

Partnership Agreement



Between

Riverside School Board

and

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

May 2010

Les références au cadre légal et réglementaire :

La convention de partenariat entre le ministre et la commission scolaire est conclue dans le cadre des dispositions de la Loi sur l'instruction publique et des règlements applicables aux commissions scolaires.

Elle permet de mettre en lien la responsabilité confiée au ministre, pas l'article 459 de la Loi, de veiller à la qualité des services éducatifs dispensés par les commissions scolaires avec celle confiée à la commission scolaire par l'article 207.1, de veiller à la qualité des services éducatifs et à la réussite des élèves en vue d'un plus haut niveau de scolarisation et de qualification de la population.

En vertu de l'article 209.1, en préalable à la conclusion de la convention de partenariat, la commission scolaire doit inclure dans son plan stratégique des orientations stratégiques et des objectifs qui tiennent compte :

- ✓ des objectifs du plan stratégique établi par le Ministère;
- ✓ des autres orientations, buts fixés et objectifs mesurables déterminés par le ministre, en application de l'article 459.2, en fonction de la situation de la commission scolaire.

Le but de la convention :

Tel que prévu à l'article 459. de la Loi sur l'instruction publique, le but de la convention de partenariat est de convenir entre le ministre et la commission scolaire des mesures requises pour assurer la mise en œuvre du plan stratégique de la commission scolaire.

L'article 459.3 stipule qu'elle porte notamment sur les éléments suivants :

- ✓ les modalités de la contribution de la commission scolaire à l'atteinte des buts fixés et des objectifs mesurables déterminés par le ministre;
- ✓ les moyens que la commission scolaire entend prendre pour s'assurer de l'atteinte des objectifs spécifiques qu'elle a établis dans son plan stratégique;
- ✓ les mécanismes de suivi et de reddition de comptes mis en place par la commission scolaire.

General Context

Riverside School Board provides educational programs and services to youth and adult sector students in the Montérégie region who qualify for English instruction. Its territory extends from Sorel to the north, along the St. Lawrence River to Sainte-Catherine to the west, down to the United States border to the south and several kilometres east of the Richelieu River. Riverside serves approximately 10,500 students in its territory of 7,500 square kilometres.

Riverside School Board has six (6) secondary schools: two offer the International Baccalaureate Middle Years Program (one of these schools also offers a Sport Excellence program, an Arts Focus program and is a regional site for the Work-oriented Pathway programs); one secondary school provides an enriching diversity of programs in a multicultural environment; another provides community-based schooling from Kindergarten to Secondary V; one is an alternative school and another provides specialized services for students aged 4 to 21 with cognitive difficulties and moderate to severe developmental delays. Riverside's nineteen (19) elementary schools offer a rich variety of educational programs, including the International Baccalaureate Primary Years Program, and English, Immersion and Bilingual models of language delivery. The Riverside Adult and Vocational Education Centre (ACCESS) provides students with general education and vocational education options in administration, commerce and health care. In addition, Riverside offers an extensive summer school program, which gives students the opportunity to obtain remediation, instruction and consequently higher levels of success in the courses required for promotion and graduation.

Riverside is a school board with one of the highest graduation rates in Quebec, placing consistently among the top 5 of 72 school boards. Distinguishing features include a commitment to an inclusive education model for students of special needs and an ability to graduate students having a high level of bilingualism. Programs which additionally support the diversity of student needs include programs for four year olds, a special class for elementary students experiencing great difficulties and a Transition program for students who have experienced great difficulties in Secondary.

The 2008-2011 Riverside School Board Strategic Plan will end July 1, 2010. A revised strategic plan will begin July 1, 2010. A significant number of goals and strategies have been retained in the 2010-2015 Partnership Agreement. This is due to their close alignment with MÉLS Strategic Directions and Goals, and a demonstrated ability to impact positively on the learning environment and student success. As is explained below in a brief overview of each Goal, carrying out the strategies and achieving the targets described within and across the five Goals will require concerted effort and collaboration in each of the Riverside School Board departments, schools and centres.

Riverside School Board has decided that Goal 1 will be accomplished by the Educational Services Department (Curriculum Services and Complementary Services) and the Adult and Vocational Education Centre (ACCESS) as the main partners who will employ measures to increase the graduation and qualification rates and reduce the dropout rate of students under the age of 20. Objectives, targets and strategies aim to create an additional educational pathway for students (a Concurrent Studies DVS and DSS program), and the existing regional Work-Oriented Training Pathway program will be enlarged and revitalized. Through Educational Services, Riverside will continue to further develop and implement strategies that support a wide diversity of academic as well as socio-cognitive needs of students. Two types of initiatives are planned: those which have a curriculum focus and on differentiation (i.e. teacher training related to the predispositions and needs of boys, the integration of Information and Communication Technology, development of literacy across the curriculum, support for special needs students), and initiatives which support students during the transition from Elementary Cycle 3 to Secondary Cycle 1.

Goal 2 is the responsibility of the Educational Services Department, Curriculum Services division. The overall aim for Riverside School Board is to improve mastery of the French and English Languages. For the purpose of the Riverside Strategic Plan, the objectives, targets and strategies refer specifically to improvement of student success in French Second Language (FSL) *de base* and *immersion* in Elementary, French Second Language *de base* and *enrichi* in Secondary, and in the English Language Arts programs of both Elementary and Secondary. The primary focus is to address the needs of students with respect to reading at the Elementary Cycle 2 and Secondary Cycle 1 levels. To this end, a variety of strategies will be implemented. Chief among these is the Literacy Toolbox, in which cohorts of teachers from all schools in French Second Language and English Language Arts will participate in a year-long series of professional development sessions. These sessions will deepen the teachers' understanding of literacy, support the development of instructional strategies related to reading, provide classroom resources and encourage collegial collaboration and sharing. Other themes that will be used to support the development of literacy skills include topics such as the predispositions of boys with regard to language development and the use of Information and Communication Technologies to support the development of literacy-related skills.

Goal 3 is managed by the Educational Services Department, primarily through Complementary Services but also with the support of Curriculum Services. The overall intention of this goal is to increase educational success and perseverance of students with handicaps, social maladjustments or learning difficulties. To this end, an objective has been developed to increase the graduation rate of students with special needs obtaining a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS). This objective will be addressed through the further development and application of an early screening and intervention process for students At-Risk in Kindergarten. In the longer term, it is anticipated that a screening and support system will be developed for students additionally identified At-Risk in subsequent elementary years. In addition, two objectives have been developed which aim to improve the graduation and qualification rates of students identified as being At-Risk or having Handicaps. The program identified as a major means of achieving higher levels of educational success is the regional Work-Oriented Training Pathway (Semi-skilled and Pre-Work paths).

Goal 4 is managed by the collaborative efforts of the Material Resources Department, the Human Resources Department and the office of the Secretary General. This component of the Partnership Agreement addresses the safety and security of all school board establishments and the health and fitness of all school board employees and students. Riverside believes that a healthy body and mind, along with a sense of safety and security within the environment is a fundamental requirement for effective learning and is a significant means of supporting student success. This Goal addresses the role of the School Board and other partners in supporting implementation of the Code of Conduct, the Emergency Measures Plan and the Healthy Living Policy.

Goal 5 falls under the responsibility of the Riverside Adult and Vocational Education Centre (ACCESS). This is a rapidly growing facility which has recently undergone major reconstruction to allow for an increase in program diversity and student registration. Through the strategies described in Goal 5, it is anticipated that this centre will play a key supportive role in retaining our students, reducing the dropout rate, and promoting a higher graduation rate with a Diploma of Secondary Studies as well as a Diploma of Vocational Education.

Through this Partnership Agreement, it is Riverside's intention to build on the success already experienced by the students. Over the next five years, the Partnership Agreement will be reviewed annually and adjustments will be made in order that students may optimally succeed according to their interests, needs and abilities as they progress within each of the elementary, secondary and adult education sectors of Riverside.

Specific Context

MÉLS GOAL 1: Increasing the graduation and qualification rate of students before the age of 20

Increasing the graduation and qualification rates

The data of Tables 1A and 1B indicate that Riverside had a graduation and qualification rate of 80.4% overall in 2008. Of this, the combined graduation rate was 79.4% for students receiving a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS). The success rate was 1.0% for students receiving a qualification in the Work-Oriented Training Pathway, either in the Pre-Work Training or the Semi-skilled Trade programs. Whereas the Riverside combined graduation and qualification rate of 80.4% compares favourably with the provincial average of 72.4%, 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. For example: 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 revitalized; cross-curricular professional development will target the principles and practices associated with differentiation in the elementary and secondary schools; and teachers will receive training to further improve the success of students in Mathematics in Cycles 2 and 3 Elementary, and Cycle 1 Secondary.

The data of Tables 1A, 1B, 2A and 2B show differential rates of success between boys and girls, and this will be a focus for improvement. Specifically, the data of Table 1B highlights a consistent difference between the graduation and qualification rates of boys and girls. In 2008, girls demonstrated a combined graduation and qualification rate of 87.2% (across all sectors), however, the corresponding rate for boys was 73.4%, which is a success differential of 13.8%. For the prior years of 2005-2007, a similar pattern of differential success was observed; ranging from a 15.4% lower graduation and qualification rates of boys in 2006, to a 7.7% lower graduation and qualification rate of boys in 2005.

As well, the data of Table 2A and 2B shows a significant difference between the dropout rates of boys and girls in Secondary 5. In 2008, 200 youth sector students left Riverside without obtaining a diploma or qualification. This represents 24% of our youth sector population. Of these 200 students, a comparably equal number of boys and girls left in each of Secondary Cycle 1, Secondary 3 and Secondary 4. However in Secondary 5, nearly twice the number of students left school (74 in total), and of these dropouts, twice as many were boys (48 boys compared to 26 girls). In sum, the significantly lower success rates and higher drop-out rate of boys (in Secondary 5) are a cause for concern, and motivate several themes in our 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 for 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 be involved in a variety of academic and social support strategies which are identified in this document as student "Transition Plans" and school "Transition Programs".

Tableau 1¹ : 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				Ensemble du Québec			
	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2001	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002
	2005	2006	2007	2008	2005	2006	2007	2008
1A. Diplomation et qualification réunies, selon le secteur								
Sexes réunis, total	80,4	82,6	80,4	80,4	70,4	71,1	72,1	72,3
Formation générale des jeunes	74,0	77,1	72,4	72,2	63,7	64,9	65,1	65,3
Formation générale des adultes	6,4	5,3	7,7	7,3	4,6	4,4	4,7	4,8
Formation professionnelle	0,3	0,1	0,5	1,1	2,2	2,1	2,3	2,3
Sexe masculin, total	76,8	74,9	74,0	73,4	63,1	63,9	65,4	65,9
Formation générale des jeunes	69,7	68,2	66,8	65,2	55,5	57,2	57,7	58,0
Formation générale des adultes	6,6	6,5	6,8	7,2	4,6	4,2	4,7	4,8
Formation professionnelle	0,5	0,3	0,5	1,0	3,0	2,9	3,1	3,2
Sexe féminin, total	84,5	90,3	86,5	87,2	78,0	78,7	79,1	78,9
Formation générale des jeunes	78,7	86,1	77,8	78,9	72,1	72,8	72,9	72,8
Formation générale des adultes	6,1	4,2	8,6	7,4	4,7	4,6	4,8	4,8
Formation professionnelle	0,0	0,0	0,5	1,2	1,3	1,3	1,4	1,4
1B : Diplomation et qualification séparées								
Sexes réunis, total		82,6	80,4	80,4		71,1	72,1	72,3
Diplomation (DES, DEP, ASP)		82,1	79,8	79,4		69,5	70,4	70,7
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)		0,4	0,6	1,0		1,6	1,7	1,6
Sexe masculin, total		74,9	74,0	73,4		63,9	65,4	65,9
Diplomation (DES, DEP, ASP)		74,1	72,7	72,4		61,7	63,1	63,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)		0,9	1,3	0,9		2,2	2,3	2,1
Sexe féminin, total		90,3	86,5	87,2		78,7	79,1	78,9
Diplomation (DES, DEP, ASP)		90,3	86,5	86,1		77,6	77,9	77,8
Qualification (CFER, ISPJ, AFP, CFMS, CFPT)		0,0	0,0	1,1		1,1	1,2	1,1

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

¹ Service des indicateurs et des statistiques, Direction de la recherche, des statistiques et de l'information, Octobre 2009, Éducation, Loisir et Sport, Québec
Revised October 2010

Tableau 2A² : Nombre annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ

	année d'inscription :	CS Riverside				Ensemble du Québec			
		2003 -	2004 -	2005 -	2006 -	2003 -	2004 -	2005 -	2006 -
		2004	2005	2006	2007	2004	2005	2006	2007
Sexes réunis, total		160	158	142	200	18 436	18 306	18 718	20 513
Premier cycle du secondaire		40	45	33	40	4 974	5 083	5 245	5 380
Secondaire 3		41	35	27	49	4 108	3 998	4 273	4 543
Secondaire 4		30	31	34	37	4 461	4 344	4 321	4 830
Secondaire 5		49	47	48	74	4 893	4 881	4 879	5 760
Sexe masculin, total		102	92	91	112	11 508	11 399	11 422	12 541
Premier cycle du secondaire		25	23	19	20	3 055	3 125	3 166	3 269
Secondaire 3		28	19	18	24	2 642	2 543	2 662	2 837
Secondaire 4		15	17	18	20	2 834	2 785	2 695	3 086
Secondaire 5		34	33	36	48	2 977	2 946	2 899	3 349
Sexe féminin, total		58	66	51	88	6 928	6 907	7 296	7 972
Premier cycle du secondaire		15	22	14	20	1 919	1 958	2 079	2 111
Secondaire 3		13	16	9	25	1 466	1 455	1 611	1 706
Secondaire 4		15	14	16	17	1 627	1 559	1 626	1 744
Secondaire 5		15	14	12	26	1 916	1 935	1 980	2 411

Tableau 2B : Taux annuel de sorties sans diplôme ni qualification (décrocheurs), parmi les élèves inscrits en FGJ

	année d'inscription :	CS Riverside				Ensemble du Québec			
		2003 -	2004 -	2005 -	2006 -	2003 -	2004 -	2005 -	2006 -
		2004	2005	2006	2007	2004	2005	2006	2007
Sexes réunis, total		21,9	20,9	18,3	24,0	24,9	25,5	24,2	25,3
Sexe masculin		28,4	25,1	24,3	27,3	31,4	31,0	30,3	31,3
Sexe féminin		15,5	16,9	12,8	20,9	18,5	18,3	18,4	19,5

² Service des indicateurs et des statistiques, Direction de la recherche, des statistiques et de l'information, Octobre 2009, Éducation, Loisir et Sport, Québec
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Improving Student Success in Mathematics

Given that Mathematics is a compulsory subject required for promotion, placement and graduation in all sectors, including post-secondary, our analysis indicates that improving student success in Mathematics should lead to overall greater levels of student success. Beginning in 2007, student success in Mathematics at the Elementary and Secondary levels was supported by actions in the school board Strategic Plans. This strand has been retained for the reasons explained above. As demonstrated by Table 3, these strategies and actions have positively impacted teacher competency and student success at Riverside, and predominately in Elementary. In 2008, 69.3% of Elementary Cycle 3 students achieved Level 3 or higher on the Competency 1 (Situational Problem), and in 2009, 75.6% achieved Level 3 or higher. Also, the number of students achieving Level 5 on the Situational Problem doubled from 15.2% in 2008, to 32.2% in 2009.

According to the data obtained for the Secondary Cycle 1 Evaluation Situation, in 2008, 47.6% of students achieved Level 3 or higher on Competency 1 (Situational Problem) component of the mathematics program and in 2009, 52.7% achieved Level 3 or higher on the same measure. For Competency 2 (Application Questions), improvement in student achievement was either marginal or lower than the previous year. Given the varied and marginal rates of student success, teachers will be provided with professional development pertaining to Competency 1 and Competency 2 in the Mathematics Tool Box of 2010-2011.

Table 3 : Riverside School Board Results for the Elementary Cycle 3 and Secondary Cycle 1 Mathematics Evaluation Situations (2007-2009) (RSB Educational Services, March 2010)

Elementary Cycle 3 Mathematics Evaluation Situations 2007 - 2009

Levels of Achievement

Situational Problem (Competency 1)				Application Questions (Competency 2 and 3)			
Year		2007 - 2008	2008 - 2009	Year		2007 - 2008	2008 - 2009
Total No. Students		874	885	Total No. Students		874	885
Levels of Achievement	5	15.2%	32.2%	Levels of Achievement	5	35.1%	36.0%
	4	29.8%	26.3%		4	22.1%	16.2%
	3	24.3%	17.1%		3	17.6%	17.0%
	2	23.8%	13.8%		2	14.9%	14.2%
	1	7.0%	10.6%		1	10.4%	16.6%

Secondary Cycle 1 Mathematics Evaluation Situations 2007 - 2009

Levels of Achievement

Competency 1				Competency 2				Competency 3			
Year		2007 - 2008	2008 - 2009	Year		2007 - 2008	2008 - 2009	Year		2007 - 2008	2008 - 2009
Total No. Students		717	907	Total No. Students		717	907	Total No. Students		717	907
Levels of Achievement	5	24.0%	24.5%	Levels of Achievement	5	6.1%	14.7%	Levels of Achievement	5	9.3%	20.6%
	4	23.6%	28.2%		4	23.6%	21.7%		4	28.6%	27.0%
	3	22.9%	27.0%		3	29.3%	27.8%		3	30.0%	24.6%
	2	18.8%	16.9%		2	25.5%	26.9%		2	19.5%	20.3%
	1	10.7%	3.3%		1	15.5%	8.9%		1	12.6%	7.6%

MÉLS Goal 2: Improve mastery of the French and English languages

In current literature, the term literacy refers to the capacity to use language and images in rich and varied forms, to read, write, listen, speak, see, represent and think critically across languages and the curriculum, and through a variety of means.

At Riverside School Board, previous strategic plans have recognized the critical importance of literacy and have provided an array of professional development activities to support student success in this area. A major goal of Riverside's 2008-2011 Strategic Plan was to increase the professional knowledge of teachers so that they may support students in their use of targeted strategies for reading, writing and oral language. Literacy will remain a focus for Riverside School Board and the strategies identified for Goal 2 will include the enhancement and improvement of approaches already in place. Riverside recognizes the importance of early intervention to ensure success in later years of schooling, thus will target improving the mastery of language for Elementary Cycle 2 and Secondary Cycle 1 students. Focus will be on improving the level of student success in reading at Elementary Cycle 2 and Secondary Cycle 1. 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. It is important to note that this board-level plan for the development of student literacy does not exclude other board and school-level initiatives.

Long-term plans will rely on the analysis of results of the End-of-cycle Competency Report, however technological issues render this data difficult to access for the 2009-2010 year. Thus, while the indicator and target of the objectives for Elementary described in the Partnership Agreement refer to the Competency Report, current data shown in the Context section is from the 2009 Evaluation Situations, in French as a Second Language (FSL *de base or immersion*) and Elementary English Language Arts (EELA).

The objective for both elementary and secondary is to increase the percentage of students achieving Level 4 or greater on the Scales of Competency. Student performance at Level 4 or greater was selected as an indicator, since Level 4 is the capacity of the student to clearly meet the requirements of the Program, whereas Level 3 describes competency development which meets the requirements to a limited extent. Students having Level 4 or greater would then be meeting the needs related to task complexity and autonomy needed for continued competency development, and more strongly predicts a sustained success in the Program for the following year. However, students achieving Level 4 or less would be more realistically considered as at-risk in meeting the requirements. The target (degree of improvement) is to increase the number of students achieving Level 4 or greater by 5% annually. This target facilitates the ability of schools to analyse their own situation and accurately identify school-based targets that are appropriate for their student population.

Increasing the success rate of Elementary Cycle 2 students in reading (French Second Language and English Language Arts)

A) Elementary French Second Language (FSL) (*de base and immersion*):

The data in Table 4 provides the student results on the 2009 Evaluation Situations for French Second Language (FSL) *de base and immersion*. An analysis of this data highlights weaknesses in achievement across all three components of literacy, with more significant difficulty in two areas: reading and writing. In terms of the Writing task, it is important to note that students who performed well were most able to use the information they had gathered in the reading tasks as models for writing and as sources of information to apply in new contexts. Conversely, those students who did not perform well in the Writing task experienced difficulty in terms of understanding the reading at a sufficiently high level to allow them to recognize and apply the essential elements they may have read. Thus, while the data may suggest that writing is an area of greater weakness, results are low since writing is actually highly impacted by a weakness in reading. For this reason, instructional strategies that focus on writing will also be complemented with attention to reading, and consequently improve student success in both the writing and reading competencies, since their development is so highly complementary.

To accurately interpret student results on the 2009 Evaluation Situation, it is important to establish the quality of the evaluation tool. For example, a qualitative analysis based on the types of questions asked in relation to the areas of student difficulty in the reading task, showed a much lower success rate on questions which required inference, opinion and critique. However, these types of questions were few and the overall student result was thus largely achieved by the student's successfully answering questions that were fact-finding and very directive in nature. These types of questions were not able to evaluate the student's ability to demonstrate comprehension, as described in the Quebec Education Program. In cases where students did not demonstrate success on questions which required comprehension, there was little negative impact on the overall result since these were few in number. Despite the structure of this particular Evaluation Situation, the goal is to promote the students development of strategies which result in deeper comprehension and enable them to develop higher order thinking skills.

As explained above, student achievement on the 2009 Evaluation Situation reflects success in answering questions that required neither extensive critical thinking nor significant reading comprehension. While it might have been expected that this design weakness in the evaluation tool might lead to very high levels of achievement, it is noteworthy that such is not the case. In fact, the percentage of students achieving a Level 3 or less for the task related to the reading competency is very high. For example, 44.2 % of students in Cycle 2 FLS de base and 38.5% of students in Cycle 3 FLS de base achieved Level 3 and less. In FLS immersion, 50.4% of Cycle 2 students and 37.5% of Cycle 3 students achieved Level 3 or less.

As shown in Table 4, student results in oral communication in French are higher as compared to the two other areas of literacy (Reading and Writing): 30% of FSL de base and 29.6% of Immersion students in Cycle 2 achieved Level 3 or lower, and 34.0% of FSL de base and 24.2% of Immersion students in Cycle 3 achieved Level 3 or lower. However, oral communication still requires focused attention, since through oral interaction, students share their thoughts, opinions, point of view, negotiate ideas, discover new interpretations, and add to what they know. Just as reading affects student ability to speak and write, using talk effectively impacts positively on student competency in reading and writing.

Table 4: Percentage of students achieving a Level 3 and less on the rubric of the 2009 FSL Evaluation Situations (*de base and immersion*) (RSB Educational Services, March 2010)

Program of Studies	FLS <i>de base</i> Cycle 2	FLS <i>immersion</i> Cycle 2	FLS <i>de base</i> Cycle 3	FLS <i>immersion</i> Cycle 3
Reading	44.2	50.4	38.5	37.5
Writing	41.9	55.7	47.4	51.0
Oral communication	30.0	29.6	34.0	24.2

B) Elementary English Language Arts

The data in Table 5 provides the student results on the 2009 Evaluation Situations for English Language Arts (EELA). An analysis of this data shows that students of Cycles 2 and 3 had difficulty in the three areas of literacy: reading, writing and oral communication.

The most significant difficulty was exhibited in the reading tasks, which were comprised of strategic reading and response to literature. Indeed, 71.9% of students in cycle 2 and 71.7% of students in Cycle 3 achieved Level 3 or less. Students struggled to demonstrate reading comprehension beyond superficial levels and to show sufficient evidence of critical thinking and understanding of how and why texts are constructed.

Although students performed somewhat more successfully with the task of writing a narrative text, there are still a large number of students, 57.8% in Cycle 2 and 43.8% in Cycle 3, who did not have sufficient text structure knowledge or writing strategies to be able to achieve the targeted solid level of competency development represented by Level 4 or higher (as was explained in the previous explanatory text for French Second Language).

Oral communication allows students the opportunities to consolidate their understanding through talking with their peers. Given that 44.0% of students in Cycle 2 and 43.8% of students in Cycle 3 achieving a Level 3 or below in oral communication, this is another competency that requires sustained attention. Improving student ability to communicate effectively is an important aspect of literacy development, since effective oral communication strategies impact positively upon student success in reading and writing.

Table 5: Percentage of students achieving a Level 3 and less on the rubric of the 2009 EELA Evaluation Situation

(RSB Educational Services, March 2010)

Program of Studies	EELA Cycle 2	EELA Cycle 3
Competency		
Reading	71.9	71.7
Writing	57.8	43.8
Oral Communication	44.0	58.8

Increasing the success rate of Secondary Cycle 1 students in reading (French Second Language and English Language Arts)

A) Secondary French Second Language (FSL) (*de base* and *enrichi*)

An analysis of the June 2009 Competency Report shows that student results on the reading competency are the lowest across all competencies for both the *enrichi* and *de base* programs, and for all four high schools and alternative school. As shown in Table 6, the percentage of students achieving Level 4 or greater on the reading competency is 27.1 % for FSL *de base* and 43.9% for FSL *enrichi*. Overall, student achievement in both programs is predominantly situated below Level 4. For example, in FSL *de base* 44.3% of students are achieving Levels 3+ and 3 (combined) and 28.6% of students are achieving below the minimal requirements (Levels 2+, 2, 1+ and 1, combined). In FSL *enrichi*, 42.4% of students are achieving Levels 3+ and 3 (combined) and 13.5 % of students are achieving below the minimal requirements (Levels 2+, 2, 1+ and 1, combined).

B) Secondary Cycle 1 English Language Arts (SELA)

As shown in Table 6, the number of students achieving Level 4 or greater on the English Language Arts reading competency is 49.6%. Overall, student achievement in the SELA program is predominantly situated at Levels 3+ and less. For example, 37.2% of students are achieving Levels 3+ and 3 (combined) and 13.2% of students are achieving below the minimal requirements (Levels 2+, 2, 1+ and 1, combined). Professional development designed to meet this objective will provide teachers with instructional strategies that will support all students to succeed at higher levels; particularly those students presently situated at levels 3+ and less.

Increasing the success rate of Secondary V students for the French Second Language (FSL) writing components of the MÉLS Uniform Examination

This particular objective for student success is required by the MÉLS. Riverside data on student success in the writing components in each of the FLS *de base* and *enrichi* final June exams is not available prior to June 2010 due to the data collection method. However, as provided by the June 2010 data set, student results in the FSL *de base* Writing was 59.4%, and student results in the FSL *enrichi* program was 76.3%. To meet the desired target increase in student success of 5% for each exam, teachers from all high schools will be provided with instructional and assessment strategies which focus on the writing competency.

Table 6: Student Results on the Secondary Cycle 1 Competency Report June 2009

(RSB Educational Services, March 2010)

Secondary End-of-Cycle 1 Program of Studies	Percentage of students achieving Level 4 or greater	Percentage of Riverside students achieving each level in the Reading competency									
		1	1+	2	2+	3	3+	4	4+	5	5+
<i>English Language Arts</i> 212-632-212	49.6	1.1	0.6	5.6	5.9	16.3	20.9	24.3	18.6	6.1	0.6
		13.2				37.2					
Français langue seconde, de base 212-634-212	27.1	4.7	2.0	10.2	11.7	26.9	17.4	17.8	6.1	3.2	0
		28.6				44.3					
Français langue seconde, enrichi 212-635-212	43.9	0.5	1.7	2.6	8.7	17.3	25.1	26.9	12.7	4.3	0
		13.5				42.4					

In conclusion, to specifically address the needs of students at the elementary and secondary levels with respect to reading, a variety of strategies will be implemented. Chief among these is the Literacy Toolbox, in which cohorts of teachers from all schools in French Second Language and English Language Arts will participate in a series of professional development sessions. These sessions will deepen the teachers' understanding of literacy, support the development of instructional strategies related to reading, provide classroom resources and encourage collegial collaboration and sharing. Other themes that will be used to support the development of literacy skills include topics such as the predispositions of boys and the use of Information and Communication Technologies. Teachers will be provided with strategies that will support all students to succeed at higher levels. To devise appropriate intervention strategies, student results will be further differentiated according to gender.

It is essential that all strategies developed consider the need for teacher awareness of the particularities involved in teaching second language learners, and the student capacity to transfer strategies developed in one language context to the other, and across all areas of the curriculum. Thus, in order that students are well equipped to speak and learn in both French and English, and across all subject areas, the focus for competency development must include oral language as well as reading and writing. Indeed, through active listening and oral participation, students make sense of the world, building on what they know in order to become better and more effective readers and writers.

MÉLS GOAL 3: Increase educational success and perseverance of students with handicaps, social maladjustments or learning difficulties

Riverside School Board encourages inclusion of students with special needs into the regular classes. Through support measures put into place along with an Individualized Education Plan (IEP) specific to the students needs, Riverside School Board's mandate is to offer a stimulating and caring environment which will enable all students to achieve personal success, be it graduation or qualification.

Graduation or Certification Rates of Students At-Risk

Table 7 indicates the percentage of students at risk who have obtained a Diploma of Secondary Schools, overall and differentiated by gender for three previous years. It should be noted that the terminology 'students At Risk' refers to those students who have learning difficulties, mild behaviour problems and/or social maladjustments. The number of students At-Risk fluctuates over the years. In 2008, 66 students At-Risk were identified in Secondary 5, and 59 students At-Risk were identified in 2006. To insure that a higher percentage of students At-Risk graduate, specific measures have been put into place. For example, students identified At-Risk in Kindergarten through a defined screening (identification) and support system will continue to be monitored at the end of each cycle of elementary. These identification and support strategies will be continuously monitored and adapted, to effectively respond to the specific needs of these students.

Table 7: Graduation Rate of Students At-Risk, Differentiated by Gender 2006 – 2008

(RSB Educational Services, March 2010)

	2006	2007	2008
Global	35.6%	43.4%	45.5%
Boys	24.5%	36.4%	46.0%
Girls	29.0%	32.6%	62.5%

Graduation or Certification Rates of Students with Handicaps

Table 8 indicates the percentage of students with handicaps who have graduated with a Secondary Schools Diploma. It should be noted that the term 'students with Handicaps' refers to students who have been recognized through the Ministry of Education's (MELS) validation process. Needs of students with handicaps are particularly complex due to the possibility that students have a variety of special needs. To provide support which addresses individual needs, it is imperative to take into consideration the specific nature of the disability and its various limitations. It is also important to note that the percentages shown in Table 5 do not well represent the successes experienced by these students. Even though many of Riverside students may be viewed as "unsuccessful" since they do not meet the criteria for certification or qualification according to MÉLS criteria, it is believed that these students have experienced a variety of successes within the scope of their potential.

Table 8: Graduation Rate of Students with Handicaps, Differentiated by Gender 2006 – 2008

(RSB Educational Services, March 2010)

	2006	2007	2008
Global	40.0%	10.0%	41.6%
Boys	40.0%	00.0%	50.0%
Girls	49.0%	20.0%	33.3%

Qualification Rate of Students with Special Needs in the Work Oriented Training Pathway

The data in Table 9 indicates that the qualifying rate for students At-Risk is 83.3%, which reflects a population of 6 students. It should be noted that this data is based on the number of students who have completed the Semi-skilled Program in 2009. It is also note worthy that graduation in this program relies only on the success of the work stages. It is Riverside's intention to ensure that students are provided with equal opportunities for success in the academic portion of the program as well. The percentages identified in Table 3 only represent those students who have completed the one year program. These percentages do not take into account those students who were initially enrolled into the program and subsequently dropped out. In the future, data will be collected to provide a more accurate representation of the success rate, as it will include students who were enrolled at the beginning of the school year.

Table 9: Qualification Rate of Students in the Semi-Skilled Program (Work Orientated Pathway), Differentiated by Gender and According to Certain Categories 2008 - 2009
(RSB Educational Services, March 2010)

	At-Risk Students		Students with Handicaps	
	2008	2009	2008	2009
Global	n/a	83.3%	n/a	100.0%
Boys	n/a	n/a	n/a	n/a
Girls	n/a	n/a	n/a	n/a

At this time there is no data available for the Pre-work program since the first cohort of students is presently completing the last year of this three year program.

It is Riverside School Board's intention to increase the number of Work Oriented Training Path sites in order to make this option more accessible to students with special needs.

MÉLS Goal 4: Improve healthy living and safety in schools

This component of the Partnership Agreement addresses the issues of safety, physical activity and healthy eating. Riverside School Board is convinced that a healthy body and mind along with an intrinsic sense of safety and security within the physical environment are fundamental requirements for successful learning. Goal 4 addresses the role of the School Board and other partners in supporting the implementation of the Code of Conduct, the Emergency Measures Plan and the Healthy Living Policy. A number of strategies have been adopted that will allow the Board to measure their impact on safety, fitness and healthy eating habits. As data is collected over the next three to five years, Riverside will be in a better position to modify the board-level support to be provided to support schools in this area.

Safety and Security of Establishments

Riverside School Board is committed to providing a stimulating and caring environment which enables all students to achieve personal success. As such, it promotes responsibility, respect, civility and academic excellence in a safe environment. The Riverside School Board Code of Conduct was developed to ensure the consistent understanding and implementation of this vision, and so specifies clearly beliefs, standards of behaviour and roles and responsibilities of all students, parents, employees and community members. The first objective related to this Goal reiterates this vision, affirming the right of all students, parents, employees and community members to be safe, and to feel safe physically, emotionally and psychologically. It is specific in its description of standards of behaviour and the roles and responsibilities expected from students, staff, parents and community members. School-board responsibilities include ensuring the availability of the Code of Conduct in its schools and, training staff on the application of the provisions of the Code of Conduct. Targets and strategies are designed to address a variety of areas described by the Code of Conduct. Areas of focus include: alcohol, drugs and other substances, harassment, violence and aggressive behaviour, and general health and safety. The “Tell Them From Me” electronic survey will be the principle means of monitoring the health and safety of the school environment, and will allow both the schools and the school board to establish baseline data in terms of areas of success and challenges, and so support our collective ability to assess the effectiveness of strategies, and better achieve the targets of this Goal.

Although every effort is made to ensure the safety of our students and staff, Riverside recognizes that that it is important to be prepared for the unexpected. Students and staff must know that emergency measures are in place and that they will be activated as required for their protection. To this end, Riverside’s Emergency Measures Plan addresses a number of scenarios designed to enhance the sense of security of our community members. School board responsibilities include ensuring the availability of the Emergency Measures Plan in its schools; using the “Tell Them from Me” survey to assess whether emergency drills have raised the level of reassurance of students and staff in dealing with the unexpected or potentially dangerous situations; and, training staff on the application of the provisions of the Emergency Measures Plan.

Healthy Eating Habits and Physical Activity

This aspect of the strategic plan addresses the healthy eating and physical activity habits of students principally. The recently adopted Riverside School Board Healthy Living Policy describes the role of the school board and other partners in supporting the implementation of its recommendations to make healthy choices in our daily lives. In order to ensure a direct impact on the nutrition of the student body, some of the strategies used include eliminating high fat, high sugar foods from the cafeterias as well as chocolate bar sales as fundraising events. School board responsibilities include: the creation of a web-based information campaign related to healthy eating and physical activity habits and sponsoring a “Move-a-thon” in elementary schools. Schools will also be supported by the school board through application of the “Tell Them From Me” survey for this component of Goal 4 as well, and will allow effective monitoring of the impact of board and school-based strategies. Riverside School Board will also ask schools to adopt specific, measurable strategies that focus on fitness and health within their own School Success Plans and Management and Educational Success Agreements.

MÉLS Goal 5: Increasing the number of students under the age of 20 registered in vocational programs

The Riverside School Board community places a very high value on academic success. As demonstrated previously in Table 1, the graduation rate of Riverside students is over 80%; a factor that represents a major strength of the school board. The root cause for the under-representation in the vocational programs of students under the age of 20 is difficult to identify. It may be that the majority of the community members aim for an educational programs at the CEGEP and university levels, or that Riverside students go directly into the workforce after leaving school. It may also be that vocational education has not been viewed in a positive light in past years. Table 10 illustrates the low numbers of students under the age of 20 that register in Riverside programs.

**Table 10: Number of students under the age of 20 registered in ACCESS Programs
As Compared to Provincial Totals (RSB ACCESS, March 2010)**

Year	RSB Totals	Provincial Totals (All Sectors)
2004 - 2005	13	12,617
2005 - 2006	4	12,399
2006 - 2007	37	12,301
2007 - 2008	22	13,047

One of the challenges is to increase awareness of the programs and services available at Riverside School Board. In order to meet this challenge, the Adult and Vocational Education Centre (ACCESS) will focus on informing the Riverside community (youth sector) of potential educational paths, programs and careers in Vocational Education using a variety of concrete strategies. Firstly, ACCESS will participate in information sessions organized by Secondary schools for parents and students. ACCESS will also establish bursaries for Secondary V students registered at ACCESS, and will initiate 'Show and Tell' activities in elementary schools to share information related to educational paths and careers. 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 using visual aids (posters, pamphlets and displays). ACCESS will also develop an 'Exploration Laboratory' that will provide hands-on experiences in Vocational Training to students at both the secondary and elementary levels.

As a participant in the Regional Strategic Plan (Phase 3), Riverside will continue to plan for innovative and popular programs, to attract individuals under the age of 20, especially younger males. Riverside will also be investigating the possibility of having more partnerships with other school boards in order to increase the number of programs and services made available to the Riverside community.

Riverside is excited by the opportunity of developing a global strategy to empower students in their educational and career path choices. This will include a school board strategy to ensure that the 16-24 student population receives services and support in their transition from high school to post-secondary life. Finally, Riverside School Board will investigate and establish a concurrent study program ('Concomitance'), which will enable students to obtain a Secondary Schools Diploma as well as a Diploma of Vocational Studies. This strategy will better serve students who may not fit into the regular stream of education and would benefit from receiving real job-skills while at the same time obtaining their Secondary Schools Diploma.

The Orientations of the Minister's Strategic Plan and the Goals Determined by the Minister				The School Board Strategic Plan, Including: Measurable Objectives, Targets Identified by the School Board, School Board Indicators, Strategies, Timeline, and Monitoring Mechanisms Proposed by the School Board					
Orientations of the MÉLS Strategic Plan	Goals Determined by the Minister	Targets	MÉLS Indicators	Objectives Proposed by the School Board	Targets Proposed by the School Board	School Board Indicators	Timeline for Implementation	Strategies or Actions which the School Board will Implement in Order that Objectives will be Achieved as Identified in its Strategic Plan	School Board Monitoring Mechanisms
Improve student success and perservice in school	1. Increase the graduation and qualification rate of students under the age of 20	Graduation and Qualification	By 2020, 80% of students under the age of 20 will have a Secondary Schools Diploma or a Qualification	MÉLS indicators : Rate of achieving a Secondary School Diploma and rate of Qualification	1a) 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.	1a) The graduation (SSD or DVS) or qualification (WOTP) rate of students before the age of 20.	2010 - 2015	ACCESS will establish a concurrent study program (' <i>Concomitance</i> ' - SSD and DVS); Complementary Services, in collaboration with the Secondary schools will : <ul style="list-style-type: none"> Establish two additional Work Oriented Training Pathway (WOTP) sites Support the identification of eligible students, student needs and the implementation of the WOTP to provide qualifications 	ACCESS and Educational Services will collect and monitor data pertaining to the graduation (SSD or DVS), qualification rates (WOTP) and registration of all students annually.
			By 2020, 88% of the students under the age of 20 at Riverside School Board will have a Secondary Schools Diploma or a Qualification				1a) To increase the graduation and qualification rate of students under the age of 20 from 81% in 2008, to 84% by the year 2015.		
				1b) 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.	1b) To increase the graduation and qualification rate of boys from 73.4% in 2008, to 79% by the year 2015, and to 85% by 2020.	1b) The graduation (SSD or DVS) or qualification (WOTP) rate of boys before the age of 20.		The Director of Secondary schools will support schools in the construction of School Success Plans and Management and Educational Success Agreements to align with the objectives and strategies given in the Partnership Agreement, and ensure that specific plans are described which target groups of students who require support.	Educational Services will collect and monitor data pertaining to the graduation (DES or DEP) and qualification rates (WOTP) of boys on an annual basis.

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Améliorer la réussite et la persévérance scolaires	1. L'augmentation de la diplomation et de la qualification avant l'âge de 20 ans				1c) To increase the success rate of Elementary Cycle 2 and Secondary Cycle 1 students in Mathematics.	To increase the rate of students achieving 60% or higher on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation by 4% for 2011. *Baseline data will be obtained and targets will be generated using the 2010 End-of-cycle Cycle 2 Elementary Mathematics Evaluation Situation. To increase the rate of students achieving 60% or higher on the Cycle 1 Secondary end-of-cycle Mathematics Evaluation Situation by 4% for 2011.	The overall student score on the End-of-cycle Evaluation Situations for Elementary Cycle 2 and Secondary Cycle 1 June 2011	2010 - 2011	The Math, Science & Technology Education Consultants will implement a Riverside Mathematics Toolbox with cohorts of teachers of Elementary Cycle 2 and Secondary Cycle 1.	The Education Consultants will administer pre and post evaluations to teachers involved, and students impacted by the Toolbox to: <ul style="list-style-type: none"> Assess the impact of the strategies and resources on professional practices Assess the impact of professional practices on student success The Education Consultants will collect and monitor data pertaining to the end-of-cycle Evaluation Situation results for Elementary Math Cycle 2 and Secondary Math Cycle 1 (Year 2011).

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Improve student success and perseverance in school	1. Increase the Graduation and Qualification rate of students under the age of 20	The number of students leaving school in the youth sector without a Diploma of Secondary Studies or Qualification (dropouts)	By 2020, to reduce by 8000 the number of students who drop out of school in the public sector	<u>MÉLS Indicator:</u> Number of students leaving school in the youth sector without a Diploma of Secondary Studies or Qualification (dropouts).	1d) To reduce the annual dropout rate in the youth sector.	<u>RSB Target:</u> Reduce the annual dropout rate from 200 students in 2007 (24% of the total RSB youth sector population), to 16% by the year 2015 and to 10% by 2020.	The number of students leaving school in the youth sector without a Secondary Schools Diploma (SSD) or qualification in the Work Oriented Training Pathways (WOTP).	2010 - 2014	<p>Educational Services will require schools to deliver and use the "Tell Them From Me" (TTFM) survey:</p> <ul style="list-style-type: none"> Two school board resource persons will provide school teams with an information session, as well as on site support for survey administration and evaluation. <p>Educational Services will provide schools with a sample strategy and Transition Plan template to support the development of transitions plans for students At-Risk in Elementary Cycle 3 and Secondary Cycle 1. The Transition Plan will include an IEP, support measures and recommendations that are academic and social, school and home-based.</p>	The Director of Elementary Schools will verify that schools have implemented the survey, obtained the data, evaluated the data and incorporated identified needs in the School Success Plans and Management and Educational Success Plans (MESA).
			2010 - 2015					<p>Educational Services will support the organization of a "Transition to Secondary" summer camp for At-Risk Elementary Cycle 3 students which includes an individualized transition plan and a variety of social and academic support aspects including a literacy development component, mentoring elements, extracurricular activities and academic tutoring.</p>	<p>Complimentary Services will monitor the development of student Transition Plans, and the 'Transition to Secondary' programs.</p> <p>Complimentary Services will collect and monitor academic results of students At-Risk moving into Secondary Cycle 1 in Math, ELA, and FSL.</p>	

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Improve student success and perseverance in school	2a Improve mastery of the French language	Reading Comprehension		2a.1) To increase the success rate of Elementary Cycle 2 students in reading: Quebec Education Program French Second Language Competency 2 (<i>Interagir: comprendre et lire</i>).	2a.1.1) Increase the percentage of students attaining level 4 or greater on the MÉLS Competency Scales for Competency 2 <i>Français langue de base</i> by *5% annually. 2a.1.2) Increase the percentage of students attaining level 4 or greater on the MÉLS Competency Scales for Competency 2 <i>Français Immersion</i> by *5% annually.	2a.1) Percentage of students attaining Level 4 on the MÉLS Competency Scales at the end of Elementary Cycle 2 in French Second Language.	2010-2015	Educational Services will provide professional development throughout the year to teachers and administrators to deepen understanding and support implementation of pedagogical differentiation in both English Language Arts and French Second Language. Teachers will be able to identify and incorporate a wider range of teaching materials and strategies to meet the needs of diverse learners. Particular focus will be on the predispositions of boys. Subject domain training will address areas such as: learning styles (boys and girls) physiological and cognitive development (boys and girls); students with special needs; and literacy development	Educational Services will monitor the implementation of strategies and collect End-of-Cycle student results in Elementary Cycle 2 French Second Language Competency 2 and Cycle 2 English Language Arts Competency 1 on an annual basis.	
	2b Improve mastery of the English language	Reading Comprehension		2b.1) To increase the success rate of Elementary Cycle 2 students in reading: Quebec Education Program English Language Arts Competency 1 (To read and listen to literary, popular and information-based texts).	2b.1) Increase the percentage of students attaining level 4 or greater on the MÉLS Competency Scales for Competency 1 English Language Arts by *5% annually.	2b.1) Percentage of students attaining Level 4 on the MÉLS Competency Scales at the end of Elementary Cycle 2 in English Language Arts.	2010 - 2011	The RECIT Education Consultant will provide professional development to a cohort of teachers on strategies related to the pedagogical integration of Information and Communication Technology to impact student success in reading.	The Education Consultants will administer pre and post evaluations to teachers involved, and students impacted by the Toolbox to:	
	<i>NB This goal has been established by the English school boards, not the Minister.</i>							2010 - 2011	The Language Education Consultants will implement the RSB Literacy Toolbox to a cohort of English Language Arts and French Second Language teachers of Elementary Cycle 2 ('Oral Communication')	Assess the impact of the strategies and resources on professional practices
								2010 - 2011	The Language Education Consultants will implement the RSB Literacy Toolbox to a cohort of English Language Arts and French Second Language teachers of Elementary Cycle 3 ('Writing Traits')	Assess the impact of professional practices on student success
					*Baseline data will be obtained in June 2010.			The Librarian Education Consultants will implement a RSB Library Toolbox for teachers of certain schools. This Toolbox will provide training and resources to create a more effective use of the school library by teachers and students, and across a greater range of student interests and reading abilities.		

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Orientation of the MÉLS Strategic Plan	Goals Determined by the Minister	Targets	MÉLS Indicators	Objectives Proposed by the School Board	Targets Proposed by the School Board	School Board Indicators	Timeline for Implementation	Strategies or Actions which the School Board will Implement in Order that Objectives will be Achieved as Identified in its Strategic Plan	School Board Monitoring Mechanisms
Improve student success and perseverance in school	2a Improve mastery of the French language	Reading Comprehension		2a.2) To increase the success rate of Secondary Cycle 1 students in reading: Quebec Education Program French Second Language Competency 3 (<i>Lire des textes variés en français / lire des textes courants et littéraires en français</i>).	2a.2.1) Increase the percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 Français langue de base by 5% annually. 2a.2.2) Increase the percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 <i>Français Enrichi</i> by 5% annually.	2a.2) Percentage of students attaining Level 4 on the MÉLS Competency Scales at the end of Secondary Cycle 1 in French Second Language	2010 - 2015	Educational Services will provide professional development throughout the year to selected teachers and all administrators to deepen understanding and support implementation of pedagogical differentiation in both English Language Arts and French Second Language. Teachers will be able to identify and incorporate a wider range of teaching materials and strategies to meet the needs of diverse learners. Particular focus will be on the predispositions of boys. Subject domain training will address areas such as: learning styles (boys and girls) physiological and cognitive development (boys and girls); students with special needs; and literacy development.	The Education Consultants will collect and monitor End-of-Cycle student results in Secondary French Second Language Competency 3, and English Language Arts Cycle 1 Competency 3 on an annual basis.
	2b Improve mastery of the English language NB This goal has been established by the English school boards, not the Minister.	Reading Comprehension		2b.2) To increase the success rate of Secondary Cycle 1 students in reading: Quebec Education Program English Language Arts Competency 3 (Reads and listens to written, spoken and media texts).	2b.2) Increase the percentage of students attaining Level 4 or greater on the MÉLS Competency Scales for Competency 3 English Language Arts by 5% annually.	2b.2) Percentage of students attaining Level 4 on the MÉLS Competency Scales at the end of Secondary Cycle 1 in English Language Arts.	2010 - 2015 2010 - 2011	The RECIT Education Consultant will provide professional development to a cohort of teachers on strategies related to the pedagogical integration of Information and Communication Technology to impact student success in reading. The Language Education Consultants will implement a RSB Literacy Toolbox to a cohort of English Language Arts and French Second Language teachers of Secondary Cycle 1 throughout the year, according to several essential reading strategies.	The Education Consultants will administer pre and post evaluations to teachers involved, and students impacted by the Toolbox to: <ul style="list-style-type: none"> Assess the impact of the strategies and resources on professional practices Assess the impact of professional practices on student success

The Orientations of the Minister's Strategic Plan and the Goals Determined by the Minister				The School Board Strategic Plan, Including: Measurable Objectives, Targets Identified by the School Board, School Board Indicators, Strategies, Timeline, and Monitoring Mechanisms Proposed by the School Board						
Orientation of the MÉLS Strategic Plan	Goals Determined by the Minister		Targets	MÉLS Indicators	Objectives Proposed by the School Board	Targets Proposed by the School Board	School Board Indicators	Timeline for Implementation	Strategies or Actions which the School Board will Implement in Order that Objectives will be Achieved as Identified in its Strategic Plan	School Board Monitoring Mechanisms
Improve student success and perseverance in school	2c Improve mastery of the French Second Language programs: <i>de base</i> and <i>enrichi</i> , in the Writing components of the final June examinations	Writing		<p><u>MÉLS Indicator:</u></p> <p>Success rate of students in the Secondary V French Second Language Evaluation (Writing volet)</p>	2c.1) To increase the success rate of Secondary V students in the Writing component of the Quebec Education Program for the <i>Français langue de base</i> program, MÉLS Uniform June Examination.	2c.1) Increase the success rate of students on the <i>Français langue de base</i> Examination - Writing component by 5% annually. From 59.4% in June 2010, to 64.4% in June 2011.	2c.1) Student percentage score on the writing component of the <i>Français langue de base</i> MÉLS Uniform June Examination	2010 - 2011	The Language Education Consultant will implement a RSB Literacy Toolbox to a cohort of French Second Language teachers of Secondary V. Professional development sessions will include the collective assessment of student writing samples and an exploration of various research-based strategies aimed to improve student competency in writing.	The Language Education Consultant will collect and analyze student results in Secondary French Second Language Writing components in the June examinations of <i>Français langue de base</i> and <i>Français enrichi</i> .
					2c.2) To increase the success rate of Secondary V students in the Writing components of the Quebec Education Program for the <i>Français enrichi</i> program, June Examination.	2c.2) Increase the success rate of students on the <i>Français enrichi</i> program - Writing component by 5% annually. From 76.3% in June 2010, to 82.3% in June 2011.	2c.2) Student percentage score on the writing component of the <i>Français enrichi</i> June Examination.			

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Orientation of the MÉLS Strategic Plan	Goals Determined by the Minister	Targets	MÉLS Indicators	Objectives Proposed by the School Board	Targets Proposed by the School Board	School Board Indicators	Timeline for Implementation	Strategies or Actions which the School Board will Implement in Order that Objectives will be Achieved as Identified in its Strategic Plan	School Board Monitoring Mechanisms
Improve student success and perseverance in school	3. Improve educational success and perseverance of students with Handicaps, Social Maladjustments or Learning Difficulties	—	—	3a) To increase the graduation rate of students with special needs obtaining a Secondary Schools Diploma (SSD) or a Diploma of Vocational Studies (DVS)	3a.1) To increase the graduation rate of students At-Risk obtaining a Diploma (SSD or DVS) before the age of 20, from 45% in 2008 to 55% by 2015.	3a.1) The number of students At-Risk obtaining a Diploma (SSD or DVS) before the age of 20.	August 2010 - June 2011 (ongoing)	Complementary Services will ensure that all schools follow the RSB Kindergarten screening process, by applying the following actions: <ul style="list-style-type: none"> Using full day workshops throughout the year and in conjunction with Curriculum Consultants, the Special Education Consultant will train the Resource and Kindergarten teachers so that the screening process may be followed. In the Spring, the Special Education Consultant will assist teachers with interpretation of results and establishing the forms of support needed 	Complimentary Services will monitor teacher attendance at the training sessions and follow-up procedures in schools.
				3a.2) To increase the graduation rate of students with handicaps obtaining a Diploma (SSD or DVS) until the age of 21 from 42% in 2008 to 50% by 2015.	3a.2) The number of students with handicaps obtaining a Diploma (SSD or DVS) until the age of 21.	2010 - 2015	Complementary Services will ensure that follow-up measures are in place for all Kindergarten students initially identified At-Risk in this screening process, and are supported at the end of Elementary Cycles 1, 2 and 3 and Secondary Cycle 1 by: <ul style="list-style-type: none"> Training Resource Teachers and teachers to identify At-Risk student needs at the end-of-cycle using an advanced screening process Assisting teachers with interpretation of results and establishing the forms of support needed 		
						2010 - 2015	Educational Services will provide professional development sessions to staff (Daycare Educators, Special Education Technicians, Attendants, new teachers) to effectively support students with special needs. Training will be in the following areas: autism, ADHD, behaviour management, differentiation and IEP development. The RECIT Education Consultant will implement a variety of strategies which facilitate the integration of Information and Communication Technologies into the curriculum to improve the success of special needs students; strategies include the use of the laptops, the SMART pen, the SMART board, ABRACADABRA (early literacy development software), ePEARL (electronic portfolio tool) and audio reading materials.		

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Improve student success and perseverance in school	3. Improve educational success and perseverance of students with Handicaps, Social Maladjustments or Learning Difficulties	—	—	3b) To increase the qualification rate of students with Special Needs obtaining a first qualification in the Work Oriented Training Pathway (WOTP).	3b.1) To increase the percentage of students At-Risk obtaining a qualification in the WOTP before the age of 20: <ul style="list-style-type: none"> In the Semi-Skilled program, the increase desired is 5% annually. For the Pre-Work program, baseline data and targets will be generated using the 2010 student results 3b.2) To increase the percentage of students with Handicaps obtaining a qualification in the WOTP before the age of 21: <ul style="list-style-type: none"> In the Semi-Skilled program, the increase desired is 5% annually. For the Pre-Work program, baseline data and targets will be generated using the 2010 student results 	3b.1) The number of students At-Risk: <ul style="list-style-type: none"> registered in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 20 obtaining a qualification in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 20 3b.2) The number of students with Handicaps: <ul style="list-style-type: none"> registered in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 21 obtaining a qualification in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 21 	2010 - 2012	Complementary Services, in collaboration with the Secondary schools will : <ul style="list-style-type: none"> Establish two additional Work Oriented Training Pathway sites Support the identification of eligible students, determine student needs and assist with implementation of the sites 	Complimentary Services will have regular communication with school partners to ensure development of these sites. Complimentary Services will monitor the number of new sites and new student registrations

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Maintenir les conditions favorables à la poursuite des études	4. Improve healthy living, safety and security in schools	4a) Building security	—	—	4a.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.	4a.1.1) To reduce the number of occurrences of physical or psychological violence to zero 4a.1.2) To increase the percentage of students who feel physically and psychologically safe in their school to 100%	Number of reported cases of harassment per school Percentage of students and staff who feel physically and psychologically safe in their school using data from the <i>Tell Them From Me</i> survey School-based data pertaining to: - Number of incidents not in compliance with the Code of Conduct and, - Number of student suspensions or expulsions	2010 - 2015	Human Resources will annually provide all schools with the required number of copies of the Code of Conduct. Human Resources will ensure that the Riverside Code of Conduct is used as the main tool to reinforce the practices leading to violence-free environments. School board personnel will train teachers and administrators on the appropriate application of the Code of Conduct in two workshops per year, using a variety of programs and strategies as given below: <ul style="list-style-type: none"> Elementary Sector: Second Steps, Steps to Respect, Peer Mediation, Drug Awareness. Secondary Sector: Peer Mediation, the Planning Room and Après Coup. Human Resources will ensure that the Code of Conduct is available and becomes part of daily school life	Human Resources will monitor the percentage of students who feel physically and psychologically safe in their school using the <i>Tell Them From Me</i> survey

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Maintenir les conditions favorables à la poursuite des études	4. Improve healthy living, safety and security in schools	4a) Building security	—	<p>4a.2) Increase the number of employees and students who:</p> <ul style="list-style-type: none"> know, understand and apply efficiently emergency measures; feel prepared; <p>according to the Riverside School Board Emergency Measures Plan (EMP).</p>	<p>100% of employees will have a copy of the EMP and understand the EMP</p> <p>*Increase the percentage of students and employees who feel that school is a safe environment.</p>	<p>School-based data (contained in the Year-end Report, and an Emergency Situation Report) on:</p> <ul style="list-style-type: none"> Number of employees who do not have a copy of the EMP Number of employee meetings and attendance at these meetings which focus on the EMP Number of groups of employees and students involved in practice drills related to implementation of the EMP 	<p>Completed June 2011</p> <p>2010 - 2015</p> <p>Completed September 2010</p> <p>Ongoing</p> <p>Completed June 2010</p> <p>As required</p>	<p>Material Resources will assign a Professional who will accompany each school with the establishment of their EMP during the initiating year</p> <p>Material Resources will ensure that Goal 4 - L'amélioration de l'environnement sain et sécuritaire is a standing item for meetings of the Management Advisory Committee. This will be used as a means to share knowledge and ideas on ways that schools and centres can adapt the EMP to their particular situation</p> <p>Material Resources will provide an electronic copy of the EMP to schools , in order that schools may further distribute a copy to each employee</p> <p>Material Resources will ensure that schools provide a minimum of two school-level staff meetings that focus on the EMP; beginning and mid-year</p> <p>Material Resources will develop tools or templates to support schools in their ability to comply with the requirements of the Health and Safety Policy and the EMP</p> <p>Systematic debriefing will occur between the Central Emergency Measures Coordination Committee (CEMCC) and the Local Emergency Measures Coordination Committee (LEMCC) following an emergency situation, to identify areas that require changes or improvement and develop corrective actions</p>	<p>Material Resources will collect and analyze school-based Year-end Reports and Emergency Situation Reports in order to regularly assess the effectiveness of the strategies and actions taken.</p>
					<p>*Baseline data will be obtained in June 2010.</p>	<p>School-based data from the 'Tell Them From Me Survey', or similar tool, pertaining to feeling safe in their school and prepared to manage an emergency situation.</p>			

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Maintenir les conditions favorables à la poursuite des études	4. Improve healthy living, safety and security in schools	4b) Healthy Eating	—	—	4b) Improve the understanding and application of the Riverside Healthy Living Policy (HLP) among students and employees.	100% of schools will provide a minimum of one nutrition-based activity each month	Number of nutrition-based activities implemented per month in elementary and secondary schools which support the application of the HLP Student responses from the Nutrition measure of the <i>Tell Them From Me</i> survey	2010 -2012	The Secretary General's office, in collaboration with an Education Consultant, will provide a web-based nutrition information campaign using the RSB web site. Details related to healthy living (healthy nutrition and physical activity) will be developed and posted each month. Schools will be encouraged to participate in this web site and carry out follow-up activities at the school level. Baseline data will be generated using the Nutrition measure of the <i>Tell Them From Me</i> survey using the 2010 results	The Secretary General's office will review Elementary and Secondary Principals reports at monthly meetings. The Secretary General's office will review reports given at the regular MAC meetings.
		4c) Physical Activity	—	—	4c) Improve the understanding and application of the Riverside Healthy Living Policy (HLP) among students and employees	All elementary schools will participate in at least one extra-curricular activity per month	Number of extra-curricular fitness activities implemented per month in elementary Student responses from the Physical Activity measure of the <i>Tell Them From Me Survey</i>	2010 - 2012	The Secretary General's office, in collaboration with an Education Consultant, will provide a web-based nutrition information campaign using the RSB web site. Details related to healthy living (healthy nutrition and physical activity) will be developed and posted each month. Schools will be encouraged to participate in this web site and carry out follow-up activities at the school level The Secretary General's office will sponsor a "Move-a-thon" activity for all elementary schools	The Secretary General's office will review Elementary Principals reports at monthly meetings. Reports given at the regular MAC meetings.

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Respond to the need for training in the Vocational Education sector	5. Increase the number of students under the age of 20 registered in Vocational Education		<u>MÉLS Indicator:</u> Number of students under the age of 20 registered in Vocational Education	5a) To increase the number of students under the age of 20 registered in Vocational Education	Increase the number of new students registered in Vocational Education by 8% annually	<p>The number of new students under the age of 20 registered in Vocational Education annually</p> <ul style="list-style-type: none"> The number of information sessions provided The number of bursaries offered The number of 'Show and Tell' activities provided The new advertising programs offered 	<p>2010 - 2020</p> <p>2010</p> <p>2010 - 2020</p> <p>2010 - 2011</p>	<p>ACCESS will inform the Riverside community (Youth sector) of potential educational paths, programs and careers in Vocational Education by:</p> <ul style="list-style-type: none"> Participating in information sessions provided by Secondary Schools to parents and students Establishing bursaries for Secondary V students registered at ACCESS Initiating 'Show and Tell' activities in elementary schools to share information related to educational paths and careers Advertising programs and services offered by the Vocational Centre throughout the Riverside School Board using visual aids (posters, pamphlets, displays) Developing an 'Exploration Laboratory' that provides hands-on experiences in Vocational Training 	<p>ACCESS will verify on an annual basis using Jade 'Tosca' the number of students under the age of 20 registered within the school year.</p> <p>ACCESS will conduct discussions with Secondary Administrators and ACCESS staff to confirm the degree of effectiveness of the information strategies</p>
						<ul style="list-style-type: none"> The number of students visiting the Exploration lab in 2014 The number of visits to the internet sites The number of students contacted The number of students registered The number of new programs offered 	<p>2013</p> <p>2010 - 2011</p> <p>2010 - 2013</p> <p>2010 - 2013</p> <p>2014</p>	<p>ACCESS will implement outreach strategies that inform beyond the Riverside community by:</p> <ul style="list-style-type: none"> Updating current ACCESS website Applying the use of social networking technology (eg. Facebook, Twitter, etc) to share information with the youth sector <p>ACCESS will create a 16-24 year old program to support student retention and perseverance</p> <p>ACCESS will establish a concurrent study program ('<i>Concomitance</i>' - SSD and DVS);</p> <p>ACCESS will apply for innovative and popular programs that reflect career path choices among young adults as well as demands of the job market, according to the schedule described in the next Regional Strategic Plan (Phase 3).</p>	<p>ACCESS will monitor the use of the updated website and social networking strategy(ies).</p> <p>ACCESS will verify on an annual basis using Jade 'Tosca'</p> <ul style="list-style-type: none"> the number of: students contacted or number of new registrations

Monitoring mechanisms established by the School Board:

The general monitoring process established for reviewing, revising and reporting on a biannual basis on the progress of the strategic plan includes the following:

- the persons or department responsible for the strategic actions described will assess the status of the actions described and provide a written summary of progress;
- the status report will be submitted to the senior Directors' table for review, revision and recommendations;
- the status report will also be brought to the standing committees concerned for feedback and recommendations;
- the status report will be presented to the Council of Commissioners for review.

Progress in relation to the objectives, targets and strategies defined in each of the five Goals will be included in the Boards' annual report and will be shared with all stakeholders. Following the Board's annual report the Agreement may be revised.

Les engagements des parties :

Considérant que la convention de partenariat vise à accroître la persévérance scolaire et la réussite des élèves;

Considérant que les commissions scolaires contribuent à la mise en œuvre des orientations et des plans d'action ministériels;

Considérant que la signature de la convention de partenariat n'a pas pour objectif d'ajouter des ressources financières additionnelles à celles qui sont allouées à la commission scolaire conformément aux règles budgétaires;

Considérant que les commissions scolaires contribueront, s'il y a lieu, à des travaux qui seront mis en place par le MELS afin de définir de nouveaux indicateurs.

Les parties conviennent des engagements suivants :

Le MELS s'engage à :

Soutenir la commission scolaire dans la mise en œuvre et le suivi de sa convention de partenariat et dans le processus de reddition de comptes;

Fournir, au fur et à mesure de leurs disponibilités, des données statistiques, de l'information ou des analyses pertinentes permettant de soutenir la mise en œuvre de la convention de partenariat.

La Commission scolaire s'engage à :

Assurer une gestion efficace et efficiente des fonds publics qui lui sont confiés;

La durée de la convention :

The duration of the Agreement will be from July 1st, 2010 to July 1st, 2015.

Les signataires de la convention :

Pour le Ministère :

Michelle Courchesne
Ministre de l'Éducation, du Loisir et du Sport

Leo Lafrance
Sous-ministre adjoint responsable SSCAAA

Pour la Commission scolaire :

Moira Bell
Chairman, Riverside School Board

Stephen Lessard
Director General, Riverside School Board