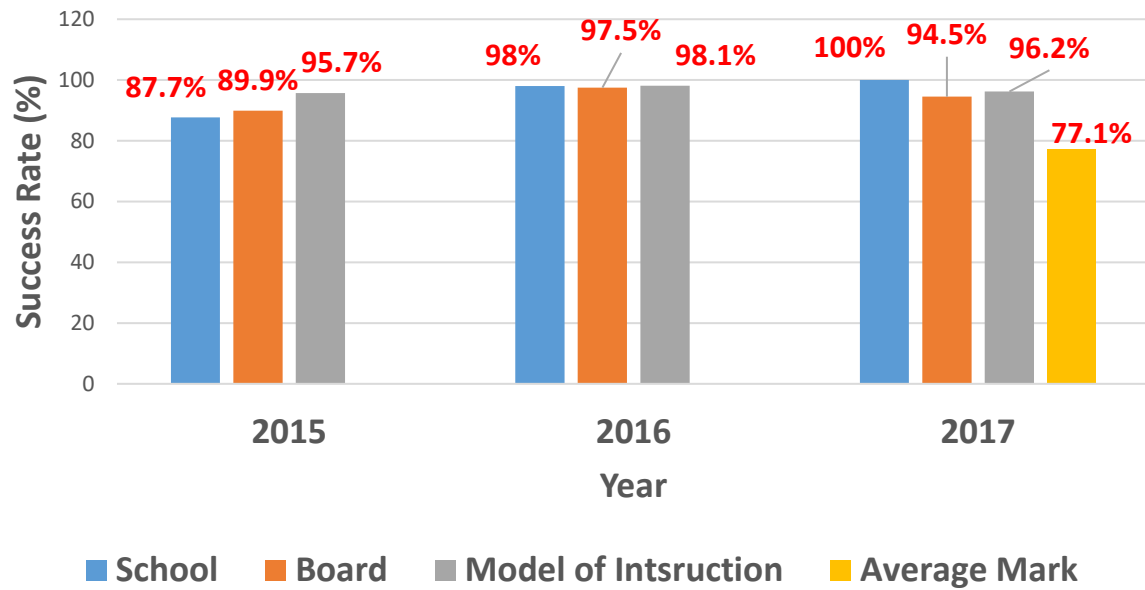


In reviewing our school data, we looked at the end of cycle 3 English Language Arts exam success rates in two competencies: reading and writing.

**Interpretation:**

In reading, our success rate increased from 90% in 2016 to 91.7% in 2017, displaying an increase of 1.7%. There are some plausible reasons to explain this increase: (1)

### End of Cycle 3 Exam English Language Arts Writing



this year, the text was more relatable to student experiences and students' response was positive and (2) the teacher used modelling strategies to teach the different parts of a written response and students engaged in guided response writing activities daily with their teacher.

Given that the school's data demonstrated a high success rate in June 2016 and June 2017, our average score in reading remains at 74.8%, which demonstrates that there is still room for improvement in this area. Our focus for June 2018 (target year) 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.

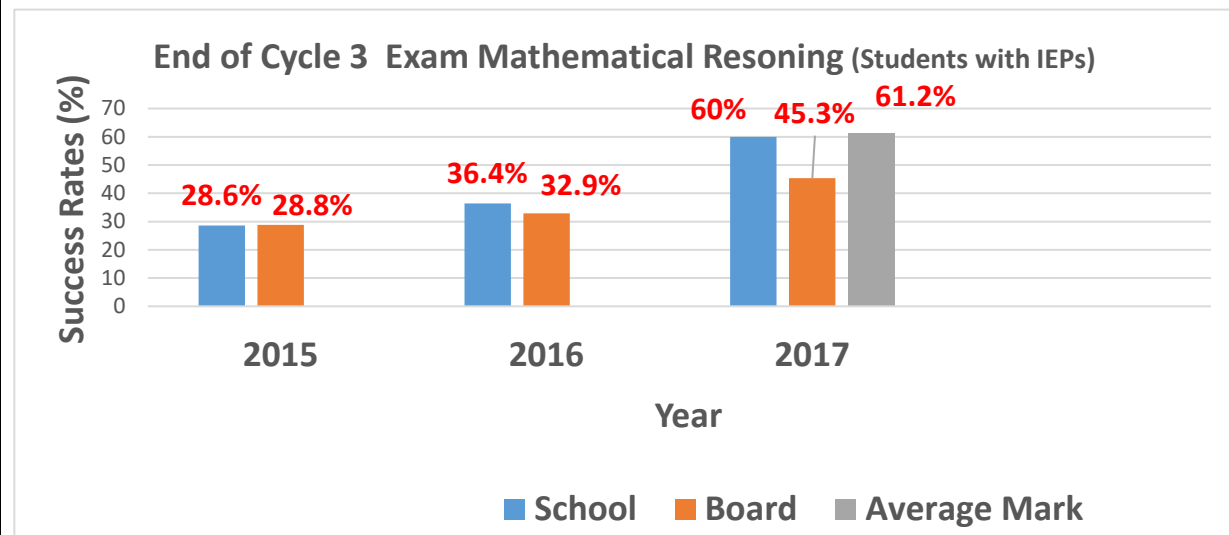
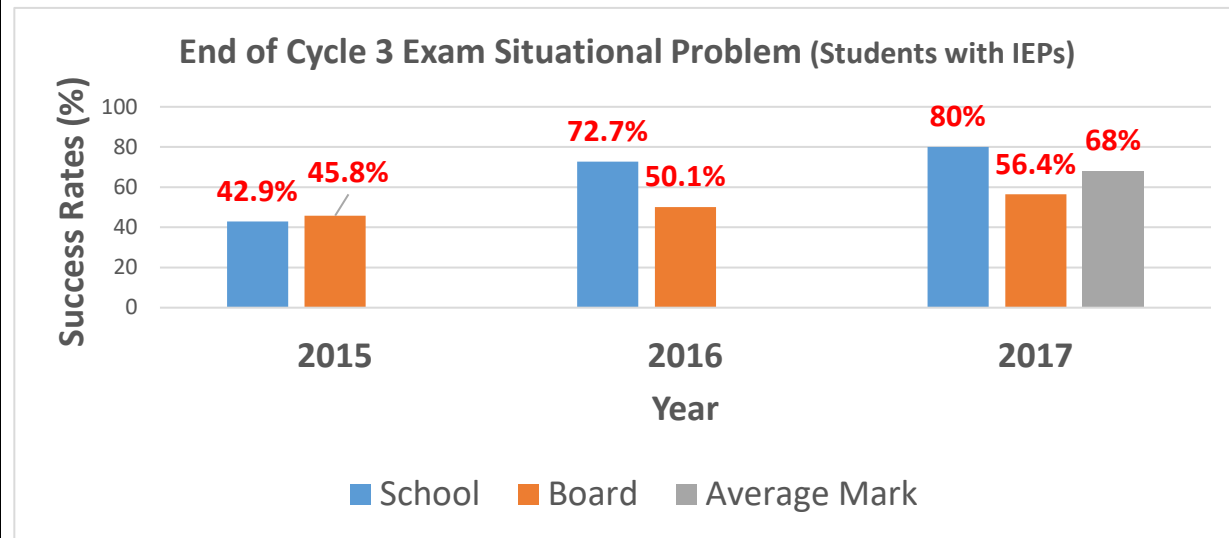
**Interpretation:**

In writing, our success rate increase from 98% in 2016 to 100% in 2017, displaying an increase of 2%. While the success rate in 2017 is very high, an item analysis of our data shows that our students had difficulty incorporating structures and features in their texts (dialogue, setting and literary elements). As a result, we will address these areas of concern.

Given that the school's data demonstrated a high success rate in June 2016 and June 2017, our average score in writing remains at 77.1%, which demonstrates that there is still room for improvement in this area. Our focus for June 2018 (target year) 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.



### Goal 3



### Interpretation:

This year the results presented pertain to the success rates and the average score of students with special needs.

However, 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. As such, this year, we are reporting the success rates in core subjects to average marks.

In 2016, the average marks for students with special needs were not available for the Mathematics, English Language Arts and French Second Language end of cycle exams. As of June 2017 this data became available, therefore, the baseline will be established as of 2017 and the target will be established for 2018.

In 2017, Dunrae Gardens' students with special needs attained an average mark of 68% in the Situational Problem Solving portion of the exam. An item analysis of our data shows that only two of the ten students within this cohort, scored 52% on the Situational Problem Solving component of the exam. The eight remaining students scored 60% and above. These two students who scored below 60% struggled with a language based learning difficulty, affecting their comprehension and analysis of the situational problem. This may explain the low average mark for this cohort.

**MEES Goal 1**

**Increased graduation rates and qualifications before age 20**

School Board			Objective	Indicators	Target	Strategies
To increase the success rate on the MEES Secondary 4 uniform Mathematics examinations.	The rate of EMSB students who obtain certification and qualification after 7 years.	To increase the rate of EMSB students who obtain certification and qualification after 7 years from 82.9% in 2008 to 88.0% by 2020.	To maintain or increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam.	The success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform examination.	To maintain or increase the success rate of students on the uniform End of Cycle 3 exam (Situational Problem Component) from 93.8% in 2017 to 95.8% in 2018.	<ul style="list-style-type: none"> <li>• Analysis and reflection on mid &amp; year-end data to inform progress and planning for the following year.</li> <li>• In mathematical reasoning, teachers will put extra emphasis on identified areas of concern: fractions, mental computations and broken line graphs.</li> <li>• Invite Math consultant to meet with teachers to discuss program challenges and strategies linked to Application Questions and Situational Problems.</li> <li>• In mathematical reasoning, teachers will put extra emphasis on identified areas of concern.</li> <li>• Increase the amount of Application Questions and Situational Problems being used at each cycle, starting in grade 1, in order to adequately prepare for the end of cycle exams and to expose students to multi-step, complex problems that will further strengthen their skills and confidence in accomplishing these tasks.</li> <li>• Use of the Leaps and Bounds intervention resources to support struggling students.</li> <li>• Recuperation/tutorials offered to all students, especially struggling students identified by classroom and resource teachers.</li> <li>• Improve teachers' knowledge of mathematics concepts and instruction through the school board numeracy initiative.</li> </ul>
			To increase the average mark of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam.	The average mark of students in the uniform End-of-cycle 3 Mathematics exam (Situational Problem).	To maintain or increase the 2017 average mark of students on the uniform End-of-Cycle 3 Mathematics exam (Situational Problem Component) from 84.1% in 2017 to 86.1% in 2018.	
			To maintain or increase the success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam.	The success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform examination.	To maintain or increase the success rate of students on the uniform end of cycle 3 Mathematics exam (Mathematical Reasoning component) from 87.5% in 2017 to 89.5% in 2018.	
		To increase the average mark of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam.	The average mark of students in the uniform End-of-cycle 3 Mathematics exam (Using Reasoning Component).	The average mark of students in the uniform End-of-cycle 3 Mathematics exam (Using Reasoning Component).	To maintain or increase the average mark of students on the uniform End-of-cycle 3 Mathematics exam (Mathematical Reasoning Component) from 77.4% in 2017 to 79.4% in 2018.	

**MEES Goal 2**

**Improve mastery of French and English (Reading & Writing)**

School Board			Objective	Indicators	Target	Strategies
<p><b><u>FRENCH READING ELEMENTARY</u></b></p> <p>To improve French reading skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 examinations in French reading</p>	<p>To increase the success rate of students in the End-of-cycle 3 French reading from 77.6% in 2010 to 85.0% by 2020.</p> <p>-----</p>	<p>To maintain the success rate of students on the End-of-cycle 3 uniform examination in French Reading.</p>	<p>The success rate of students on the End-of-cycle 3 uniform examination in French Reading.</p>	<p>To maintain the 100% success rate of students on the End-of-cycle 3 French Reading uniform exam in 2018.</p>	<ul style="list-style-type: none"> <li>• Use of GB+ Benchmarks (reading assessment kits) as available tools to monitor students’ reading levels in the French Language.</li> <li>• Encourage the use of the Literacy Room and the Daily 5 Approach.</li> <li>• Increase the number of activities which expose students to the French language (cultural and extra-curricular).</li> <li>• Invite French consultant to meet with teachers to review results of the previous year’s end-of-cycle exams in order to identify areas of difficulty in both reading and writing.</li> </ul>
			<p>To establish 2017 as a baseline year for the average mark of students on the uniform End-of-cycle 3 French reading examination.</p> <p>-----</p>	<p>The average mark of students on the uniform End-of-cycle 3 French reading exam.</p> <p>-----</p>	<p>To maintain an average mark of 85% or more on the uniform End-of-cycle 3 French reading examination in 2018.</p> <p>-----</p>	
<p><b><u>FRENCH WRITING ELEMENTARY</u></b></p> <p>To improve the written French skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 examinations in French writing</p>	<p>To increase the success rate of students in the End-of-cycle 3 French writing from 80.0% in 2010 to 90.0% by 2020.</p>	<p>To maintain the success rate of students on the End-of-cycle 3 uniform examination French Writing.</p>	<p>The success rate of students on the End-of-cycle 3 uniform examinations in French writing exam.</p>	<p>To maintain the 100% success rate of students on the End-of-cycle 3 French writing uniform exam in 2018.</p>	<ul style="list-style-type: none"> <li>• Use of the Duo-Lingo software.</li> <li>• Use a guided reading approach in school and at home.</li> <li>• Recuperation and tutorials offered to all students by classroom and resource teacher.</li> <li>• Annual book fair</li> </ul>
			<p>To establish 2017 as a baseline year for the average mark of students on the uniform End-of-cycle 3 French writing examination.</p>	<p>The average mark of students on the uniform End-of-cycle French writing exam.</p>	<p>To maintain an average mark of 85% or more on the uniform End-of-cycle 3 French writing examination in 2018.</p>	

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p><b><u>GOAL 2</u></b></p> <p><b><u>ENGLISH READING ELEMENTARY</u></b></p> <p>To improve English reading skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 uniform examinations in English reading</p>	<p>To increase the success rate of students in the End-of-cycle 3 uniform English reading from 73.3% in 2010 to 78.0% by 2020.</p>	<p>To maintain or increase the success rate of students on the uniform End-of-cycle 3 English reading exam.</p>	<p>The success rate of students on the End-of-cycle 3 uniform examinations in English reading.</p>	<p>To maintain or increase the success rate of students on the uniform End-of-cycle 3 English reading exam from 91.7% in 2017 to 93.7% in 2018.</p>	<ul style="list-style-type: none"> <li>• Identify the level of reading of each student using the P.M Benchmark and monitor their improvement.</li> <li>• Encourage the use of reading response tasks in Cycles 2 and 3.</li> <li>• Encourage a wide array of writing genres, both fiction and non-fiction at all grade levels, in order to adequately develop good writing strategies.</li> <li>• Use of the bilingual Daily 5 literacy room</li> <li>• Invite the English consultant to meet with teachers, review the results of the June end-of-cycle exams and the CAT IV scores, in order to identify areas of difficulty in both reading and writing.</li> <li>• Annual book fair</li> <li>• Guided reading</li> <li>• Develop effective strategies through the PLCs at the Cycle 2 &amp; 3 levels.</li> </ul>
			<p>To establish 2017 as a baseline year for the average mark of students on the uniform End-of-cycle 3 English reading examination.</p>	<p>The average mark of students on the uniform End-of-cycle 3 English reading exam.</p>	<p>To maintain or increase the average mark of students on the uniform End-of-cycle 3 English reading examination from 74.8% in 2017 to 77.8% in 2018.</p>	
<p><b><u>ENGLISH WRITING ELEMENTARY</u></b></p> <p>To improve the English written skills of all elementary school students</p>	<p>The success rate on the End-of-cycle 3 uniform examinations in English writing</p>	<p>To increase the success rate of students in the End-of-cycle 3 uniform English writing from 85.0% in 2010 to 90.0% by 2020.</p>	<p>To maintain the success rate of students on the uniform End-of-cycle 3 English writing examination.</p>	<p>The success rate of students on the End-of-cycle 3 uniform English writing exam.</p>	<p>To maintain the 100% success rate of students on the uniform End-of-cycle 3 English writing exam.</p>	
			<p>To establish 2017 as a baseline year for the average mark of students on the uniform End-of-cycle 3 English writing examination.</p>	<p>The average mark of students on the uniform End-of-cycle 3 English writing exam.</p>	<p>To maintain or increase the average mark of students on the uniform End-of-cycle 3 English writing examination from 77.1% in 2017 to 80.1% in 2018.</p>	

<b>School Board</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>

**MEES Goal 3**

**Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustment or learning disabilities**

<b>School Board</b>						
<b>Objective</b>	<b>Comments</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>	
To increase the percentage of students with special needs (within the 7-year cohort) who will graduate with a Diplôme D'études Secondaires (DES) or a Diplôme D'études Professionnelles (DEP)	<p><b>The success of special needs students in the core subjects (ELA, FSL &amp; Mathematics) will contribute to this Board objective.</b></p> <p><b><u>MATHEMATICS SITUATIONAL PROBLEM &amp; REASONING</u></b></p>	To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination and establish 2017 as a baseline year.	The average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination	To increase the average mark of students with special needs on the 2017 uniform End-of-Cycle 3 Mathematics exam (Situational Problem Component) from 68% in 2017 to 70% in 2018.	<ul style="list-style-type: none"> <li>• The strategies for improving the success rates of all students in solving situational problems and mathematical reasoning will be used to improve the average mark of our special needs students as outlined in Goal 1.</li> <li><b>In addition:</b></li> <li>• Arrange for regular team meetings with the special education, math, French and English consultants and school psychologist, occupational therapist and speech pathologist.</li> <li>• Regular follow-ups of the student IEPs by the classroom and resource teachers, so as to ensure that strategies, adaptations and/or modifications are implemented and respected.</li> <li>• Ensure that IEPs are designed to contain realistic expectations, revised and modified each term to meet students' needs.</li> <li>• Ensure the use of a variety of resource models (pull out, in class team teaching) depending on the needs of the child.</li> <li>• Teachers will write SMART goals for students on IEPs (realistic and achievable) and closely monitor the students' progress as a result</li> </ul>	
		----- To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Reasoning component of the uniform examination and establish 2017 as a baseline year.	----- The average mark attained by special needs students on the End-of-cycle 3 Mathematics Using Reasoning component of the uniform examination	----- To increase the average mark of students with special needs on the 2017 uniform End-of-Cycle 3 Mathematics exam (Mathematical Reasoning Component) from 61.2% in 2017 to 64.2% in 2018.		

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
<b>GOAL 3</b>	<b><u>FRENCH SECOND LANGUAGE READING &amp; WRITING:</u></b>	To improve the average mark attained by special needs students on the End-of-cycle 3 French Reading uniform examination and establish 2017 as a baseline year.	The average mark attained by special needs students on the End-of-cycle 3 French Reading uniform examination.	To maintain or increase the average mark of students with special needs on the 2017 uniform End-of-Cycle 3 French Reading Exam from 81.2% in 2017 to 83% in 2018.	<ul style="list-style-type: none"> <li>Meetings between the Dunrae Gardens grade 6 and resource teachers along with high school resource teachers, to facilitate students' transition to high school.</li> <li>The strategies for improving the success rates of all students in French reading and writing will be used to improve the average mark of our special needs students as outlined in Goal 2.</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>Arrange for regular team meetings with the special education, math, French and English consultants and school psychologist, occupational therapist and speech pathologist.</li> <li>Regular follow-ups of the student IEPs by the classroom and resource teachers, so as to ensure that strategies, adaptations and/or modifications are implemented and respected.</li> <li>Ensure that IEPs are designed to contain realistic expectations, revised and modified each term to meet students' needs.</li> <li>Ensure the use of a variety of resource models (pull out, in class team teaching) depending on the needs of the child.</li> <li>Teachers will write SMART goals for students on IEPs (realistic and achievable) and closely monitor the students' progress as a result</li> <li>Meetings between the Dunrae Gardens grade 6 and resource teachers along with high school resource teachers, to facilitate students' transition to high school.</li> </ul>
		----- To improve the average mark attained by special needs students on the End-of-cycle 3 French Writing uniform examination and establish 2017 as a baseline year.	----- The average mark attained by special needs students on the End-of-cycle 3 French Writing uniform examination	----- To maintain the average mark of 85.3% for students with special needs on the 2017 uniform End-of-Cycle 3 French Writing exam for the 2018 target year.	

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
	<p><b><u>ENGLISH LANGUAGE ARTS READING &amp; WRITING:</u></b></p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Reading uniform examination and establish 2017 as a baseline year.</p> <p>-----</p>	<p>The average mark attained by special needs students on the End-of-cycle 3 English Reading uniform examination.</p> <p>-----</p>	<p>To increase the average mark of students with special needs on the 2017 uniform End-of-Cycle 3 English Reading Exam from 65% in 2017 to 67% in 2018.</p> <p>-----</p>	<ul style="list-style-type: none"> <li>● The strategies for improving the success rates of all students in English reading and writing will be used to improve the average mark of our special needs students as outlined in Goal 2.</li> </ul> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>● Arrange for regular team meetings with the special education, math, French and English consultants and school psychologist, occupational therapist and speech pathologist.</li> <li>● Regular follow-ups of the student IEPs by the classroom and resource teachers, so as to ensure that strategies, adaptations and/or modifications are implemented and respected.</li> <li>● Ensure that IEPs are designed to contain realistic expectations, revised and modified each term to meet students' needs.</li> <li>● Ensure the use of a variety of resource models (pull out, in class team teaching) depending on the needs of the child.</li> <li>● Teachers will write SMART goals for students on IEPs (realistic and achievable) and closely monitor the students' progress as a result</li> </ul>
		<p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Writing uniform examination and establish 2017 as a baseline year.</p>	<p>The average mark attained by special needs students on the End-of-cycle 3 English Writing uniform examination</p>	<p>To increase the average mark of students with special needs on the 2017 uniform End-of-Cycle 3 English Writing exam from 70% in 2017 to 72% in 2018.</p>	



<b>School Board</b>					
<b>Objective</b>	<b>Comments</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>
					Meetings between the Dunrae Gardens grade 6 and resource teachers along with high school resource teachers, to facilitate students' transition to high school.

**MEES Goal 4  
Healthier and safer school environments**

<b>School Board</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>
<p><b><u>BULLYING VICTIMIZATION</u></b></p> <p>To decrease the rate of students who reported victimization resulting from bullying</p>	The rate of students who reported victimization resulting from bullying.	To decrease the rate of students who reported victimization resulting from bullying from 26.0% in 2010 to 20.0% for elementary students and 15.0% in 2010 to 10.0% for secondary students by 2020	To decrease the rate of students who reported victimization resulting from bullying.	The rate of students who reported victimization resulting from bullying.	To decrease the rate of students who reported victimization resulting from bullying from 19% in 2017 to 17% by 2018.	<ul style="list-style-type: none"> <li>• Invite guest speakers to offer learning opportunities against all forms of bullying to our students.</li> <li>• Participate in the Shriner's Anti-Bullying initiative "Cut the Bull".</li> <li>• To organize specific activities and workshops geared towards anti-bullying and create more structured play zones during recess.</li> <li>• Measures outlined as per Safe School Action Plan.</li> <li>• Celebrate Pink T-shirt day as part of our anti-bullying campaign.</li> <li>• Implement reward initiative for good citizenship.</li> <li>• School honour roll assemblies at every term.</li> </ul>
<p><b><u>SCHOOL SAFETY</u></b></p> <p>To increase the rate of students who reported feeling safe attending school</p>	The rate of students who reported feeling safe	To increase the rate of students who	----- --	----- -	-----	



	attending school.	reported feeling safe attending school from 81.0% in 2010 to 86.0% for elementary and secondary students by 2020	To increase the rate of students who reported feeling safe attending school.	The rate of students who reported feeling safe attending school.	To increase the rate of students who reported feeling safe attending school from 74% in 2017 to 80% by 2018.	<ul style="list-style-type: none"> <li>• Invite our "Agent Socio-Communautaire" to visit classrooms.</li> <li>• Creation of social skills groups to address conflict resolution and friendships.</li> </ul>
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**MEES Goal 5**

**Increased enrollment of students under the age of 20 in vocational education**

School Board			Objective	Indicators	Target	Strategies
Objective	Indicators	Target	To increase awareness of vocational education as a viable pathway to success.	The number of activities involving presentations, discussions, information and research on Vocational Training for	To offer students <b>at least one</b> learning opportunity to further expose students to vocational training.	<ul style="list-style-type: none"> <li>• Visits to Vocational Education Centres within the EMSB.</li> <li>• Provide in-class opportunities for cycle 3 students to study career choices.</li> <li>• Invite various skilled workers or business owners, to speak to grade 6 students about career opportunities.</li> </ul>
Increase the number of students under 20 years of age in vocational training	The number of students under 20 years of age in vocational training	To increase the number of students under 20 years of age in vocational training from 208 students in 2010 to 230 students by 2020.				

				Cycle 3 students.		
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**Signatories of the Agreement:**

<b>Signature, Principal</b>	Date : November 28, 2017
<b>Signature, Governing Board Chair</b>	Date : November 28, 2017
<b>Signature, Regional Director</b>	Date :
<b>Signature, Director General</b>	Date :

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