

# Success Plan / Management & Educational Success Agreement (MESA)



*Between*  
**ENGLISH MONTREAL SCHOOL BOARD**  
*And*

*School/Centre name*

*Dates of Annual MESA Agreement*  
*January 31, 2015 - January 31, 2016*

*Dates of Success Plan*  
*January 31, 2015 - January 31, 2017*



Commission scolaire English-Montréal  
English Montreal School Board

## 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.

## Context:

*In this section the school identifies the particular reality of its environment and region. This section will likely be the same or a briefer version of the context in the school's educational project. This should be no longer than one or two pages in length.*

# SECTION 1: SCHOOL SUCCESS PLAN (2014-2017)

## OUR VISION AND MISSION STATEMENTS

*Gardenvue School is committed to making learning an enriching experience by nurturing academic, physical and social skills and by instilling in our students a love for learning. The school also fosters a sense of belonging and provides unique opportunities for our students to reach their highest potential.*

*Gardenvue's mission is to provide a meaningful, challenging learning experience in a caring and positive environment in which students can reach their full potential while acquiring the tools to be successful as 21<sup>st</sup>-century learners in a bilingual society.*

## CONTEXT:

*Gardenvue School is located in the north central part of the island of Montreal and it draws a large amount of children from St. Laurent and Nouveau St. Laurent. The majority of our students are bussed to school every day.*

*In the 1970's, it became French Immersion in order to respond to a changing environment and to prepare its students for a life career in Quebec. Our school population reflects a multicultural background of students (English, Greek, Hebrew, Italian, Asian, Arabic, and French) who, in many cases are learning English and/or French as a second or third language.*

*Currently, Gardenvue is comprised of 805 students from Kindergarten to Grade 6. Within the last ten years we have seen an increase in our population due to the growing number of new families in Ville St. Laurent.*

*At Gardenvue, particular emphasis is placed on the development of fundamental skills, such as digital citizenship, collaboration, communication, and problem-solving. Gardenvue also focuses on maximum effort, positive work habits and personal pride.*

*Students are expected to adhere to a behaviour which promotes responsibility, respect and self-discipline.*

## PROGRAMS AVAILABLE IN OUR SCHOOL

*Gardenvue takes pride in the accelerated French Immersion program it offers its students. We have an excellent academic reputation, particularly in Mathematics. In 2014, Gardenvue School placed 3<sup>rd</sup> in Quebec in the QAMT Competition, 3<sup>rd</sup> in Quebec in the Pythagoras Contest and 1<sup>st</sup> in Quebec in the Canadian National Mathematics League Contest.*

*Our classes are equipped with computers, internet access and Smart Boards. Weekly instruction in our Mac computer lab allows students in Cycles II and III to integrate technology into their curriculum. Our Art and Music programs instill in our students a love and appreciation for the arts. Our students are provided with the opportunity to experience a variety of different types of music and instruments as well as being allowed to express themselves through diverse artistic mediums and techniques. Our Science program arouses curiosity and allows students to become familiar with the experimental method for testing hypothesis and resolving problems. Our Physical Education program promotes team spirit, cooperation, physical fitness and a healthy lifestyle. It is supplemented with lunch hour team sports and other school-wide activities.*

*In order to service an increasing population of at-risk students, we have a solid Resource Network, comprised of resource teachers, tutors and parent volunteers through our “Get Ahead” program.*

### **GARDENVIEW SCHOOL OFFERS**

*Math Enrichment Programs*

*Language Heritage Classes in Greek, Italian, Hebrew and Spanish*

*Homework Program*

*Private B.A.S.I.C Extended -Day Program*

*GET AHEAD Volunteer Program*

## **SPECIAL EVENTS/ACTIVITIES**

*Science Fair Competition*

*Visits from Artists and Writers*

*FSL Activities*

*Robotics Club*

*Choir*

*Musical Productions and Talent Show*

*Extensive After School Activities*

*Recess and Lunch Playground Coordinated Activities*

*Social Skills Workshops*

*Parent Workshops*

*Variety of Educational Outings*

*Annual English and French Book Fairs*

*Innovative Holiday-Themed Events*

## **PARENT PARTICIPATION**

*Our parents are committed to excellence and are incredibly active through both the Governing Board and the Home and School Association. Their fundraising efforts help in providing our students with a variety of activities and opportunities to enhance their school experience.*

# SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2014-2015

## ALIGNEMENT 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:*

### Data:

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

**Objective 1:** *Maintain the percentage of students who are successful on the End-of-cycle I Competency 2 Math Exam  
Maintain the percentage of students who are successful on the End-of-cycle II Competencies 1 and 2 Math Exams*

**Target:** *Maintain a minimum of 95% success rate on the End-of-cycle I Competency 2 Math Exam  
Maintain a minimum of 95% success rate on the End-of-cycle II Competencies 1 and 2 Math Exams*

**Objective 2:** *Maintain the percentage of students who are successful on the End-of-cycle I Competency 1 Math exam  
Maintain the percentage of students who are successful on the End-of-cycle III Competency 1 Math exam*

**Target:** *Maintain a minimum of 95% success rate on the End-of-cycle I Competency 1 Math exam  
Maintain a minimum of 95% success rate on the End-of-cycle III Competency 1 Math exam*

<b>Math End-of-Cycle Results June 2013</b>	<b>Competency 1 (C1): Situational Problem Solving</b>	<b>Competency 2 (C2): Uses Mathematical Reasoning</b>
<b>Cycle I</b>	<b>100%</b>	100%
<b>Cycle II</b>	97%	96%
<b>Cycle III</b>	93%	87%

**Objective 3:** Increase the % of students in cycle I, year I, who are proficient in reading conventions based on the CAT IV level 10 tests.

**Target:** Increase the % of students in Cycle I, year I who are proficient in reading conventions based on the CAT IV level 10 tests from 2% to 8%

<b>Reading Literary Texts in CAT IV Tests for Cycle I, Year 1</b> <b>Results: April 2014</b>
<i>Percentage of students in Cycle I, Year I (Group size: 106) who are <u>proficient</u> in reading conventions based on CAT IV tests: 2%</i>

## MELS Goal 2: Improved Mastery of the French Language

**Objective 1:** Maintain the percentage of students who are successful on the End-of-cycle II French exams Competencies 1, 2 and 3  
Maintain the percentage of students who are successful on the End-of-cycle III French exams Competencies 1, 2 and 3

**Target:** Maintain a minimum of 95% success rate on the End-of-cycle II French exams Competencies 1, 2 and 3  
Maintain a minimum of 95% success rate on the End-of-cycle III French exams Competencies 1, 2 and 3

**Objective 2:** Maintain the percentage of students who are successful on the End-of-cycle I French exams Competency 2

**Target:** Maintain a minimum of 95% success rate on the End-of-cycle I French exams Competency 2

<b>French End-of-Cycle Results</b> <b>June 2013</b>	<b>Competency 1 (C1):</b> Communication Orale	<b>Competency 2 (C2):</b> Comprehension	<b>Competency 3 (C3):</b> Production Écrite
<b>Cycle I</b>		<b>99.1%</b>	
<b>Cycle II</b>	<b>99%</b>	<b>100%</b>	<b>100%</b>
<b>Cycle III</b>	<b>100%</b>	<b>98.5%</b>	<b>99.2%</b>

## MELS Goal 2: Improved Mastery of the English Language

**Objective 1:** *Maintain the success rate in Competency 1: Response to Literature in the End-of-cycle II and III English Exam*

**Target:** *Maintain a minimum of 95% success rate in Competency 1: Response to Literature in the End-of-cycle II and III English Exam*

**Objective 2:** *Maintain the success rate in Competency 2: Narrative Writing in the End-of-cycle III English Exam*

**Target:** *Maintain a minimum of 95% success rate in Competency 2: Narrative Writing in the End-of-cycle III English Exam*

<b>English End-of-Cycle Results June 2013</b>	<b><i>Competency 1 (C1): Response to Literature</i></b>	<b><i>Competency 2 (C2): Narrative Writing</i></b>
<b>Cycle II</b>	<b>96.7%</b>	98.4%
<b>Cycle III</b>	<b>88.7%</b>	<b>98.5%</b>

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

**Objective:** *Increase the reading level in French and English of the students with IEP's or at risk of the 2014-2015 Grade 4 cohort by using **Evaluation rapide de la comprehension de lecture\*** and **Benchmark Assessment Tools\*\****

**Target:** *Increase the reading by 1 alpha level in French and 4 levels in English for the students with IEP's or at risk of the 2014-2015 Grade 4 cohort using **Evaluation rapide de la comprehension de lecture\*** and **Benchmark Assessment Tools\*\****

See Appendix B for 2014-2015 results (Confidential; for School-use only)

*\*Edition Chenelière*

*\*\*Nelson*

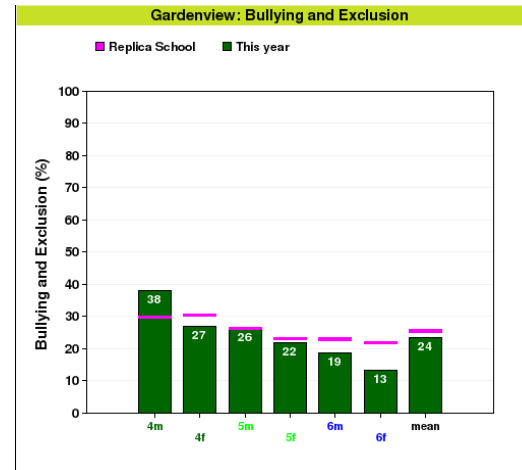
## MELS Goal 4: Healthier and Safer School Environments

**Objective:** *Decrease the numbers of the 2014-2015 Grade 4 boys cohort who feel that they are victims of bullying as indicated in the Tell Them from Me Survey.*

**Target:** *Decrease the numbers of the 2014-2015 Grade 4 boys cohort who feel that they are victims of bullying as indicated in the Tell Them from Me Survey from 38% to 30%.*

### Students who are victims of bullying

*These are students who may have been subjected to physical, social, or verbal bullying, or may have been cyber-bullied.*



## MELS Goal 5: Increased Enrolment of Students Under 20 in Vocational Training

**Objective:** *Continue to provide opportunities for students to be exposed to a variety of career paths through the school projects and activities already available at the school.*

**Target:** *Maintain the following projects and activities:*

*Enfant Vedette*

*Career day*

*ECA Activities*

*Robotics*

*Artists and writers in the school*

*Invited guests*

***Qualitative Data will be collected throughout the year.***

## 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>Maintain the percentage of students who are successful on the End-of-cycle I Competency 2 and on the End-of-cycle II Competencies 1 and 2 Math Exams</i>	<i>End-of-cycle Math exam results</i>	<i>Maintain a minimum of 95% success rate on the End-of-cycle I Competency 2 and on the End-of-cycle II Competencies 1 and 2 Math Exams</i>	<p><i>Expose students in Grades 2, 4 and 6 to at least 2 situational problems and students in Grades 1, 3 and 5 to at least 1 situational problem.</i></p> <p><i>Continue to explore the Reflex Math resources available</i></p> <p><i>Pedagogical discussions with colleagues and Math consultant</i></p> <p><i>Small group support to students through the homework program</i></p> <p><i>Support students through the school's Resource Network</i></p> <p><i>Explore and maximize the use of the resources available through the newly purchased ERPI Math program.</i></p> <p><i>Develop effective strategies through the PLC's at all levels.</i></p>	<p><i>Math Teachers</i></p> <p><i>Literacy/ Resource Teachers</i></p> <p><i>Tutors</i></p> <p><i>Math Consultant</i></p> <p><i>"Get Ahead" volunteers</i></p> <p><i>Reflex Math and ERPI Math Programs</i></p>	<i>January 2015- January 2016</i>	<p><i>Teachers and administration monitor and analyze End-of-cycle Math Exam results and evaluate effectiveness of strategies.</i></p> <p><i>Administration gathers results from in-class Situational Problems. Teachers and administration monitor and analyze the results.</i></p> <p><i>Teachers collect and analyze common assessment results created in PLC's.</i></p>
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>Maintain the percentage of students who are successful on the End-of-cycle I Competency 1 and on the End-of-cycle III Competency 1 Math exams</i>		<i>Maintain a minimum of 95% success rate on the End-of-cycle I Competency 1 and on the End-of-cycle III Competency 1 Math Exams</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%.							



**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

<p><b>SCHOOL PERSEVERANCE</b></p> <p>Decrease the number of student leavers without qualification or certification.</p> <p>To increase the level of literacy of Secondary cycle 1, year 1 cohort.</p>	<p>MELS - number of student leavers without qualification and certification published annually by MELS</p> <p>The percentage of cycle 1, year 1 cohort that are reading at grade level.</p>	<p>Decrease by 47 students from baseline (335- 2009) the number of student leavers without qualification and certification.</p> <p>Target reduction 2014-288 students</p> <p>Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level.</p> <p>Baseline to be determined by September 2012</p>	<p><i>Increase the % of students in cycle 1, year 1, who are proficient in reading conventions based on the CAT IV level 10 tests.</i></p>	<p><i>CAT IV test results Cycle 1, year 1</i></p>	<p><i>Increase the % of students in Cycle 1, year 1 who are proficient in reading conventions based on the CAT IV level 10 tests from 2% to 8%</i></p>	<p><i>Support students through the school's Resource Network</i></p> <p><i>Pedagogical discussions with colleagues and French consultant</i></p> <p><i>Phonological Screening in Kindergarten</i></p> <p><i>Promote a home reading program in Kindergarten and Grade 1 through "Les troussees de lecture"</i></p> <p><i>Evaluation rapide de la comprehension de lecture Assessment Tool to differentiate instruction.</i></p> <p><i>Develop effective strategies through the PLC's in K &amp; Grade 1</i></p> <p><i>K and Grade 1 teachers focus on reading conventions.</i></p>	<p><i>Kindergarten and Grade 1 teachers</i></p> <p><i>Literacy/ Resource Facilitators</i></p> <p><i>Librarian</i></p> <p><i>Tutors</i></p> <p><i>French Consultant</i></p> <p><i>"Get Ahead" volunteers</i></p>	<p><i>January 2015- January 2016</i></p>	<p><i>Teachers and administration monitor and analyze CAT IV test results and evaluate effectiveness of strategies.</i></p> <p><i>Administration gathers Worksheets from PLC meetings to monitor the implementation of strategies.</i></p> <p><i>Teachers collect and analyze common assessment results created in PLC's.</i></p>
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**MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- ELEMENTARY)**

<b>School Board</b>			<b>School /Centre</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>

<p><b>FRENCH READING: (ELEMENTARY)</b></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>Maintain the percentage of students who are successful on the End-of-cycle II Competencies 1, 2 and 3 and on the End-of-cycle III Competencies 1, 2 and 3 French exams</i></p>	<p><i>End-of-cycle French exam results</i></p>	<p><i>Maintain a minimum of 95% success rate on the End-of-cycle II Competencies 1, 2 and 3 and on the End-of-cycle III Competencies 1, 2 and 3 French exams</i></p>	<p><i>Support students through the school's Resource Network.</i></p> <p><i>Pedagogical discussions with colleagues and French consultant</i></p> <p><i>Promote a home reading program in Kindergarten and Grade 1 through "Les troussees de lecture"</i></p> <p><i>Evaluation rapide de la comprehension de lecture Assessment Tool to differentiate instruction.</i></p> <p><i>Develop effective strategies through the PLC's at all levels.</i></p> <p><i>Explore and maximize the use of the Play5 in K and the Daily 5 in all other levels.</i></p>	<p><i>French Teachers</i></p> <p><i>Literacy /Resource Facilitator</i></p> <p><i>Tutors</i></p> <p><i>French Consultant</i></p> <p><i>"Get Ahead" volunteers</i></p>	<p><i>January 2015- January 2016</i></p>	<p><i>Teachers and administration gather and analyze End-of-cycle French Exam results and monitor the implementation of the strategies.</i></p> <p><i>Administration gathers Worksheets from PLC meetings to monitor the implementation of strategies.</i></p> <p><i>Teachers collect and analyze common assessment results created in PLC's.</i></p>
<p><b>FRENCH WRITING: (ELEMENTARY)</b></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>Maintain the percentage of students who are successful on the End-of-cycle I French exams Competency 2</i></p>		<p><i>Maintain a minimum of 95% success rate on the End-of-cycle I French exams Competency 2</i></p>				

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

<b>School Board</b>			<b>School /Centre</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>

<p><b>FRENCH READING: (SECONDARY)</b></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><b>FRENCH WRITING: (SECONDARY)</b></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><b>ENGLISH READING: (ELEMENTARY)</b></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>Maintain the success rate in Competency 1: Response to Literature in the End-of-cycle II and III English Exam</i></p>	<p><i>End-of-cycle English exam results</i></p>	<p><i>Maintain a minimum of 95% success rate in Competency 1: Response to Literature in the End-of-cycle II and III English Exam</i></p>	<p><i>Support students through the school's Resource Network.</i></p> <p><i>Pedagogical discussions with colleagues and English consultant</i></p> <p><i>Use Benchmark Assessment tool to differentiate instruction.</i></p> <p><i>Develop effective strategies through the PLC's at Cycle II and III levels.</i></p> <p><i>Junior/Senior Partnerships</i></p>	<p><i>English Teachers</i></p> <p><i>Literacy/Resource Facilitators</i></p> <p><i>Tutors</i></p> <p><i>English Consultant</i></p> <p><i>"Get Ahead" volunteers</i></p>	<p><i>January 2015- January 2016</i></p>	<p><i>Teachers and administration gather and analyze End-of-cycle English Exam results and monitor the implementation of strategies.</i></p> <p><i>Administration gathers Worksheets from PLC meetings to monitor the implementation of strategies.</i></p> <p><i>Teachers collect and analyze common assessment results created in PLC's.</i></p>
<p><b>ENGLISH WRITING: (ELEMENTARY)</b></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>Maintain the success rate in Competency 2: Narrative Writing in the End-of-cycle III English Exam</i></p>		<p><i>Maintain a minimum of 95% success rate in Competency 2: Narrative Writing in the End-of-cycle III English Exam</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><b>ENGLISH READING: (SECONDARY)</b></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>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)**

<b>School Board</b>			<b>School /Centre</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>

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	<i>Increase the reading level in French and English of the students with IEP's or at risk of the 2014-2015 Grade 4 cohort by using <b>Evaluation rapide de la comprehension de lecture*</b> and <b>Benchmark Assessment Tools**</b></i>  <i>*Edition Chenelière **Nelson</i>	<i>GB+ and Benchmark reading levels</i>	<i>Increase the reading by 1 alpha level in French and 4 levels in English for the students with IEP's or at risk of the 2014-2015 Grade 4 cohort using <b>Evaluation rapide de la comprehension de lecture*</b> and <b>Benchmark Assessment Tools**</b></i>  <i>*Edition Chenelière **Nelson</i>	<i>Support students through the school's Resource Network.  Review the IEP's throughout the year.  Pedagogical discussions with colleagues, special needs consultants and school professionals  Use of Ipads  Use of Rosetta Stone Software  Develop reading strategies at student's level using leveled readers.  Homework Program  Guided Reading</i>	<i>Teachers  Literacy/Resource Facilitators  School Professionals  School Board Consultants  Tutors  English and French Consultants  "Get Ahead" volunteers  Ped Services ICT Consultants</i>	<i>January 2015- January 2016</i>	<i>Teachers and administration gather and analyze the Evaluation rapide de la comprehension de lecture Assessment Tool and Benchmark Results and monitor the implementation of the strategies.  See Appendix B for 2014-2015 results (Confidential-for School-use Only)  Teachers collect and analyze common assessment results created in PLC's.</i>
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

<b>School Board</b>			<b>School /Centre</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>

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>Decrease the numbers of the 2014-2015 Grade 4 boys cohort who feel that they are victims of bullying as indicated in the Tell Them from Me Survey.</i>	<i>Tell Them From Me survey</i>	<i>Decrease the numbers of the 2014-2015 Grade 4 boys cohort who feel that they are victims of bullying as indicated in the Tell Them from Me Survey.</i>	<i>Implementation of the Gardenview Safe School Plan (Appendix A)</i>	<i>Refer to the Gardenview Safe School Plan (Appendix A)</i>	<i>January 2015- January 2016</i>	<i>Teachers, CCW's, Professional Staff and administration gather and analyze the Tell Them from Me survey results and monitor the implementation of the strategies.</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							

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

<b>School Board</b>			<b>School /Centre</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>



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>Continue to provide opportunities for students to be exposed to a variety of career paths through the school projects and activities already available at the school.</i>	<i>Number of opportunities where students are exposed to a variety of career paths.</i>	<i>Maintain the following projects and activities:  Enfant Vedette Career day ECA Activities Robotics Artists and writers in the school Invited guests</i>	<i>Enfant Vedette Career day ECA Activities Robotics Artists and writers in the school Invited guests</i>	<i>Parents  Home and School Association  Community partners  Culture in School Program</i>	<i>January 2015- January 2016</i>	<i>Teachers, staff and administration gather the number of opportunities where children are exposed to a variety of career paths and continue to support the implementation of these projects and activities.</i>

## SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

### SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
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<p>Develop French and English reading competencies for all students.</p>	<p><b><u>End-of-Cycle French Exams</u></b></p> <p><b>Competency 2: Lire et Comprendre des Textes</b></p> <p><b>Cy I: 99.1%</b>  <b>Cy II: 100%</b>  <b>Cy III: 98.5%</b></p> <p><b><u>End-of-Cycle English Exams</u></b></p> <p><b>Competency 1: Response to Literature</b></p> <p><b>Cy II: 96.7%</b>  <b>Cy III: 88.7%</b></p>	<p>Maintain a minimum of 90% success rate in Competency 2 End-of-Cycle I, II and III French Exams.</p> <p>Maintain a minimum of 90% success rate in Competency 1 End-of-Cycle II and III English Exams.</p>	<p>Support students through the school's Resource Network</p> <p>Pedagogical discussions with colleagues and French and English consultants</p> <p>Phonological Screening in Kindergarten</p> <p>Promote a home reading program in Kindergarten and Grade 1 through "Les trousseaux de lecture"</p> <p>Use the Benchmark and Evaluation rapide de la comprehension de lecture Assessment Tool to differentiate instruction.</p> <p>Develop effective strategies through the PLC's at all levels.</p> <p>Explore and maximize the use of the Play5 in K and the Daily 5 in all other levels.</p> <p>Use learning centers within the classroom to promote reading</p> <p>Literacy Week Activities</p> <p>Inviting Authors and Artists in School</p>	<p>English and French Teachers</p> <p>Literacy Facilitator</p> <p>Resource Teachers</p> <p>Librarian</p> <p>Tutors</p> <p>French and English Consultants</p> <p>"Get Ahead" volunteers</p> <p>Culture in Schools Program</p>	<p>January 2015-January 2017</p>	<p>Teachers and administration gather and analyze End-of-cycle French and English Exam results and monitor the implementation of strategies.</p> <p>Administration gathers minutes from PLC meetings to monitor the implementation of reading strategies.</p>

## Our Professional Development Plan: Preparing Our Staff 2014-2015

<b>OBJECTIVES</b>	<b>GRADE LEVELS &amp; SUBJECT AREA</b>	<b>INTERVENTIONS/STRATEGIES REQUIRING PD</b>	<b>PD PLAN</b> (ex. name of workshop, date PD will be offered, resources involved (human or financial), etc.)
<i>To increase success rate of students</i>	<i>All levels and all subject areas</i>	<i>How can our attitude directly impact our personal and professional success? Mr. Boudreault reminds his audience about the importance of taking care of ourselves, to have fun, to be proud of our good work, and to be kind and professional.</i>	<b>Le Moi Inc.</b> <b><u>Presenter : Sylvain Boudreault</u></b> <b>Cost: \$1500.00</b>
<i>To increase the percentage of students of all levels who are successful in Math</i>	<i>Math at all levels</i>	<i>To have teachers familiarize themselves with the new ERPI resources for math</i>	<b>Training for the New Erpi Material</b> <b><u>Presenter: ERPI Consultant</u></b> <b>Cost: \$0</b>
<i>To increase success rate of students identified as having learning difficulties or are at risk</i>	<i>All levels and all subject areas</i>	<i>Teachers were introduced to the new EMSB Literacy/Facilitator Model. Discussion ensued regarding team teaching and how to address individual and class needs.</i>	<b>Introduction to the new EMSB Literacy/Facilitator Model</b> <b><u>Presenter: Michele Aubin; Student Services Consultant</u></b> <b>Cost: \$0</b>
<i>Increase the use of technology in the classroom</i>	<i>All levels and all subject areas</i>	<i>The Microsoft 365 training which took place at LHA was presented to interested teachers to help them explore the new Microsoft 365 with a focus on classroom tools.</i>	<b>Microsoft 365 Training</b> <b><u>Presenter : Consultant from Microsoft</u></b> <b>Cost: \$0</b>
<i>To increase success rate of students</i>	<i>All levels and all subject areas</i>	<i>Teachers reflect on the importance of data-driven conversations and the value of having frequent and structured team meetings. There was more discussion about setting common goals, common assessments and engaging in professional discussions.</i>	<b>Description of effective PLC meetings</b> <b>Discussion on how to implement PLC's</b> <b><u>Consultants requested: Marlene Boudreault</u></b> <b>Cost: \$0</b>
<i>To increase the effectiveness of teachers, staff and Administration</i>	<i>All staff</i>	<i>Teachers will learn about the electronic calendar with the intent of piloting it this school year and implemented next year.</i>	<b>Electronic Calendar</b> <b><u>Presenter: Francois Dupraz; IT consultant</u></b> <b>Cost: \$0</b>
<i>To address student needs</i>	<i>All levels and all subject areas</i>	<i>Teachers become familiar with the child protection laws, the role of Batshaw/DYP and their role as teachers to address student needs. Cracker Barrel discussions provide teachers the opportunity to participate in numerous roundtable discussions on best practices.</i>	<b>Presentation from Batshaw/ DYP</b> <b><u>Presenter: Harley Schwartz</u></b> <b>Cost: \$0</b>
<i>Increase success rate of all students</i>	<i>All levels and all subject areas</i>		<b>Cracker Barrel Discussions:</b> <b><u>Teachers sharing best practices with their colleagues</u></b> <b>Cost: \$0</b>

## Monitoring and Accountability Measures:

*Teachers, staff, school professionals and the administration will gather the data, analyze it and monitor the implementation of the strategies. Through pedagogical discussions, the school teams through PLC's will regularly evaluate the effectiveness of the strategies listed in the MESA. The principal will present the MESA and make it available to all stakeholders.*

## Resources Allocated to the School/Centre:

*The Support to Special Needs budget allows us to release teachers for PPT meetings with parents or with school teams to discuss students' IEP's. Additional personnel is hired to help students with learning difficulties prepare for their end-of cycle exams. Through the various supplementary budgets available to the school, homework tutors and additional resource teachers have been hired to work with students.*

## Support and Assistance Measures Available to the School/Centre:

*Our Literacy/Resource Facilitators are working with English and French teachers. The Ped Services consultants, are involved in providing professional development to our teachers.*

## 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:

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Robert Stocker, Director General EMSB

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Signature of Principal

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Signature of Governing Board Chair

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Date

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Date

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Date