

Management & Educational Success Agreement

Between
ENGLISH MONTREAL SCHOOL BOARD
and
Edinburgh Elementary School

2016-2019

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:

Our Mission and Vision:

We are the students, staff and families of Edinburgh School, an Early French-Immersion Primary School. We are members of our local and global communities. Our mission is to create learners who are resourceful and creative and to impact learning in a caring community. We prepare students to live together by respecting themselves, others and the environment, enrich our learning by being inspirational and by being inspired by others. We challenge ourselves individually and collectively and take responsibility as global citizens.

The students, staff and parents of Edinburgh School acknowledge living in a global community where respect and empathy for others is foremost. We are committed to living in a bilingual, pluralistic society and to optimizing our potential so that we may positively impact others. We aspire to have a keen understanding of our environment and the world, and are continually striving to further enrich ourselves.

Our School Portrait:

Our territory: *The area our school serves*

Situated in Montreal West, Edinburgh School serves Montreal West, Western NDG and a small section of Cote St. Luc. A number of students come from outside of the immediate boundaries of the school and some students come from Lachine due to the early immersion programme and the good reputation of the school. There is a strong sense of community within the school and the neighbourhood.

Our history: *Our background both in facility and in community*

Edinburgh was one of the original French Immersion schools in the Protestant School Board of Greater Montreal (PSBGM), built in the 1950's to serve as a neighbourhood school. It developed a solid reputation over the years and as a result there was a history of long line-ups for registration. With the creation of linguistic school boards in 1998, Edinburgh became a member of the English Montreal School Board (EMSB), one of the two English boards on the island of Montréal. A re-establishment of school boundaries has occurred, and while our population has stabilized over the past few years, the demand for student spaces at Edinburgh has been reduced due to changing demographics and changes to the language law. The teaching staff consists of a mixture of young and experienced teachers who use both innovative and more traditional teaching methods. There is a spirit of collaboration between the staff members and a high level of parent participation. The children, school and community benefit from these partnerships.

Our school population: *Who our students are: socioeconomic status, ethnic affiliation and the programs we offer to meet their needs*

Edinburgh, an academically oriented school, is situated in a middle to upper-middle class professional community. The school recognizes the special learning needs of its diverse student population, in terms of cultural, ethnic and linguistic background, socioeconomic status, gender, and varying abilities. Edinburgh School recognizes gender differences in learning style.

While Edinburgh serves a primarily Anglophone population with French as a second language, it recognizes students of differing cultural, linguistic, and ethnic affiliations for whom the immersion programme may mean learning a third language. The school increasingly serves students from a wider range of socio-economic backgrounds. Finally, the school offers special programs to children with learning disabilities and behavioural difficulties (about 7% of the student population is coded/recognized as special needs).

MEES Goal 1

Increased graduation rates and qualifications before age 20

School Board			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 maintain the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam above 90%	<p>Our success rate for the for the 2015-2016 school year was 100% on the C1 (situational problem) component and 78.6% on C2 (using mathematical reasoning)</p> <p>We are already focusing our attention on the student who are performing above expectations in the following ways:</p> <ul style="list-style-type: none"> -Students will be given the opportunity to create extra projects that will allow them to mentor their peers through cooperative learning. -Students will be given academic assignments that will challenge their learning abilities. -Providing logic puzzles (i.e. Tangrams) and stimulating activities to challenge their strategic skills. <p>We will focus our attention on students who fall between the 60%-69% mark range:</p> <ul style="list-style-type: none"> -Implementing lunchtime weekly tutorial sessions to strengthen math skills seen in class. -Math lessons will incorporate more manipulatives to reinforce concepts taught in class and motivate learning. -Instructional videos (YouTube) allow students to acquire knowledge through different facet, accompanying teacher taught instructions. <ul style="list-style-type: none"> -Students will be exposed to at least one situational problem per week -In mathematical reasoning teachers will put more emphasis on identified areas of concern: Fraction, Mental math, and Basic operations.
			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 78.9% in 2016 to 80% by 2019	

MEES Goal 2

Improve mastery of French and English (Reading & Writing)

School Board			Objective	Indicators	Target	Strategies
<p><u>FRENCH READING ELEMENTARY</u></p> <p>To improve French reading skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 examinations in French reading</p>	<p>To increase the success rate of students in the End-of-cycle 3 French reading from 77.6% % in 2010 85.0% by 2020</p>	<p>To increase the success rate of students in the End-of-cycle 3 French reading</p>	<p>The success rate of students on the End-of-cycle 3 examinations in French reading</p>	<p>To maintain the success rate of students on the End-of-cycle 3 French reading above 90%</p>	<p>Our success rate for the for the 2015-2016 school year for C2 (French Writing) was 100% and our results for C1 (French Reading) was 95.2%</p> <p>We are already focusing our attention on the student who are performing above expectations in the following ways:</p> <ul style="list-style-type: none"> -Students will be given the opportunity to create extra projects that will allow them to mentor their peers through cooperative learning. -Students will be given academic assignments that will challenge their learning abilities. -Work with tutors to help students with difficulties.(if funding is available) <p>Theme based project work; guided instruction; small group (team) work; resource teacher; individual support of weaker students</p>
<p><u>FRENCH WRITING ELEMENTARY</u></p> <p>To improve the written French skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 examinations in French written</p>	<p>To increase the success rate of students in the End-of-cycle 3 French writing from 80.0% % in 2010 90.0% by 2020</p> <p>To increase the success</p>	<p>To increase the success rate of students in the End-of-cycle 3 French writing</p>	<p>The success rate of students on the End-of-cycle 3 examinations in French writing</p>	<p>To maintain the success rate of students on the End-of-cycle 3 French writing above 90%</p>	<p>We will focus our attention on students who fall between the 60%-69% mark range.</p> <ul style="list-style-type: none"> -Play improve games to help students communicate in French with their peers. -Using cooperative games to strengthen communication skills in FSL and ELA on a weekly basis. -Have students create their own story through technology (i.e. videos, Prezi, picture-story etc.)to prepare presentations such as plays or mini-movies. -Work with tutors to help students with difficulties(if funding is available) <p>Group writing; guided instruction; small group (team) work; resource teacher; individual support of weaker students</p>

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p><u>GOAL 2</u></p> <p><u>ENGLISH READING ELEMENTARY</u></p> <p>To improve English reading skills of all elementary school students.</p> <p><u>ENGLISH WRITING ELEMENTARY</u></p> <p>To improve the English written skills of all elementary school students</p>	<p>The success rate on the End-of-cycle 3 uniform examinations English reading</p> <p>The success rate on the End-of-cycle 3 uniform examinations in English writing</p>	<p>rate of students in the End-of-cycle 3 English reading from 73.3% in 2010 to 78.0% by 2020</p> <p>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 2020</p>	<p>To increase the success rate of students in the uniform End-of-cycle 3 English reading</p> <p>To increase the success rate of students in the End-of-cycle 3 uniform English writing</p>	<p>The success rate of students on the End-of-cycle 3 uniform examinations in English reading</p> <p>The success rate of students on the End-of-cycle 3 uniform examinations in English writing</p>	<p>To maintain the success rate of students in the uniform End-of-cycle 3 English reading above 90%</p> <p>To maintain the success rate of students in the End-of-cycle 3 uniform English writing above 90%</p>	<p>Our success rate for the for the 2015-2016 school year was 97.9% for English reading (C1) and 92.6% for English writing (C2)</p> <p>We are already focusing our attention on the student who are performing above expectations in the following ways:</p> <ul style="list-style-type: none"> -Students will be given the opportunity to create extra projects that will allow them to mentor their peers through cooperative learning. -Students will be given academic assignments that will challenge their learning abilities. -Creating a monthly newspaper, exploring current events, which will be distributed to the student population. -Teachers will put an emphasis on areas of concern such as Vocabulary and Inference. <p>We will focus our attention on students who fall between the 60%-69% mark range.</p> <ul style="list-style-type: none"> -Using current events through magazines and newspapers to motivate students to initiate a group discussion and initiate individual reflection. -Using cooperative games to strengthen communication skills in FSL and ELA on a weekly basis. -Have students create their own story through technology (i.e. videos, Prezi, picture-story etc.) to prepare presentations such as plays or mini-movies.

MEES Goal 3

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

School Board		Objective	Indicators	Target	Strategies
<p>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)</p>	<p>The success of special needs students in the core subjects (ELA, FSL & Mathematics) will contribute to this Board objective.</p> <p><u>MATHEMATICS SITUATIONAL PROBLEM & REASONING:</u></p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination</p>	<p>The average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination</p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the from____ in 2016 to____ by 2019</p>	<p>The EMSB does not have available this year the average mark for IEP students. The Average mark will be made available to us next year and it will serve as a baseline for our MESA.</p>
		<p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Using Reasoning component of the uniform examination</p>	<p>The ratio of special needs students who are successful on the End-of-cycle 3 Mathematics Using Reasoning component of the uniform examination</p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Using Reasoning component of the from____ in 2016 to____ by 2019</p>	

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
GOAL 3	<u>FRENCH SECOND LANGUAGE READING & WRITING:</u>	To establish a baseline for the average mark in French Reading and Writing for students with special needs by June 2017	The baseline	To establish the baseline by June 2017	
	<u>ENGLISH LANGUAGE ARTS READING & WRITING:</u>	To establish a baseline for the average mark in English Reading and Writing for students with special needs by June 2017	The baseline	To establish the baseline by June 2017	

MEES Goal 4
Healthier and safer school environments

School Board			Objective	Indicators	Target	Strategies
<p><u>BULLYING VICTIMIZATION</u></p> <p>To decrease the rate of student who reported victimization resulting from bullying</p>	<p>The rate of students who reported victimization resulting from bullying</p>	<p>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</p>	<p>To decrease the rate of students who reported victimization resulting from bullying</p>	<p>The rate of students who reported victimization resulting from bullying</p>	<p>To decrease the rate of students who reported victimization resulting from bullying from 23% in 2016 to 18% by 2019</p>	<p>Results:</p> <p>According to the survey, 23% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.</p> <p>According to the survey, 13% of the girls and 36% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 28% and for boys is 28%.</p> <p>Results:</p> <p>According to the survey, 77% of students felt safe attending the school; the Canadian norm for these grades is 69%.</p> <p>According to the survey, 75% of the girls and 79% of the boys felt safe attending the school. The Canadian norm for girls is 68% and for boys is 70%.</p> <p>Measures: Bring out outside organizations to speak to the students about bullying.</p> <p>Establish a governing board sub-committee to help create a healthy learning environment and positive school climate.</p>
<p><u>SCHOOL SAFETY</u></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 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 increase the rate of students who reported feeling safe attending school from 77% in 2016 to 85% by 2019</p>	

MEES Goal 5

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

School Board			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			To expose our students to the various vocational education programs offered.

Signatories of the Agreement:

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