

Report on the Partnership Agreement 2010 – 2011



Between

Riverside School Board

and

Le Ministère de l'Éducation, du Loisir et du Sport

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Riverside School Board Report on Objectives, Targets and Strategies for Goals 1-5

MÉLS GOAL 1: INCREASE THE GRADUATION AND QUALIFICATION RATE OF STUDENTS UNDER THE AGE OF 20

CONTEXT

MÉLS statistics show that Riverside had a combined graduation and qualification rate of 80.4% overall in 2008, 79.6% in 2009 and 79.5% in 2010 for the 7-year cohort as given in Tables 1A and 1B. The graduation rate for students receiving either a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS) was 79.4% in 2008, 78.4% in 2009 and 78.8% in 2010. It should be noted that the 2009-2010 results were obtained prior to the implementation of the Partnership Agreement, thus impacts of the Agreement may only be seen in the 2010-2011 results. The contribution of the qualification of students in the Work-Oriented Training Pathway, either in the Pre-Work Training or the Semi-Skilled Trade programs was 1.0% in 2008, 1.2% in 2009 and 0.6% in 2010. Whereas the Riverside combined graduation and qualification rates compare favourably with the provincial averages, the assigned MÉLS target for Riverside of 88% will require significant improvement and changes in strategic areas. To this end, objectives, targets and strategies have been designed to increase student success and retention in each of our Elementary, Secondary and Adult Education sectors. Strategies planned for the future are: a Concurrent DSS and DVS program will be implemented at the Adult and Vocational Education Centre (ACCESS); the regional Work-Oriented Training Pathway (WOTP) program will be enlarged and renewed; all professional development will include differentiation practices; and Secondary 3 Mathematics will be additionally targeted.

The updated MÉLS data shown in Tables 1A, 1B, 2A and 2B shows differential rates of success between boys and girls, and this will be a continued focus for improvement. As in previous years, there is a continued difference between the graduation and qualification rates of boys and girls. For example, in 2010, girls demonstrated a combined graduation and qualification rate of 85.5% (across all sectors), however, the corresponding rate for boys was 73.5%, which is a success differential of 12%. For the prior years of 2007-2009, a similar pattern of differential success was observed; ranging from 12.5% in 2007 to 12.3% in 2009.

As given in Table 2A and 2B, MÉLS statistics show a significant difference between the dropout rates of boys and girls in Secondary 5. In 2007-2008, 133 youth sector students left Riverside without obtaining a diploma or qualification. This represents 16.5% of our youth sector population. In 2008-2009, the dropout rate decreased to 15.3%. Of these 122 students, a comparably equal number of boys and girls left in each of Secondary Cycle 1 and Secondary 3. However in Secondary 4 and 5, nearly twice the number of students left school (72 in total), and of these dropouts, twice as many were boys (47 boys compared to 25 girls). Recent MÉLS statistics for 2009-2010 give a dropout rate of 13.4% for Riverside: 17.6% of the male population and 9.6% of the female population are identified as dropouts.

In sum, the significantly lower success rates and higher drop-out rate of boys are a cause for concern, and motivate several themes in the Riverside professional development plans for administrators and teachers. These plans aim to promote higher levels of success for all students, but in particular, an increase in success and perseverance of boys. To specifically address the needs of adolescents during their transition from Elementary to Secondary school, and in the long term, reduce the dropout rate of students in Secondary 4 and 5, both Elementary and Secondary schools will continue to implement a variety of academic and social support strategies. These are identified in this document as student 'Transition Plans' and school 'Transition Programs'. Additionally this year, academic transition projects will be in place to support teachers of Mathematics, English Language Arts and French Second Language Elementary Cycle 3 and Secondary Cycle 1.

Tableau 1

Taux de diplomation et de qualification au secondaire, avant l'âge de 20 ans (obtention d'un premier diplôme)

année de la première inscription en secondaire 1 : dernière année d'obtention diplôme/qualification ¹ :	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	2000-2001	2001-2002	2002-2003	2003-2004	2000-2001	2001-2002	2002-2003	2003-2004	2000-2001	2001-2002	2002-2003	2003-2004
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
1A. Diplomation et qualification réunies, selon le secteur												
Sexes réunis, total	80,4	80,4	79,6	79,5	68,4	68,5	67,6	67,9	72,1	72,3	71,9	72,3
Formation générale des jeunes	72,4	72,2	72,5	71,3	60,5	60,5	59,5	60,1	65,1	65,3	64,8	65,5
Formation générale des adultes	7,7	7,3	5,7	7,3	5,3	5,4	6,1	5,8	4,7	4,8	5,4	5,1
Formation professionnelle	0,5	1,1	1,6	1,0	2,6	2,7	2,0	2,0	2,3	2,3	1,8	1,7
Sexe masculin, total	74,0	73,4	73,8	73,5	61,2	61,5	60,8	61,1	65,4	65,9	65,6	66,0
Formation générale des jeunes	66,8	65,2	65,8	64,0	52,7	52,5	52,9	53,2	57,7	58,0	58,5	58,9
Formation générale des adultes	6,8	7,2	5,7	8,1	5,1	5,4	5,3	5,2	4,7	4,8	4,8	4,7
Formation professionnelle	0,5	1,0	2,3	1,5	3,4	3,6	2,7	2,6	3,1	3,2	2,4	2,3
Sexe féminin, total	86,5	87,2	86,1	85,5	76,0	75,7	74,7	75,2	79,1	78,9	78,3	78,8
Formation générale des jeunes	77,8	78,9	79,8	78,6	68,9	68,6	66,4	67,5	72,9	72,8	71,3	72,3
Formation générale des adultes	8,6	7,4	5,8	6,5	5,5	5,5	7,0	6,4	4,8	4,8	6,0	5,5
Formation professionnelle	0,5	1,2	0,8	0,4	1,7	1,6	1,3	1,3	1,4	1,4	1,1	1,1
1B. Diplomation et qualification séparées												
Sexes réunis, total	80,4	80,4	79,6	79,5	68,4	68,5	67,6	67,9	72,1	72,3	71,9	72,3
Diplomation (DES, DEP, ASP)	79,8	79,4	78,4	78,8	66,3	66,6	66,1	66,2	70,4	70,7	70,6	70,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,6	1,0	1,2	0,6	2,1	1,9	1,5	1,7	1,7	1,6	1,3	1,4
Sexe masculin, total	74,0	73,4	73,8	73,5	61,2	61,5	60,8	61,1	65,4	65,9	65,6	66,0
Diplomation (DES, DEP, ASP)	72,7	72,4	71,6	72,5	58,6	59,1	58,8	58,9	63,1	63,8	63,9	64,1
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	1,3	0,9	2,2	1,1	2,6	2,4	2,0	2,2	2,3	2,1	1,7	1,8
Sexe féminin, total	86,5	87,2	86,1	85,5	76,0	75,7	74,7	75,2	79,1	78,9	78,3	78,8
Diplomation (DES, DEP, ASP)	86,5	86,1	85,8	85,3	74,5	74,4	73,7	74,0	77,9	77,8	77,4	77,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)	0,0	1,1	0,2	0,2	1,5	1,4	1,1	1,2	1,2	1,1	0,9	1,0

1. Cela comprend également les élèves qui obtiennent un diplôme ou une qualification en formation générale des jeunes après une durée de 8 ans.

Tableau 2A

Nombre annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ

	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	<i>année d'inscription :</i> 2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009
Sexes réunis, total	133	148	133	122	14 014	14 420	15 060	13 526	15 314	15 803	16 472	14 732
Premier cycle du secondaire	32	36	23	26	4 091	4 097	3 804	2 654	4 663	4 683	4 370	3 110
Secondaire 3	26	36	22	24	3 162	3 070	3 885	4 406	3 403	3 349	4 138	4 630
Secondaire 4	34	30	39	34	3 216	3 403	3 884	3 200	3 436	3 631	4 165	3 432
Secondaire 5	41	46	49	38	3 545	3 850	3 487	3 266	3 812	4 140	3 799	3 560
Sexe masculin, total	86	83	84	73	8 636	8 966	9 225	8 290	9 338	9 706	9 957	8 919
Premier cycle du secondaire	19	19	10	16	2 507	2 535	2 249	1 582	2 812	2 853	2 544	1 820
Secondaire 3	17	17	14	10	1 980	1 932	2 446	2 815	2 110	2 082	2 587	2 926
Secondaire 4	18	16	30	23	2 005	2 217	2 488	2 017	2 127	2 347	2 628	2 138
Secondaire 5	32	31	30	24	2 144	2 282	2 042	1 876	2 289	2 424	2 198	2 035
Sexe féminin, total	47	65	49	49	5 378	5 454	5 835	5 236	5 976	6 097	6 515	5 813
Premier cycle du secondaire	13	17	13	10	1 584	1 562	1 555	1 072	1 851	1 830	1 826	1 290
Secondaire 3	9	19	8	14	1 182	1 138	1 439	1 591	1 293	1 267	1 551	1 704
Secondaire 4	16	14	9	11	1 211	1 186	1 396	1 183	1 309	1 284	1 537	1 294
Secondaire 5	9	15	19	14	1 401	1 568	1 445	1 390	1 523	1 716	1 601	1 525

Tableau 2B

Taux annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ

	CS Riverside				Réseau public (72 CS)				Ensemble du Québec			
	<i>année d'inscription :</i> 2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009	2005-2006	2006-2007	2007-2008	2008-2009
Sexes réunis	17,4	19,0	16,5	15,3	23,6	23,9	23,3	21,3	20,7	20,7	20,3	18,4
Sexe masculin	23,2	21,8	21,5	19,5	30,1	30,1	29,0	26,1	26,2	26,0	25,2	22,6
Sexe féminin	11,9	16,3	11,8	11,6	17,6	17,9	17,8	16,5	15,6	15,6	15,6	14,3

N.B. Ces données sur le décrochage sont établies à partir d'une lecture du système Charlemagne faite au Bilan 4 de l'année suivante (lecture au mois d'août). Il s'agit des données officielles et finales. Elles ne sont pas compatibles avec les données du précédent portrait produit en octobre 2009.

MÉLS GOAL 1: OBJECTIVES, INDICATORS AND TARGETS					
OBJECTIVES	INDICATORS	TARGETS			
1a) Increase the graduation and qualification rate of students under the age of 20	<ul style="list-style-type: none"> MÉLS graduation and qualification rates 	<ul style="list-style-type: none"> By 2020, the graduation and qualification rate of students under the age of 20 will be 88% 			
1b) Decrease the number of students leaving school without a certification or qualification	<ul style="list-style-type: none"> MÉLS rates pertaining to students leaving without a certification or graduation diploma 	<ul style="list-style-type: none"> By 2020, the annual public school dropout rate will be reduced from 30% to 10% 			
RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline (2001-2002 cohort) June 2008	RSB Targets	RSB (2003-2004 cohort) June 2010	Québec June 2010
1 a) To increase the number of students obtaining a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS) or qualification in the Work-Oriented Training Pathway (WOTP) before the age of 20.	<ul style="list-style-type: none"> The graduation and qualification rate of students under the age of 20 (7-year cohort) 	80.4%	<ul style="list-style-type: none"> For June 2015 the target is 85% (assigned by RSB) For 2020 the target is 88% (assigned by MÉLS) 	<ul style="list-style-type: none"> 79.5% (7-year cohort) 77% (5-year cohort) 	72.3%
1 b) To increase the number of boys obtaining a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS) or qualification in the Work-Oriented Training Pathway (WOTP) before the age of 20.	<ul style="list-style-type: none"> The graduation and qualification rate of boys 	73.4%	<ul style="list-style-type: none"> For June 2015, the target is 79% (assigned by RSB) 	<ul style="list-style-type: none"> 73.5% (7-year cohort) MÉLS data not available 	65.9%

MÉLS GOAL 1: OBJECTIVES, INDICATORS AND TARGETS					
OBJECTIVES	INDICATORS	TARGETS			
1a) Increase the graduation and qualification rate of students under the age of 20	<ul style="list-style-type: none"> MÉLS graduation and qualification rates 	<ul style="list-style-type: none"> By 2020, the graduation and qualification rate of students under the age of 20 will be 88% 			
1b) Decrease the number of students leaving school without a certification or qualification	<ul style="list-style-type: none"> MÉLS rates pertaining to students leaving without a certification or graduation diploma 	<ul style="list-style-type: none"> By 2020, the annual public school dropout rate will be reduced from 30% to 10% 			
RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline June 2010	RSB Targets	RSB June 2010	Québec June 2010
1 c) To increase the success rate of Elementary Cycle 2 and Secondary Cycle 1 students in Mathematics.	<ul style="list-style-type: none"> The rate of students achieving 60% or higher on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation <p>*THIS EVALUATION WAS NOT ADMINISTERED, DUE TO UNFORESEEN DELAY IN MÉLS DELIVERY TO THE SCHOOL BOARDS. THUS 2010 RESULTS ARE PROVIDED.</p>	June 2010 76%	<ul style="list-style-type: none"> To increase the success rate by 4% for 2011. 	NA	
	<ul style="list-style-type: none"> The rate of students achieving 60% or higher on the Secondary Cycle 1 Mathematics final June evaluation. Competency 1 (C1) Competency 2 (C2) 	June 2010 56.2% (based on final score)	<ul style="list-style-type: none"> To increase the success rate by 4% in June 2011. 	<ul style="list-style-type: none"> C1: 49.3% of students achieved 60% or higher C2: 45.3% of students achieved 60% or higher 	
1 d) To reduce the annual dropout rate in the youth sector.	<ul style="list-style-type: none"> The annual dropout rate of students in the RSB youth sector population: students leaving school in the youth sector without a diploma of Secondary Studies or qualification 	<ul style="list-style-type: none"> The 2008-2009 dropout rate was 15.3% (MÉLS revised) 	<ul style="list-style-type: none"> The target for 2014-2015 is 16% The target for 2019-2020 is 10% 	<ul style="list-style-type: none"> The 2009-2010 dropout rate was 13.4% 	<ul style="list-style-type: none"> The 2009-2010 dropout rate was 17.4%.

MÉLS GOAL 1: ANALYSIS

- 1 a) The RSB graduation and qualification rate for the 7-year cohort has decreased from 80.4% in 2008 to 79.6% in 2009, and to 79.5% in June 2010. Strategies have been assessed in terms of their ability to impact student success, and also in consideration of their ease of measurability. As a result, successful strategies will be retained, and new strategies will be put into place.
- 1 b) The RSB graduation and qualification rate of boys has increased by 0.1% between 2008 (73.4%) and 2010 (73.5%). This is the same increase of 0.1% experienced in the entire province.
- 1 c) The success rate and subsequent analysis of student success on the Elementary Cycle 2 Mathematics assessment cannot be determined, since this evaluation was not provided to students due to unforeseen delays in MÉLS delivery of the evaluation to school boards. Achievement on the Secondary Cycle 1 Mathematics Evaluation Situation did not meet the 4% improvement target desired. On this evaluation, the success rate for Competency 1 (Situation Problem) was 49.3%, which is a decrease of 6.9 % from the previous year. The success rate for Competency 2 (Application Questions) also showed a decrease from 2010 and 2011.
- 1 d) The Riverside dropout rate in the youth sector has shown a decrease over the past three years: the dropout rate was 13.4% in 2009-2010, 15.3% in 2008-2009, and 16.5% in 2007-2008. These values are a result of a new method of calculation applied by the MÉLS to determine the dropout rate. Thus, the Riverside dropout rate target previously established in the Partnership Agreement as 16% by the year 2014-2015, has been exceeded in 2009-2010 (13.4%), and so will be adjusted in the 2011-2012 Agreement.

MÉLS GOAL 1: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

1a) Graduation and qualification rates

Strategies which have been demonstrated to be successful to promote student success and will be put in place this year include the following:

- ACCESS will establish a concurrent study program for 2011-2012, so that students may obtain both a SSD and DVS in one year.
- Complementary Services, in collaboration with the Secondary schools, will establish an additional Work-Oriented Training Pathway (WOTP) program in another Secondary school.
- Educational Services Consultants will continue providing professional development for teachers in subject-specific teacher cohorts, but will additionally initiate personalized and regular visits to individual school departments.
- Educational Services will also continue to collect and analyse student results in targeted subjects and grade levels at strategic points in time: Term 2, end-of-cycle or year, and final June evaluations. Schools will be provided with this data in formal data-team meetings, and opportunities will be made for Educational Services and school teams to collectively discuss and strategically plan using this information in school-based forums such as cycle-team meetings and departmental meetings. The analysis of student work will also be used as an important strategy, to establish a common understanding of program requirements, identify student learning needs, and develop appropriate intervention measures.

1b) Graduation and qualification rate of boys

Strategies in place this year include the following:

- The Director of Secondary Schools will continue to support the schools to increase the number of projects which particularly support the success of boys. It is understood that these strategies will positively impact all students. Strategies include: subject-specific remediation, information sessions for teachers on literacy development and needs particular to reluctant readers, use of various technologies in the classroom, hands-on activities used in pedagogy, etc

1c) Student success on Mathematics elementary end-of-cycle 2 and secondary end-of-cycle 1 Evaluation Situations

Strategies in place this year include the following:

- The Mathematics Toolbox sessions (professional development sessions provided to a cohort of teachers over a period of time), will continue for Elementary Cycle 2 teachers but will additionally be offered to Elementary Cycle 1 teachers as a means of early intervention. Areas of focus include: technological applications, students with special needs and new MÉLS reference documents.
- At the Secondary level, the Mathematics Toolbox Sessions will continue for Secondary 2 and additionally include Secondary 3 teachers. These will provide teachers with more situational problems (C1), learning activities focused on geometry and algebra, technological applications, students with special needs, new MÉLS reference documents and literacy-based strategies in mathematics.
- End of the year student results will be used in addition to the June Evaluation Situations, to better monitor student achievement and make appropriate adjustments.
- The target of a 4% increase will be retained for next year.

1d) Dropout rates

Strategies in place this year include the following:

- Use of the *Tell Them From Me* survey in all schools; schools are supported by two Educational Services resource persons.
- The Transition Plan for students at risk will continue to be used in the case of Elementary Grade 6 students going to Secondary.
- The 'Readiness Camp' for Grade 6 students at risk, will continue to be used to support student transition to secondary.
- '*Persévérance scolaire*' monies will be used by Secondary schools to offer school activities which keep students at risk in school.
- The Riverside Activity Coordinator will collaborate with the Secondary schools to develop a variety of projects and activities for students at risk of dropping out.

MÉLS GOAL 2: IMPROVE MASTERY OF THE FRENCH AND ENGLISH LANGUAGES

CONTEXT

The overall aim of MÉLS Goal 2 is to improve mastery of the French language. In developing its Partnership Agreement, all English School Boards included mastery of the English language to this goal. The objectives identified by Riverside for this goal focus primarily on reading. Student competency in reading is understood as a foundational skill which is required for student success in other areas of literacy development (writing and oral language). Reading also serves as the means by which students are prepared for success in all subjects of the curriculum. The central focus of this goal is to address the needs of students with respect to reading at the Elementary Cycle 2 and end of Secondary Cycle 1 levels. Objectives, targets and strategies refer specifically to improvement of student success in reading in the following programs: French Second Language (FSL) *de base* and *immersion* in Elementary, French Second Language *de base* and *enrichi* in Secondary, and in English Language Arts Elementary and Secondary. Riverside objectives for this goal aim to increase the success rates of students in reading by 5% annually. To this end, a variety of strategies were implemented. Chief among these was the Literacy Toolbox, a format commonly used at Riverside as a means of providing professional development and encouraging collegial collaboration and sharing. At these regular meetings, teachers acquired resources and training which supported the development of instructional strategies related to reading comprehension. Other themes that were used to support the development of literacy skills included topics such as the boys with regard to language development and learning styles, and the use of Information and Communication Technologies.

In addition to targeting improved student achievement in reading at elementary Cycle 2 and Secondary Cycle 1, this goal also focuses on increasing the success rate of Secondary V students for the French Second Language (FSL) writing components of the MÉLS *de base* and *enrichi* examinations. This particular objective is required by the MÉLS. Teachers from all secondary schools were provided with instructional and assessment strategies which focused on the writing competency in order to improve student success.

Common French Second Language evaluations were delivered in May/June 2010 at elementary Cycle 2 and secondary Cycle 1. However, the components of the secondary evaluations were variable and delivered in a non-uniform manner that was based on the individual school's needs. Thus, these results cannot be used as a baseline. However, 2011 exam results are derived from uniform exam content and benefited from a uniform delivery model. Thus, these results will serve as accurate baseline data and will be used for analysis at this time, as well as a comparative analysis in 2012. This illustrates the need to have high quality, uniform evaluations that are administered in a uniform manner and are marked in a marking centre. It would also be beneficial to have standardization sessions before teachers administer the exams, in order for teachers to fully understand the criteria associated with the evaluation.

MÉLS GOAL 2: OBJECTIVES, INDICATORS AND TARGETS					
OBJECTIVES	INDICATORS	TARGETS			
MÉLS Objective: To increase the success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language Writing components of the final June examination. (MÉLS)	<ul style="list-style-type: none"> The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination. 	<ul style="list-style-type: none"> To increase the percentage of students attaining 4 or greater by 5% annually 			
RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline June 2010	RSB Targets 2010-2015	RSB June 2011	Québec June 2011
1. To increase the success rate of Elementary Cycle 2 students in Reading: French Second Language programs in Competency 2 (<i>Interagir: comprendre et lire</i>).	<ul style="list-style-type: none"> The percentage of students attaining 4 or greater on the MÉLS Competency Scales for Competency 2 Français langue de base 	83%	<ul style="list-style-type: none"> To increase the percentage of students attaining 4 or greater by 5% annually. 	78%	
	<ul style="list-style-type: none"> The percentage of students attaining level 4 or greater on the MÉLS Competency Scales for Competency 2 Français Immersion 	60%	<ul style="list-style-type: none"> To increase the percentage of students attaining 4 or greater by 5% annually. 	69%	
2. To increase the success rate of Elementary Cycle 2 students in Reading: English Language Arts Competency 1 (To read and listen to literary, popular and information-based texts).	<ul style="list-style-type: none"> The percentage of students attaining level 4 or greater on the MÉLS Competency Scales for Competency 1 English Language Arts 	18%	<ul style="list-style-type: none"> To increase the rate of students attaining 4 or greater by 5% annually. 	26%	

MÉLS GOAL 2: OBJECTIVES, INDICATORS AND TARGETS					
OBJECTIVES	INDICATORS	TARGETS			
MÉLS Objective: To increase the success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language Writing components of the final June examination. (MÉLS)	<ul style="list-style-type: none"> The success rate of students on the Secondary Cycle 2 Year 3 (Secondary) V French Second Language writing components of the final June examination. 	<ul style="list-style-type: none"> To increase the percentage of students attaining 4 or greater by 5% annually 			
RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline June 2010	RSB Targets 2010-2015	RSB June 2011	Québec June 2011
3. To increase the success rate of Secondary Cycle 1 students in Reading: French Second Language Competency 3 (<i>Lire des textes variés en français / lire des textes courants et littéraires en français</i>).	<ul style="list-style-type: none"> The percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 Français langue de base. 		<ul style="list-style-type: none"> To increase the rate of students attaining 4 or greater by 5% annually. 	22%	
	<ul style="list-style-type: none"> The percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 Français enrichi 		<ul style="list-style-type: none"> To increase the rate of students of attaining 4 or greater by 5%. 	33.8%	
4. To increase the success rate of Secondary Cycle 1 students in Reading: English Language Arts Competency 3 (Reads and listens to written, spoken and media texts).	<ul style="list-style-type: none"> The percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for English Language Arts Competency 3 	37.1%	<ul style="list-style-type: none"> To increase the rate of students attaining 4 or greater by 5%. 	19.8%	
5. To increase the success rate of Secondary V students in the Writing components for: <ul style="list-style-type: none"> Français langue seconde de base Uniform June examination. (MÉLS objective) Français enrichi, June examination 	<ul style="list-style-type: none"> The percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 Français langue de base. 		<ul style="list-style-type: none"> To increase the rate of students of attaining 4 or greater by 5%. 	64%	
	<ul style="list-style-type: none"> The percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 Français enrichi 		<ul style="list-style-type: none"> To increase the rate of students of attaining 4 or greater by 5%. 	82%	

MÉLS GOAL 2: ANALYSIS

- 1) The percentage of Elementary Cycle 2 students attaining 4 or greater in the end-of-cycle evaluation in Competency 2 *Français langue de base* decreased from 83% in 2010 to 78% in 2011. This represents a decrease of 5%. The decrease of 5% noted in Elementary Cycle 2 students attaining 4 or more in *Français langue de base* may in part be attributed to a marked difference between the content, and evaluation expectations of the reading component of the evaluation situations (ES) administered in 2010 and 2011. Conversely, in *Français immersion* in Cycle 2, the results for students attaining 4 or greater in the end-of-cycle evaluation increased from 60% in 2010 to 69% in 2011. This may be a result of the differing degrees of student autonomy and complexity of tasks in these two evaluations.
- 2) For Competency 2 English Language Arts, the percentage of Elementary Cycle 2 students attaining 4 or greater in the end-of-cycle evaluation increased from 18% in 2010 to 26% in June 2011. This represents an increase of 8%, thus surpassing the 5% annual target. The increased percentage of students attaining 4 or greater in Cycle 2 English Language Arts may be attributed to several factors: the involvement of Cycle 2 teachers in three consecutive years of Literacy Toolboxes, more experience in administering the end-of-cycle evaluation and annual marking centres which deepen understanding of the program expectations.
- 3) According to results of the Secondary Cycle 1 *Français langue de base* end-of-cycle evaluation tasks for Reading, *more than 22%* of the students reached level 4 or more. Of this group of students, most achieved level 4. A focus for student improvement will be the development of skills required for critical and creative understanding. Results on the Secondary Cycle 1 *Français enrichi* evaluation show that more than one third of the students reached level 4 or more. Among this number, most of the students achieved level 4. Riverside School Board students must continue to focus on critical and creative understanding in order to achieve greater success the end-of-cycle evaluation.
- 4) There was a notable decrease in the results of students attaining 4 or greater on the end-of-cycle evaluation in English Language Arts at the Cycle 1, Secondary 2 level. In 2010, 37.1% of students attained Level 4 or greater while in 2011, 19.8% of students attained Level 4 or greater. This is a marked decrease of 17.3%. This decrease may largely be attributed to the introduction of a standardization session prior to marking of the common evaluation, given that this type of training allows teachers to develop a more uniform understanding of program expectations, and corresponding levels of student achievement.
- 5) A final objective identified in Goal 2 is to increase the success rate of Secondary V students in the writing components for: *Français langue seconde de base* Uniform June examination. (MÉLS objective) and the *Français enrichi* June examination. June 2011 results will be used as a baseline, thus a comparative analysis of results between 2011 and 2012 may be done next year. The 6% increase of students attaining 4 or greater on the writing components in Secondary V Français slightly surpasses the target identified by Riverside.

As the MÉLS Scales of Competency are no longer compulsory for use by teachers, this reference will be removed from the Goal 2 indicators for each objective. Indicators will refer to the percentage of students obtaining 60% or higher in the identified competency of the end-of-cycle evaluation. As well, Riverside will continue to collect and analyze student achievement across the possible range of scores.

MÉLS GOAL 2: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

The following common strategies were used for all the objectives in Goal 2:

- Data meetings between curriculum consultants and individual schools administrators and key teachers to help deepen each school's understanding of their students' results. Curriculum consultants helped schools make a direct link between their results and their MESAs.
- Professional development was provided throughout the year to teachers and administrators to deepen understanding and support implementation of pedagogical differentiation. This enabled teachers to identify and incorporate a wider range of teaching materials and strategies to meet the needs of diverse learners with a particular focus on the predispositions of boys.
- Literacy Toolbox sessions were offered to teachers of ELA and FSL in Cycle 2 Elementary, Cycle 1 Secondary and Secondary V.

The feedback received about the work of the curriculum consultants with the language teachers has been positive. By making immediate connections between the school Management and Educational Success Agreements (MESAs) and student results, school teams were able to make adjustments to their MESAs that were meaningful and would have an impact on teaching and student learning. The professional development provided on differentiation has provided teachers and administrators a greater appreciation of different learning styles of their students and has given teachers an array of teaching strategies to use with their students. The Literacy Toolbox sessions which are conducted in a bilingual format for teachers of English Language Arts and French Second Language have been well received by teachers and administrators. A greater emphasis was placed on having teachers bring back what they learn at Toolbox sessions to their colleagues.

The noted decreases in student results in French Second Language Cycle 2 Reading and in English Language Arts at the Cycle 1, Secondary 2 level is at least in part attributed to the nature of the end-of-cycle evaluations. Discussions surrounding student results have led the curriculum team to identify *overall* final results as a better gage of student achievement and thus will be incorporated into the Partnership Agreement for 2011-2012.

Increased success rates in English Language Arts Cycle 2 were attributed to the involvement of Cycle 2 teachers in three consecutive years of Literacy Toolboxes, more experience administering the end-of-cycle evaluation and the annual marking centres which deepen understanding of the program expectations.

The introduction of a standardization session prior to marking the common evaluation is identified as a reason for the decrease in students attaining level 4 or greater in English Language Arts at the Cycle 1, Secondary 2 level. Standardization sessions allow teachers to develop a more uniform understanding of program expectations and corresponding levels of student achievement. Although this led to an initial dip in student results, the standardization sessions are viewed as a necessary step in helping teachers develop a deeper understanding of student evaluation.

MÉLS GOAL 3: IMPROVE EDUCATIONAL SUCCESS AND PERSEVERANCE OF STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

CONTEXT

Riverside's mandate is to offer a stimulating and caring environment which will enable all students to achieve personal success. Riverside encourages inclusion of students with special needs into regular classes. This vision motivates the variety of services and programs provided to students of special needs, and described in Goal 3 of the Partnership Agreement. The proportion of students at Riverside having an IEP (Individualized Education Plan) is 24%, partitioned as follows: 4% of students in Kindergarten, 22% of students in Elementary and 30 % of students at the Secondary level.

The 2010-2015 Partnership Agreement identified students 'At-Risk' as those students who have learning difficulties, behaviour problems and/or social maladjustments. Most of these students do not have modifications to their educational program. Additionally, these students have been included in the statistics for the academic results of objectives in Goals 1 and 2. To be consistent with the MÉLS classification system for students with special needs, the definition of a student 'At-Risk' will be adjusted in the 2011-2015 Partnership Agreement.

Students with 'Handicaps' refers to students who have been recognized through the validation process of the MÉLS. The specific support measures put into place for each of these students are identified in an IEP. The effectiveness of these support strategies has been monitored and adapted as needed to respond to the specific needs of these students.

There are two pathways in the Work-Oriented Training Pathway (WOTP) program: Semi-skilled and Pre-work. In each path, there is an academic and work-stage component. Despite the fact that the MÉLS determines successful completion of this program on the basis of the student success in the work-stage component, Riverside had ensured that students are supported in order to also meet with success in the academic requirements.

MÉLS GOAL 3: OBJECTIVES, INDICATORS AND TARGETS					
RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS					
OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline June 2010	RSB Target June 2015	RSB June 2011	Québec June 2011
1. To increase the success rate of students with special needs obtaining a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS).	• <i>The graduation rate of students At-Risk obtaining a SSD or DVS before the age of 20</i>	37.3%	55%	53.3%	
	• <i>The graduation rate of students with Handicaps obtaining a SSD or DVS before the age of 21</i>	NA	50%	33.3%	
2. To increase the qualification rate of students with Special Needs obtaining a first qualification in the Work-Oriented Pathway (WOTP). <ul style="list-style-type: none"> • Increase the percentage of students At-Risk obtaining a qualification in the WOTP before the age of 20 • Increase the percentage of students with Handicaps obtaining a qualification in the WOTP before the age of 21: 	• <i>The percentage of students At-Risk in the WOTP obtaining a qualification in the Semi-Skilled program before the age of 20</i>	78.6%	98.6%	71.4% (5/7 students registered)	
	• <i>The percentage of students At-Risk in the WOTP obtaining a qualification in the Pre-Work program before the age of 20</i>	100%	100%	100% (6/6 students registered)	
	• <i>The percentage of students with Handicaps in the WOTP obtaining a qualification in the Semi-Skilled program before the age of 21</i>	NA	100%	NA	
	• <i>The percentage of students with Handicaps in the WOTP obtaining a qualification in the Pre-Work program before the age of 21</i>	NA	100%	100% (1/1 students registered)	

MÉLS GOAL 3: ANALYSIS

Graduation rate of students At-Risk or with Handicaps obtaining a SSD or DVS

In the youth sector, the 2010-2011 graduation rate of students At-Risk who obtained a SSD was 53.3 % (32/60). Of this group of students, 59% of boys (22 / 37 students) and 43% of girls (10/23 students) were successful. At this time, there are no records of students At-Risk currently registered at the Riverside Adult and Professional Education Centre (ACCESS), since codes and educational information do not accompany the students.

In the youth sector, the 2010-2011 graduation rate of students with Handicaps who obtained a SSD was 33.3% (5/15 students). It is important to note that the type of handicap will impact success rates. Given that students with moderate to severe intellectual impairments often do not experience academic success as defined by MÉLS, these results reduce the Riverside overall graduation rate. Thus, it is important to examine each student code separately to gain a more accurate portrait of success rates for students with varying handicaps.

Qualification rate of students with Special Needs obtaining a first qualification in the Work-oriented Training Pathway programs

Given the uniqueness and small size of the student population, the student success rate will necessarily vary on an annual basis. As well, analysis of the success rate of students with special needs in the WOTP Semi-skilled and Pre-work programs is challenging since the registration numbers vary considerably throughout the year. The number of students officially registered as of September 30th and the number of students registered in June varies according to the number of drop-outs, as well as new registrations. Given variable student population profiles, registration and dropout factors, and the small number of students, success rates for students in the WOTP will fluctuate annually.

Students At-Risk - Semi-skilled Program

In June 2011, 71.4% (5/7) of students At-Risk obtained a qualification in the Semi-skilled program, as compared to 78.6% (11/14) in June 2010.

Students At-Risk - Pre-work Program

In June 2011, 100% (6/6) of students At-Risk obtained a qualification in the Pre-work program in June 2010.

Students with Handicaps - Semi-skilled Program

For the 2010-2011 year, although one student with Handicaps was registered in September, no students were registered by June 2011.

Students with Handicaps - Pre-work Program

In June 2010, 100% (1/1) of students with Handicaps obtained a qualification in the Pre-work program.

MÉLS GOAL 3: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

To support students with special needs, Complementary Services will continue to apply the successful strategies identified in the Partnership Agreement:

- Kindergarten screening information sessions for teachers have been very well attended and have contributed to a better understanding of the kindergarten screening process. This has resulted in a more comprehensive completion of the Kindergarten screening documents by school teams.
- Professional development has been ongoing throughout the year for teachers, day care educators, technicians, attendants and bus drivers. Topics included: differentiation, the IEP, behaviour management, assistive technologies, and characteristics of students with special needs. The feedback received has been very positive.
- The RECIT consultant, in collaboration with the Special Education Consultants, has provided professional development to resource teacher and teachers on the use of Information and Communication Technologies in the classroom. All schools have received a Smart pen and mini laptop installed with adaptive software.

An additional strategy for 2011-2012 will be to monitor the level of achievement of students with special needs in Grade 6 English Language Arts, Mathematics and French Second Language. Teachers will receive information sessions and resource materials in relation to the continuum of literacy development and Mathematics. This will facilitate schools in the their development of objectives in the Management and Success Agreements which support students with special needs.

Riverside intends to increase the number of Work-Oriented Training Pathway program sites in order that this alternative program is more accessible to students with special needs. However, at this time, given MÉLS new programming and certification for students with moderate to severe intellectual impairments, further reflection is needed as to which programs should be offered by Riverside to best meet the needs of these students.

Whereas the MÉLS classification system for students with special needs has revised the definition of a student 'At-Risk', the objectives referring to these students and the associated collection of data will be adjusted in the 2011-2015 Partnership Agreement.

MÉLS GOAL 4: IMPROVE HEALTHY LIVING AND SAFETY IN SCHOOLS

CONTEXT

This goal addresses the issues of safety, healthy eating and physical activity. The objectives and strategies define the role of Riverside School board and other partners in terms of the implementation of the Code of Conduct, the Emergency Measures Plan and the Healthy Living Policy. Riverside School Board is committed to providing a stimulating and caring environment which enables all students to achieve personal success. As such, Riverside promotes responsibility, respect, civility and academic excellence in a safe environment.

Safety and Security of Establishments

The Riverside Code of Conduct was developed to support an understanding and implementation of the vision given above. Baseline data was collected to assess the degree to which a violence-free school and work environment was being realized. Data was gathered from two primary sources: recorded suspensions and expulsions from each of Riverside schools, and responses in the “Tell Them from Me” survey issued to students in Grades 5 and 6 and all secondary grade levels. The objective developed for Riverside concerns the security and safety of all individuals from physical, emotional, and psychological violence, or threats of violence. Targets included a reduction in the incidence of violence to zero, and an increase to 100% of students feeling physically and psychologically safe in their school. Strategies set to achieve these targets were linked to the Code of Conduct and include the following: ensuring the availability of the Code of Conduct in schools, training of staff on its application, and ensuring that the Code of Conduct is used as a primary tool to reinforce practices leading to violence-free environments.

The Emergency Preparedness Plan was developed to support Riverside School Board’s Health and Safety Policy, as a resource which would support the board, schools and centers in implementation of the requirements. Recognizing that safety is everyone’s responsibility, effective implementation of this Plan requires collaboration among all partners, to plan activities related to managing health and safety emergency situations. All building personnel must be aware of and understand the emergency measures in place, and their personal responsibility in the event of an emergency. Emergency procedures must be established in advance to ensure that students, staff, visitors, property and the environment are secure. One target for achievement requires that 100% of employees have a copy of the EMP and understand the EMP. A second target for achievement requires that 100% of all students and employees feel that school is a safe environment. The annual report will be used as means to collect data and monitor the impact of strategies to ensure progression toward achievement of these targets. Additionally, the *Tell Them From Me* survey will be used as a means to collect data and monitor the impact of strategies applied.

Healthy Eating Habits and Physical Activity

This objective in Goal 4 considers the eating habits and levels of physical activity of our students. The application of the Healthy Living Policy adopted by Riverside School Board in 2008 was the first step in influencing the nutrition of Riverside’s student body and, by extension, its staff as well. A number of strategies were planned including the elimination of high fat, high sugar foods from school cafeterias and the prohibition of milk chocolate bar sales as fundraising events. The Office of the Secretary General planned to oversee the creation of a web-based campaign related to healthy eating and physical activity habits as well as sponsoring a Move-a-Thon in the elementary schools. The application of the Tell Them From Me Survey will allow effective monitoring of the impact of the board and school-based strategies on this section of Goal 4. Schools were also to be asked to adopt specific, measurable strategies focussed on fitness and health within their individual School Success Plans and Management and Educational Success Agreements.

MÉLS GOAL 4: OBJECTIVES, INDICATORS AND TARGETS

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline 2009-2010	RSB Target 2009-2010	RSB 2010- 2011	Québec June 2011
1. All individuals in schools, centres and administrative offices of Riverside School Board will be safe from physical, emotional and psychological violence or threats of violence.	<ul style="list-style-type: none"> The number of occurrences of physical or psychological violence 	456	0	349	
	<ul style="list-style-type: none"> The percentage of students who feel physically and psychologically safe in their school <p style="text-align: center;"><i>Sense of Belonging</i></p>	<p>Elementary 82-85%</p> <p>Secondary 72%</p>	100%	<p>Elementary 86%</p> <p>Secondary 69 -75%</p>	
	<p style="text-align: center;"><i>Victim of Bullying</i></p>	<p>Elementary 21-25%</p> <p>Secondary 16-22%</p>	0%	<p>Elementary 21%</p> <p>Secondary 16-20%</p>	
	<p style="text-align: center;"><i>Feeling Safe at School</i></p>	<p>Elementary 74-81%</p> <p>Secondary 75-81%</p>	100%	<p>Elementary 80-85%</p> <p>Secondary 81-84%</p>	

MÉLS GOAL 4: OBJECTIVES, INDICATORS AND TARGETS

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline 2009-2010	RSB Target 2009-2010	RSB 2010- 2011	Québec June 2011
2. To increase the number of employees and students who know, understand and apply efficiently emergency measures and who feel prepared according to the Riverside School Board Emergency Measures Plan (EMP).	• <i>The percentage of employees who have a copy of the EMP and understand the EMP</i>	NA	100%	Less than 100%	
	• <i>The percentage of students and employees who feel that school is a safe environment</i>	Elementary 74-81% Secondary 75-81%	Elementary 79-86% Secondary 75-86%	Elementary 80-85% Secondary 81-84%	
3. To improve the understanding and application of the Riverside Healthy Living Policy (HLP) among students and employees.	• <i>The percentage of schools who provide a minimum of one nutrition-based activity each month</i>	NA	NA	46.2%	
4. To improve the understanding and application of the Riverside Healthy Living Policy (HLP) among students and employees.	• <i>The percentage of elementary schools who participate in at least one extra-curricular activity per month</i>	NA	NA	75%	

MÉLS GOAL 4: ANALYSIS

Safety and Security of Establishments

As measured by the number of reported elementary and secondary school suspensions and expulsions, the number of occurrences of physical or psychological violence recorded for 2009-2010 and 2010-2011, demonstrate a 23% decrease overall. It is important to note that the data also indicates a 30% increase in reported incidents at the elementary level (from 166 student suspensions in 2009-2010 to 214 suspensions in 2010-2011). At the secondary level, the number of reported incidents decreased by 55%; 286 student suspensions occurred in 2009-2010, and 129 suspensions occurred in 2010-2011. In these years, the number of student expulsions for reasons of violence was very low, numbering 4 expulsions in each year.

The *Tell Them From Me* survey was completed by students in Grades 5 and 6, as well as by students at all grade levels in secondary. The results of this survey align with several key indicators which are related to a safe school environment: a sense of belonging, perception of bullying, and feeling safe at school. While the 2009-2010 baseline data indicates a relatively strong overall sense of feeling safe at school, the 2010-2011 statistics for elementary and secondary students demonstrate an even higher sense of safety, as shown by the following results:

Sense of Belonging: In this category, an increase was noted at the elementary level, from 82 -85% in 2009-2010 (gender specific) to 86% in 2010-2011. At the secondary level, an increase was noted within the female population only, from 72% to 75%.

Victim of Bullying: At the elementary level, the percentage of male students who saw themselves as victims of bullying decreased from 25% to 21%. Among males at the secondary level, the decrease was from 22% to 20%.

Feeling Safe at School: All elementary and secondary students expressed higher levels of feeling safe at school in 2010-2011, as compared to 2009-2010. At the elementary level, the percentage of males who felt safe at school increased from 74% to 80%, and the percentage of females who felt safe at school increased from 81% to 85%. At the secondary level, the percentage of males feeling safe at school increased from 75% to 81%, and the percentage of females feeling safe increased from 81% to 84%.

The target selected for Objective 2 Indicator 2 (the percentage of students and employees who feel that school is a safe environment) will be reduced, from 100% to 90% in the 2012-2015 Agreement. This change recognizes that an attainment of this objective, while desirable, is not realistically possible.

Healthy Eating and Physical Activity

The results of the Tell Them From Me Survey indicate that only 54% of respondents meet or nearly meet Canada's Food Guide, the Canadian norm being 52%. The survey also reports that 60.3% of respondents consume less than 5 sweet or fatty foods per day. The conclusion is that almost 40% consume more than this amount. The percentage of students who are overweight or obese is 16.9%, which is under the Canadian norm of 18.3%.

The results of the Tell Them From Me Survey indicate that 77% of respondents have a high participation in sports outside of gym class. The Canadian norm is 69%. The survey also indicates that students spend an average of 1.3 hours per day on moderate physical activities and 1 hour per day on intense physical activity. The Canadian norms respectively are 1.2 and 1.1 hours. Given this data, Riverside students have an above average participation in extracurricular sports and physical activities.

MÉLS GOAL 4: ANALYSIS (CONTINUED)

An additional survey of school administrators was conducted, to determine whether the targets proposed by the school board were achieved. In regards to healthy eating habits, this survey provided the following information:

- 92.3% of respondents indicated that teachers encourage their students to bring healthy snacks to school;
- 54.5% of respondents indicated that their students are eating healthier foods as compared to last year;
- 92.3% of respondents stated that they took the time to explain to students why certain foods brought to school do not respect Riverside's Healthy Living Policy.

This survey also provided information on the level of physical activities done by Riverside students:

- 72.7% of respondents noted a small increase in the amount of physical activity of students, while 9.1 % reported a significant increase in physical activity;
- 91.7% of respondents participate in school-wide physical activities such as a Terry Fox Run or Jump Rope for Heart;
- 91.7% of respondents' schools participate in Inter-Athletic Activities (SSIAA) but only 50% organize physical activities at recess time.

MÉLS GOAL 4: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

Safety and Security of Establishments

As shown by the results from a variety of sources (*Tell Them From Me* survey, school and center suspensions and expulsions related to violence), Riverside has not yet achieved violence-free schools and centers. While we strive to attain this goal, continued analysis and monitoring of the situation is needed. Strategies related to this objective were carried out as planned:

- Schools and centers were provided with copies of the Code of Conduct for all personnel and students, and administrators ensured that this document was integral to school culture and life,
- School Board personnel, particularly the Spiritual Animators, supported teachers and administrators using various programs which educated and sensitized schools and centers to various forms of violence,
- School Board Directors supported schools with the follow-up necessary to the zero tolerance policy on violence (suspensions, expulsions).

School Board strategies related to safety and security planned for the 2011-2012 school year will have two major focuses:

- Continued and improved education of students, parents, and personnel in the areas of physical, emotional and psychological violence
- Improvement of existing intervention plans which address forms of violence.

A review of the documentation relative to the Health and Safety Policy demonstrated that all schools provided a year-end report, but that not all schools included all items required by the Health and Safety policy in evaluating the effectiveness of the Emergency Measures Plan. A review and follow up on the requirements for distribution, improved understanding and regular review of the Emergency Measures Plan will take place on a yearly basis. Specific requirements include the following:

- The school Principal will ensure that 100% of employees will have a copy of the EMP,
- The school Principal will ensure that the Emergency Procedures binder is kept current, and staff is familiar with its contents. This will be recorded in the Health and Safety Committee minutes (held 3 to 4 times minimum per year),
- The school Principal will ensure that biannual inspections are planned, one at the beginning of the school year and the other in the winter months, relating to risk assessment and emergency measures,
- The school Principal will complete a school year-end report in compliance with the Health and Safety Policy and Emergency Measures Plan.

Healthy Eating and Physical Activity

Survey results demonstrate that nutrition education is ongoing and that students at Riverside are very active in formal sports activities as well as extra-curricular events. The process which was intended to monitor the effectiveness of the strategies requires improvement. It will be important to improve use of Management Advisory Meetings with administrators to obtain periodic feedback, so that adjustments can be made mid-course. The strategies were somewhat effective but will need to be revised to obtain higher results in the second year of the implementation of the Partnership Agreement.

MÉLS GOAL 5: INCREASING THE NUMBER OF STUDENTS UNDER THE AGE OF 20 REGISTERED IN VOCATIONAL PROGRAMS

CONTEXT

Riverside is required to increase the number of new registrations in Vocational Education programs, as part of the MELS strategy to increase provincial graduation and qualification rates.

MÉLS GOAL 5: OBJECTIVES, INDICATORS AND TARGETS

OBJECTIVES	INDICATORS	TARGETS
To increase the number of students under the age of 20 registered in Vocational Education	<ul style="list-style-type: none"> The number of new students registered in Vocational Education 	<ul style="list-style-type: none"> Success rate target determined by Riverside School Board

RIVERSIDE SCHOOL BOARD : OBJECTIVES, INDICATORS ,TARGETS AND CURRENT RESULTS

OBJECTIVES	INDICATORS	TARGETS		CURRENT RESULTS	
		RSB Baseline 2009-2010	RSB Target 2010-2011	RSB 2010-2011	Québec New registrations 2009-2010
1. To increase the number of students under the age of 20 registered in Vocational Education.	<ul style="list-style-type: none"> The number of new students registered in Vocational Education 	4	8% increase in registrations	NA	13 046

MÉLS GOAL 5: ANALYSIS

The MÉLS indicator for this Goal refers to the number of students under the age of 20 who have registered for the first time in one of the professional training programs. According to the most recent MÉLS data for Riverside, in 2009-2010, 4 students under the age of 20 were newly registered in a professional training program at Riverside. In Quebec, 13 046 students were identified as new registrations in this year.

MÉLS GOAL 5: WHAT WORKED, WHAT DID NOT, AND WHAT WILL BE RETAINED

To increase the rate of new registrations, the Adult and Vocational Education Centre has focused on informing the Riverside community (youth sector) of potential educational paths, and programs and careers in Vocational Education using a variety of strategies. ACCESS also intends to increase its visibility with a strong internal advertising campaign, and will highlight the programs and services offered by the Vocational Centre. This will include information sessions, student bursaries, visits to elementary and high schools, and a strong internet presence. The development of an Explo-Lab (Exploratory-Laboratory) will provide hands on experiences in Vocational Training to students of all ages. In addition, an emphasis has been placed on contacting students who have left Riverside high schools without graduating, in order to explain the options available to them at ACCESS. In the coming year, the *Concomitance* program will be implemented in our new location in Saint-Hubert for Bricklaying students who have not completed their prerequisites and who wish to obtain their Secondary Schools Diploma. Finally, to increase the number of new student registrations, Riverside continues each year to request permission from MELS to offer new Diploma of Vocational Studies.

As a result of the various strategies employed by ACCESS in 2010-2011, the number of student registrations in professional training programs significantly increased, as shown by Table 1 below:

Professional Training Programs	Number of student registrations
Secretarial Studies	4
Computerized Accounting	1
Health Assistance and Nursing	11
Bricklaying	7
Assistance in Health Care Facilities	2
Professional Sales	4
TOTAL	29

When the MELS results on the indicator for the number of new registrations for 2010-2011 is available, Riverside will be in a position to analyze the final impact of these strategies.

**Organization, Development and Implementation of the Partnership Agreement,
and the Management and Educational Success Agreements**

ORGANIZATION, DEVELOPMENT AND IMPLEMENTATION OF THE PARTNERSHIP AGREEMENT, AND THE MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENTS

Organization and Development

The Partnership Agreement was developed by five collaborative working teams, each Goal falling under the responsibility of one or more Directors: Goal 1 - Director of Secondary Schools; Goal 2 - Director of Elementary Schools; Goal 3 - Director of Complimentary Services; Goal 4 – Director of Human Resources, Material Resources and the Secretary General and Goal 5 - Director of Adult and Vocational Education. The Assistant Director of Educational Services was responsible for consolidation of all documentation. The Director General was responsible for overseeing all aspects of the Partnership Agreement.

Goal development teams included teachers, school and school board administrators, school board coordinators, Educational Services professionals, and Commissioners. To initiate the process of discussion and development, several information sessions were held to explain the legal requirements, purposes and design of the Agreement to all contributors. Following this, development teams began the process of creating information bases in order that priorities and needs could be accurately established for each goal. A variety of data bases pertinent to each goal established the measurable objectives and targets. Academic objectives of Goals 1 and 2 were established using student results on standardized end-of-year MÉLS, regional, or local evaluations. These were administered by Educational Services, using a uniform process which included a marking centre or standardization session, collection of results on indicators, verification of results and analysis. Graduation, qualification and dropout rates were obtained using MÉLS results on these indicators. Objectives defined for Goal 3 were determined using data bases established by Complimentary Services. Goal 4 objectives pertaining to safety and security of individuals and buildings, healthy eating habits and physical activity were determined using the Tell them From Me survey results. Goal 5 objectives were determined using MÉLS results on the defined indicator, as well as internal data bases related to the number of new programs and student registrations in professional training. Intervention strategies and monitoring mechanisms were motivated by these data bases, and informed by current educational research and literature on the given topic. During this development process and final verification, guidance and resources were provided on a regular basis by the SSCAAAPN Partnership Agreement Support Team.

Concurrent with the development of the Partnership Agreement, schools developed the Management and Educational Success Agreements (MESA). The Directors of Elementary and Secondary Schools and the Assistant Director of Educational Services provided Principals with resources, and organized information, development and verification sessions to support the work of school teams. To assist with the development of objectives, targets and strategies, Curriculum Consultants provided Principals with ‘Data Reports’ which gave detailed information and recommendations which pertained to student results on the academic indicators. The school board steering committee, and school Principals also received regular, individualized guidance from the SSCAAAPN Partnership Agreement Support Team resource person assigned to Riverside.

Implementation

All elementary and secondary school MESAs were approved by the Governing Boards by July 1, 2010. The implementation phase was facilitated by the professional development plan of the schools and school board,, which addressed the needs and priorities identified in the MESAs and Partnership Agreement. Regular monitoring mechanisms were in place at both the school and school board levels. For example, Educational Services provided a mid-year data-analysis session for all Principals based on the Term 2 student results on the academic indicators, which allowed for mid-course analysis and adjustments.

In sum, Riverside has established several important foundational practices which are necessary in a results-based management system. For example, there are formal processes related to data collection and processing which allow for the transmission of accurate and reliable data bases to all partners in the system. Additionally, Riverside has prioritized the development of professional learning communities at both the school and school board levels, which collaboratively examine data, monitor progress toward targets, and engage in strategic planning related to these results. A focus on the application of research-based practices has also been an important aspect of the development and implementation of the Partnership Agreement, and Management and Educational Success Agreements. Measureable positive impacts have been noted as a result of the Agreement strategies. For example, the Code of Conduct is becoming the standard point of reference for a standard of behaviour that applies to all stakeholders at Riverside School Board, and students and staff are benefitting from ongoing training and education relating to all forms of violence, particularly bullying. Additionally, our community is committed to improving student success in two critical areas, literacy and numeracy, which will serve as the principle levers to increase academic success (graduation and qualification rates) and reduce the dropout rate of students at Riverside.