



**Success Plan  
2010-2015  
Dorval Elementary**

## Success Plan For Dorval Elementary for 2010-2015

### Introduction

The Dorval Elementary School Success Plan for 2010-2015 is based on the Lester B Pearson School Board Strategic Plan entitled "Together we learn: partnering for Student Success". The Dorval Success Plan outlines a clear direction and defines our priorities for the next five years.

At Dorval, it is our responsibility to ensure that every student in this school has the opportunity to be the best they can be. Our Success plan provides direction to meet that responsibility. It is built on the foundation of our previous success plan and educational project.

Dorval Elementary School began its mandate as a new school in September 2006. The focus of the first year was to ease the transition from the founding schools of St Veronica Elementary School and Courtland Park Elementary School for all the students, families and staff. Extensive renovations and improvement work were done on the building indoors and outdoors. The Dorval Elementary School Parent Participation Organization of 2006-2007 alongside the administration and teaching staff members drafted the first Educational Project and presented its final version to the community at large in the spring of 2007.

In the fall of 2007, the School Council chose to focus on two aims of the Educational Project for the school year 2007-2008:

- Help our students achieve excellence and become lifelong learners
- Provide a safe and clean learning environment

In the spring of 2008, a parent member of the Governing Board, three staff members and the principal met with a facilitator to review the strengths and needs of Dorval Elementary in order to guide the drafting of the first Success Plan. Four areas emerged as needing special attention: Curriculum, School Identity, Communication and Parental and Community Involvement. They were linked to the Dorval Elementary Mission Statement and Educational Project.

### Characteristics of the School

#### School Profile

- Current student population for 2010-11 - 367 students
- Early Immersion elementary school with strong ties to the local Dorval community facilitating an active parent involvement
- Well rounded curriculum from Kindergarten to Cycle III ( grade 6) with a focus on Music and Science and Technology
- Adherence to school-wide ecological awareness activities that promote responsibility
- Upgraded facilities including a fully equipped gymnasium, library, music classroom equipped with musical instruments, separate classroom for science and technology instruction, computer lab along with a spacious school yard
- Adjacent to Courtland Park which hosts two full soccer fields, two skating rinks and permanent play structures
- 13 homeroom classes from Maternelle to Cycle III
- classroom reserved as a Livrèthèque
- separate Daycare room

### School Vision / Mission

#### School Vision

Dorval Elementary School offers a caring child- centered bilingual learning environment that promotes respect, excellence and love of learning while supporting students in reaching their full potential.

#### School Mission

At Dorval Elementary we foster the academic and personal growth of each child in a safe and respectful environment. We promote a collaborative relationship among students, staff and parents. We strive to connect with our community, cultivate responsible citizenship and raise each child's awareness.

### School Portrait

The following information provides statistics provided from the fiche école. The years included are 2007-08, 2008-09 and 2009-10.

	2007-08	2008-09	2009-10
Number of students	327	352	354
Number of boys	174 ( 53.2%)	192 ( 54%)	187 (52%)
Born in Quebec	95.1%	n/a	n/a
English spoken at home	92%	n/a	n/a

The following are the results of the end of cycle III exams for the school year 2008-2009 in Mathematics, French and English. It should be noted that these results are for a single cohort of students and that anecdotal information from teachers would question some of these results.

French:

Communiquer à l'oral et à l'écrit - 96.15%

Comprendre le sens d'un texte - 80.77%

Produire à l'écrit - 90.2%

**Mathematics:**

Competency 1 - 83.67%

Competency 2 - 77.61%

Competency 3 - 64.21%

**English:**

Competency 1 - 66.67%

Competency 2 - 63.73%

Competency 3 - 98.04%

Competency 4 - 80.64%

Running Records	2007-2008	2008-2009
A Early Immersion French	Spring Avg Score 11.84 Spring Pass Rate 58.18%	Spring Avg Score 8.91 Spring Pass Rate 48.89%
B Early Immersion French	Spring Avg Score 20.77 Spring Pass Rate 81.25%	Spring Avg Score 17.14 Spring Pass Rate 60.78%
D Early Immersion English	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score 28.58 Spring Pass Rate 91.67%
D Early Immersion French	Spring Avg Score 20.28 Spring Pass Rate 65.22%	Spring Avg Score 22.81 Spring Pass Rate 91.67%
E Early Immersion English	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score 28.64 Spring Pass Rate 76.60%
E Early Immersion French	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score 24.38 Spring Pass Rate 80.85%
G Early Immersion English	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score n/a Spring Pass Rate n/a
G Early Immersion French	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score n/a Spring Pass Rate n/a
H Early Immersion English	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score n/a Spring Pass Rate n/a
H Early Immersion French	Spring Avg Score n/a Spring Pass Rate n/a	Spring Avg Score n/a Spring Pass Rate n/a

## Action Plan

### Strategic Directions 1: Strategic Direction 1 Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
Objective 1: To improve English literacy with a focus on Strategic reading, narrative writing and language conventions.	<ul style="list-style-type: none"> <li>• Use of balanced literacy approach by all English teachers Cycle 2 and 3</li> <li>• Use of Daily 5 approach by all English teachers of Cycles 2 and 3</li> <li>• Reading buddies - older children working with younger children</li> <li>• Encourage author visits using Culture in School grants</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers in Cycle II and III using Balanced Literacy and Daily 5 methods</li> <li>• Number of Professional development sessions for teachers for Balanced Literacy and Daily 5</li> <li>• Number of Reading Buddies groups</li> <li>• Number of Culture in Schools grants</li> <li>• Benchmark results in Cycle 2 and results of the end of cycle MELS bilan</li> <li>• Results for Competencies 1 and 2 in end of Cycle 3 MELS bilan in English Language Arts.</li> </ul>	<ul style="list-style-type: none"> <li>• All English teachers in Cycles II and III will be using Balanced Literacy and Daily 5 methods in their classes within the next 2 years</li> <li>• All English teachers Cycle II and III will have followed Professional Development sessions on Balanced Literacy and Daily 5 by the end of school year 2010-11</li> <li>• 2 Culture in the Schools grants for English Cycles II and III for school year 2010-11</li> <li>• 1 Reading buddies group in each of Cycle II and III</li> <li>• 1% improvement in Spring Average Scores and Pass Rates for Groups D, E, G and H</li> <li>• 2% improvement in MELS end of Cycle III English Language Arts exam results for Competencies 1 and 2</li> </ul>

**Strategic Directions 1: Strategic Direction 1 Maximizing Student Success in  
a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
Objective 2: To improve French literacy with a focus on comprendre le sens d'un texte.	<ul style="list-style-type: none"> <li>• Améliorer l'utilisation de la Livrothèque</li> <li>• Utilisation de la Littératie Quotidienne ( Daily 5)</li> <li>• Programme de francisation</li> <li>• Encourager l'utilisation des fonds de Culture à l'école pour les visites d'auteurs et autres professionnels dans la domain de la littérature.</li> <li>• Améliorer les bibliothèques de classe avec des livres du type d'information premièrement, en faisant un inventaire des livres actuels dans les classes et en achetant d'autres.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of sessions with school board consultants for Maternelle and Cycle 1 teachers in use of guided reading in the Livrothèque.</li> <li>• Number of sessions with School Board consultants in littérature quotidienne ( Daily 5) method.</li> <li>• Number of requests for Culture à l'école grants</li> <li>• Number of books in class libraries.</li> <li>• Cycle 1 Year 2 - GB+ and benchmark results</li> <li>• Cycle 2 Year 2 - benchmark results and end of cycle MELS bilan results</li> <li>• Cycle 3 Year 2 - end of Cycle MELS bilan results</li> <li>• Number of students in Francisation</li> </ul>	<ul style="list-style-type: none"> <li>• All French teachers for Maternelle and Cycle 1 will have followed Professional Development sessions on the use of the Livrothèque and guided reading</li> <li>• All French teachers of Maternelle and Cycle 1 will be using la littérature équilibrée et la littérature quotidienne within 2 years</li> <li>• All French teachers for Maternelle and Cycle 1 will have followed Professional Development sessions on la littérature équilibrée and la littérature quotidienne by the end of school year 2010-11</li> <li>• 1 Culture à l'école grant in French for each cycle in Cycles 1,2 and 3</li> <li>• Inventory of all French books in each French classroom will be completed by the end of 2010-11</li> <li>• Based on the inventory, new books will be purchased to complement the class libraries starting in 2010-11 and continuing onto 2011-12.</li> <li>• 1% improvement in Spring Averages and Pass rates for Groups A,B,D,E, G and H</li> <li>• 2% improvement in MELS end of Cycle III French bilan for Competency 2</li> </ul>

**Strategic Directions 1: Strategic Direction 1 Maximizing Student Success in  
a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
Objective 3: Improve numeracy skills.	<ul style="list-style-type: none"> <li>• In September, using the end of Cycle Exam results in Math for each cycle, establish the specific areas on which to focus</li> <li>• Improve the availability of manipulatives in all classrooms by first taking inventory of manipulatives</li> <li>• Establish Math buddies for Cycle 3 students to work with Cycle 2 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Cycle 1 Year 2: improvement in June class averages and in overall scores and pass rates in end of cycle MELS bilan</li> <li>• Cycle 2 Year 2: Improvement in June class averages and in overall scores and pass rates in end of cycle MELS bilan.</li> <li>• Cycle 3 Year 2: Improvement in overall score in end of cycle scores and pass rates in MELS bilan.</li> <li>• Number of groups of math buddies in Cycles 2 and 3.</li> <li>• Number of math manipulatives in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2% improvement in end of cycle class averages and end of cycle bilan results</li> <li>• 2 groups of Math buddies established</li> <li>• Inventory of all Math manipulatives in all classrooms to be completed by end of school year 2010-11</li> <li>• Purchase of manipulatives to be made to complement the inventory made in school year 2010-11 and 2011-12</li> </ul>

**Strategic Directions 1: Strategic Direction 1 Maximizing Student Success in  
a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
Objective 4: Increase success of at risk students and students with special needs.	<ul style="list-style-type: none"> <li>Continue the use of differentiated learning practices</li> </ul>	<ul style="list-style-type: none"> <li>Number of Professional Development sessions in Differentiated Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>All teachers in all grades and specialists will have followed a Professional Development session on Differentiated learning before the end of school year 2010-11</li> <li>All teachers will be implementing the differentiated learning approach in classes by school year 2011-12</li> </ul>

**Strategic Directions 1: Strategic Direction 1 Maximizing Student Success in  
a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
Objective 5: Increase awareness throughout the community of the different work- oriented pathways available to students but with a particular objective of increasing the qualification rate of our at risk or special needs students.	<ul style="list-style-type: none"> <li>Develop work-oriented projects around the school to help students gain confidence and success.</li> </ul>	<ul style="list-style-type: none"> <li>Number of work - related projects in school</li> </ul>	<ul style="list-style-type: none"> <li>2 work-related projects will be developed and implemented in school year 2010-11</li> </ul>

**Strategic Directions 1: Strategic Direction 1 Maximizing Student Success in  
a Culture for Learning**

Objective	Strategies	Indicator	Targets / Results
Objective 6: To improve success rates in English, French and Mathematics for boys.	<ul style="list-style-type: none"> <li>Teachers will use Differentiated Learning strategies to address the particular needs of boys in their classes.</li> <li>Work- oriented projects will be planned in particular for boys who are struggling with regular academic ways of learning.</li> </ul>	<ul style="list-style-type: none"> <li>1. Number of teachers using Differentiated Learning Strategies.</li> <li>2. Number of boys participating in Work-oriented projects.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will be using Differentiated Learning Strategies in their classes by school year 2011-12</li> <li>2 boys per cycle will participate in 1 work-oriented project during the 2010-11 school year.</li> <li>End of cycle results in English, French and Mathematics will show improvement over-all for boys of 1% by the end of 2015.</li> </ul>

### a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
Objective 6: To improve success rates in English, French and Mathematics for boys.	<ul style="list-style-type: none"> <li>Teachers will use Differentiated Learning strategies to address the particular needs of boys in their classes.</li> <li>Work- oriented projects will be planned in particular for boys who are struggling with regular academic ways of learning.</li> </ul>	<ul style="list-style-type: none"> <li>1. Number of teachers using Differentiated Learning Strategies.</li> <li>2. Number of boys participating in Work-oriented projects.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will be using Differentiated Learning Strategies in their classes by school year 2011-12</li> <li>2 boys per cycle will participate in 1 work-oriented project during the 2010-11 school year.</li> <li>End of cycle results in English, French and Mathematics will show improvement over-all for boys of 1% by the end of 2015.</li> </ul>

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### Strategic Directions 2: 2. Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
1. To develop staff capacity to support the (4) strategic directions.	<ul style="list-style-type: none"> <li>Plan professional development activities for teachers and other staff working directly with students which focus on differentiated learning strategies, balanced literacy, Daily 5 ( both in English and French) and strategies in use of guided reading ( in particular use of the Livrothèque. ) The focus for the professional development plan should be developed by the in-school professional development committee including the plan for a Retreat for PD to be held early in the school year 2010-11.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development plan including sessions on Differentiated Learning, Balanced Literacy and Daily 5 in English and French</li> <li>Number of teachers following Professional Development activities which support the objectives of the Success Plan</li> </ul>	<ul style="list-style-type: none"> <li>Retreat for all teachers to be held early in school year 2010-11 with focus on Differentiated learning, Balanced Literacy and Daily 5 in English and French</li> <li>At least 1 teacher per cycle and Maternelle to follow a Professional Development activity separate from the school organized sessions in Differentiated Learning, Balanced Literacy or Daily 5 in school year 2010-11</li> </ul>

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### Strategic Directions 2: 2. Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
2. To enlist and recognize the contribution and expertise of all personnel toward student success.	<ul style="list-style-type: none"> <li>Plan a full staff meeting ( including all employees such as the Daycare workers, Office personnel, Integration aides, custodial personnel) to take place before school starts in 2010, to discuss ways that all could contribute to the Success Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by all participants of the Full Staff meeting held in August 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Full Staff meeting held in August 2010</li> <li>Suggestions gathered from the Full Staff meeting to be used in development of ways to incorporate the expertise of all employees in working towards the achievement of the Success Plan goals</li> </ul>



**Strategic Directions 3: 3. Enhancing School Collaboration and Community Partnerships.**

Objective	Strategies	Indicator	Targets / Results
1. To develop opportunities for successful transitions at critical points in schooling.	<ul style="list-style-type: none"> <li>Continue to support the involvement of the Pre-Kindergarten group with the school.</li> <li>To make transitions from cycle to cycle, plan a "switcheroo" period for students to spend time in the next Grade sometime in the spring of the year. (e.g. Kindergarten in Grade 1 Grade 2 in Grade3 )</li> <li>Participate in the School board planned activities for Grade 6 going to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>Number of activities or events involving the Pre-Kindergarten group</li> <li>Number of classes participating in "switcheroo" activity</li> <li>Number of activities involving Grade 6 students</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Pre Kindergarten visits to school to at least 1 time per month</li> <li>1 "switcheroo" activity in spring of 2011 for all Grades</li> <li>Grade 6 participation in all planned activities by high schools for transition</li> </ul>

**Strategic Directions 3: 3. Enhancing School Collaboration and Community Partnerships.**

Objective	Strategies	Indicator	Targets / Results
2. To promote skilled occupations and trades.	<ul style="list-style-type: none"> <li>Pursue the Home and School initiative of Career Day</li> <li>Encourage visits from community services such as Fire Department, Police</li> <li>Invite Nancy Battet from the school board to inform the staff of the program of community and business partnerships.</li> <li>Continue to participate in Student Entrepreneurship initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Number of activities to encourage better understanding of skilled occupations and trades</li> <li>Number of visits from community services</li> <li>Presentation of projects under Nancy Battet's responsibility at school board.</li> <li>Number of Student Entrepreneurship Grants</li> </ul>	<ul style="list-style-type: none"> <li>1 Career Day organized in conjunction with Dorval Home and School Association</li> <li>1 Visit from Fire department and Police department for Maternelle and Cycle I</li> <li>1 Visit from Police department to deal with bullying and drugs for Cycles 2 and 3</li> <li>1 meeting for staff with Nancy Battet from the school board to present her program of community and business collaborations</li> <li>1 Student Entrepreneurship project per cycle</li> </ul>

**Strategic Directions 3: 3. Enhancing School Collaboration and Community Partnerships.**

Objective	Strategies	Indicator	Targets / Results
3. To enrich learning opportunities through Global Education and Community Partnerships.	<ul style="list-style-type: none"> <li>• Maintain school focus on being a Peaceful School and member of Peaceful Schools International.</li> <li>• Continue projects initiated by Spiritual Animator such as Bridges that Unite, Wells for India etc.</li> <li>• Continue to support community outreach programmes such as Thoughtful Thursdays and Christmas basket contribution.</li> <li>• Continue to participate in cultural awareness activities in conjunction with the Ethics and Religious Culture program</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of participation as Peaceful School within Peaceful Schools International</li> <li>• Number of community outreach projects and activities initiated by Spiritual Animator and/or the school personnel</li> <li>• Number of activities involving Cultural Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Meet all prerequisites for continued participation as a Peaceful School</li> <li>• Maintain the present number of activities initiated by the Spiritual Animator for community service, international projects and cultural awareness</li> </ul>

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**Strategic Directions 4: 4. Promoting Wellness in a Safe and Caring Community.**

Objective	Strategies	Indicator	Targets / Results
1. To develop a culture of pride and respect for the environment.	<ul style="list-style-type: none"> <li>• Maintain and continue to promote the Green Team's work in the school with on-going composting and recycling initiatives.</li> <li>• Include environmental component in Science curriculum in all cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of initiatives undertaken by Green Team</li> <li>• Number of curriculum based activities focussing on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Green Team projects</li> <li>• At least 1 curriculum based activity per cycle dealing with environmental issues</li> </ul>

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**Strategic Directions 4: 4. Promoting Wellness in a Safe and Caring Community.**

Objective	Strategies	Indicator	Targets / Results
2. To support and expand programs that foster healthy living.	<ul style="list-style-type: none"> <li>• Make a master plan of all activities to be included over the school year trying to distribute them evenly amongst all grade levels and throughout the year. Some of these activities include: Terry Fox Run, Jump Rope for Heart, Intramurals, Interscholastic tournaments with the Board, GMAA tournaments, hockey and soccer program with schools from the area, swimming, skating, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of activities promoting physical activity and wellness</li> <li>• Assessment of Healthy Schools initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Make an inventory of all physical and wellness activities to be undertaken in school year 2010-11</li> </ul>

**Strategic Directions 4: 4. Promoting Wellness in a Safe and Caring Community.**

Objective	Strategies	Indicator	Targets / Results
3. To provide a safe, secure, healthy and welcoming environment	<ul style="list-style-type: none"> <li>Identify health and wellness needs of the school and establish priorities with the goal of developing an action plan as part of the Healthy Schools Approach in consulting school board contact Jean Duckett</li> <li>Continue to work cooperatively with the CLSC Nurse, the Dental Hygienist and with the local police to provide sessions on human sexuality, drug education, dental hygiene and anti - bullying programs</li> <li>Encourage participation with programs such as the Alouette Stay in School program</li> <li>Continue to develop the Peer mediation program in Cycle 3</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of Healthy Schools initiative</li> <li>Number of sessions with CLSC, Police and other outside agencies dealing with human sexuality, drug education and bullying</li> <li>Number of training sessions for Peer mediators</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with Jean Duckett of the school board to start the process of becoming a Healthy School</li> <li>Increase the quantity and quality of Peer Mediators.</li> </ul>

