

Management & Educational Success Agreement

between
ENGLISH MONTREAL SCHOOL BOARD
and
LaurenHill Academy

Dates of annual agreement
(January 31, 2013 - January 31, 2014)

Purpose of the Agreement

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

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

Management and Educational Success Agreement

Explanatory Notes:

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

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 allowing them to achieve their full potential in society.

Our Values:

- **The learning process is a joint responsibility of parents, staff, students, and community.**
- **Students have diverse learning styles, and have the right to succeed to their fullest potential.**
- **Students need the opportunity to develop skills critical to succeed in school and in life.**
- **Every individual has the right to be treated with respect and has the responsibility to treat others with respect.**
- **A holistic approach is favored for the development of every student.**
- **The authentic learning situations are at the center of teaching process.**

Our Vision

- **LaurenHill Academy will be a school that fully integrates technology into the curriculum and classrooms.**
- **Teachers will be comfortable in using technology with 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.**
- **The QEP will be fully integrated by teachers in the classroom.**
- **LaurenHill will be a professional learning community with close links with all its stake holders.**
- **Literacy awareness will be observable in all curricula.**
- **Students will develop a sense of ownership and pride 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.**

MELS Goal 1: Increased graduation rates and qualifications before age 20

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>To increase the percentage of students who obtain qualification and certification after 7 years.</p> <p>To increase the rate of success on MELS Sec. IV Mathematics examinations.</p> <p>To increase the rate of success on the MELS Sec. IV History and Citizenship examinations.</p>	<p>The rate of EMSB students who obtain certification and qualification after 7 years.</p> <p>MELS success rate on MELS Mathematics 404 examinations.</p> <p>MELS success rate on the MELS History and Citizenship 414 examinations.</p>	<p>By June 2014, increase from 83% to 86% the percentage of students who obtain qualification and certification (7 year cohort).</p> <p>Increase the success rate on MELS Mathematics 404 examination from a 43% to 60%</p> <p>Increase the success rate on the MELS History and Citizenship examinations from 65% to 75%</p>	<p>To maintain the percentage/success rate of LHA students who obtain qualification & certification after 7 years.</p>	<p>Maintain the rate of LHA student who graduate obtaining and qualifying after 7 years.</p>	<p>Maintain current and future percentage of an 88% graduation rate (7 year cohort)</p>	<p>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.</p> <p>Adapted math programs with smaller class sizes to even out the teacher/student ratio (Sec. 1 to 3)</p> <p>Accommodations provided based on the student's IEP and MELS guidelines.</p> <p>Develop and provide a "Study Skills" Program beginning in Secondary 1 through Secondary V.</p>	<p>Co-teaching (classroom teacher/resource teacher)</p> <p>Teacher tutorials</p> <p>University tutors</p>	<p>End of June 2014</p>	<p>MELS Uniform and local exams</p>

<p>Decrease the number of student leavers without qualification and certification.</p>	<p>MELS - Number of student leavers without qualification and certification published annually by MELS.</p>	<p>Decrease by 47 students from baseline (335-2009) the number of student leavers without qualification and certification.</p> <p>Target reduction 2014-288 students.</p>							
<p>To increase the level of literacy of Secondary cycle 1, year 1 cohort.</p>	<p>The percentage of cycle 1, year 1 cohort that are reading at grade level.</p>	<p>To increase to 90% the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level.</p> <p>Baseline to be determined by 2012.</p>							

MELS Goal 2: Improved Mastery of the French (and English) Language

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>To improve French reading skills of all elementary school students.</p> <p>To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle reading examination.</p> <p>Number of students who obtain 60% or more on the FSL Sec V FLS MELS uniform examination (reading component)</p>	<p>A 90% success rates in reading for all students enrolled in elementary schools</p> <p>An 80% success rate for all high school students enrolled in the FLS base program by the end of Secondary V</p>	<p>Maintain English reading & writing skills amongst LHA Sec. V students using the end of cycle 2 evaluation tool.</p> <p>To increase the mean final results of French Langue de base on the end of cycle 2 evaluation tool</p>	<p>The percentage of LHA students who are successful in completing the sec 5 exam based on French and English exit requirements.</p>	<p>Maintain the 95% success rate of LHA students completing sec. V ELA</p> <p>Increase the % of students successfully completing the Sec. V French reading exam by 1% - 74% total.</p>	<p>Continuing to identify, purchase and train (when needed) on new technologies which support language learning in French & English.</p> <p>Purchase of class resources including French and English text based tools, books and media.</p> <p>Continuing the introduction and teaching of History & Geography classes, in Sec. I & 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 both French and English.</p> <p>AP English (Senior Campus)</p>	<p>Language specialists (train & develop teacher skills in English & French literacy i.e. Susan Waite)</p> <p>Resource Team (Support teachers & students in English & French classrooms)</p> <p>Advanced 5 program (Jr. campus level)</p> <p>English & French Authors (to work with students i.e. Monique Polack)</p> <p>In-class libraries updated and increased.</p> <p>Rosetta Stone</p> <p>Learn Quebec</p>	<p>End of June 2014</p>	<p>MELS Uniform exam</p> <p>Lumix & GPI</p>

<p>To improve the written French skills of all elementary school students.</p>	<p>Number of students who are successful (minimum of 3 out of a scale of 5) on the end-of-cycle written examination in the EMSB French immersion program for each of the elementary cycles</p>	<p>To increase by 5%, in the four years of this agreement (2010-2014) the proportion of students who are successful on the end-of-cycle written examination for each of the three elementary cycles .</p>							
<p>To improve French writing skills of all high school students enrolled in the FLS base program by the end of Secondary V</p>	<p>Number of students who obtain 60% or more on the FLS Sec V MELS uniform examination (writing component).</p>	<p>To maintain an 83.0% success rate in for all high school students enrolled in the FLS base program by the end of Secondary V.</p>							

<p>To improve English reading skills of all elementary school students.</p>	<p>The number of students who obtain a 3 out of 5 on the End-of-cycle 3 ELA Evaluation Situation (ES)-writing component.</p>	<p>To increase by 5% the English reading skills of all elementary school students.</p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>
<p>To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.</p>	<p>Number of students who obtain 60% or more on the reading component of the MELS Sec V ELA uniform exam.</p>	<p>To maintain a 90% success rate on the reading component of the MELS Sec V ELA uniform exam.</p>							

MELS Goal 3: Improved Levels of Retention and Academic Success for Certain Target Groups (special needs)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of students (within the 7-year cohort) identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP)	The number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	To increase by 5% the number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP) from a baseline to be established in 2010-11	To increase the number of students with IEP's identified as at risk and or having a learning-behavioural difficulty, that successfully complete a DES or DEP Program.	The number of students with IEP's identified as at risk and or having a learning-behavioural difficulty, that successfully complete a DES or DEP Program.	Increase of 2% over 3 years.	<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 & 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 & 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 & projects. (After School and Lunch Tutoring/Homework Programs, Study Skills</p>	<p>Resource Teachers</p> <p>Resource Aids, CEGEP/University Tutors, Peer Tutors, Youth Coordinator (Sun Youth)</p> <p>CCW's (Child Care Workers)</p> <p>Student Services Team (Guidance, Nurse, Behavior Technician)</p> <p>Speech and Language Pathologists</p> <p>Literacy Specialist (Jr)</p> <p>Readers & Scribes (soon to be made electronic)</p> <p>Classroom Teachers</p> <p>Parents</p> <p>Kurzweil Software</p> <p>Rosetta Stone Software</p>	June 2014	Lumix & GPI

					<p>Program)</p> <p>Literacy Program (Junior Campus)</p> <p>Advanced 5 Approach to teaching ELA (Junior Campus)</p> <p>PPT Meetings (Senior Campus)</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> <p>Creation, implementation and follow up of IEP information in classrooms.</p> <p>Looping of Resource Teachers.</p>			
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<p>To increase the number of students (within the 7-year cohort) identified as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).</p>	<p>The number of students (within the 7 year cohort) identified as having handicaps who graduate with Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).</p>	<p>To increase by 30% over the June 2010 baseline, the number of students identified having handicaps, who will graduate with qualification.</p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>	<p><i>See above</i></p>
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MELS Goal 4: Healthier and Safer School Environments

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>To reduce the percentage of elementary and high school students who are victims of bullying.</p> <p>To increase students' feelings of school safety.</p>	<p>The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From me Survey.</p> <p>The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me Survey.</p>	<p>To reduce by 5% the percentage of elementary and high school students who are victims of bullying.</p> <p>To increase by 5%, elementary and high school students' feelings of school safety</p>	<p>4.1 To decrease the percentage of students that use marijuana occasionally or once a day.</p> <p>4.2 To decrease the number of occurrences of physical or psychological violence.</p> <p>4.3 To increase the number of students who feel physically and psychologically safe in our school</p> <p><input type="checkbox"/> Sense of Belonging <input type="checkbox"/> Victim of Bullying <input type="checkbox"/> Feeling Safe at School</p>	<p><i>"Tell Them From Me" survey reporting both on outcome and school climate</i></p>	<p>To decrease the percentage of students using marijuana occasionally or once a day from 7% - 5% in 3 years.</p> <p>To decrease the number of physical and/or psychological violence incidences by 5%.</p> <p>To increase the number of students feeling safe in school by 5%.</p>	<p>Maison Jean Lapointe for Sec. I Project Pride for Sec. II MADD speaker for Sec. V Fosters Program established at Senior Campus Police intervention (punitive and preventative) Hiring of student monitor Hiring of drug counselor Valise de la Toxicomanie by Police community rep. Project LOVE (Sr. Campus) Big Brothers/Big Sisters (Jr. Campus) Police Community rep.</p>	<p>Guest speakers NANS money Guidance Counselor Social Worker</p>	<p>June 2014</p>	<p>Using the "Tell Them From Me" Survey (bi-annually)</p> <p>GPI</p>

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MELS Goal 5: Increased Enrolment of Students Under 20 in Vocational Training

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of new registrants under the age of 20 in Vocational Training.	Number of new registrants under the age of 20 in Vocation Training.	To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	<p>To increase the number of LHA students who consider Vocational Schools- Training as a serious option.</p> <p>To increase the number of LHA students who enrol in Vocational Programs.</p>	<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>	Increase by 2% the number of students who consider vocational training.	<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>TTFM Survey</p> <p>LUMIX and GPI</p> <p>Guidance Counsellors</p> <p>Montreal Hooked on School survey.</p>	June 2014	<p>TTFM Survey results.</p> <p>LUMIX and GPI (for tracking and statistical analysis).</p>

Monitoring and Accountability Measures:

In the table above the school/centre would have indicated how its specific strategies or actions would be monitored. In this section the school/centre should indicate the general monitoring process and accountability mechanisms it has established. It should also include how and when its progress will be reported to the school's/centre's stakeholders.

Resources Allocated to the School/Centre:

In this section the resources provided to the school/centre so that it can meet established objectives and targets should be indicated. Besides a statement referring to general staffing and budgetary allocations, it must list the resources specific to the school which take into account its particular situation and needs.

Support and Assistance Measures Available to the School/Centre:

In this section any programs and 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.

Signatories of the Agreement:

_____	_____	_____
<i>Name of Director General</i>	<i>Name of Governing Board Chair</i>	<i>Name of Principal</i>
_____	_____	_____
Date	Date	Date