

Management & Educational Success Agreement

Between
ENGLISH MONTREAL SCHOOL BOARD
and
St. Dorothy School

2015-2018



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 et Enseignement Supérieur, MEES.

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 et Enseignement Supérieur, MEES.
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:

St. Dorothy Elementary is an inner city school with 137 students from Pre-K to grade 6. Our school is situated in the north eastern (St-Michel) section of the Island of Montreal.

St. Michel is one of the poorest areas in Montreal. Most of our population is from the area of St-Michel, but we do draw from other areas within the territory of the EMSB. The neighborhood is multi ethnic and the majority of our students live within walking distance of the school. St. Dorothy is the only English elementary school in the St-Michel district and it is the only one offering an authorized MELS free pre-kindergarten program.

There has been a decrease in our student population in the last few years. This is due to various reasons such as the redistribution of boundaries, families moving to other areas outside of the Island of Montreal. Furthermore, the new residents to the area may not qualify for the certificate of eligibility. Inaccessibility to our schools due to Bill 101 is also an important factor.

Most of our students come from low income families, which reflect the multi-ethnic population of the St. Michel district. Aside from English and French, we have approximately 13 other cultural groups represented. The predominant ones are Italian and Portuguese with a growing influx of Asians. Most of the children are third generation Canadians and are trilingual.

St. Dorothy offers a bilingual program. We strive to develop mastery in both English and French within a varied, enriched, and technological curriculum.

School Portrait: St. Dorothy is in Decile 10 (index of socio-economic), meaning that our students come from disadvantaged families in respect to income and mother's level of education. Therefore, the school qualifies for ICOR and AMSFA funding.

The enriched curriculum and the support that students experiencing difficulties receive in different areas is due to the great dedication of teachers and funds provided by ICOR and AMSFA.

Our Mission and Vision:**WE WILL:**

- Promote the development of independent life-long learners
- Promote the development of strength, individuality and self-confidence
- Foster a peaceful atmosphere in school and in the yard
- Foster an environment that promotes mutual respect
- Prepare our students to confront challenges

WE BELIEVE IN:

- Ensuring the security of students and staff
- Celebrating diversity
- Encouraging the contributions of all towards success and quality of life
- Encouraging and supporting our staff

OUR MISSION STATEMENT:

The mission of St. Dorothy Elementary School is to provide a safe, stimulating, nurturing and learning environment in which each student may grow in Mind, Body and Spirit. A diversity of instruction will be used to ensure that our graduates are responsible, productive and effective life-long learners who through positive self-esteem and self-discipline use their knowledge and skills to become contributing citizens in our society.

OUR VISION:

Imagine an elementary school where all students can reach their intellectual potential and their success will be recognized by themselves, their teachers, their parents and their peers. Through the technologically rich and varied curriculum, the caring and professional staff at St. Dorothy Elementary School of the English Montreal School Board strives to ensure that each student accomplishes that and more...

THE ST. DOROTHY SCHOOL EDUCATIONAL PROJECT HAS 7 ORIENTATIONS

- A) Instruction
- B) Socialization
- C) Qualification
- D) Inclusion
- E) Technology
- F) Spirituality
- G) Partnerships

Our School Portrait:

Distinctive programs: The school offers a comprehensive bilingual program. The school provides services, through our Resource Teachers to students who need extra help in English, as well as in French to students requiring assistance in French. Teachers collaborate to include students with special needs in the regular classes.

We also offer a free full day English Pre-Kindergarten Program.

Bilingual program (French, English and Math Everyday): Each day the students switch classes for a 60-90 minute period to ensure students receive French, English and Math instruction on a daily basis.

Music Focus (dance and recorders): Dance, Orff instruments, and a specialized family of recorders. Through a diversified program, the students will strengthen their musical skills and develop dance skills and deepen their appreciation for the art form.

The St. Dorothy School Staff wisely integrates Information and Communication Technologies (ICT) within the curriculum to support, sustain and improve learning. ICT program will provide a wide variety of learning experiences, and will ensure that all learners will develop the skills necessary to validate (i.e. to select, compare, analyze, discriminate and synthesize) electronic information. The school's ICT facilitator assists teachers and students in the integration of technology in the curriculum. Students and teachers also have the use of a fully equipped computer lab, as well as computers, smart boards, a smart table, 20 IPADS, 20 Chrome Books with Internet access throughout the school.

Balanced Literacy: Both, English and French teachers, offer guided reading instruction and small-group instruction in centers aimed at the individual needs of the students.

Socialization: Socialization Skills from Pre-K to Grade 6.

MELS Subsidized Hot Lunch: Parents who qualify may order in advance hot meals for a minimal fee.

Hot Lunches that are not subsidized.

Breakfast Club: Parents are offered a hot breakfast for a minimal fee.

MELS Healthy Milk/ Snack program: Everyday students receive free milk and a healthy snack.

Special Measures

ICOR- Inner City Operation Renewal

AMSFA – Supplementary allocations for Inner City School

Special Allocations:

- Wellness Program
- Culture in the School: Theatre presentations, invited artists.
- Joining Forces
- Out of Province

Special School and Extra-Curricular Programs:

- B.A.S.E. (Before and after school educational Program)
- Accelerated Program
- Mentorship Program
- Mini-Day
- Swimming Program
- Leadership Program
- Winter Camp
- Yoga classes
- Cooking Classes
- Karate classes
- Building Bricks activity
- Kangoo
- Rosetta Stone/Duolingo workshops for students
- Coding Project
- Squiggle Park
- Robotics (after school program and during science and technology class)
- Drama Club
- Choir
- Flute Club
- After school Homework Program
- P.E.L.O: Teach students Italian
- Art Therapy
- Social Skills Program
- Lunch Time Sports Activity
- GMMA Tournaments
- Morning “Get Fit Program”

Annual School Events:

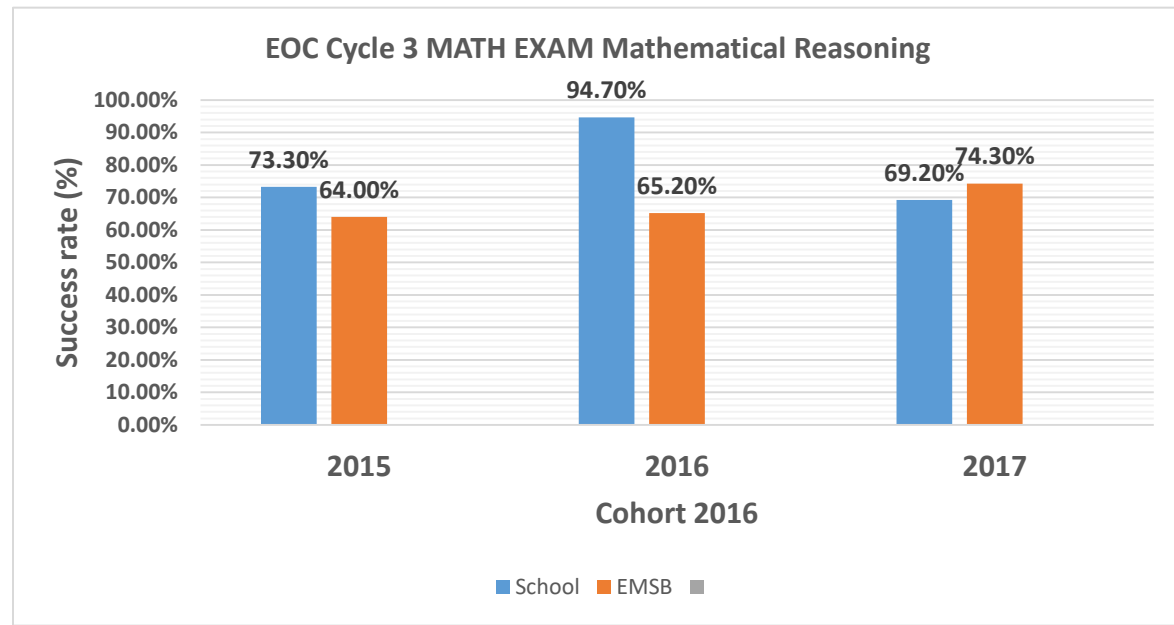
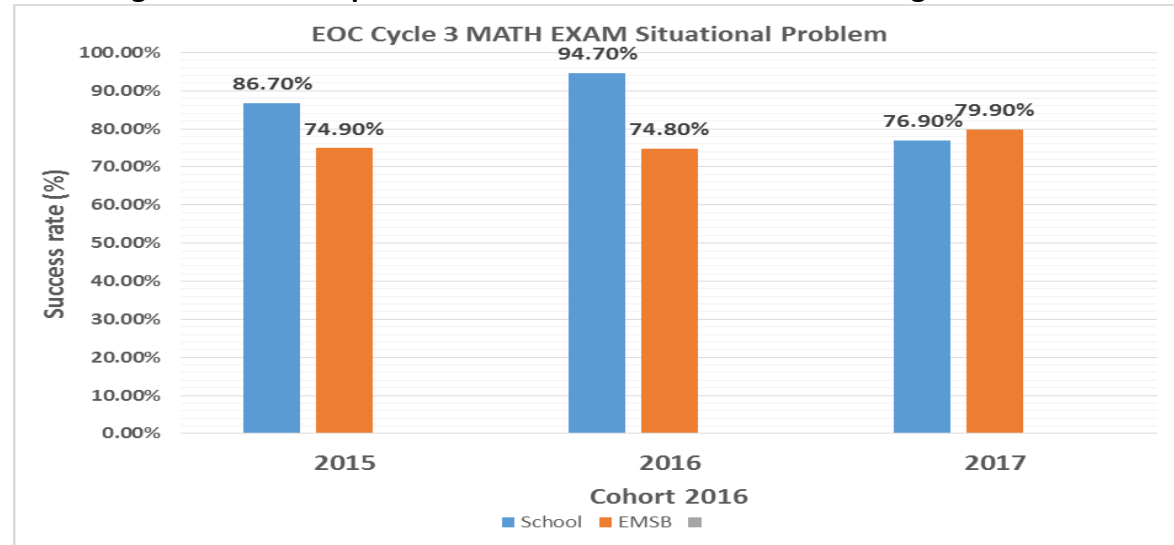
- School Wide Trips
- Spirit of Giving
- Toy Tea

- Talent Show
- Music Concert
- Fun Day
- Graduation
- Literacy Week
- Carnival
- Breakfast with Santa

Our School Performance:

GOAL 1

Increase graduation and qualification rates for students under the age of 20.



MATH

Interpretation

Reporting on the success rate of a group when the population of that group is small (13 students) may produce large fluctuations from year to year and not provide us with any meaningful information.

In reviewing our school data, we looked at the end of cycle III Math exam success rates in two competencies, that is, the competency of solving situational problems and the competency of using mathematical reasoning. The data reports:

Cycle III	Success Rate	C1	C2
		Situational Problems	Mathematical Reasoning
	2016	94.7%	94.7%
	2017	76.9%	69.2%
	decrease	17.8%	25.5%

- In the ***Situational Problem*** competency, the success rate decreased from 94.7% to 76.9%, a decrease of 17.8% was reported.
- In the ***Mathematical Reasoning*** competency, the success rate decreased from 94.7% to 69.2%, a decrease of 25.5% was reported.

In reviewing our school data, we looked at the class average for two competencies, that is, the competency of solving situational problems and the competency of using mathematical reasoning. The data reports

Cycle III	Class Average	C1	C2
		Situational Problems	Mathematical Reasoning
	2016	76.8%	74.5%
	2017	75.1%	72.0%
	decrease	1.7%	2.5%

- In the Situational Problem competency, the class average decreased from 76.8% to 75.1%, a decrease of 1.7% was reported.
- In the Mathematical Reasoning competency, the class rate decreased from 74.5% to 72.0%, a decrease of 2.5% was reported.

The results demonstrate that there is more significant decrease in the **success rate** than the **class average**. Students with IEP's did not receive as much support in their EOC exams as they usually do receive during their classroom time. All students with IEP's had difficulties with all sections of the math exams

A smaller decrease was reported for the class averages than the decrease in success rate for the EOC exams. This indicates that in June 2017 the students who did not succeed the EOC exam came very close to the passing grade since the class average remained almost the same for both years.

This decrease in the success rate can be attributed to the fact that there were more students with IEP's with higher levels of needs in the June 2017 cohort.

Also, another factor that can explain such a significant decrease can be attributed to the fact that the June 2017 cohort was very small (13 students).

Despite this decrease, our analysis report demonstrates that there was a significant increase in the Mental Math Component of the exam. In the past three years Math teachers focused more on Mental Math Problems in the classroom. Problems were given on a weekly basis and the "Mental Math Award" was initiated from grades 2-6 for all three terms.

Mental Math Computation	Cycle III Students
2015	46.7%
2016	73.7%
2017	61.5%

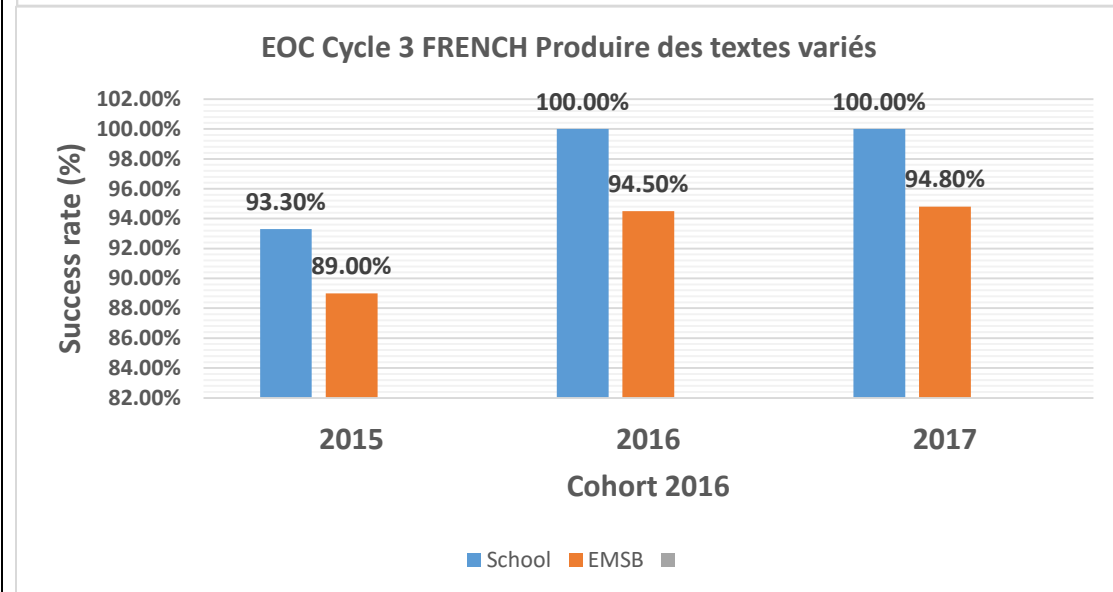
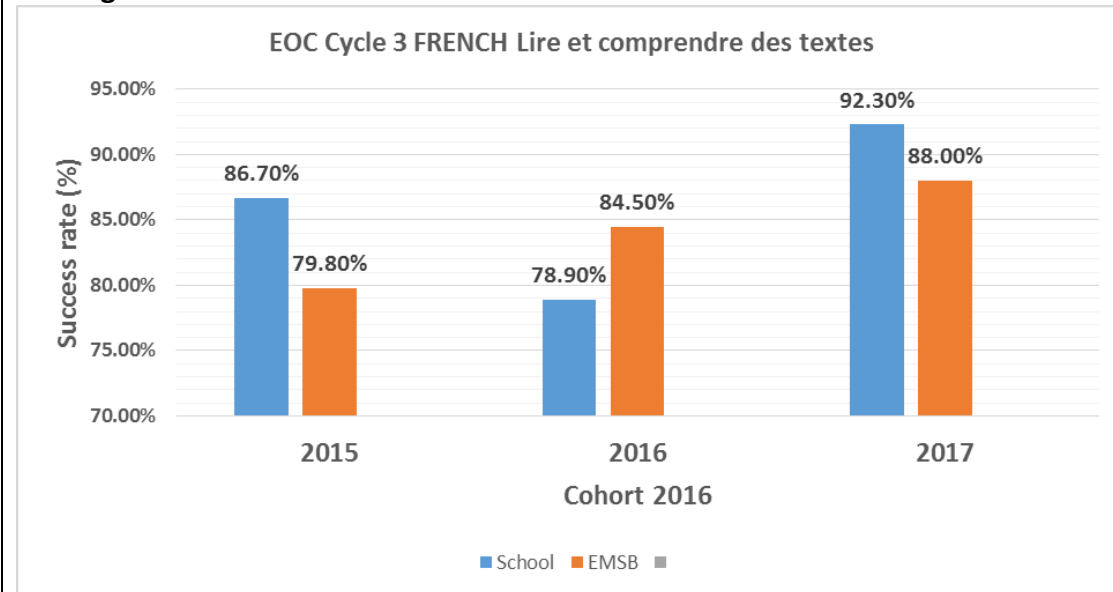
Even though, there was no increase in the school performances in the Math EOC results last

	<p>year, the math teachers focused on the following strategies:</p> <ul style="list-style-type: none">• Math teachers met as a PLC team during the school's mini-days to discuss the implementation of hands-on material in the selected areas of concern• Offered weekly activities in Mental Math• Math consultant was invited to work with new teacher• Cycle I teachers attended the Numeracy workshops offered by the school board• Students were exposed to LES throughout the year <p>This year's Math Analysis demonstrates that students had difficulties in the following areas of the EOC exams:</p> <ul style="list-style-type: none">- Answering multiple choice questions- Fractions
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GOAL 2

French

Improvement in the mastery of the French Language (and English Language) Reading and Writing



Interpretation

Reporting on the success rate of a group when the population of that group is small (13 students) may produce large fluctuations from year to year and not provide us with any meaningful information.

- The French as a Second Language cycle III end of cycle exam has 2 components: reading and writing.
- In the reading competency Interagir (Lire et comprendre des textes), the success rate increased from 78.9% to 92.3%. An increase of 13.4% was reported.

In writing competency Produire des textes variés, the success rate was maintained at 100%. Results from the past years also reflect a positive achievement.

Cycle III	Success Rate	Lire et comprendre des textes	Produire des textes variés
2016	78.9%	78.9%	100%
2017	92.3%	92.3%	100%
increase		13.4%	0%

This increase can be attributed to the fact that the cycle III students are performing much better in all three areas of concern: Inférence, Vocabulaire and Réaction aux textes.

The Success Rate in Reading (*Lire et Comprendre des textes*)

	Repérage	Inférence	Vocabulaire	Réaction aux textes
2014	94.40%	44.40%	50.00%	44.00%
2015	93.30%	66.70%	60.00%	33.00%
2016	68.40%	78.90%	78.90%	36.80%
2017	92.30%	84.6%	84.60%	69.20%

French teachers have focused their efforts in the following areas:

- Implementing a new French Inference workbook from grades 2-6.
- Teachers attended a workshop with Susy Pepler on the importance of Integrating vocabulary activities in the French classes (Book study on the Learning in the Fast Lane)
- For the third year now, all students have been evaluated with the GB+ tool to identify each student's reading level.
- Reading activities have been implemented in centers from grades 1-6. As a result, students have more opportunities to read and express their ideas about books that they have read.

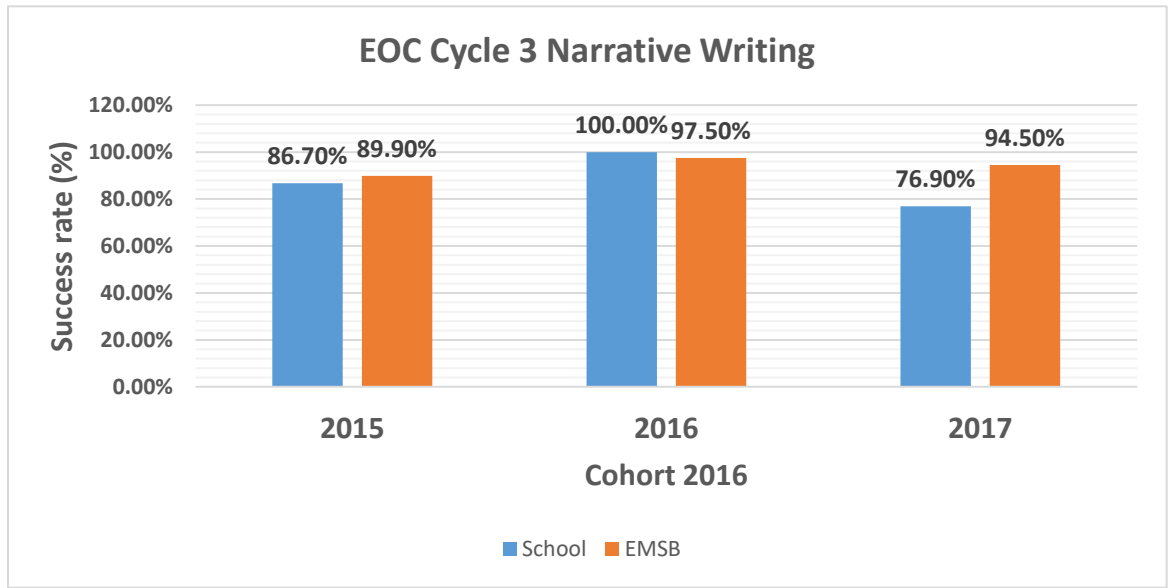
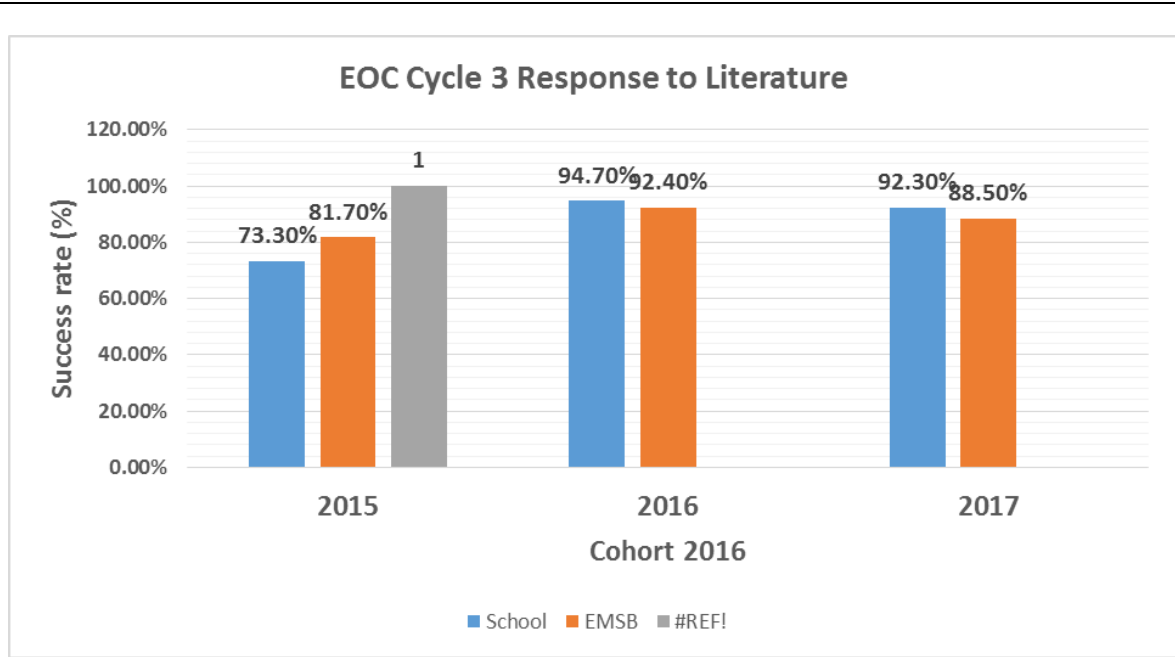
The Success Rate in Writing (*Produire des textes variées*)

	Cohérence de texte	Application de conventions linguistiques
2014	96.00%	96.00%
2015	86.70%	86.70%
2016	100.00%	100.00%
2017	100.00%	92.00%

This year, for the first time, the EOC results report the class average for each competency. This year a baseline for the class average in writing will be reported. Next year, the new target should reflect an increase in class average in this area. In order to achieve this, a more detailed analysis of the writing competency should be created in the EOC results. This would allow the teachers to identify areas of concern for this competency.

GOAL 2 (continue)

ENGLISH



Interpretation

Reporting on the success rate of a group when the population of that group is small (13 students) may produce large fluctuations from year to year and not provide us with any meaningful information.

The English Language Arts cycle III end of cycle exam has 2 components: reading and writing.

- In the reading competency Response to Literature, the success rate decreased from 94.7% to 76.2%. A decrease of 18.4% was reported.
- In the writing competency Narrative Writing, the success rate decreased from 100% to 73.8%. A decrease of 23.5% was reported.

Cycle III	Success Rate	Response to literature	Narrative Writing
	2016	94.7%	100%
	2017	92.3%	76.9%
	decrease	2.4%	23.1%

This year’s decrease can be attributed to the fact that there were more students with IEP’s with higher levels of needs in the June 2017 cohort.

Also, another factor that can explain such a significant decrease can be attributed to the fact that the June 2017 cohort was very small (13 students).

The success rate

	Response to Literature	Narrative Writing		
		Organization and Ideas	Voice	Structures and Features
2014	64.0%	92.0%	92.0%	92.0%
2015	73.3%	80.0%	80.0%	86.7%
2016	94.7%	100.0%	100.0%	100.0%
2017	92.3%	76.9%	76.9%	76.9%

There is a significant improvement in the Response to Literature component of the exam. This improvement can be attributed to the fact that the teachers have been focusing in the

following three areas.

- Student have been exposed to more activities and special projects involving response to literature activities.
- Students have been exposed to more guided reading sessions in centers where students respond to books that they are reading
- Also, for the third year now, all students have been evaluated with the Benchmark tool to identify each student’s reading level.

Cat IV Results

	2011	2012	2013	2014	2015	2015	2016	2016	2017	2017
Grade 1	1.1	1.7	2	1.3	1.2	1.5		1.5	1.4	1.2
Grade 3	3.1	3.5	4	3.7		4.4	5.9	2.9	3.6	3.2
Grade 5	n/a		n/a	6.2		6.5		7.2		7.9

split split 1A/1B
Split

The CAT IV results also indicate a significant improvement. The data indicates that the average student who enters grade 1 at St. Dorothy School is at reading level. The average student who leaves St. Dorothy in grade 6 is above his/her reading levels.

GOAL 3

Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustment or learning disabilities

Math / French/ English

This year's results in the EOC exam will be used to create a baseline using class averages for each subject for IEP students only.

The new target will be to increase by 5% the class average for IEP students in all three subjects.

We will achieve our target by implementing the following strategies:

- To implement the "Accelerated Model" in Math, English and French
- To continue to benchmark all IEP students to identify their reading levels in both French and English
- Offer IEP students books at their reading level
- Review the IEPs (Identify strategies that are working and to modify the ones that are not working in order to meet the needs of each child)
- Continue to offer the homework program after school
- On-going professional development
- To train students on Word q/Speak Q
- On-going professional development with the Special Need Consultant (Kandace Madden who was assigned to our school once a week this year)

GOAL 4 Healthier and safer school environments

4.1 To decrease the rate of students who reported victimization resulting from bullying

Interpretation

Goal 4.1

The rate of students who reported victimization resulting from bullying decreased from 24% to 23% in June 2017. This decrease of 1% indicated that the school has achieved their 2018 target, which was set at 23% in June 2015.

Rate of students who reported victimization resulting from bullying

2016	24%
2017	23%

These results also indicate that the percentage of students who reported being victims of bullying is also below the Canadian norm which has been identified as 26% for these grades.

- The target was achieved by implementing the following strategies:
 - Implementing lunch discussions with different groups of students on topics such as conflict resolutions, self-esteem, kindness, tattling versus reporting, etc.
 - After school social skills
 - Creation of posters for the students on Conflict Resolution
 - A bullying workshop by Lori Rubin was offered to the cycle III students

Goal 4.2 To maintain the rate of 96% of students feeling safe attending the school.

The rate of students who feel safe attending the school decreased from 96% in June 2015 to 63% in June 2017. This significant decrease of 33% indicates that the school will need to monitor this goal closely and implement new strategies to improve this situation in the upcoming year.

Rate of students who feel safe attending school

2015	96%
2016	72%
2017	63%

	<p>There was a significant decrease in these results. Measures will need to be put into place next year to achieve our target which was 96%.</p> <p>Even though, there is a significant decrease of 33%, the school results of 63% indicate that the school is 5% below the Canadian norm which has been set at 68%for theses grades.</p>
<p>Goal 5 Increased enrollment of students under the age of 20 in vocational education</p>	<p>Goal 5.1 To sensitize students to different career options</p> <ul style="list-style-type: none"> - In order to achieve this goal special projects were implemented throughout the year. <ul style="list-style-type: none"> • Purchase of books on different career • Invited an Astronaut to offer a conference to the students • Special project in kdg on the different career choices

MEES Goal 1

Increased graduation rates and qualifications before age 20

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
To increase the success rate on the MELS Secondary 4 uniform Mathematics examinations.	The rate of EMSB students who obtain certification and qualification after 7 years	To increase the rate of EMSB students who obtain certification and qualification after 7 years from 82.9% in 2008 to 88.0% by 2020	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam	The success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform examination	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam from 86.7% in 2015 to 91.7% by 2018	<ul style="list-style-type: none"> To introduce <i>"The Accelerated Model"</i> to students who are having difficulties in Math To continue working in PLC's during mini-days and on-going professional development To continue exposing students to weekly mental math activities To continue recognizing students who are improving or exceling in Mental Math Activities. To continue exposing students to LES's throughout the year To invite Math consultant to help teachers with areas of concern <ul style="list-style-type: none"> -Fractions -Answering Multiple Choice questions To expose students to more multiple choice question exams To vary teaching strategies: teacher modeling, working cooperatively and to work individually To use more math manipulatives for all areas of concern Introducing more math activities in centers using IPAD Apps To incorporate math games in classroom bins and homework
			To increase the success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam	The success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform examination	To increase the success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam from 73.3% in 2015 to 78.3% in 2018.	

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
						program

MEES Goal 2

Improve mastery of French and English (Reading & Writing)

School Board			Objective	Indicators	Target	Strategies
FRENCH READING ELEMENTARY	The success rate on the End-of-cycle 3 examinations in French reading	To increase the success rate of students in the End-of-cycle 3 French reading from 77.6% in 2010 85.0% by 2020	To increase the success rate of students in the End-of-cycle 3 French reading	The success rate of students on the End-of-cycle 3 French uniform examination (Lire et Interagir en Français)	To increase the success rate of students in the End-of-cycle 3 French reading from 86.7% in 2015 to 91.7% by 2018	<ul style="list-style-type: none"> To introduce <i>“The Accelerated Model”</i> to students who are having difficulties in French To continue working in PLC’s during mini-days and on-going professional development To invite the consultant to help French teachers introduce more oral activities in class and encourage teachers to familiarize themselves even more with the “Progression of Learning” To encourage students to use vocabulary word lists when writing
FRENCH WRITING ELEMENTARY			To increase the success rate of students in the End-of-cycle 3 French writing			
To improve French reading skills of all elementary school students.						
To improve the written French skills of all elementary school students.	The success rate on the End-of-cycle 3 examinations in French written	To increase the success rate of students in the End-of-cycle 3 French writing from 80.0% in 2010 90.0%		The success rate of students on the End-of-cycle 3 French uniform examination (Produire des textes variés)		

School Board			Objective	Indicators	Target	Strategies
GOAL 2		by 2020			87.5% in 2018.	<p>the GB+ tools every year</p> <ul style="list-style-type: none"> • To expose students to centers and guided reading at least once a week • To introduce fluency activities • To use the EOC evaluation rubric when students are doing writing assignments in class • To teach students on how to use writing tools (dictionaries, word Q, Bescherelle, etc. • To vary teaching strategies: teacher modeling, working cooperatively and to work individually • To encourage teachers to create one common “cahier d’outils” for students to use during writing situations • To encourage teachers to integrate technology in their learning centers for French

School Board			Objective	Indicators	Target	Strategies
ENGLISH READING ELEMENTARY	The success rate on the End-of-cycle 3 uniform examinations English reading	To increase the success rate of students in the End-of-cycle 3 English reading from 73.3% in 2010 to 78.0% by 2020	To increase the success rate of students in the uniform End-of-cycle 3 English reading	The success rate of students on the End-of-cycle 3 English uniform examination (Response to Literature)	To increase the success rate of students in the uniform End-of-cycle 3 English reading from 73.3% in 2010 to 78.3% by 2018	<ul style="list-style-type: none"> To introduce <i>"The Accelerated Model"</i> to students who are having difficulties in English To continue working in PLC's during mini-days and on-going professional development To continue exposing students to LES's throughout the year To continue to evaluate all the student's reading levels with the benchmark tools every year To offer a workshop to English teachers on how to teach the aspect of "Structure and Features" To continue to expose students to more response to literature activities in class To expose students to different genres of writing To introduce fluency activities To expose students to more picture books To expose students to centers and guided reading at least once a week To vary teaching strategies: teacher modeling, working cooperatively and to work individually
ENGLISH WRITING ELEMENTARY		To increase the success rate of students in the End-of-cycle 3 uniform English writing from 85.0% in 2010 to 90.0% by	To increase the success rate of students in the End-of-cycle 3 uniform English writing	The success rate of students on the End-of-cycle 3 English uniform examination (Narrative Writing)	To increase the success rate of students in the End-of-cycle 3 uniform English writing from 86.7% to 91.7% by	

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
		2020			2018.	<ul style="list-style-type: none"> To encourage teachers to integrate technology in their learning centers for English

MEES Goal 3

Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustment or learning disabilities

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
To increase the percentage of students with special needs (within the 7-year cohort) who will graduate with a Diplôme D'études Secondaires (DES) or a Diplôme D'études Professionnelles (DEP)	The success rate of special needs students in the core subjects (ELA' FSL & Mathematics) will contribute to this Board objective.	To improve the average mark attained by special needs students on the End-of-cycle 3exam.	The average mark attained by special needs students on the End-of-cycle 3 exams in Math, French and English.	To improve the class average by 5% in all subjects: by 5% by 2018.	<ul style="list-style-type: none"> To introduce <i>"The Accelerated Model"</i> to students who are having difficulties in English To continue to benchmark all IEP students to identify their reading levels in both French and English Offer IEP students books at their reading level Review the IEPs (Identify strategies that are working and to modify the ones the ones that are not working in order to meet the needs of each child) To continue to offer differentiation models of English, French and Math Resource (in-class and pull-out) Train students on Word q/Speak Q
		Math (Situational Problems and Mathematical Reasoning)		Math Situational Problems 49% to 54%	
		French (Interagir et lire en français / Produire des textes varies)		Mathematics Using Reasoning 53% to 58.1%	
		English Language Arts (Response to Literature and Narrative writing)		French Reading 60.71% to 65.71%	
				French Writing 75.75% to 80.75%	
	English Response to Literature 68.8% to 73.8%				
	English Writing 60% to 65%				

EES Goal 4
Healthier and safer school environments

School Board			Objective	Indicators	Target	Strategies
BULLYING VICTIMIZATION						
4.1 To decrease the rate of student who reported victimization resulting from bullying	The rate of students who reported victimization resulting from bullying	To decrease the rate of students who reported victimization resulting from bullying from 26.0% in 2010 to 20.0% for elementary students and 15.0% in 2010 to 10.0% for secondary students by 2020	To decrease the rate of students who reported victimization resulting from bullying	The rate of students who reported victimization resulting from bullying	To decrease the rate of students who reported victimization resulting from bullying from 28% in 2015 to 23% by 2018	<ul style="list-style-type: none"> • To offer a social skill workshop after school for students who are having many conflicts at school; especially in the school yard. • The behavior technician will organize friendship club meetings during lunch time to help students resolve conflicts. • An Art therapist will be hired to help students foster self-esteem and positive experiences of creative expression. • The spiritual animator will be visiting classes every week to present our virtues program.

<p>SCHOOL SAFETY</p> <p>4.2 To increase the rate of students who reported feeling safe attending school</p>	<p>The rate of students who reported feeling safe attending school</p>	<p>To increase the rate of students who reported feeling safe attending school from 81.0% in 2010 to 86.0% for elementary and secondary students by 2020</p>	<p>To increase the rate of students who reported feeling safe attending school</p>	<p>The rate of students who reported feeling safe attending school</p>	<p>To maintain the rate of students who reported feeling safe attending school from 96% in 2015 to 96% by 2018</p>	<ul style="list-style-type: none"> • To offer a mentorship program • To invite the school consultant to analyze our TTFM survey • To invite the school consultant to present a workshop on the topic of “School Climate”
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<p>4.3 To encourage students to move or exercise at least 1 hour a day</p>	<p>The rate of students who attend the movement room at least three times a week.</p>	<p>To encourage classes to attend the movement room on days where they have no gym class.</p>	<p>To increase the rate of students exercising for an hour every day.</p>	<p>The rate that classes attend the movement room every week.</p>	<p>To increase class visits to the movement room on days that students do not have gym classes from 0 to 3 times a week.</p>	<ul style="list-style-type: none"> • To create a movement room which is accessible to all students from grades pre-k to 6 • To create a schedule for classes to attend the movement room
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MEES Goal 5

Increased enrollment of students under the age of 20 in vocational education

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
Increase the number of students under 20 years of age in vocational training	The number of students under 20 years of age in vocational training	To Increase the number of students under 20 years of age in vocational training from 208 in 2010 to 230 by 2020	To increase awareness of vocational education as a viable pathway to success	The number of in-school projects that students are exposed to in each cycle.	To expose students to at least one in-school project per cycle.	<ul style="list-style-type: none"> • To invite vocational teachers to present their professions to cycle III students • To purchase books in the library which introduces vocational education • To introduce in-school projects on different career choices • To invite cycle III students to attend the Laurier Macdonald Vocational Center and the Pius Culinary School.

Signatories of the Agreement:

Signature, Principal	Date
Signature, Governing Board Chair	Date
Signature, Regional Director	Date
Signature, Director General	Date