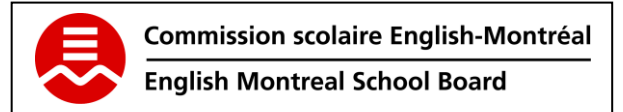


Success Plan / Management & Educational Success Agreement (MESA)



Between
ENGLISH MONTREAL SCHOOL BOARD
And



St. Monica School

MESA Agreement
January 31, 2014 - January 31, 2015

Success Plan
January 31, 2014 - January 31, 2017

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.

SECTION 1: SCHOOL SUCCESS PLAN (2014-2017)

OUR VISION AND MISSION STATEMENT

At St. Monica our mission is to provide our students with a stimulating and challenging educational program. Our goal is to help each student reach his/her potential by helping them develop knowledge in a variety of areas (intellectual, emotional, moral, cultural and physical). We also emphasize the importance of building strong respectful relationships with both peers and adults. St. Monica graduates bilingual students who possess self-esteem, self-motivation and the skills required to pursue both lifelong learning and exemplary citizenship.

CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

St. Monica is a category 3 inner city school with an enrollment of 200 students. It is situated in the Montreal borough of Côte-des-Neiges/Notre Dame de Grâce (NDG). Our school offers a bilingual academic program, serving primarily the population of south and western NDG.

St. Monica School was built in 1955 and houses children from pre-kindergarten through cycle 3. It is a school that belonged initially to the Montreal Catholic School Commission. When the creation of linguistic boards took place in 1998, St. Monica School became part of the English Montreal School Board (EMSB). St. Monica welcomed students from Somerled School in 2000, John XXIII School in 2001, and St. Ignatius School in 2005 when these schools closed. The school population continues to grow and to adapt to the needs of the diverse population it serves. The population of St. Monica is ethnically diverse. Many students speak English and French as their second and third languages. Approximately four percent of our students have French as a mother tongue.

A large portion of our student population comes from families with difficult economic situations. Data also shows that a portion of our population is composed of economically strong families, many of whom are working middle class and property owners.

St. Monica continues to have strong links with several neighborhood organizations (e.g. St. Monica Church, Benny Farm Sports and Summer Camp, NDG Community Council, NDG Food Depot, NDG sport facilities operation, Union United Church, *Boite à lunch* program, Ecocartier, Action Communiterre, QBBE and more). A neighborhood police officer is linked to our school. Members of the local CSSS (Benny Farm CLSC) serve our community (nurse, social worker, dental hygienist.) These important community relationships strengthen our presence in the neighborhood and make a broader range of community connections and services available to our families.

PROGRAMS AVAILABLE IN OUR SCHOOL

St. Monica's bilingual program serves children from pre-kindergarten through cycle 3. We provide an enriched curriculum in Science and Physical Education. We have a strong academic resource support team in addition to our regular teaching and support staff.

Due to the inner-city status of St. Monica, the MELS provides the school with special funds: ICOR (support to special needs) and AMSFA (A Montreal School for All).

Other allocations include: Homework Assistance Program, Wellness Program, Joining Forces and Support to FSL

SPECIAL EVENTS/ACTIVITIES

- Robotics Club, Playground Leadership Program, GMAA Sports Teams (basketball & soccer), T.A.R.G.E.T. Mentoring and Leadership Program (through golf), Summer School
- Activities: Corn Roast, Remembrance Day, Stars of the Month, Breakfast with Santa, Holiday Concert, Winter Carnival, Variety Show, Field Day
- Fundraisers: Book Fair, Terry Fox, Spirit of Giving, Walk-O-Thon (Share the Warmth), Movie Night
- Parent Locale for Parents of Pre-K and Kindergarten, Community Garden (B.A.S.E. Daycare & Action Communiterre)
- Graduation (Pre-K, K and grade 6)
- Extra-Curricular Activities: Breakfast Club, Ciné Club, Leadership, Cards Club, Recycling Team, Steel Pan

PARENT PARTICIPATION

St. Monica is very fortunate to have a dedicated and passionate group of parents who volunteer their time by being members of the Governing Board, the Parent Participation Organization (PPO), or simply by volunteering their time during the day for special events (Movie Nights, Breakfast with Santa, Book Fair, Teacher Appreciation Week, Green Committee, School Spirit Committee, Graduation Committee, etc.)

SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2014-2015

ALIGNEMENT OF GOALS AND OBJECTIVES:

Our school success plan/MESA is based upon the aims and objectives elaborated in the MELS and English Montreal School Board's strategic plan with particular emphasis on the MELS-EMSB Partnership Agreement. Our Success Plan/MESA elaborates the actions, measures and methods for ensuring that each student achieves success in his/her academic growth and personal development. This section is to be revised and updated annually. Our school MESA includes the following objectives:

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

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the rate of success on the MELS uniform Mathematics examinations.	MELS success rate on MELS uniform Mathematics 404 examination (Uniform Examination results published annually in June).	Increase the success rate on MELS uniform Mathematics 404 to 60%.	Increase the success rate of end-of-cycle Mathematics exam-C1 Situational Problem Solving	Success rate of students on elementary end-of-cycle C1 Math exam	Cycle 1: Achieve suc. rate of 80% Baseline: 80% ----- Cycle 2: Achieve suc. rate of 80% Baseline: 80% ----- Cycle 3: Increase success rate by 5% Baseline: 45%	<ul style="list-style-type: none"> • PLC: Vertical Planning (consistency across the grades) • Use of manipulatives • LES practice 	<ul style="list-style-type: none"> • Math Res. Binder • Resource teacher • Math Tutor • Homework Program • SMART Board Technology • Math Literacy Books 	Jan. 2014 to Dec. 2014	<ul style="list-style-type: none"> • Classroom teacher observations, evaluations • End-of cycle exams
To increase the rate of success on the MELS uniform History and Citizenship examinations.	MELS success rate on MELS uniform History and Citizenship 414 examination (Uniform Examination results)	Increase the success rate on MELS uniform History and Citizenship 414 to 75%.	Align the content of the Social Sciences course with the QEP	Success rate of students at the end of the cycle	No baseline available	<ul style="list-style-type: none"> • Curriculum Mapping • PLC: Vertical Panning 	<ul style="list-style-type: none"> • Ped. Consultant • QEP 	Jan. 2014 to Dec. 2014	<ul style="list-style-type: none"> • Rubrics • Observations • Completed Projects

MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- ELEMENTARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>FRENCH READING: (ELEMENTARY)</p> <p>To improve French reading skills of all elementary school students.</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>A 90% success rates in reading for all students enrolled in elementary schools in all 3 cycles</p>	<p>To improve the French literacy skills of students in all 3 cycles and preschool.</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>Cycle 1: Increase suc. rate by 2% Baseline: 79.2% ----- Cycle 2: Increase suc. rate by 2% Baseline: 76% ----- Cycle 3: Achieve suc. rate of 80% Baseline: 80%</p>	<ul style="list-style-type: none"> • Benchmark testing in Nov. and June • Introduce 2 Balanced-Literacy Strategies at all levels. • PLC Vertical Planning 	<ul style="list-style-type: none"> • GB+ assessment • Literacy Consultant 	<p>Jan. to Dec. 2014</p>	<ul style="list-style-type: none"> • Teacher evaluations • Teacher Observations • End-of-cycle exams
<p>FRENCH WRITING: (ELEMENTARY)</p> <p>To improve French writing skills of all elementary school students</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle writing examination</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 the French writing skills of students in all cycles.</p>	<p>Number of students who are successful on the (minimum of 3 out of a scale of 5) elementary end-of-cycle writing examination</p>	<p>Cycle 1: Achieve success rate of 96% Baseline: 95.8% ----- Cycle 2: Increase success rate by 2% Baseline: 88% ----- Cycle 3: Increase success rate by 10% Baseline:20%</p>	<ul style="list-style-type: none"> • PLC Vertical Planning • Word Walls in each class and around the school • Peer editing 	<ul style="list-style-type: none"> • Resource teacher • French Tutor in class • Homework Program • French Consultant 	<p>Jan. to Dec. 2014</p>	<ul style="list-style-type: none"> • Teacher evaluations • Teacher Observations • End-of-cycle exams

MELS/EMSB Goal 2: Improved Mastery of the English Language (English Reading & Writing- Elementary)

School Board			School / Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>ENGLISH READING: (ELEMENTARY)</p> <p>To improve English reading skills of all elementary school students.</p>	<p>Number of students who are successful (min. 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 the English literacy skills of students in all three cycles and preschool.</p>	<p>Cycle 1: Number of students at Stanine 4 and above on Cat IV assessment ----- Cycles 2 & 3: Number of students who are successful (min. of 3 out of a scale of 5) on the end-of-cycle written examination.</p>	<p>Cycle 1: Increase by 5 % students at Stanine 4 and above (word analysis) Baseline: 58% ----- Cycle 2: Increase the success rate by 5% Baseline: 40% ----- Cycle 3: Increase the success rate by 10% Baseline: 29%</p>	<ul style="list-style-type: none"> • Benchmark in Nov. and June • Introduce 2 Balanced-Literacy strategies at all levels 	<ul style="list-style-type: none"> • Benchmark • Resource teacher • ELA Consultant 	<p>Jan. to Dec. 2014</p>	<ul style="list-style-type: none"> • Cat IV Assessment • Teacher evaluations • Teacher Observations • End-of-cycle exams
<p>ENGLISH WRITING: (ELEMENTARY)</p> <p>To improve the English written skills of all elementary school students.</p>	<p>The number of students who obtain a 3 out 5 on the End-of-cycle 3 ELA Evaluation Situation (ES) - writing component.</p>	<p>To increase by 5% the success rate of students on the End-of-cycle 3 ELA Evaluation Situation (ES)</p>	<p>To increase the English writing skills of students in all 3 cycles.</p>	<p>Cycle 1: % of students at Stanine 4 and above on Cat IV assessment ----- Cycles 2 & 3: The number of students who obtain a 3 out 5 on the End-of-cycle 3 ELA Evaluation Situation (ES) - writing component.</p>	<p>Cycle 1: Increase by 5% students at Stanine 4 and above (Spelling) Baseline: 58% ----- Cycle 2: Increase suc. rate by 2% Baseline: 72% ----- Cycle 3: Increase suc. rate by 3% Baseline: 62%</p>	<ul style="list-style-type: none"> • PLC: Vertical Planning • Word Walls in each class and around the school • Peer editing 	<ul style="list-style-type: none"> • Resource Teacher • Homework Program • ELA Consultant 	<p>Jan. to Dec. 2014</p>	<ul style="list-style-type: none"> • Cat IV Assessment • Teacher evaluations • Teacher Observations • End-of-cycle exams

MELS/EMSB 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 identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will succeed in the end of cycle 3 examinations in French, Math and English.	The success rate of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) on Elementary end of cycle 3.	French Comp. 1 (communiquer) Increase success rate by 10% Baseline: 57% ----- Math Comp. 2 (reasoning) Increase success rate by 10% Baseline: 33% ----- English Comp. 2 (written response) Increase success rate by 10% Baseline: 17%	<ul style="list-style-type: none"> Reward system to encourage students to speak in French French Word Walls across the school PLC (vertical) Common problem-solving strategies across the cycles Balanced Literacy Strategies LES practice All teachers will review and implement IEPs in August. Baseline testing every few months for feedback 	<ul style="list-style-type: none"> Resource Teachers Tutors in French and Math 	Jan. to Dec. 2014	<ul style="list-style-type: none"> Teacher observations Results on assignments, tests, projects PPT Meetings

MELS/EMSB Goal 4: Healthier and Safer School Environments

School Board			School / Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To reduce the percentage of elementary and high school students who are victims of bullying.	The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From me (TTFM) Survey	To reduce by 5% the percentage of elementary and high school students who are victims of bullying.	To reduce the number of students who are victims of bullying.	The number of students who are victims of bullying as reflected in the TTFM survey (cycle 3) and the number of incident reports.	Lower by 10% the number victims of bullying. Baseline: 33%	<ul style="list-style-type: none"> Reminders about bus and school behavior to students. Training for students and teachers in bullying prevention 	<ul style="list-style-type: none"> Autobus Transco Workshops for preschool and grade 1 PEACE by Peace Workshops (cycle 2) Chill Zone Workshops (cycle 3) 	Jan. to Dec. 2014	<ul style="list-style-type: none"> Bus reports (Principal) Behavior Reports (Behavior Tech.)
To increase students' feelings of school safety.	The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me (TTFM) Survey.	To increase by 5%, elementary and high school students' feelings of school safety	To increase students' feelings of school safety.	The number of cycle 3 students who report feeling safe as reflected in the TTFM survey (cycle 3).	Increase by 6% the number of cycle 3 students who report feeling safe at school. Baseline: 89%	<ul style="list-style-type: none"> Support for teachers and students by school Behaviour Tech. Playground Leadership Program (conflict resolution) Transition to High School Workshop for students and parents School code of conduct aligned with EMSB Safe School policy 	<ul style="list-style-type: none"> Behaviour Technician Bartimaeus EMSB Violence Prevention Consultant 	Jan. to Dec. 2014	<ul style="list-style-type: none"> Principal Behavior Tech.

MELS/EMSB 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)	To increase student awareness of Vocational training programs.	The number of students that are aware of the careers associated with vocational training.	All students see vocational school as a valid option for professional training.	<ul style="list-style-type: none"> • Visit to a vocational training centre. • Guest speakers working in various vocational fields 	<ul style="list-style-type: none"> • Parents as guest speakers. • EMSB vocational centre; guest from vocational training program 	Jan. to Dec. 2014	<ul style="list-style-type: none"> • Cycle 3 teachers and administration

SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>In the next 3 years, increase by 5% student success rate in French, ELA, Mathematics and Social Sciences by implementing Professional Learning Communities:</p> <ul style="list-style-type: none"> Vertical (by subject) Horizontal (by cycle) 	<p>ELA, Math and French end-of-year results (2014, 2015, 2016)</p>	<p>Cycle 1: French Baseline: 88 % :English Baseline: 88 % :Math Baseline: 100 %</p> <p>Cycle 2: French Baseline:76 % :English Baseline:80 % :Math Baseline: 92%</p> <p>Cycle 3: French Baseline: 57 % :English Baseline:71 % :Math Baseline:81 %</p>	<ul style="list-style-type: none"> Initiate discussions/common planning for each subject Develop common rubrics (by cycle or by subject) Analyze common assessment results to redirect teaching practices 	<ul style="list-style-type: none"> EMSB Pedagogical Services Consultants ASSET Team (Julie Hobbs) 	<p>Year 1: Initiate PLC for French, ELA and Math</p> <p>Year 2: Initiate PLC for Social Sciences</p> <p>Year 3: Consolidation of subject PLCs and initiate PLCs for At-risk students</p>	<p>Principal: participate in PLC meetings and gather minutes of PLC meetings : classroom visits</p> <p>Teachers</p> <p>ASSET Team: Julie Hobbs</p>
	<p>Social Sciences end-of-year results (2014, 2015, 2016)</p>	<p>Cycle 2: Baseline: 88%</p> <p>Cycle 3: Baseline: 62%</p>			<p>Jan. 2014 to Jan. 2017</p>	<p>Principal: participate in PLC meetings and gather minutes of PLC meetings : classroom visits</p> <p>Teachers</p> <p>ASSET Team: Julie Hobbs</p>
<p>Increase by 5% the success rate of all students in literacy (reading)</p>	<p>ELA and French end-of-cycle examinations results (2014, 2015, 2016)</p>	<p>Cycle 1: French Baseline: 79.2% :English Baseline: 58%</p> <p>Cycle 2: French Baseline: 76% :English Baseline: 40%</p> <p>Cycle 3: French Baseline: 80% :English Baseline: 29%</p>	<ul style="list-style-type: none"> Select at least 2 common Balanced Literacy Strategies per year resulting in all classes using Guided Reading and centres in 2017 	<ul style="list-style-type: none"> Literacy Consultant Visits to other schools 	<p>Jan. 2014 to Jan. 2017</p>	<p>Principal: participate in PLC meetings and gather minutes of PLC meetings : classroom visits</p> <p>Teachers</p> <p>ASSET Team: Julie Hobbs</p>

Our Professional Development Plan: Preparing Our Staff 2013-2014

OBJECTIVES	GRADE LEVELS & SUBJECT AREA	INTERVENTIONS/STRATEGIES REQUIRING PD	PD PLAN (ex. name of workshop, date PD will be offered, resources involved (human or financial), etc.)
To improve the literacy skills of all students.	ELA/French All 3 cycles	Guided Reading	PSD Literacy Consultants to provide ongoing PD starting January 2014.
To improve the problem solving skills of all students.	Math All 3 cycles	Common strategy to solve problems Project-Based Learning	Math Consultant to provide ongoing support to teachers in Math, beginning January 2014
To help students achieve success in all subjects.	ALL	PLC/Data Teams	<ul style="list-style-type: none"> • PLC 101 workshop October 23 rd 2013, cluster consultants • Follow up data team meetings, in-school training, cluster consultants or subject-specific consultants, on-going starting Nov. 2013 • ASSET team to provide support in differentiated instruction to improve success of students who are diverse learners, on-going starting December 2013

Monitoring and Accountability Measures:

- Safe School Action Plan
- Tell Them From Me Survey
- End-of-Cycle examinations in ELA, French, Math
- Cat IV Assessment in ELA and Math

Resources Allocated to the School/Centre:

- FSL Budget for Out-of-Province Students
- A Montreal School for All
- ICOR (Special Needs Students)
- Wellness Program
- Homework Assistance Program
- Joining Forces

Support and Assistance Measures Available to the School/Centre:

- EMSB Pedagogical Services Department
- ASSET Team (professional development)
- Student Services Department
- Balanced Literacy Consultant (s)

Summary:

As all the stakeholders in the School/Centre Community work cooperatively together, supporting each other, we are able to achieve success for our students. Our commitment to success is of paramount importance as we implement, monitor and adjust the objectives we have outlined for our school this year. The professional development needs that are required are important to the achievement of these goals and are detailed in the School Professional Development Plan.

Signatories of the Agreement:

Robert Stocker, Director General EMSB

Signature of Principal

Signature of Governing Board Chair

Date

Date

Date