

# Management and Educational Success Agreement



*Between  
Riverside School Board  
and  
Saint Lambert Elementary*

*September 1, 2014 – June 30, 2015*

## Purpose of the Agreement

In order for the school/centre and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation, des Loisirs et du Sport goals.

## Management and Educational Success Agreement

### Explanatory Notes:

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation, des Loisirs et du Sport.
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.
8. The Management and Educational Success Agreement must specify how the school/centre monitors its progress towards meeting specific targets and how it reports to its community.

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

#### Our school

- St. Lambert Elementary is a community school of approximately 504 students, situated in St. Lambert, a suburb of Montreal. We serve students residing in St. Lambert, Lemoyne and certain sections of Brossard, and Longueuil. Students from outside these areas are admitted as long as there is space.
- Our school has high standards for our students' performance, particularly in English and in French. St. Lambert offers a French Immersion Program and an English Program. Students in the Immersion program will complete 70% of their course work in French and 30% in English by the time they graduate. The Immersion Program is approximately 50% English and 50% French in Cycle 3. Students in the English program complete 70% of their course work in English and 30% in French by the time they graduate from elementary school.
- Given the smaller number of students in the English stream, split classes are inevitable. This situation needs careful monitoring to see what impact this has on student success in mathematics. We will be looking at how we can reduce the number of split classes we have particularly in the English stream. Cycle 3 classes have been recombined in order for mathematics to be taught by grade level
- For the Immersion split classes, classes were also recombined in order to ensure that mathematics be taught by grade level.
- We feel it is important that children experience the Arts. We offer a dynamic music program to all of our students. A second art option of either art or drama is offered to our students depending on grade level.
- In addition to our educational programs we offer an animated daycare program, cafeteria service, and exciting extra-curricular activities at lunchtime and after school.
- We are a Community Learning Center and are committed to improving access to English services in our community.
- We have adopted the Healthy Schools Approach and are committed to promoting healthy lifestyles.
- We have a strong connection with our high schools. We do many joint activities throughout the year to establish a sense of community and to lessen the impact of transitioning to high school.
- We have a special needs Kindergarten class called SEEDS for children ages 4 to 6 years old who have pervasive development disorder or downs syndrome. This program will provide a closed class environment for 6 students which also allows for integration during recess and lunch time. The children may benefit from services from outside agencies such as CRDI.

#### Our Philosophy

Our students are encouraged to grow as individuals while developing a strong community spirit in an atmosphere of mutual respect, kindness and compassion. We celebrate personal efforts, improvements, and accomplishments to help foster self-confidence. Our aim is to offer quality education creating, within each child, a continuing desire to learn and to strive for excellence.

#### Values and Beliefs

We believe that St. Lambert Elementary School

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| <ul style="list-style-type: none"> <li>• Promotes mutual respect for every member of our community.</li> <li>• Promotes academic excellence in both English and French.</li> <li>• Values each child's individual strengths.</li> <li>• Promotes a strong sense of community.</li> <li>• Makes learning fun.</li> </ul> | <ul style="list-style-type: none"> <li>- Promotes a sense of belonging in a safe and caring atmosphere.</li> <li>- Provides children with a broad range of academic, cultural, artistic and athletic opportunities.</li> <li>- Promotes a healthy lifestyle.</li> </ul> |
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## Goal 1

The objectives in Goal 1 are two-fold: to improve support measures for students transitioning from Cycle 3 (Elementary) to Cycle 1 (Secondary) and to improve the success rate of our Cycle 2 and 3 students in mathematics. Our target in 2013-2014 was to implement 9 transitions to high school activities, which we implemented through different types of activities. These activities are intended to introduce our Grade 6 students to high school and to reduce the anxiety associated with going to high school. We will continue to pursue opportunities in 2013-2014 for our students to be exposed to our local high schools and their programs. Within this Goal, we also address the role student engagement plays in raising the number of students who will remain in school to graduation. At St. Lambert we offer a wide range of activities for students to participate in at lunch and after school.

To increase our students success in mathematics, we have implemented a pyramid of intervention which includes: teachers attend toolbox sessions; teachers are trained in the use of Smartboards for the teaching of mathematics; teachers meet with colleagues to plan learning objectives and evaluations; results of end-of-cycle exams are shared with staff members; students are referred to remedial sessions at lunch and after school. This year, all teachers will provide 30 minutes per week of remedial instruction before school or at lunch. Once again this year, we are faced with a split classes in Grade 4, 4/5 and 5/6. Our resource teacher is providing support to the class and teacher. Moreover, we have had to hire an additional math teacher to un-split the Grade 4/5 class on the French Immersion side because Math is taught in French in Grade 4 and in English in Grade 5. Moreover, we have blocked off in each teacher's schedule an identical time to teach math, which has allowed us to un-split all classes and ensure that each grade is taught their own grade level.

The 2014 end-of-cycle results for Cycle 2 students indicated that 88.52% of students attained a level 3 or higher overall in math. This is a 5% increase from the previous year. Our results were consistent with the RSB results. We will aim to maintain a target of 85% of Cycle 2 students attaining a level 3 or higher next year. In Cycle 3, our target was to maintain an average of 62.07% (considering the number of students with IEPs); however, there was a slight decrease as only 61.67% of our students achieved a level 3 or higher. The RSB result was 67.51%. It is important to note that when students with codes were excluded from the averages, our students obtained an average of 71.15% which surpassed the RSB average. We will keep the target at 62% given that the class this year has a lot of students with IEPs. Resource support will be provided to help the cycle 3 classes achieve success. Teachers will continue to pursue professional development and best practices identified above as well as teachers will work in cycle teams to develop their planning. Teachers will be implicated in developing strategies in order to achieve the MESA goals for their cycle. Teachers will also be provided with additional didactic materials to enhance their classroom teachings.

## Goal 2

The objectives of Goal 2 deal with improving the success rate of students in Cycle 2 and 3 in English Language Arts and in French (langue de base and immersion). Students in Cycle 2 ELA achieved 90.16% in reading and 93.44% in writing compared to the RSB result of 81.41% in reading and 88.76% in writing. We surpassed our target of 89.5% in reading as well as the target of 91.3% in writing. Our students in Cycle 3 ELA achieved 72.13% in reading and 88.52% in writing compared to the RSB success rate for Cycle 3 of 74.49% in reading and 87.54% in writing. Thus, our students surpassed the RSB rate in writing but not in reading. In French second language (langue de base) our Cycle 2 results revealed that 87.50% of our students attained a level 3 or higher in reading compared to the RSB average of 87.7%. For writing, 68.75% of the students in Cycle 2 achieved a level 3; compared to 81.15% of RSB students. In Cycle 3 our students achieved 60% compared to the RSB result of 77.24% for reading; however we will lower our target to 75% in writing. In writing, 60% of our Cycle 3 students attained a level 3 or higher; 86.99% of RSB students attained a level 3 in writing. Our targets for next year for Cycle 2 will remain the same in reading and writing. In Cycle 3 we will set our targets to 70% for both competencies for next year. Teachers in our langue de base program will continue to go to toolbox sessions and look for appropriate materials and strategies to address the needs of our second language learners. All teachers are required to provide 30 minutes of remediation each week. Results in our French Immersion program are as follows: In Cycle 2 our students achieved 100% in reading compared to the RSB average of 92.4%. Our results for writing were 93.18% compared to the RSB average of 89.31%. In Cycle 3, our results for

reading were 92.16% were slightly lower than compared to the RSB average of 98.29%. Results for writing in Cycle 3 were 88.24% compared to the RSB result of 85.82%. In the Immersion program, all results are similar to those of the previous year. In the writing component, our students surpassed the results of RSB. We will maintain our averages as targets for Cycle 2 and 3 this year. For all programs, teachers will use reading circles, response to literature, and purchase level reading materials. They will recommend students having difficulty to our homework assistance program, and soutien linguistique. They will actively attempt to find reading materials that target boys and the interests/abilities of all our students. While we will continue to aim at increasing the number of students achieving a level 3 in the Languages, we will also look at ways to support students and differentiate instruction so more of our students will attain a level 3 (passing) or higher. All teachers are expected to provide 30 minutes of remediation each week.

### Goal 3

Goal 3 addresses educational success and perseverance of students with Handicaps. An estimated 20% of our students have been identified as needing extra help or specialized help with their learning and have individual education plans (IEP's). Our students receive support while integrated in their homerooms as well as in small groups with our resource team. An efficient system for identifying and supporting students in difficulty (Red Binder) has been developed by our school team. We believe that the sooner we provide support, the more effective it will be. The data we will collect will include the number of students identified by the second term; and the number of objectives the students attain by the end of the year. Given that most of our students are integrated into regular programs, it is important for teachers to continue to learn how to differentiate lessons. Smart goals will be created for each student and monitored twice a year to track success.

### Goal 4

The objectives of Goal 4 are to ensure that all members of the school will be safe and to improve the overall level of health amongst our students. Over the last two years we have worked very hard to educate our students about the harmful effects of bullying. We will continue to bring in guest speakers, police officers, and our spiritual animator to help in this intervention. The Tell Them From Me Survey indicated that 80% of our students felt safe from verbal or physical forms of bullying; this is comparable to the RSB average of 79%. All staff members have been given a copy of the ESM and were asked to review the procedures with their students. Generally speaking our students have a very high self- image and remark that they met Canada's Food Guide recommendations. Our students who responded to the survey stated that they spend on average 1.4 hours per week on physical activities. We would like to see an increase to 1.5 hours this year. Our CLC will continue to provide opportunities for our students to participate in clubs and activities.

### Goal 5

The objective of Goal 5 is to increase our students' awareness of vocational pathways. We realize that some of our students may someday be interested in vocational careers. We have various activities planned to help students learn about different careers. We will bring our adult education partners at ACCESS and the CLC into the school to introduce the children to options available in the trades. We will also participate in various entrepreneurial activities, career fairs and invite parents in to talk about their careers. Through a self-image/self-worth and self-esteem project our senior students (along with the help of our school nurse, spiritual animator, and other community members) will be introduced to several different career opportunities. Guest speakers with unique occupations will visit the senior classes to broaden their understanding of how to develop/organize and put into place a successful vernissage. At least three opportunities will be provided for students to become more knowledgeable of the different vocational careers and trades.

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

School Board: RIVERSIDE			School/Centre:						
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 and to 88% by 2020 (MÉLS target).	1. To improve support measures for students transitioning from Cycle 3 Elementary to Secondary 1 High School.	1. The number of transition to high school activities developed for students at-risk in Cycle 3.	1. We will participate in 9 transition to high school initiatives and all at risk students in Cycle 3.2 will have and IEP.	1. Implement a "Transitioning to High School" initiative that includes: <ul style="list-style-type: none"> <li>Meetings with school teams (Elementary teachers, resource teachers, professionals and administrators) to ensure that each at-risk student has an IEP in Cycle 3.2</li> <li>Meetings between elementary and high school teams to review student profiles and IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher release monies</li> <li>RSB professionals</li> <li>Outside communities (CLSC, CRDI, CMR, etc.)</li> <li>Community Learning Centre (CLC)</li> <li>High School partners</li> <li>Animators from outside agencies</li> </ul>	Sept 2014- June 2015	<ul style="list-style-type: none"> <li>Identify all students who do not have an IEP in Cycle 3.2 who require one.</li> <li>Record number of IEP meetings.</li> <li>Make revisions to IEPs as required by April 2015.</li> <li>Administrators and resource teachers meet with reps from the high schools.</li> <li>Record number of transitioning activities.</li> </ul>

			2. Improve engagement in school activities, in particular for at-risk students.	2. The number and variety of extra-curricular activities offered to students at lunch and after school.	2. To increase the number of students actively participating in after school or lunch-time activities from 81% in sports to 85% and from 50% in clubs to 60%.	2. Participation in sports and clubs: <ul style="list-style-type: none"> <li>Using student surveys to identify students who are not participating in activities, to identify areas of interest, and develop new extra-curricular programs for them.</li> </ul> Students will be exposed to a variety of activities at local high schools; Centennial Follies, Chambly Academy Fashion Show, Show Your Colours, etc.			<ul style="list-style-type: none"> <li>Compare participation rates between Fall and Spring sessions and the previous year to identify popular options.</li> </ul>
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.	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

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

School Board: RIVERSIDE			School/Centre:						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
1c) To increase the success rate of students in Elementary Cycle 2 , Secondary Cycle 1 and Secondary 3 Mathematics	The overall student score on the June end-of-cycle Evaluation Situations for Elementary Cycle 2, Secondary Cycle 1 and Secondary 3	<p>To increase the number of students achieving 60% or greater on the Elementary Cycle 2 end-of-cycle Mathematics Evaluation Situation by 4% annually</p> <p>To increase the number of students achieving 60% or greater on the Secondary Cycle 1 end-of-cycle Mathematics Evaluation Situation by 4% annually</p> <p>To increase the number of students achieving 60% or greater on the Secondary 3 end-of-cycle Mathematics Evaluation Situation by 4% annually</p>	1) To increase the success rate of Cycle 2 and 3 students in Mathematics by 5%.	1)The percentage of Cycle 2 and 3 students attaining level 3 or more on MELS Competency Scales for Mathematics and/or end of cycle evaluations.	<p>1) To increase the percentage of students attaining a level 3 or higher on the end-of-cycle Mathematics Evaluation Situation by June</p> <p>2) 2015 from 84% to 85% for Cycle 2.2 students and maintain 62.07% in Cycle 3.2 given the number of students with IEPs.</p>	<p>Implement a pyramid of intervention to improve academic outcomes that include:</p> <ul style="list-style-type: none"> <li>• Cycle 2 and 3 teachers will participate in Math Toolbox sessions, implement strategies, and share with other teachers what they have learned.</li> <li>• Cycle 2 and 3 teachers will participate in the RSB Evaluation Situation Information session when offered, as well as the Math Marking Centre.</li> <li>• The administration will review the end of cycle results with teachers each year.</li> <li>• Cycle and/or subject-specific teams will meet to develop common understanding of levels of success and to develop teaching, learning and evaluation resources for teachers and students to use.</li> <li>• Identification of students who are at-risk in mathematics.</li> <li>• Homework grant monies to support Math tutorial programs, to help students who lack organizational skills, and to ensure that math homework is completed each night.</li> </ul>	<ul style="list-style-type: none"> <li>• RSB Math Consultant</li> <li>• Math resources (to be purchased by school as needed)</li> <li>• Associated costs for Professional Development</li> <li>• Student Teacher monies may be spent by teachers to purchase Mathematics materials.</li> <li>• Homework assistance grant money.</li> <li>• Resource teacher</li> </ul>	<p>2014-2015 Math Toolbox Sessions</p> <p>Regular team meetings 2014-2015</p>	<ul style="list-style-type: none"> <li>• Cycles 2 and 3 student results in Progress Reports term 2, 3, 4, 6, 7 and End-of-Cycle 2 and 3 results on the Evaluations.</li> <li>• Record the date of cycle meetings.</li> </ul>

						<ul style="list-style-type: none"> <li>• We will attempt to reduce the number of split classes in the English stream, in particular, to increase success rate in mathematics.</li> <li>• Resource teacher will assist the cycle 3 math classes and to work with students in need.</li> <li>• Teachers will get training on smart boards specifically to teach mathematics using the new didactic material purchased.</li> <li>• Teachers will provide 30 minutes of remediation to struggling students each week.</li> </ul>			
1d) To reduce the annual dropout rate in the youth sector	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)	Reduce the annual dropout rate from 13.4% of the total RSB youth sector population in 2009, to 12.5 % by the year 2015 and to 10% by 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A



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

School Board: RIVERSIDE			School/Centre:						
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 60% or greater on Competency 2 of the end-of-cycle Evaluation Situation for Elementary Cycle 2 French Second Language	2a.1.1) Increase the percentage of students attaining 60% or greater on Competency 2 of the end-of-cycle Evaluation Situation for <i>Français langue de base</i> by 5% annually  2a.1.2) Increase the percentage of students attaining 60% or greater on Competency 2 of the end-of-cycle Evaluation Situation for <i>Français Immersion</i> by 5% annually	2 a.1.1) To increase the success rate of Cycle 2 and 3 students in reading and writing by 5% in the French Second Language Program.	2 a.1.1) The percentage of students attaining level 3 or more on MELS end of cycle exams in reading and writing in the French Second Language program.	2 a. 1.1) to maintain the success rate of Cycle 2 students in the French (langue de base program) in reading at 83% and at 75% in writing.  To increase the success rate to 70% in reading and writing for Cycle 3	Implement a pyramid of intervention to improve academic outcomes that include: <ul style="list-style-type: none"> <li>Teachers will participate in ELA and French Toolbox sessions.</li> <li>Cycle 2 and 3 teachers will participate in the RSB Evaluation Situation Information session, if provided.</li> <li>Cycle 2 and 3 teachers will participate in the RSB collaborative Marking Centres.</li> <li>The administration will review the end of cycle results with teachers each year.</li> <li>French consultant will meet with all FSL teachers to plan for a St. Lambert differentiated program per cycle.</li> <li>Teachers will have the opportunity to share their best practices in order for them to build on their expertise and deepen their understanding of literacy development.</li> <li>Materials will be purchased as needed.</li> </ul>	<ul style="list-style-type: none"> <li>School teams (Cycle and subject-specific)</li> <li>ELA and French Consultants</li> <li>Associated costs for Professional Development</li> <li>Associated costs for teacher and student materials needed to support strategies</li> <li>Student Teacher monies to purchase materials</li> <li>Soutien Linguistique monies for students born outside of Quebec. Teachers will</li> </ul>	<i>Insert the timeline for the completion of each strategy or action identified.</i>	<i>Indicate how the strategy or action identified will be monitored.</i>
2b.1) To increase the success rate of <b>Elementary Cycle 2</b> students in reading: Quebec Education Program English Language Arts Competency 2 (To read and listen to literary, popular and information-based texts)	2b.1) Percentage of students attaining 60% or greater on Competency 2 of the end-of-cycle Evaluation Situation for Elementary Cycle 2 English Language Arts	2b.1) Increase the percentage of students attaining 60% or greater on Competency 2 of the end-of-cycle Evaluation Situation for English Language Arts by 5% annually	2 a.1.2) To increase the success rate of students in Cycle 2 and 3 in reading and writing by 5% in the French Immersion program.	2a.1.2) The percentage of students attaining level 3 or more on MELS end of cycle exams in reading and writing in the French Immersion program.	2a.1.2) To maintain the success rate of 100% in reading and to increase the success rate to 95% for writing for Cycle 2 Immersion students.  To maintain the success rate of 93.61% in Cycle 3				

			<p><b>2b.1) To increase the success rate of students in Cycle 2 and 3 by 5% in reading and writing.</b></p>	<p><b>2.b.1) The percentage of students a level 3 or more on MELS end-of-cycle evaluations.</b></p>	<p>students in the Immersion program in reading and to maintain the success rate in writing at 92%</p> <p>2.b.1) To maintain the success rate of 89.5% of Cycle 2 students in reading and 91.3% in writing. To maintain the success rate of 72% in reading and 85% in writing.</p>	<ul style="list-style-type: none"> <li>• Identification of students who are at risk in language development.</li> <li>• Homework grant monies to support language development, to help students who lack organizational skills, and to ensure that English and French homework is completed each night. We will purchase reading materials specifically geared to boys' interest levels.</li> </ul>	<p>provide 30 minutes of remediation each week.</p>		
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## MÉLS Goal 2: Improve Mastery of the French and English Languages

School Board: RIVERSIDE			School/Centre:						
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 60% or greater on Competency 3 of the end-of-cycle Evaluation Situation for Secondary Cycle 1 French Second Language	2a.2.1) Increase the percentage of students achieving 60% on Competency 3 of the end-of-cycle Evaluation Situation of <i>Français langue de base</i> by 5% annually  2a.2.2) Increase the percentage of students achieving 60% on Competency 3 of the end-of-cycle Evaluation Situation of <i>Français enrichi</i> by 5% annually	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2b.2) To increase the success rate of <b>Secondary Cycle 1</b> students in reading: Quebec Education Program English Language Arts Competency 2 (Reads and listens to written, spoken and media texts)	2b.2) Percentage of students attaining 60% or greater on Competency 2 of the end-of-cycle Evaluation Situation for Secondary Cycle 1 English Language Arts	2b.2) Increase the percentage of students achieving 60% on Competency 2 of the end-of-cycle Evaluation Situation of English Language Arts by 5% annually							
3. To increase the success rate of students in writing: Secondary 5 French Second Language ( <i>de base and enrichi</i> ), Competency 3 ( <i>Produire des textes variés</i> )	3. Percentage of students attaining 60% or greater on Competency 3 ( <i>Produire des textes variés</i> ) of the final MELS final evaluations for Secondary 5 French Second Language ( <i>de base and enrichi</i> )	3. Increase the percentage of students achieving 60% on Competency 3 of MELS final evaluations of Secondary 5 FLS ( <i>de base and enrichi</i> ) by 5% annually							

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

School Board: RIVERSIDE			School /Centre:						
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)	<p>3a.1) The graduation rate of students At-Risk obtaining a Diploma (SSD or DVS) before the age of 20</p> <p>3a.2) The graduation rate of students with Handicaps obtaining a Diploma (SSD or DVS) until the age of 21</p>	<p>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</p> <p>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</p>	3 a) To increase the number of students meeting the goals on their IEP's.	<p>3 a) The goals outlined in the End of Year Report for Students Receiving Resource Support.</p> <p>3 a. 1) Number of times IEP process is reviewed with teachers and support staff.</p>	<p>3 a) 66% of all Cycle 1 students will achieve at least 1 of their smart goals by the end of the year.</p> <p>3a. Review the IEP's 2 times per year.</p>	<p>Implement a pyramid of intervention for at-risk students that include:</p> <ul style="list-style-type: none"> <li>Continue to use the new RSB Individual Education Plan tool and identification process (Red Binder).</li> <li>Review student needs and services on a regular basis at the Special Education Committee Meetings.</li> <li>Timely identification and intervention of new at-risk students.</li> <li>Provide professional development on differentiation practices.</li> <li>Monthly Resource meetings and sharing of best practices learned at these meetings with Staff.</li> <li>Purchase materials on differentiation as needed and create bank of resources on differentiation. Survey students to identify areas of interest/ learning styles, etc.</li> </ul> <p>Encourage collaboration amongst homeroom teachers and resource teachers.</p> <ul style="list-style-type: none"> <li>Teachers provide 30 minutes of remediation each week.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Special Education Committee</li> <li>RSB Special Education Consultant</li> <li>RSB professional(s)</li> <li>Community professional(s) (CRDI, CMR, CLSC, etc.)</li> <li>School administration</li> <li>Materials for differentiation</li> <li>Associated costs for professional development and materials</li> <li>Release monies for teachers to work on IEP's</li> <li>Purchase didactic materials</li> </ul>	September 2014 – June 2015 IEPs (2 times per year)	<ul style="list-style-type: none"> <li>Participation of teachers in regular meetings to review their students' IEPs</li> <li>Create a check list to track achievement of smart goals.</li> <li>Survey students to determine interests and learning styles. Review student goals and adjust as required.</li> </ul>

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

School Board: RIVERSIDE			School /Centre:						
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 one additional qualification annually.</li> <li>For the Pre-Work program the increase desired is one additional qualification annually.</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 one additional qualification annually.</li> <li>For the Pre-Work program the increase desired is one additional qualification annually.</li> </ul>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

School Board: RIVERSIDE			School /Centre:						
Objectives	Indicators	Targets	Objective	Indicators	Target	Strategies or Actions	Resources	Timeline	Monitoring
4a. To reduce the number of incidences of physical, emotional and psychological violence or threats of violence experienced by individuals in schools, centres and administrative offices of Riverside School Board.	<p>Number of reported cases of bullying and violence per school</p> <p>Percentage of students 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 number of student suspensions or expulsions</p>	<p>4a.1) To reduce the number of incidences of physical or psychological violence or threats of violence by 7% annually</p> <p>4a.2) To increase the percentage of students who feel physically and psychologically safe in their school by 7% annually</p>	4 a) All students at St-Lambert Elementary will be safe from verbal and physical forms of bullying	<p>4 a. 1) The number of reported cases of verbal or physical bullying throughout the school year.</p> <p>4 a. 2) The percentage of students indicating that they feel verbally or physically threatened on the <i>Tell Them From Me Survey</i>.</p> <p>3. a. 3) Number of Incident Reports related to violence or bullying</p>	<p>4 a. 1) To reduce to 0% the number of incidences of physical bullying.</p> <p>4 a. 2) To reduce from 18% to 15% the number of students in Grades 5 &amp; 6 who state that they feel bullied.</p> <p>4 a. 3) Create baseline of number of suspensions (new this year with memo management).</p>	<p>Implement pyramid of intervention to improve behavioral outcomes that includes:</p> <ul style="list-style-type: none"> <li>• Anti-bullying campaign to launch school year.</li> <li>• Monthly Gold Book Certificates to recognize students who demonstrate positive character qualities such as respect, tolerance or empathy.</li> <li>• Student signature in agenda agreeing to respect the school's Code of Conduct.</li> <li>• Prompt and consistent response to incidents of bullying. Use of Bully Box.</li> <li>• Professional development related to bullying for all staff members.</li> <li>• Success Assemblies and certificates</li> <li>• Ongoing liaison with police department.</li> </ul>	<ul style="list-style-type: none"> <li>• St. Lambert school team</li> <li>• RSB professionals</li> <li>• CLSC social worker</li> <li>• Community police officer</li> <li>• RSB Spiritual Animator</li> <li>• RSB Code of Conduct</li> <li>• St. Lambert Code of Conduct (in school agenda)</li> <li>• <i>Tell Them From Me Survey</i></li> </ul>	September 2014 – June 2014	<ul style="list-style-type: none"> <li>• <i>Tell Them From Me Survey</i></li> <li>• Record the number of Suspension letters</li> <li>• Record of Potential bullying situations</li> </ul>

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

School Board: RIVERSIDE			School /Centre:						
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 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	5 a) To increase Cycle 3 students' and teachers', awareness of vocational program options.	<p>5 a.1) The number of times we have a representative from a vocational center or a person working in a trade profession visit the school.</p> <p>5 a. 2) The number of students attending information sessions and vocational activities hosted at the school.</p>	5 a. 1) At least 3 different opportunities for students to become aware of various types of vocational trades and programs.	<p>Implement a Vocational Programs Awareness initiative that includes:</p> <ul style="list-style-type: none"> <li>• Information session for teachers to increase awareness of vocational pathways, and the accreditation process (<i>resource: ACCESS consultant</i>).</li> <li>• Provide an information session for parents with children in cycle 3 (<i>resource: ACCESS consultant</i>).</li> <li>• Participate in the National Entrepreneurial week activities (<i>resource: CLC and community partnerships</i>).</li> <li>• Career days (parent guest speakers).</li> <li>• High school counselors will visit the Cycle 3 classes to help them consider options for high school.</li> </ul>	<ul style="list-style-type: none"> <li>• ACCESS</li> <li>• Parent community</li> <li>• Community Learning Centre</li> <li>• RSB Spiritual Animator</li> </ul>	<p>2014- <i>Tell Them From me Survey</i> (October/November)</p> <p>National Entrepreneurial week</p> <p>2015- <i>Tell Them From me Survey</i> (March)</p>	<i>Tell Them From me Survey</i> (add question at the bottom concerning vocational programs and careers).

### Monitoring and Accountability Measures:

- End of cycle data will be reviewed by the school administration each year and will be transmitted to teachers in their MESA/Cycle groups. However, at the end of each term, cycle teachers will examine the success rate for each competency in their subject domain. Teachers will adjust strategies, re-teach as required, differentiate instruction, etc. to improve the students' chances of success. Cycle groups (or MESA groups) will meet with the administration once per month to discuss areas of difficulty or concern.
- MESA groupings will meet monthly to ensure that all the interventions are carried out as specified.
- Twice per year, Cycle 3 students will complete the *Tell Them From Me* Survey to monitor progress.

The Governing Board will be apprised of the results at the end of each year by way of a status report. A final report will be provided to parents and teachers in October of each year once the end of cycle results are obtained.

### Resources Allocated to the School/Centre:

- We will use the following grant monies: Health and Wellness and Homework Assistance Program.
- Soutien Linguistique monies for support to students born outside of Quebec.
- Monies from MELS for library books and computers will be used to increase library books and computer technology.
- We will continue to participate in all Board-sponsored professional development.
- We will use the *Tell Them From Me Survey* and the assistance of our spiritual animator to impact on the social and mental health of our students.
- We will engage the expertise of our school board consultants to provide data and training in the areas of focus.
- Use any additional MELS monies to purchase didactic materials.

We will continue to work with our community partners such as the community police officer, spiritual animator, nurse, dental hygienist, school psychologist and social worker.

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



- We will attend all Tool Box sessions that are organized by the school board for training in Mathematics and Language development for Cycles 1, 2 & 3.
- We will use the IEP tool created by Riverside School Board.
- We will use the Health and Wellness grants and Homework Assistance grants.
- SSIAA events organized by the school board.
- We will use MELS allocation to purchase didactic materials.
- We will use the MELS allocation to purchase smartboards and other technology related to teaching.

We will use the information gained from the Sleep for Success research project being conducted at Saint Lambert Elementary to impact on the mental and physical well-being of our students.

**Signatories of the Agreement:**

\_\_\_\_\_  
*Name of Director General*

\_\_\_\_\_  
Date

\_\_\_\_\_  
*Name of Principal*

\_\_\_\_\_  
Date