

## **School Success Plan - Cedar Street Elementary**

***Years of Application: 2010-2015***

***Date of Approval by Governing Board: Thursday, June 10, 2010***

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***School Principal***

**Thursday, June 10, 2010**  
*Date*

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***Governing Board Chairperson***

**Thursday, June 10, 2010**  
*Date*

**Context:** In this section, information related to the context of the school should be included. Two sections are recommended:

*In the 'General Context' section, the school identifies the particular reality of its environment and region, reflecting the details and vision provided in the school's Educational Project.*

*In the 'Specific Context' section for each of the Goals, data related to student success should be provided to support the objectives, indicators, targets and strategies.*

## ***School Profile***

**Cedar Street Elementary School** serves a population of about 160 students, from Kindergarten to Cycle 3 inclusively. Being a fairly small school, we operate more like a large family, and the caring feeling is felt through the entire building. We cover a large territory, including the cities of St-Amable, Ste-Julie, St-Bruno, St-Basile and Beloeil. The majority of our population speaks French at home, and chooses our school to give their children the opportunity to learn English. About 35% of our students experience learning difficulties, and require support services. Our School Board, Riverside, has opened a Cycle 2 Resource class in our building, and many of the 14 students therein live in our territory.

### **Our Values**

RESPECT  
SAFETY  
TEAMWORK  
THE RIGHT TO LEARN – SUCCESS FOR ALL

Every child has the right to learn in a safe, respectful environment, where each child is valued and listened to, where different learning styles are recognized and supported, and where teamwork is promoted in all aspects of school life.

### **Our History and Accomplishments**

Throughout its history, Cedar Street School has been noted for its dedication to high standards, for both students and staff. Its accomplishments include:

- Teacher-initiated professional development in a wide range of areas: literacy, special needs, arts, second language, social sciences, etc.
- Strong support for school-wide student projects.
- Very dedicated, innovative staff, highly collaborative and supportive.
- Excellent physical education program.
- Enriched French program.
- Excellent daycare and tutoring program.
- Thriving, dynamic four-year-old program.
- Noon-hour activities, social groups, etc.

- Special programs for senior students: babysitting course, drug prevention, Student leadership Program.
- Anti-bullying programs.
- School-wide theatre and music project focussing on respect and the environment.
- School-wide visual arts and science projects, with support from Artsmarts
- Entrepreneur projects
- Very successful book fairs.
- Read-a-thon
- Story-publishing
- Cross-cycle reading partners
- Public speaking
- Commonwealth essay contest
- Charitable activities – sponsorship of foster child, student Caring Committee, support for needy families in school and community, Christmas food baskets, etc.
- Fund-raising drives resulting in a broad range of resources and student activities.
- Active parent volunteer program.
- New computers for all classrooms, computer lab.
- Refurbishing library.

## **Our Goals**

Our main goals are consistency and stability in the promotion, development and implementation of our integrated academic and social/behavioural priorities: Students and staff must share the same expectations of social behaviour and interactions. The promotion of social skills, encouragement and companionship will support greater academic achievement in literacy. Since our school population is mainly francophone, improving literacy skills in the language of instruction is our main academic focus. Promoting a learning environment and values consistent with these goals will result in greater academic success.

## ***Context***

Our school success plan is built so that the responsibility for each strand is divided equally between all cycles, including Kindergarten. The first three goals have their focus on different cycles, while the last two goals focus on all three cycles.

The focus of our first goal is to increase the success of our cycle 3 students in mathematics. Riverside's goal targets the cycle 2 students in mathematics, but Cedar chose to target their cycle 3 students, as explained in the first paragraph. Cedar Street math exam results in June 2009 showed higher success than the population of Riverside in general. For example, 83.25% of Cedar Street cycle 3 students reached level 3 or more for their application problems while for Riverside, the results show 69.15%. As we know

reaching level 3 is not enough to be fully successful, we decided to increase the percentage of students who reach level 4. Again, the data show we are higher than the Riverside average results. Riverside results show that 52% of the cycle 3 students received a level 4 or more in application problems last June 2009, 55% of the Cedar Street cycle 3 students received the same scores. We are targeting a 5% increase to reach our first goal, and will readjust this target yearly.

The focus of our second goal is to increase the success of our cycle 2 students in English and in French, just like the Riverside's goal. We have chosen to focus on the reading in English, as our June results showed a weakness for Cedar Street. While Riverside cycle 2 students results for Response to literature (English) show 66.62% who at least met the minimal requirements (level 3 or more), for Cedar, the results were 61.54%. Reading will definitely be our focus, and we believe improving in this area, will bring successes in other areas as well, such as in communicating. Reading allows for a lot of learning, especially with vocabulary and sentence structure. The learning developed in these areas through reading should transfer in their communicating skills, and results. For example, for communicating, Riverside's results showed that 89.48% reached level 3, while for Cedar, the results were 76.92%.

In French, our reading results were much higher, so we felt our goal should not be in reading. The majority of our population is French speaking, and this explains well our good results in French as a second language. 92.31% of our cycle 2 students reached at least level 3 in reading, and 76.93% reached level 4 or more. For Riverside, the results were 83.11% (reached level 3), and 55.77% reached level 4. In French writing, Cedar students also show a high success rate, but less impressive than our reading results. Cedar students successfully reached level 3 in French writing for a proportion of 92.31%, and reached level 4 for a proportion of 76.93%. For Riverside, the results show 80.39% for level 3, and 58.08% for level 4. Therefore, our goal for French will be to see more students successfully reach level 4 or more in writing.

The third goal focuses on special needs students. Here at Cedar, many of our students experience serious learning difficulties in the elementary years. From our population of 160 students, 67 of them have an Individualized Education Plan. This means 42% of our students struggle in their learning, and need special attention, adaptations, or even modifications for a few of them. To help lower these results, we believe in early intervention. We chose to target the kindergarten and cycle 1 for this goal. In our annual Kindergarten screening last March, 7 Kindergarten students showed significant weaknesses that need to be addressed. This means 37% of our kindergarten students experiences difficulties. We believe that by giving these students special attention, support and adaptations, we can reduce this percentage by at least 10% by the end of their cycle 1 years. We will know by looking at how many students will not reach level 3 (minimal requirements for success) in their end of cycle 1 exams, for English and Math.

The fourth goal focuses on health, and the Tell them from me survey will be our main source of data in this area. Cedar's greatest weakness in health seems to be related to verbal bullying. While Riverside's results show that 31% of their cycle 3 students suffer from verbal bullying, it is 40% for Cedar students. We have selected a number of

strategies to help us reduce this 40% to 20% in the next 5 years. Also, this particular survey gave us results on healthy eating and physical activity, which we will keep monitoring over the next 5 years. Our results do not show significant weaknesses compared to Riverside, but we will work at improving them by implementing the school board measures of their Board Strategic Plan. For example, for physical activity, Cedar students are engaged in sports in a proportion of 74%, and Riverside in general is engaged in sports in a proportion of 73%. For healthy eating, the level of knowledge of the 4 food groups is quite low. While 54% of Riverside cycle 3 students are knowledgeable of the 4 food groups, only 50% are knowledgeable at Cedar. We will work at increasing this percentage to 60%.

The last health goal concerns the safety of the building, as well as making sure appropriate emergency procedures are set and known by all in case they needed to be followed for real. There is a new and complete document on emergency measures that Riverside recommends we follow to ensure we are well prepared in case of any emergencies. This goal is to complete the document, and ensure all staff is aware and trained.

The fifth and last goal we will be working on concerns vocational training. We will work at ensuring that all end of cycle 3 students are aware of a variety of work options, especially in the vocational area. We will also make sure we present all work options positively, no matter the level of studies it requires. We will focus on the importance of being happy in what we do. All students will receive information on working possibilities through their Elementary years. No data has been collected in this area yet.

## SCHOOL SUCCESS PLAN

### MÉLS Goal 1: Increase the Graduation and Qualification of Students Under the Age of 20

School Board: RIVERSIDE			School/Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
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.	The graduation (SSD or DVS) or qualification (WOTP) rate of students before the age of 20.	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.	The graduation (SSD or DVS) or qualification (WOTP) rate of boys before the age of 20.	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.	1) To increase the success rate of Elementary Cycle 3 boys in mathematics: Québec Education Program Mathematics Competency 2 (To reason using mathematical concepts and processes).	Percentage of boys attaining each level on the MÉLS Competency Scales at the end of Elementary Cycle 3 in Mathematics (Ministry standards)	To increase the percentage of boys attaining level 4 or more in the end of cycle 3 math exams for:  Application problems: From % to %	-An inventory of math hands on materials will be done (concrete math)  -A sign up system will be developed so the hands on materials are used, and norms will be set by the staff to ensure the proper use of the sign up system		June and Fall 2010 (ped days)  Fall 2010	Inventory book  Sign up system

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1c) To increase the success rate of Elementary Cycle 2 and Secondary Cycle 1 students in Mathematics.	The overall student score on the End-of-cycle Evaluation Situations for Elementary Cycle 2 and Secondary Cycle 1 June 2011	<p>To increase the number of students achieving 60% or higher on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation by * % for 2011.</p> <p>*Baseline data will be obtained and targets generated using the 2010 End-of-cycle Cycle 2 Elementary Mathematics Evaluation Situation.</p> <p>To increase the number of students achieving 60% or higher on the Cycle 1 Secondary end-of-cycle Mathematics Evaluation Situation by 4% for 2011</p>	1) To increase the success rate of Elementary Cycle 3 students in mathematics: Québec Education Program Mathematics Competency 2 (To reason using mathematical concepts and processes).	Percentage of students attaining each level on the MÉLS Competency Scales at the end of Elementary Cycle 3 in Mathematics (Ministry standards)	<p>To increase the percentage of students attaining level 4 or more in the end of cycle 3 math exams for:</p> <p>Application problems: From 55% to 60%</p>	<p>-All math teachers will participate in cycle meetings/school meetings every month to ensure continuity. The topics of discussion will include student work, strategies used and their impact, additional material or ideas that could be successful.</p> <p>-Determine at the beginning of each year 1 evaluation situation per term that will be given to the students</p> <p>-All math teachers will share their exams results with the next year's teacher</p> <p>-All invited teachers will participate in Tool box PD sessions.</p> <p>-All invited teachers will participate in RSB marking centers.</p> <p>-Ensure that support services are given during math (attendant and technician support)</p>	<p>Math Tool box sessions</p> <p>Homework assistance</p> <p>Anna Sanalidro</p> <p>Teacher release time</p>	<p>Monthly 2010-2015</p> <p>September of every school year 2010-2015</p> <p>June of every school year</p> <p>Once a month 2010-2015</p> <p>April to June 2010-2015</p> <p>2010-2015</p>	<p>Log book to record meetings held</p> <p>September meeting: Log book notes</p> <p>Feedback from teachers</p> <p>Staff meetings; sharing of the learning in PD</p> <p>Attendance sheets</p> <p>-Teacher feedback -Special education committee review regularly use of support services</p>



<p>1d) To reduce the annual dropout rate in the youth sector.</p>	<p>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).</p>	<p>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.</p>							
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## SCHOOL SUCCESS PLAN

### MÉLS Goal 2: Improve Mastery of the French and English Languages

School Board: RIVERSIDE			School/Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
2a.1) To increase the success rate of <b>Elementary Cycle 2</b> students in reading: Quebec Education Program French Second Language Competency 2 ( <i>Interagir: comprendre et lire</i> ).	2a.1) Percentage of students attaining level 4 or greater on the MÉLS Competency Scales at the end of Elementary Cycle 2 in French Second Language.	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.	1) To increase the success rate of Elementary Cycle 2 students in reading: Québec Education Program English Language Arts Competency 1 (To read and listen to literacy, popular and information-based texts) and French Second Language Competency 2 (Produire des textes variés).	Percentage of students attaining each level on the MÉLS Competency Scales at the end of Elementary Cycle 2 in English Language Arts and French Second Language.	Increase the percentage of students attaining Level 3 or more on MÉLS Competency Scales for Competency 1 English Language Arts Response to literature: from 61 % to 70% by 2015	-Teachers will present a Reading Response Activity at the beginning and at the end of each term  -All invited teachers will participate in the Tool Box sessions and will share their learning with the rest of the staff during our monthly staff meetings	Tool box training  Elizabeth Ford-Makarow and Jessica Saada	2010-2015  Monthly staff meetings 2010-2015	Teachers Feedback  Staff meetings Student self evaluations
		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.			Increase the percentage of students attaining Level 4 or more on MÉLS Competency Scales for Competency 2 Français langue de base from 76 % to 80 % by 2015	-All language teachers will participate in cycle meetings/school meetings every month to ensure continuity. The topics of discussion will include student work (set clear minimal and thorough expectations for each level), strategies used and their impact, additional material or ideas that could be successful.  -An art specialist (drama/music) will be hired to work on world knowledge, emotions to help the students in their reading responses (reference: ART/ELA workshop from Liz Makarow)	Gigi Nadeau: librarian  Fundraising money from the previous year (2500\$ in 2009-2010)  School surplus money from unused social days and left over (4700\$ for hiring for 2010-2011, and we have 3000\$ in unused social days for 2009-2010)	Monthly cycle meetings 2010-2015  Fall 2010 and every year if budget allows it	Log book to record meetings held  Budget and scheduling
2b.1) To increase the success rate of <b>Elementary Cycle 2</b> students in reading: Quebec Education Program English Language Arts Competency 1 (To read and listen to literary, popular and information-based texts).	2b.1) Percentage of students attaining level 4 or greater on the MÉLS Competency Scales at the end of Elementary Cycle 2 in English Language Arts.	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.  * Baseline data will be obtained using the June 2010 Competency Report							

						<p>All invited teachers will participate in RSB marking centers.</p> <p>-Ensure that support services are given during language class (attendant and technician support</p>		<p>April to June 2010-2015</p> <p><i>2010-2015</i></p>	<p>Attendance sheets</p> <p><i>-Teacher feedback</i></p> <p><i>-Special education committee review</i></p> <p><i>regularly use of support services</i></p>
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School Board: RIVERSIDE			School/Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
2a.2) To increase the success rate of <b>Secondary Cycle 1</b> 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) Percentage of students attaining Level 4 or greater on the MÉLS Competency Scales at the end of Secondary Cycle 1 in French Second Language	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.							
2b.2) To increase the success rate of <b>Secondary Cycle 1</b> students in reading: Quebec Education Program English Language Arts Competency 3 (Reads and listens to written, spoken and media texts).	2b.2) Percentage of students attaining Level 4 or greater on the MÉLS Competency Scales at the end of Secondary Cycle 1 in English Language Arts.  Success rate of students on the Secondary 5 FLS (de base and enrichi), Competency 3 Produire des textes variés	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.  * Baseline data will be obtained using the June 2010 Competency Report							

## SCHOOL SUCCESS PLAN

### MÉLS Goal 3: Improve Educational Success and Perseverance of Students with Handicaps, Social Maladjustments or Learning Difficulties

School Board: RIVERSIDE			School /Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
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) The graduation rate of students At-Risk obtaining a Diploma (SSD or DVS) before the age of 20.	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.	To increase the number/percentage of end of cycle 1 at risk students meeting the minimal requirements (level 3) of the ministry standards (ELA and math)	Number of end-of-cycle 1 at risk students meeting the ministry standards in core subjects (ELA and math)	To go from 7 targeted students in the K screening to 5 or less by end of cycle 1 (from 37% to 26%)	-Ensure that an adequate and effective IEP is created, and followed for every child who needs one.	Homework assistance Grant	2010-2015	Administration supervision through building the IEP, and through the IEP revisions
	3a.2) The graduation rate of students with handicaps obtaining a Diploma (SSD or DVS) until the age of 21.	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.				-Ensure a variety of resource models is used (pull out, in class, team teaching), depending on the needs of each child	Common IEP Ofra Aslan: PD and support on Abracadabra OT Common RSB Screening process	2010-2015	Special education committee meetings
						-All cycle 1 teachers will be introduced to the Abracadabra software, will be trained to use it in class/We will ensure that we have the proper TIC materials and equipment to use the software effectively	Soutien linguistique	Fall 2010: Abracadabra	Teachers feedback/meetings discussions
						-All cycle 1 classes will use Soundprints		2010-2015: Soundprints	Teachers feedback meetings discussions
						-A thorough identification process will be used, starting with the Kindergarten screening, and regular end of cycle screenings. Adequate support will be provided to the at risk students identified.		2010-2015 February-March of every year	RSB screening documents and follow up meetings

						-We will ensure the Soutien linguistique grant benefit to as many students as possible		<i>October of every year 2010-2015</i>	Admin and French teachers will meet to look at all students who could benefit from the Program, and prepare groupings
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## SCHOOL SUCCESS PLAN

### MÉLS Goal 3: Improve Educational Success and Perseverance of Students with Handicaps, Social Maladjustments or Learning Difficulties

School Board: RIVERSIDE			School /Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
3b) To increase the qualification rate of students with Special Needs obtaining a first qualification in the Work Oriented Training Pathway (WOTP).	<p>3b.1) The number of students At-Risk:</p> <ul style="list-style-type: none"> <li>Registered in the WOTP (in the Simi-skilled and the Pre-work programs) before the age of 20</li> <li>Obtaining a qualification in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 20</li> </ul> <p>3b.2) The number of students with Handicaps:</p> <ul style="list-style-type: none"> <li>Registered in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 21</li> <li>Obtaining a qualification in the WOTP (in the Semi-skilled and the Pre-work programs) before the age of 21</li> </ul>	<p>3b.1) To increase the qualification rate of students At-Risk obtaining a qualification in the WOTP before the age of 20:</p> <ul style="list-style-type: none"> <li>In the Semi-Skilled program, the increase desired is 5% annually.</li> <li>For the Pre-Work program, baseline data and targets will be generated using the 2010 student results</li> </ul> <p>3b.2) To increase the qualification rate of students with Handicaps obtaining a qualification in the WOTP before the age of 21:</p> <ul style="list-style-type: none"> <li>In the Semi-Skilled program, the increase desired is 5% annually.</li> <li>For the Pre-Work program, baseline data and targets will be generated using the 2010 student results</li> </ul>							

## SCHOOL SUCCESS PLAN

### MÉLS Goal 4: Improve Healthy Living and Safety in Schools

School Board: RIVERSIDE			School /Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
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.	<p>Number of reported cases of harassment per school</p> <p>Percentage of students and staff who feel physically and psychologically safe in their school using data from the Tell Them From Me survey</p> <p>School-based data pertaining to:</p> <ul style="list-style-type: none"> <li>Number of incidents not in compliance with the Code of Conduct and,</li> <li>Number of student suspensions or expulsions</li> </ul>	<p>4a.1.1) To reduce the number of occurrences of physical or psychological violence to zero</p> <p>4a.1.2) To increase the percentage of students who feel physically and psychologically safe in their school to 100%</p>	Students will be safe from physical, emotional and psychological violence or threats of violence.	Percentage of cycle 3 students victims of verbal bullying as reported in Tell them from me survey	Reduce the percentage of cycle 3 students victims of verbal bullying from 40 % to 20%	<p>-The cycle 3 students will be surveyed twice (October and April) through the Tell Them From Me Survey</p> <p>-All classes will use a prevention Program on bullying:</p> <ul style="list-style-type: none"> <li>-Look at existing bullying programs</li> <li>-Work with Shawnee and Emilie to develop an adequate prevention program for Cedar</li> <li>-Train the staff to use the program in their classes</li> </ul> <p>-Implement the Program fully</p> <p>-Launch an anti-bullying project:</p> <ul style="list-style-type: none"> <li>-create a committee</li> <li>-Determine the various actions of our anti-bullying program (ex: augment activities available at recess time)</li> </ul> <p>-Implement the actions</p> <p>-Communication: Let's make it public!</p>	<p>Tell them from me survey</p> <p>RSB Code of Conduct</p> <p>Bullying Programs</p> <p>Shawnee Chartrand</p> <p>PD on Bullying for staff</p> <p>Well Ness Program</p> <p>School surplus to augment technician hours (Emilie's bullying program)</p>	<p>October and April 2010-2015</p> <p>September – June 2010</p> <p>September 2011</p> <p>September 2010</p> <p>October 2010-2015</p>	<p>Tell them from me results</p> <p>Teacher feedback, Shawnee feedback</p> <p>Teacher feedback Students feedback</p> <p>Teacher feedback Students feedback</p> <p>Log book: Teacher feedback Students feedback Parents feedback</p>



## SCHOOL SUCCESS PLAN

### MÉLS Goal 4: Improve Healthy Living and Safety in Schools

School Board: RIVERSIDE			School /Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
4a.2) Increase the number of employees and students who: <ul style="list-style-type: none"> <li>know, understand and apply efficiently emergency measures;</li> <li>feel prepared;</li> </ul> according to the Riverside School Board Emergency Measures Plan (EMP).	School-based data (contained in the Year-end Report, and an Emergency Situation Report) on: <ul style="list-style-type: none"> <li>Number of employees who do not have a copy of the EMP</li> <li>Number of employee meetings and attendance at these meetings which focus on the EMP</li> <li>Number of groups of employees and students involved in practice drills related to implementation of the EMP</li> </ul> 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.	All employees will have a copy of the EMP and understand the EMP  *Increase the percentage of students and employees who feel that school is a safe environment.  *Baseline data will be obtained using June 2011 results of the "Tell Them From Me Survey"	The school will elaborate clear plans for emergency situations, and will ensure all are aware and ready	Document Mesures d'urgence: all steps followed	All steps required in the document Mesures d'urgence are filled and all staff members are aware of them	-All Health and Safety committee members will be consulted for suggestions, information, comments to help complete the document and ensure we set clear standards and recommendations on what to do in: <ul style="list-style-type: none"> <li>-extreme cold</li> <li>-extreme heat</li> </ul> -The evacuation agreement will be completed and signed by both parties.  -The Document will be completed.  -Each staff member will receive a copy of the completed document.  -All staff members will be informed (and trained when necessary) of the emergency measures.	Document Mesures d'urgence	2010 Ongoing process started January 2010  June-September 2010  January 2010-Fall 2010  Fall 2010  Fall 2010	Health and Safety committee meetings minutes  Agreement signatures  Administration in charge of completing the document  Log  Teacher feedback

## SCHOOL SUCCESS PLAN

### MÉLS Goal 4: Improve Healthy Living and Safety in Schools

School Board: RIVERSIDE			School /Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
4b) Improve the understanding and application of the Riverside Healthy Living Policy (HLP) among students and employees.	Number of nutrition-based activities implemented per month in elementary and secondary schools which support the application of the HLP	100% of RSB schools will provide a minimum of one nutrition-based activity each month	Increase the percentage of students who eat healthy, and meet the Canada's Food Guide	Percentage of cycle 3 students meeting the Canada's Food Guide as reported in Tell them from me survey	Increase percentage of cycle 3 students meeting the Canada's Food Guide from 50% to 60%	<p>-30 minutes every week will be devoted to the volet Health of the QEP Curriculum in Physical Education</p> <p>-The teacher responsible for the volet Health in the Physical Education Curriculum will develop the knowledge of the 4 food groups of his/her students</p> <p>The teacher responsible for the volet Health in the Physical Education Curriculum will prepare one nutrition-based activity each month</p>	<p>Tell Them from me survey</p> <p>Wellness Program</p> <p>School Nurse</p> <p>Various existing health Programs</p> <p>Canada's Food guide</p>	<p>2010-2015</p> <p>2010-2015</p> <p>2010-2015</p>	<p>Tell them from me survey Fall and Spring</p> <p>Administration will ensure Health is incorporated in Teacher schedules</p> <p>Binder of health activities on food</p> <p>Log Book</p>
4c) Improve the understanding and application of the Riverside Healthy Living Policy (HLP) among students and employees	<p>Number of extra-curricular fitness activities implemented per month in elementary</p> <p>Student responses from the Physical Activity measure of the <i>Tell Them From Me Survey</i></p>	All elementary schools will participate in at least one extra-curricular activity per month	Increase the percentage of students engaged in sports at school	Percentage of cycle 3 students engaged in school sports as reported in Tell them from me survey	Increase percentage of cycle 3 students engaged in sports from 74% to 80%	-Ensure a sport activity is offered at school beyond the physical education class at least 3 days per week.	<p>Tell them from me survey</p> <p>Wellness Program</p> <p>Physical education teacher</p>	2010-2015	<p>Tell them from me survey in the Fall and in the Spring</p> <p>Log book, attendance sheets</p>

## SCHOOL SUCCESS PLAN

### MÉLS Goal 5: Increase the Number of Students Under the Age of 20 in Vocational Training Programs

School Board: RIVERSIDE			School /Centre: Cedar Street Elementary School						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
5a) To increase the number of students under the age of 20 registered in Vocational Education	<p>The number of new students under the age of 20 registered in Vocational Education annually</p> <ul style="list-style-type: none"> <li>The number of information sessions provided</li> <li>The number of bursaries offered</li> <li>The number of 'Show and Tell' activities provided</li> <li>The new advertising programs offered</li> <li>The number of students visiting the Exploration lab in 2014</li> <li>The number of visits to the internet sites</li> <li>The number of students contacted</li> <li>The number of students registered</li> <li>The number of new programs offered</li> </ul>	Increase by 8% annually the number of new students registered in Vocational Education according to the baseline data obtained in 2007-2008 (22 students)	To increase the students awareness of Vocational education and the trade options available	The number of cycle 3.2 students who can identify the trade options available	100% of cycle 3.2 students who can identify Vocational Education Programs	<p>Cycle 1: Fathers/mothers come to visit school to present their jobs</p> <p>Cycle 2: Fathers/mothers visit school and demonstrate specific trades</p> <p>Cycle 3: Trade people specific to vocational programs, Vocational program students visit school for hands on exploratory workshops</p>	<p>Local trades people</p> <p>Trade fair linked to CLC</p> <p>The Real Game (Patty Arnold)</p> <p>ACCESS</p> <p>Heritage vocational program</p>	Still to be determined	<p>Documenting parents/workers involvement</p> <p>Survey to students on what they learned</p>