

# Management & Educational Success Agreement

**Secondary  
School**

*Between*  
**ENGLISH MONTREAL SCHOOL BOARD**  
*And*  
**LaurenHill Academy**

*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.

## Context:

# OUR VISION AND MISSION STATEMENTS

### *Our Vision*

- LaurenHill Academy is a school that fully integrates technology into the curriculum and classrooms.
- Teachers will be comfortable in using technology within their professional duties.
- Students will have appropriate organizational and study skills in order to help ensure their success.
- Develop communication avenues between campuses and domains in order to be cohesive.
- LaurenHill will be addressing and continuously adapting to the needs of students with learning difficulties within an inclusive classroom model.
- The QEP will be fully integrated by teachers in the classroom.
- LaurenHill will be a professional learning community with close links with all its stakeholders.
- Literacy awareness will be observable in all curriculums.
- Students will develop a sense of ownership and pride of being a LaurenHill student.
- A comprehensive, structured, and recognized program will be implemented to meet the needs of our gifted students.
- All students graduating from LaurenHill will be proficient in both English and French.

### *Our Mission*

LaurenHill Academy is committed to providing an environment in which students are motivated to achieve academic excellence in preparation for the challenges and expectations of an evolving society. At LaurenHill Academy, the educational partners are leaders in providing programs, which instruct, qualify and socialize all students and thus enable them to achieve their full potential in society.

### *Linking our Vision and Mission*

Our commitment is to provide the type of educational and social opportunities that will enable students to be successful in a global community and an evolving society. The implementation of the curriculum reform provides us with an opportunity to upgrade our own skills as educators so as to meet the diverse needs and learning styles of students. The willingness shown by many teachers to continue to learn, to be creative and innovative assures the role of our school as a leader in providing quality education to our students.

Technology is a valuable tool in motivating students and helping us to actualize our commitment to the success for the greatest number of students possible. It is vital that students and teachers become proficient in the use of technology so as to be able to access the most current resources for their needs.

In order to qualify students to fulfill the requirements of their chosen post-secondary program we must continue to support students in the early years and then make sure that students are placed in courses appropriate to their ability.

## CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

MESA AGREEMENT (2016-2019)

*This section should describe the context within which the school or centre operates. This section tells the “story of your school”. The following key elements should be considered:*

### *Location of the School*

LaurenHill Academy is a large high school of 1316 students located in Ville St. Laurent. Our student population is housed in two different buildings. The Junior Campus, located at 2355 Decelles, is comprised of 528 secondary 1 and 2 (Cycle 1) students and the Senior Campus, located at 2505 Cote Vertu, is comprised of 788 secondary 3 and 4 (Cycle 2) as well as secondary 5 (Cycle 3) students (Dec. 2013). Since 1998 we have seen a steady increase in our population from 995 students to 1454 students in 2009. More recently, we have observed a decrease from 2009 to our current population of 1316 students in 2013.

### *Description of the Community*

At least 45% of our students live in St. Laurent. At the same time, students come from all reaches of the island of Montreal including a few from both the north and South Shores. There are over 45 different nationalities in our school. Approximately 40% of students indicate English as their mother tongue (2009-2010 English = 38%), followed by 15.5% Greek, 6.6 % Tamil, 5.8% Italian, 5.5% Urdu, followed by smaller percentages of 44 other languages.

### *Socio Economic status, decile ranking, culture, enrollment, etc.....*

LaurenHill attracts students from all socio-economic levels. We are a NANS school ranking 8 on a scale of 10 on a poverty index, which indicates that we have a large number of socio-economically disadvantaged students. Our school uniform serves well in making the socio-economic differences among students less visible. LaurenHill is an inclusive school and our success rate is consistently high in all subject areas. We ranked within the top public schools in Quebec.

Although the majority of our students were born in Quebec, they come from families where ties with ethnic roots are very strong. The LaurenHill Academy community is very respectful and accepting of the student’s cultural identities. We make accommodations so that students from all cultures can experience a sense of belonging. The outlook has served us well and we are proud of the harmony we experience.

## PROGRAMS AVAILABLE IN OUR SCHOOL

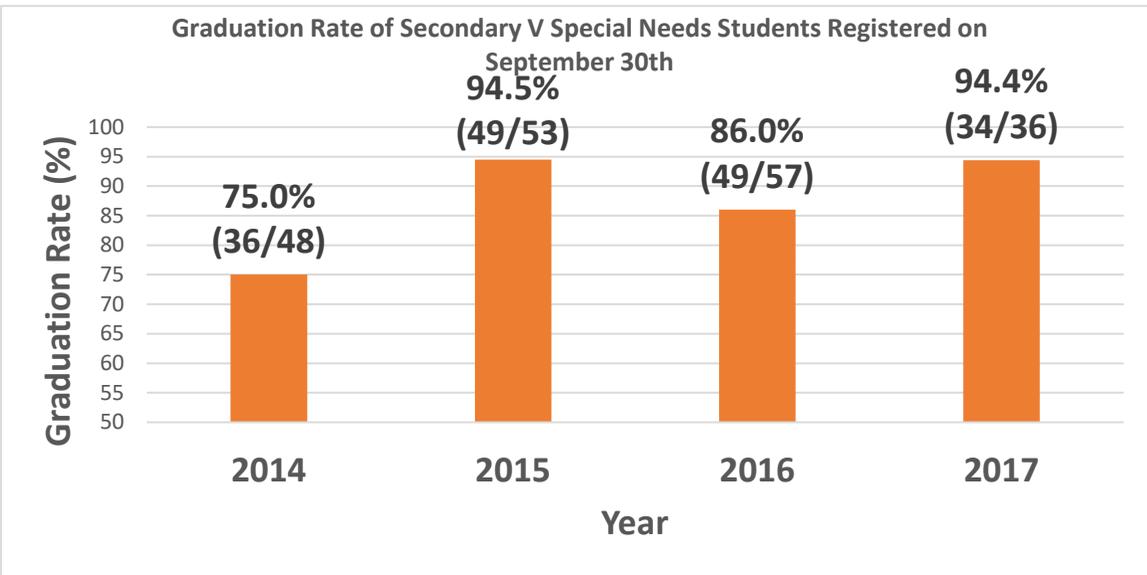
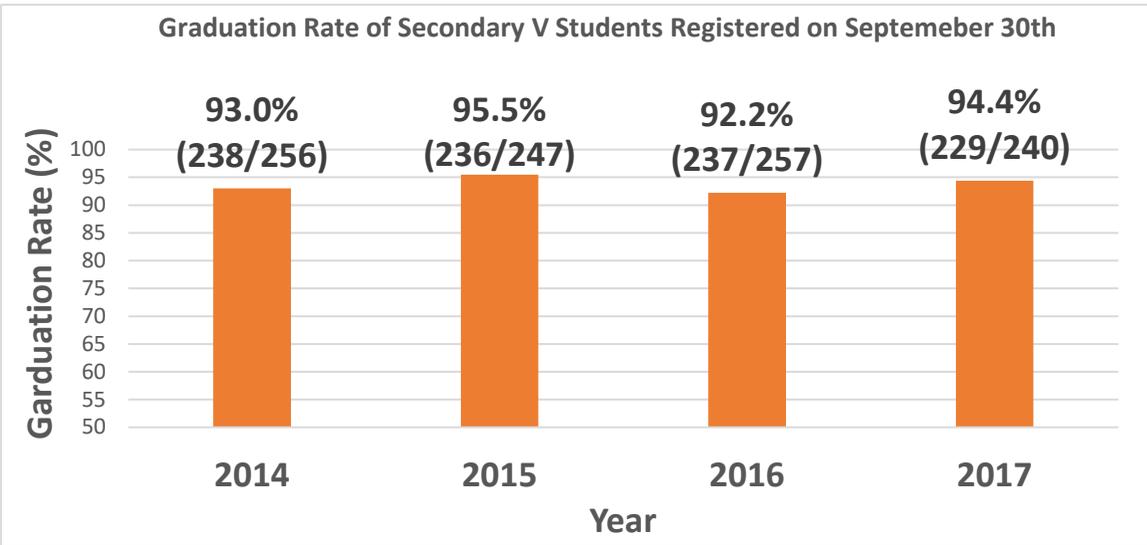
*A description of the programs of study offered in the school or centre given the context and the community within which the school operates.*

- **Cycle 1 Allongé:** Students arriving to highschool with an academic delay of more than 4 years. A three-year program with the aim of bringing students up to grade level in order to complete Cycle 1 of highschool. The first year of the program is a modified program, which focuses on the three core subjects in a closed classroom environment along with integration into physical education, arts and ERC. We are currently the only school in Quebec offering this program after having received a 3 year derogation from MELS.
- **Regular Program:** For students from English Elementary schools
- **Immersion Program:** For students from French Bilingual or Immersion Elementary schools
- **Français langue d’enseignement:** For fluently bilingual students
- **Advanced Placement:** At the senior level, advanced placement courses are offered to a select number of students. Courses offered may change from year to year, however, LaurenHill has offered courses such as AP Calculus, AP English, AP Psychology and AP Human Geography.
- **Dance and Music:** LaurenHill offers a highly successful and renowned program in Dance and Music. With state of the art Dance studios and Music rooms at both campuses, Laurenhill is able to offer a wide array of afterschool Dance programs, have our very own Dance Troupe as well as put on an Annual two-night showcase of our Dance show at the Outremont

Theater. The music program boasts grade level bands, showcasing their talents in an annual show put on in the school auditorium along with multiple performances and prizes at many music competitions and Montreal's very own Jazz Festival.

- **Special measures:** *NANS, Joining Forces*
- **Technology Integration:** LaurenHill Academy is seen as a lead school when it comes to technology integration into the classroom. All classrooms have an interactive Smartboard and projector installed, allowing for interactive and hands on digital lessons. There are a total of 5 fully functional state of the art Mac labs between the two campuses where some courses are housed and others attend to complete research and projects. In addition to the increasing number of iPads and portable laptop carts being put in place, teachers are finding ways to teach to the digital citizen. With the help of our Technology Lead teacher, there are a growing number of teachers using Schoology, an online classroom management site which allows for students to use an App on their phone, tablet or computer to complete homework, assignments and communicate with other students.
- **Range of Enriching Electives:** LaurenHill prides itself on serving all of its students and finding ways to motivate and engage everyone. For this reason, many new and innovative electives are offered that are not easily found in other schools. LaurenHill offers electives such as: Active Living Outdoor Education, Communication & Broadcasting, Criminal & Civil/Business Law, Entrepreneurship, Media Arts, Robotics, Woodworking, Economics, Human Geography, Introduction to Psychology, Journalism and Yearbook.
- **Support systems:** Acknowledging that high school can be a difficult time for many students as they begin to mature and experience a number of challenges in their personal, academic, social and emotional lives; there are a number of key individuals at LaurenHill always ready and willing to help and guide students in the right direction. Students are aware of and welcomed to meeting with our school Guidance department, the school Nurse, our Behaviour Technician, the school Spiritual Animator, our Sun Youth Student supervisor and the school Social Worker. These key individuals also work very hard to put into place a number of amazing activities that engage our student population with a strong positive message. Some of the activities include but are not limited to: the LOVE program, the Tolerance Foundation, Career Fair and the Oasis.
- **S.T.E.A.M:** Science, Technology, Engineering, Arts and Mathematics initiative program piloted at the Junior Campus beginning in 2017. The program involves the creation of a maker space location within the school and the implementation of cross curricular STEAM projects by our lead teachers.

**OUR SCHOOL PERFORMANCE RESULTS:**

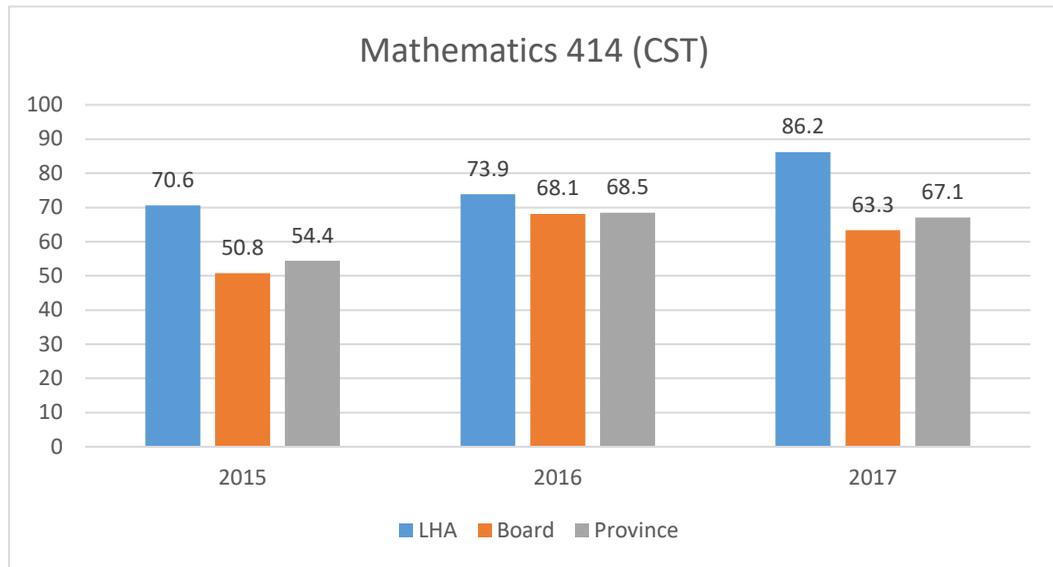


**Interpretation:**

Our 5 year graduation rate for Secondary V students registered on September 30<sup>th</sup> has been above 90.0% for our students. Our challenge will be to sustain a graduation rate above 90.0%.

**Interpretation:**

Our 5 year graduation rate for Secondary V special needs students registered on September 30<sup>th</sup> went from 86% in 2016 to 94.4% in 2017. Our results continue to be promising on account of our resource model of support for special needs students, made possible by our NANS additional resources. This has allowed us to hire additional support in all Core Courses. The overall graduation rate in 2017, remains a high 94.4%. Our challenge will be to maintain a rate above 90%.

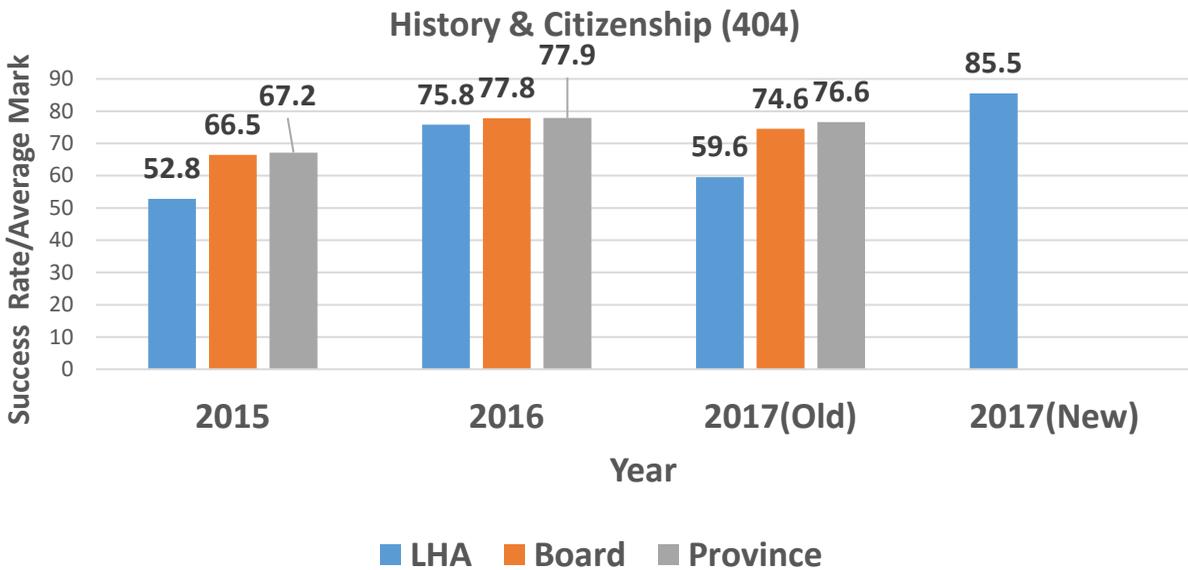


**Interpretation:**

Mathematics 414 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past 3 years, we see that our students outperformed other students in our school board and across the province. Our focus for the coming years will be to maintain our success rate above 80%.

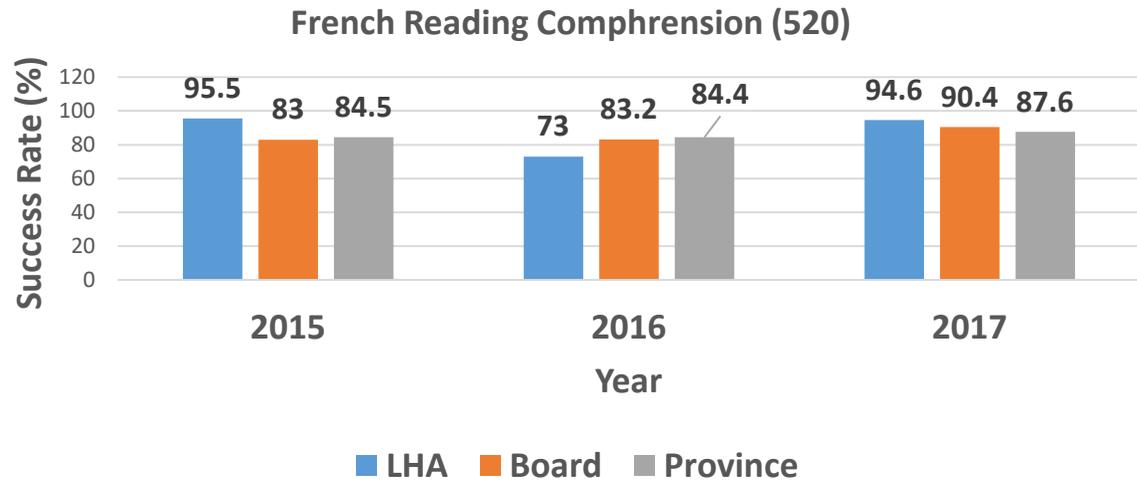
**Interpretation:**

History and Citizenship 404 is compulsory for graduation. The success in this course has a direct impact on the graduation rate. Given that LHA is introducing the new History of Quebec and Canada program, we hope the classes still writing this exam will have a higher success rate than in previous years. Our target for next year will be 75%.



Our new program is still in its pilot phase and will be included in our reporting for the next academic year.

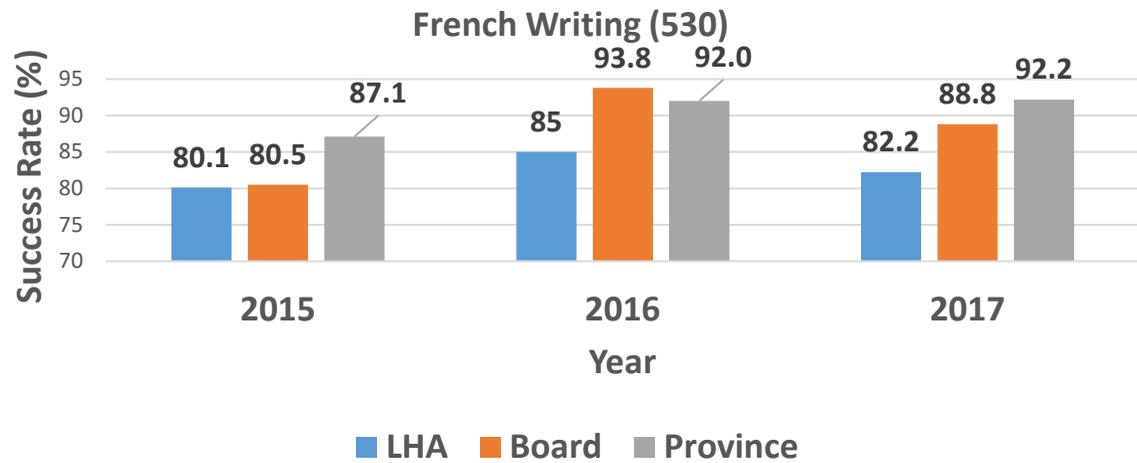
In 2017, our results are based on only 58 students who wrote the final exam for the old program. In addition, in 2017, the remainder of our student population wrote the final exam for the new program. As a pilot school, there is no comparison figures available. Our results in the new program seem very promising at a success rate of 85.5%



**Interpretation**

French Second Language Secondary 5 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. We are focussing on two components of the course: Reading (520) and Writing (530).

In French Reading, our students have consistently performed above other students in our board and the province, except for last year. We have decided to focus our improvement in increasing our success rate in French Reading (520) to 85%.



**Interpretation**

In French Writing, our students have performed above 80% every year. We will continue to monitor and focus on maintaining our success rate above 85%.

**Interpretation**

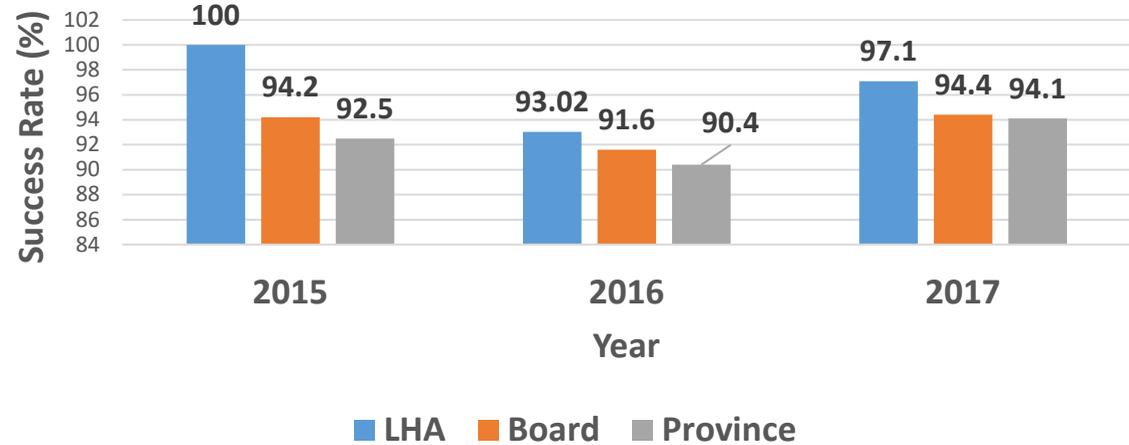
English Language Arts Secondary 5 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. We are focussing on two components of the course: Reading (520) and Writing (530).

The data shows that from 2015-2017, we have a very high success rate. In 2017, our reading increased from the previous year to 97.1%.

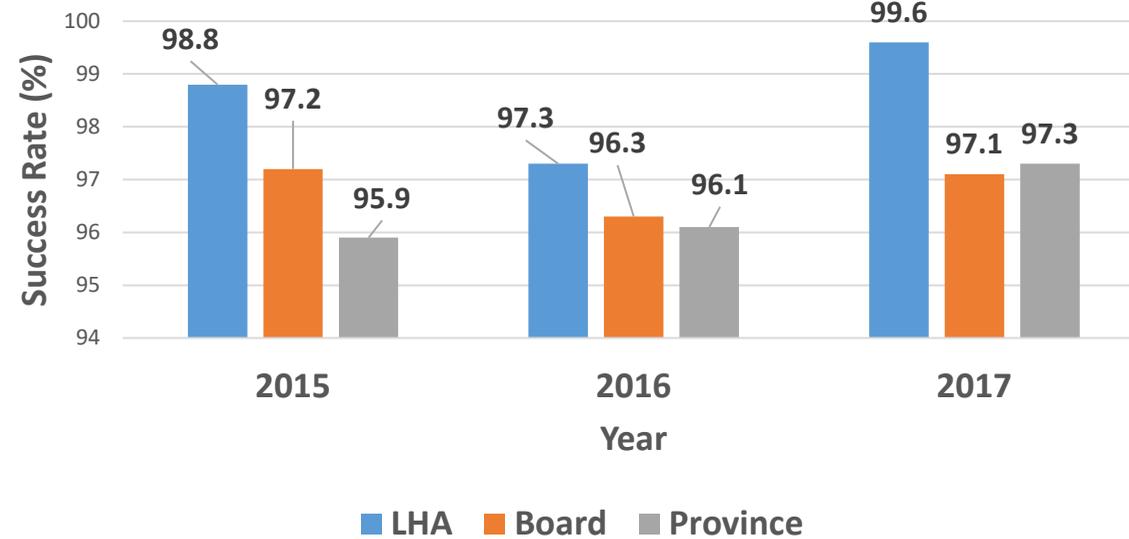
**Interpretation**

In writing, we have consistently performed well over 90.0%. We will continue to implement the same strategies we have in the past. As well, we will discuss how we can improve our average mark and increase the level of competency for our students by using best teacher practices.

**English Language Arts Reading (520)**



**English Language Arts Writing (530)**



## MEES Goal 1

### Increased graduation rates and qualifications before age 20

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p><b><u>GRADUATION RATE</u></b></p> <p>To increase the percentage of students who obtain qualification and certification after 7 years</p>	<p>The rate of EMSB students who obtain certification and qualification after 7 years</p>	<p>To increase the rate of EMSB students who obtain certification and qualification after 7 years from 82.9% to 88.0% by 2020</p>	<p>To maintain the graduation and qualification rate of Secondary 5 students registered on September 30<sup>th</sup></p>	<p>The rate of Secondary 5 students registered on September 30<sup>th</sup> who obtain a Diplôme D'études Secondaire (DES)</p>	<p>To maintain the rate of Secondary 5 students registered on September 30<sup>th</sup> who obtain a Diplôme D'études Secondaire (DES) above 90%. In 2017, it was at 95.4%</p>	<p><b><u>Monitoring</u></b></p> <ol style="list-style-type: none"> <li>1. The school administration will ensure that all Secondary 5 students will have the required number of credits (54) necessary for graduation, including: (Secondary 4 Mathematics, Secondary 4 Science &amp; Technology, Secondary 4 History and Citizenship, Secondary 5 English Language Arts &amp; Secondary 5 French Second Language (de base or enrichi) /French Langue D'enseignement (FLE). Secondary 5 Physical Education or Secondary 5 ERC</li> <li>2. We will continue to identify students entering high school with an academic delay of more than 4 years. Students will be placed in a modified program for year 1 and adapted for year 2 and 3 in order to complete Cycle 1 in 3 years and work towards getting students to their academic level. Students will then be directed to an educational program suitable for them, to ensure their success.</li> </ol>

<p><b><u>MATHEMATICS</u></b></p> <p>To increase the success rate of students on the MELS Secondary 4 uniform Mathematics examinations</p>	<p>The success rate of students on the MELS Secondary 4 uniform Mathematics examinations</p>	<p>To increase the success rate of students on the MELS Secondary 4 uniform Mathematics examinations from 43.0% in 2009 to 65.0% by 2020</p>	<p>To maintain the success rate of students in Secondary 4 Mathematics 414</p>	<p>The success rate of students in Secondary 4 Mathematics</p>	<p>To maintain the success rate of students in Secondary 4 Cultural Mathematics above 80%.</p> <p>The success rate in 2017 was 87.9%</p> <p>To maintain the success rate of students in Secondary 4 Science Mathematics above 90%.</p> <p>The success rate in 2017 was 89%</p>	<ol style="list-style-type: none"> <li>3. Teachers will meet with the math consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices. In 2016, the following areas of weakness have been identified: (A) Algebra (B) Statistical Methods...</li> <li>4. In their PLCs, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.</li> <li>5. The school will administer a common board wide mid-year exam in January. The administration will review the results with the math teachers. Teachers will examine the results and determine the students at risk. Students at risk will be provided appropriate remediation.</li> <li>6. Teachers will administer a common practice exam in April-May. The administration will review the results with the Math teachers. Students at risk will be provided with additional remediation.</li> <li>7. Identify specific coded/high risk students, who have completed the Sec II math program and provide them the opportunity to successfully complete the required Sec IV CST math stream over two years.</li> <li>8. Adapted math programs with smaller class sizes to even out the teacher/student ratio (Sec. 1 to 3)</li> <li>9. Accommodations provided based on the student's IEP and MELS guidelines.</li> <li>10. Continue to offer extra help in Step-Up and after-school homework program.</li> <li>11. Shift towards a digital workbook with online support and video lessons accessible to students.</li> </ol>
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<p><b><u>HISTORY &amp; CITIZENSHIP</u></b></p> <p>To increase the success rate of students on the MELS Secondary 4 uniform History and Citizenship examinations</p>	<p>The success rate of students on the MELS Secondary 4 uniform History and Citizenship examinations</p>	<p>To increase the success rate of students on the MELS Secondary 4 uniform History and Citizenship examinations from 65.0%% in 2015 to 75.0% by 2020</p>	<p>To maintain the average mark of students on the MELS Secondary 4 History and Citizenship course</p>	<p>The average mark of students on the MELS Secondary 4 History and Citizenship course</p>	<p>To maintain the average mark of students on the MELS Secondary 4 History and Citizenship course above 80%.</p> <p>The success rate in 2017 was 85.5 in English and 94.7% in French%</p>	<p>12. A new remediation program will be developed, identifying students at risk and placing them into intense remediation groups serviced by our teacher, with specific skills targeted.</p> <p>13. Teachers will meet with the Social Studies consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices. In 2016, the following areas of weakness have been identified making inferences and reading documents</p> <p>14. In their PLCs, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.</p> <p>15. The school will administer a common board wide mid-year exam in January. The administration will review the results with the history teachers. Teachers will examine the results and determine the students at risk. Students at risk will be provided appropriate remediation.</p> <p>16. Teachers will administer a common practice exam in April-May. The administration will review the results with the history teachers. Students at risk will be provided with additional remediation.</p> <p>17. Accommodations provided based on the student's IEP and MELS guidelines.</p> <p>18. Continue to offer extra help in Step-Up and after-school homework program.</p> <p>19. Half year review courses in History and Science for students having failed in Sec IV.</p> <p>20. Our history teachers piloted the secondary 4 course in 2017 and hence received first hand training from the MEES. Pilot teachers along with those of LBPSB and Western Quebec created a common midyear exam and the Ministry provided a supplemental exam in June. There are many things which could explain the considerable increase in the success rate.</p>
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**MEES Goal 2**

**Improve mastery of French and English (Reading & Writing)**

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p><b><u>FRENCH READING SECONDARY</u></b></p> <p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam</p>	<p>The success rate of students on the MELS French reading Secondary 5 uniform exam</p> <p><b><i>Comment:</i></b></p> <p><b><i>*FLS: Français, langue seconde (de base or enrichi)</i></b></p> <p><b><i>**FLE: Français, langue d'enseignement</i></b></p> <p><b><i>***FLM : Français, langue maternelle</i></b></p>	<p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam from 54.4% in 2010 to 85.0% by 2020</p>	<p>To increase the success rate of students on the MELS *FLS (de base, enrichi, FLE or FLM) Secondary 5 reading component</p>	<p>The success rate of students on the MELS *FLS (de base, enrichi, FLE or FLM) Secondary 5 reading component</p>	<p>To increase the success rate of students on the MELS *FLS (de base, enrichi, FLE) Secondary 5 reading component from FSL: 93.9% in 2017 to 85%(maintain above) by 2019 FE: 94.5% in 2017 to 90%(maintain above) by 2019 FLE: 85.7% in 2017 to 70%(maintain above) by 2019</p>	<p>Continuing to identify, purchase and train (when needed) on new technologies which support language learning in French</p> <p>Purchase of class resources including French text based tools, books and media.</p> <p>Continuing the introduction and teaching of History &amp; Geography classes, in Sec. I &amp; II, in the French Language.</p> <p>Promoting cross curricular literacy across all subject areas.</p> <p>Teacher modeling of reading and writing skills.</p> <p>Spelling and Public Speaking competitions in French Resources</p> <p>Language specialists (train &amp; develop teacher skills in French literacy</p> <p>Resource Team (Support teachers &amp; students in French classrooms)</p> <p>Hire additional resource personnel in FSL classrooms</p> <p>French Authors (to work with students)</p>
<p><b><u>FRENCH WRITING SECONDARY</u></b></p> <p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam</p>	<p>The success rate of students on the MELS French reading Secondary 5 uniform exam</p>	<p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam from 54.4% in 2010 to 85.0% by 2020</p>	<p>To maintain the success rate of students on the MELS *FLS (de base) to increase enrichi, To maintain FLE or FLM) Secondary 5 writing component</p>	<p>The success rate of students on the MELS *FLS (de base, enrichi, FLE or FLM) Secondary 5 writing component</p>	<p>To maintain the success rate of students on the MELS *FLS (de base, above 85% enrichi, FLE: maintain 70% FLM: (transition in program FLM to FE 75.7 to 90%)</p>	

School Board			Objective	Indicators	Target	Strategies
<p><b>GOAL 2</b></p> <p><b><u>ENGLISH READING SECONDARY</u></b></p> <p>To increase the success rate of students on the MELS English reading component Secondary 5 uniform exam</p> <p><b><u>ENGLISH WRITING SECONDARY</u></b></p>	<p>The success rate of students on the MELS English reading component Secondary 5 uniform exam</p>	<p>To increase the success rate of students on the MELS English reading component Secondary 5 uniform exam from 90.1% in 2010 to 95.0% by 2020</p>	<p>To increase the success rate of students on the MELS ELA Secondary 5 reading component</p>	<p>The success rate of students on the MELS ELA Secondary 5 reading component</p>	<p>Secondary 5 writing component from In 2017, the success rate of FLS was at 87.9% In 2017, the success rate of FE was at 82.2% In 2017, the success rate of FLE was at 61.9%</p> <p>To maintain the success rate of students on the MELS English reading component Secondary 5 uniform above 95%. In 2017, the success rate was 96.6%</p>	<p>In-class libraries updated and increased.</p> <p>Rosetta Stone</p> <p>Learn Quebec</p> <p>Expose to cultural events</p> <p>Continuing to identify, purchase and train (when needed) on new technologies which support language learning in English.</p> <p>Purchase of class resources including English text based tools, books and media.</p> <p>Promoting cross-curricular literacy across all subject areas.</p> <p>Teacher modeling of reading and writing skills.</p> <p>Spelling and Public Speaking competitions in English. Enriched and adapted ELA classes Resources Language specialists (train &amp; develop teacher skills in English literacy)</p> <p>Resource Team (Support teachers &amp; students in English classrooms)</p>

School Board			Objective	Indicators	Target	Strategies
To increase the success rate of students on the MELS English writing component Secondary 5 uniform exam	The success rate of students on the MELS English writing component Secondary 5 uniform exam	To increase the success rate of students on the MELS English writing component Secondary 5 uniform exam from 91.1% in 2010 to 96.3% by 2020	To maintain the success rate of students on the MELS ELA Secondary 5 writing component	The success rate of students on the MELS ELA Secondary 5 writing component	To maintain the success rate of students on the MELS English writing component Secondary 5 uniform above 95%. In 2017 , the success rate was 99.6%	Advanced 5 program (Jr. campus level) English Authors (to work with students) In-class libraries updated and increased. Rosetta Stone Learn Quebec

**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
			To increase the ratio of Secondary 5 special needs students registered on September 30th who graduate (DES)	The ratio of Secondary 5 special needs students registered on September 30th who graduate (DES)	To increase the ratio of Secondary 5 special needs students registered on September 30th who graduate (DES) from 94.4% (34/36) in 2017 to 85%(maintain above) by 2019	<p>Aid in the increase of student success by the targeting of relevant, effective and timely professional development tools for our teachers. (Workshops on literacy &amp; differentiation, speakers, etc.)</p> <p>Proper placement of our students, with IEPs, in the various levels of Math, English, French and Science (Sec IV only).</p> <p>Accommodations &amp; supports provided to students for evaluation purposes. (as per IEP)</p> <p>Introduction of 404 Math Express program (senior campus). Students in Sec III adapted math are introduced to Sec IV math during the year, in preparation for the next.</p> <p>Additional support to assist students with homework, test prep &amp; projects. (After School and Lunch Tutoring/Homework Programs, Study Skills Program)</p> <p>Literacy Program (Junior Campus)</p> <p>Advanced 5 Approach to teaching ELA (Junior Campus)</p> <p>PPT Meetings</p> <p>PLC approach to Resource Department Meetings during Wednesday mornings (common time)</p> <p>Social Skills Programs for Special Needs students, struggling with isolation, communication and integration situations/issues.</p> <p>Transition Program for Resource/Special Needs students moving from Elementary to LHA Junior Campus and from LHA Junior Campus to Senior.</p> <p>Orientation Sessions for the Parents of Special Needs children at the Sec I and Sec III levels.</p> <p>Introduction and use of adaptive technology.</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)	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)	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) from 56.1% in 2010 to 62.0% by 2020	
<b>GOAL 3</b>			To increase the percentage of students (within the 7- year cohort)	The percentage of students (within the 7- year cohort) identified as	To increase the percentage of students (within the 7- year cohort) identified	

School Board			Objective	Indicators	Target	Strategies
identified as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST)	having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST) from 86.4% in 2013 to 86.4% by 2020 for (PWTC) and 45.8% in 2011 to 55.8% by 2020 for (TCST)				<p>Creation, implementation and follow up of IEP information in classrooms. Looping of Resource Teachers. And Cycle 1 Teachers Cycle 1 Allongé</p> <p>Future initiatives focused on continued success, include: introduction of Universal Design of Learning for all students, Accessible Reading project (headed by Resource and English Departments), regular PPT meetings to discuss 'at risk' students with a team of Resource teachers, guidance counsellors, teaching staff and Administration.</p> <p><b>Resources</b>  Resource Teachers  Resource Aids, CEGEP/University Tutors, Peer Tutors, Youth Coordinator (Sun Youth)  CCW's (Child Care Workers)  Student Services Team (Guidance, Nurse, Behavior Technician)  Speech and Language Pathologists  Literacy Specialist (Jr)  Readers &amp; Scribes (soon to be made electronic)  Classroom Teachers  Parents  Kurzweil Software  Rosetta Stone Software</p>

**MEES Goal 4**  
**Healthier and safer school environments**

School Board

Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p><b><u>BULLYING VICTIMIZATION</u></b></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 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 33.7%(SR) &amp; 41.9%(JR) in 2017 to 10% by 2019</p>	<p>Maison Jean Lapointe for Sec. I</p> <p>Project Pride for Sec. II</p> <p>MADD speaker for Sec. V</p> <p>Fosters Program established at Senior Campus</p> <p>Police intervention (punitive and preventative)</p> <p>Hiring of student monitor</p> <p>Project LOVE (Sr. Campus)</p> <p>Big Brothers/Big Sisters (Jr. Campus)</p> <p>Police Community rep.</p> <p>Rresources</p> <p>Guest speakers</p> <p>NANS money</p> <p>Guidance Counselor</p> <p>Social Worker</p> <p>In order to address these concerns the following initiatives will be supported: introduction of our GSA club organized by the Guidance department and Spiritual Animator, Workshops on bystanders, cyberbullying and safety by our socio-community police officer, extra staff supervision during lunch hour and afterschool, in-school suspension program, alternative to suspension program with the YMCA which provides intensive 3-5 day workshops, and the development of anonymous bullying report system through our school app and website.</p>
<p><b><u>SCHOOL SAFETY</u></b></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 60%(SR) &amp; 63%(JR) in 2017 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	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 students in 2008 to 228 students by 2020	To increase awareness of vocational education as a viable pathway to success	<p>The number of students considering Vocational training according to “The Tell Them From Me” Survey</p> <p>The number of LHA students in Vocational Training Programs</p>	<p><b>Not Applicable</b></p> <p><b>6.25% (15/240) in 2017</b></p>	<p>Attendance of Secondary 4 students at the “EMSB Secondary 4 Initiative”.</p> <p>Attendance of Secondary 5 students at the EMSB Career Fair.</p> <p>Attendance of students in Vocational “Student for a day” programs.</p> <p>Tours and Open House visits at Vocational Centres.</p> <p>Promoting the use of “Career Cruising” and “ClicVoc” career software programs to students.</p> <p>Career Exploration Programs.</p> <p>In-house speakers from various trades.</p> <p>Class presentations.</p> <p>Assemblies.</p> <p>Regular one-to-one meetings between Guidance Counsellors and senior students.</p> <p>Evening Information Session for parents on post-secondary education and training options.</p> <p>Networking with Vocational Education Centres.</p> <p>Montreal Hooked on School presentations (Jr. Campus)</p>

**Signatories of the Agreement:**

<b>Signature, Principal</b>	Date
<b>Signature, Governing Board Chair</b>	Date
<b>Signature, Regional Director</b>	Date
<b>Signature, Director General</b>	Date