

# **Management & Educational Success Agreement**

*Between*  
**ENGLISH MONTREAL SCHOOL BOARD**  
*and*

***ST. Gabriel School***

**2015-2018**

## **Purpose of the Agreement**

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

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

## **Management and Educational Success Agreement**

### **Explanatory Notes:**

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

**Context:**

St. Gabriel School is a category one Inner City school located in Pointe St. Charles in the South West district of Montreal. The clientele is from Pointe Saint-Charles, and Ville Emard with very few children from outside the community attending the school. Due to limiting boundaries and changing demographics (gentrification), our population has grown. Traditionally, this was an Irish Catholic area; however, the community is becoming more ethnically diverse..

**Our Mission and Vision:**

St. Gabriel School is a true community school which cherishes heritage while embracing diversity and the Fine Arts. Staff, parents, volunteers, and community personnel work together, to guarantee that all children succeed in life and develop to the best of their abilities in a safe, secure, and respectful environment. We believe in offering a variety of activities in order to meet our students' academic and social needs.

We believe that:

Learning is a life-long process

Children are entitled to a challenging educational curriculum

Children are entitled to a safe school

Children are encouraged to do their best at all times

Children learn in different ways and at different paces

Children will experience various forms of success

Children will develop necessary life skills

Children will develop the importance of respect – for self and others

We aim to create a sense of self-confidence, self-respect, as well as respect for others and to incorporate each of these values into every aspect of our students' school life. Children are expected to behave in a manner that will prepare them to become responsible adults. With this concept in mind, students will be expected to show a sense of responsibility and will be held accountable, in a positive manner, for the consequences of their actions. We must insist that education is a value and will be beneficial to them later in life.

Our vision is to instill an intricate sense of self-motivation through realizing the importance and value of education. We aim to create a general feeling of respect – self-respect, respect of others, and respect of property. We want to work cooperatively and in collaboration with the parents/guardians of our students. We want to encourage an appreciation for books and foster and develop literacy skills. We want to have a greater involvement with the Fine Arts and develop a holistic approach to learning. We hope to help each child develop academically and socially.

## **Our School Portrait:**

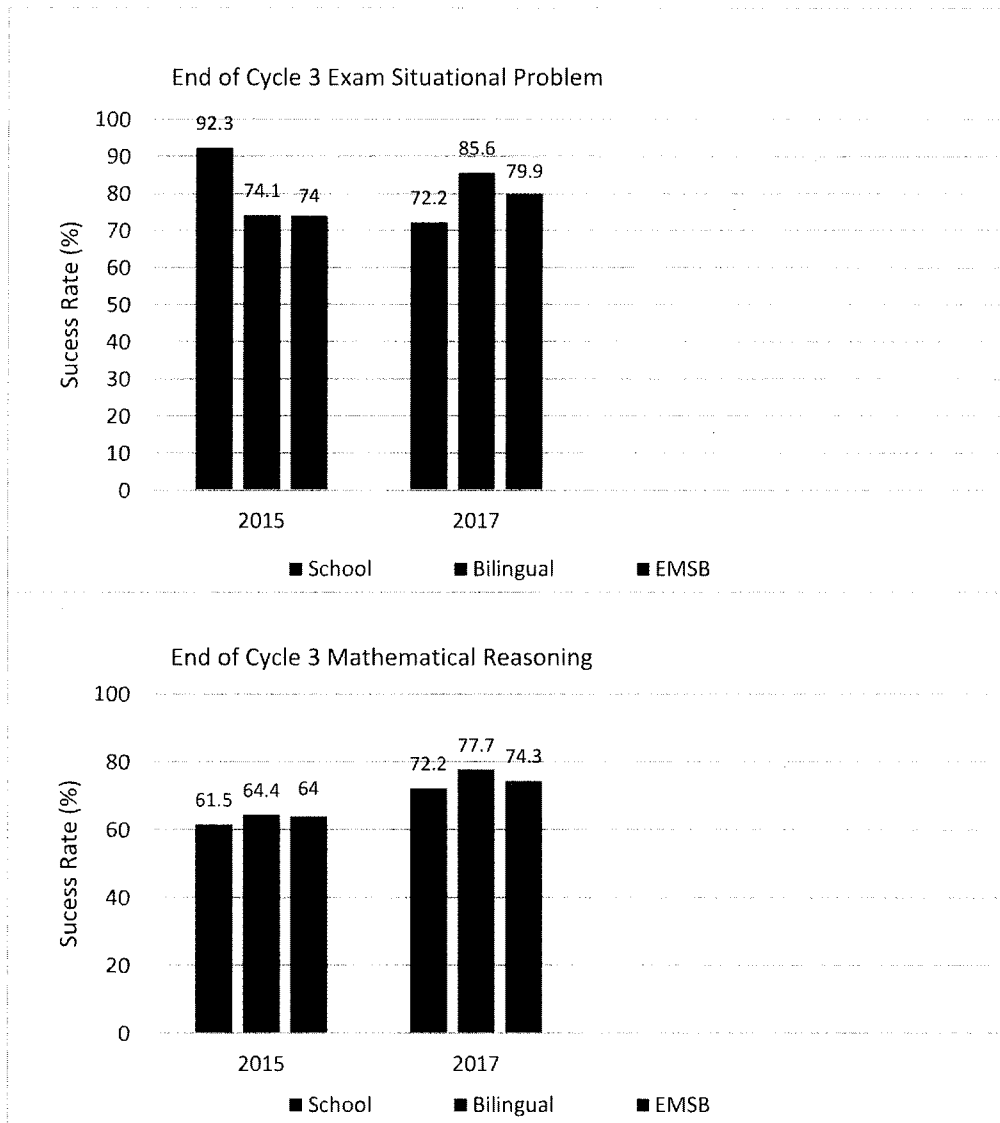
St. Gabriel School offers students a rich and varied educational experience. Constantly striving to open minds and broaden horizons, traditional academics are supported by supplemental and extracurricular activities that engage and challenge students. Children will develop self-esteem, self-awareness and self-discipline to become responsible individuals. Teachers, parents and other school personnel share in the responsibility of the student's educational, social and moral growth.

As a significant number of students require academic support, innovative procedures and enrichment/ remediation, on the majority, are provided through "special funds" i.e. ICOR, Supporting Montreal Schools, Homework Assistance, and a hot meal program.

As a designated ICOR school, St. Gabriel is able to guarantee reduced class sizes, allowing students to receive more individualised attention. ICOR funding also supports many of the special extracurricular and supplemental programs St. Gabriel delivers to its students, as well as regular field trips and cultural performances throughout the year.

## Our School Performance:

### Goal 1



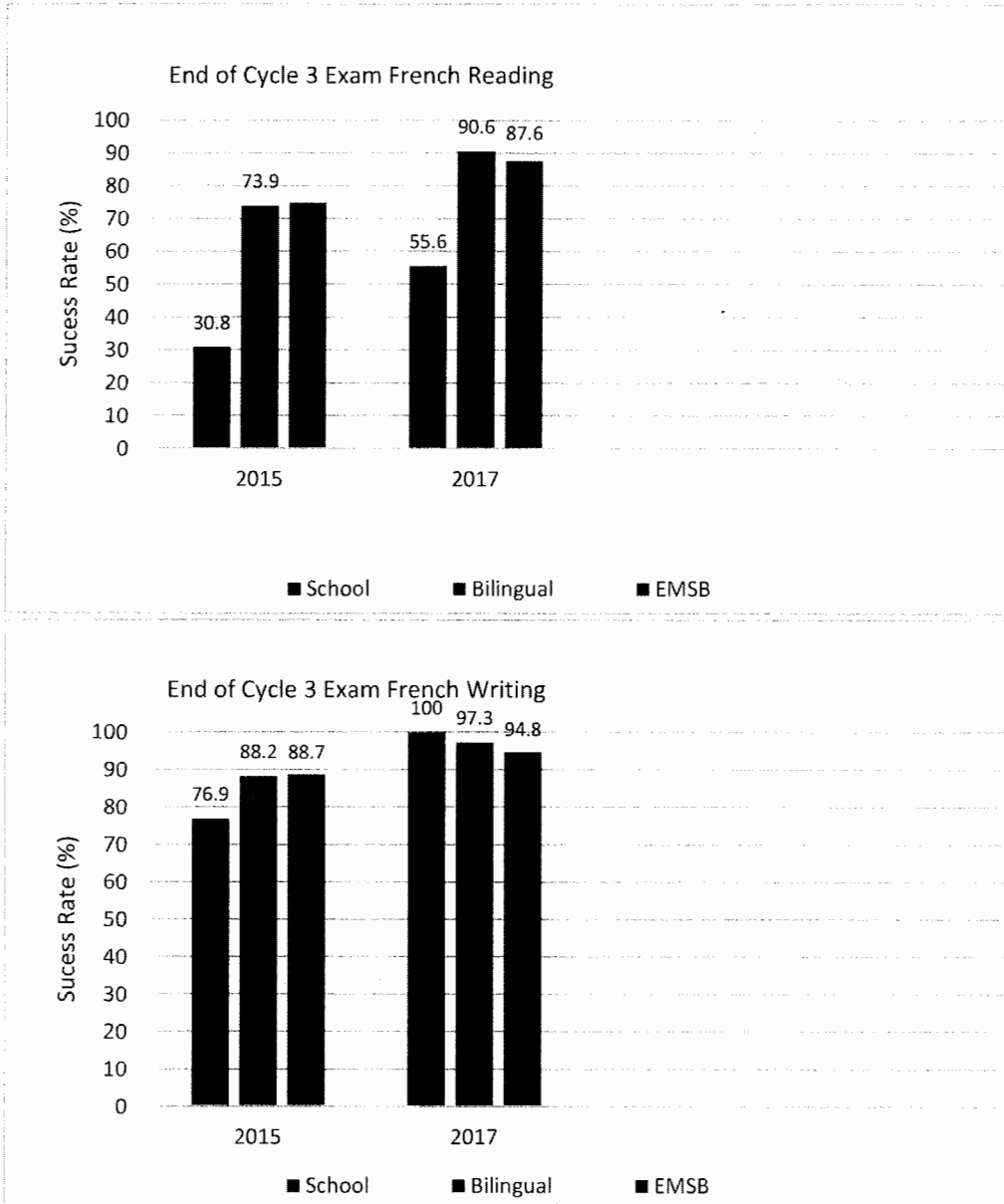
### Interpretation:

In reviewing our school data, we looked at the end of cycle 3 math exam success rates in two competencies, that is, the competency of using mathematical reasoning and the competency of solving situational problems. In solving situational problems, our data indicates that our students have performed similar to other students in the school board. In our MESA we will target to increase the success rate above 72.2% (2017). In our MESA, the baseline year is 2015.

### Interpretation:

In mathematical reasoning, our students performed similar to other students in the school board and students in the same model of instruction (bilingual). While our success rate, for the competency of mathematical reasoning, has increased, there are areas of concern that need to be improved: Arithmetic (division), fractions, decimals and probability. In the coming year (2018), we will monitor this result to increase our success rate in mathematical reasoning. In our MESA, the baseline year is 2015.

## Goal 2



### Interpretation:

In reviewing our school data, we looked at the end of cycle 3 French exam success rates in two competencies, that is, the competency of reading and writing. In reading, there was an increase from 30.8% in 2015 to 55.6% in 2017. Although a significant increase the results are still low in comparison to the School Board. A greater support for our students is necessary after school and during school hours. We will monitor this result in order to ensure continuous increase in the reading competency.

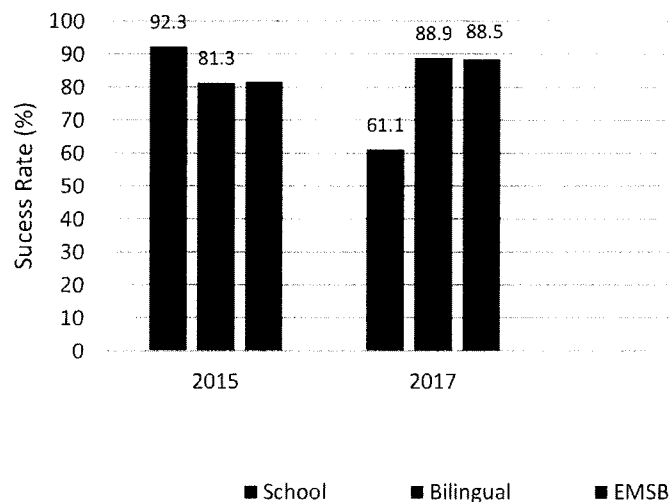
In our MESA, the baseline year is 2015

### Interpretation:

In the writing component, our students performed as well as students in our school board but lower than students in the same model of instruction (Bilingual). In 2017, the cycle 3 teacher focused specifically on modelled writing throughout the year. Given that the data shows that there is a high success rate, we will focus on improving the student average.

In our MESA, the baseline year is 2015.

End of Cycle 3 Exam English Language Arts Reading Task



**Interpretation:**

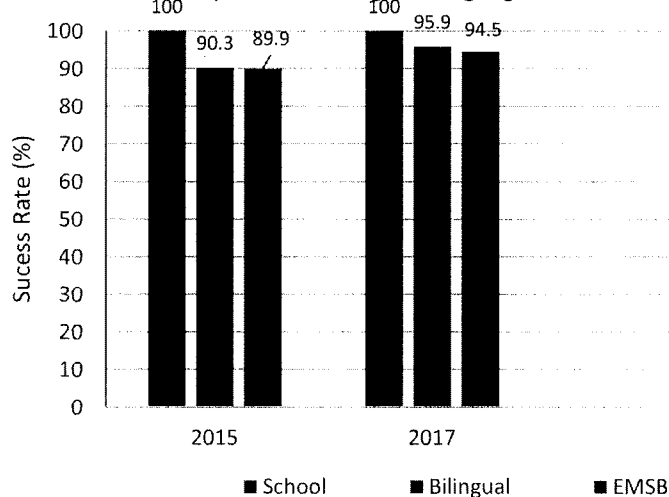
In reviewing our school data, we looked at the end of cycle 3 English Language Arts exam success rates in two competencies, that of reading and writing. In reading, our students did not perform as well as the students in our school board and students in the same model of instruction (bilingual).

There are some reasons to explain a lower success rate: (1) a change in the correction rubric used in class to more in line with the rubric used in exam correction centers and (2) an additional resource for struggling students.

While the success rate in 2017 was very high, further analysis of our data, shows that our students had difficulties in vocabulary and inference. As a result, we will address these areas of concerns. In our MESA, we will maintain a success rate of over 75.0% and will target improving the group average mark of 61.1% (2017).

In our MESA, the baseline year will be 2015.

End of Cycle 3 Exam English Language Narrative Writing

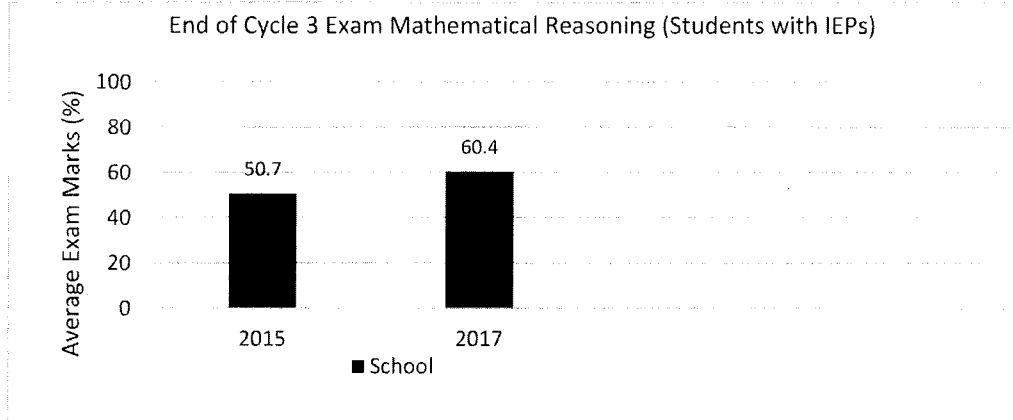


**Interpretation:**

In the writing component, our students performed as well as students in our school board and students in the same model of instruction (Bilingual). In 2017, the cycle 3 teachers focused specifically on modelled writing throughout the year.

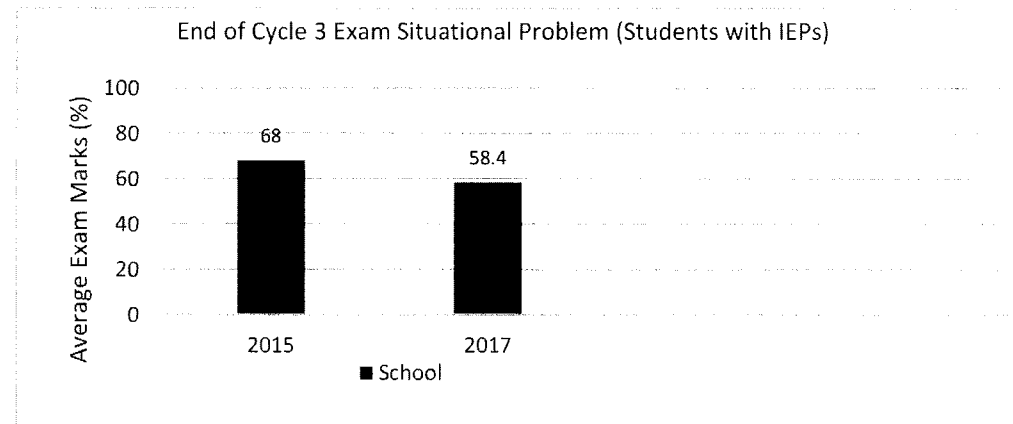
In the upcoming year we will provide enrichment activities to maintain reading success such as a home reading program and incorporate a more intense writing program through our special projects weeks, such as Literacy Week, Heritage Week and Environmental Week. Drama will also focus on Readers Theatre and the various writing components of English Language Arts. We will target strategies to improve the group average mark.

### Goal 3



#### Interpretation:

Reporting on the success rate of a group when the population of that group is small may produce large fluctuations from year to year and not provide us with any meaningful information. A better way to demonstrate the success of students with special needs is to look at the average mark of that group within a subject. An increase in the group's average mark, indicates an improvement in the progress of the students' learning, regardless of their starting point. In 2017 data of average marks for student with special needs is only available in mathematics with no comparison to the Board students with IEPs. As a result our MESA will only deal with mathematics in 2017. We will henceforth collect data on average marks for students with special needs in both French and English. We will establish a baseline for English and French, reading and writing for 2017.



#### Interpretation:

The Mathematics end of cycle 3 exam has 2 components: situational problem and mathematical reasoning. In situational problem, the average mark was lower. In mathematical reasoning the average mark increased from 50.7% to 60.4%.

In situational problems, we need to maintain our target. For the coming year, we will monitor both these results and supply the aid needed to reach our desired targets. The same strategies for improving the success rate of all our students outlined in Goal 1 will also be used with our students who have special needs.

**MEES Goal 1**

**Increased graduation rates and qualifications before age 20**

<b>School Board</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>
To increase the success rate on the MELS Secondary 4 uniform Mathematics examinations.	The rate of EMSB students who obtain certification and qualification after 7 years	To increase the rate of EMSB students who obtain certification and qualification after 7 years from 82.9% in 2008 to 88.0% by 2020	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam	The success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform examination	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam From 72.2% in 2017 to 84% by 2018	<ol style="list-style-type: none"> <li>1. In situational problem solving, students will be exposed to a situational problem per term.</li> <li>2. In mathematical reasoning, teachers will put extra emphasis on identified areas of concern: fractions, decimals and probability.</li> <li>3. We will invite the Math Consultant for ongoing workshops on new strategies for Arithmetic problems for each cycle.</li> <li>4. We will continue the after school program in math homework understanding.</li> <li>5. Regular support will be scheduled with resource teacher for students who are struggling in math.</li> <li>6. Improve teachers' knowledge of mathematics concepts and instruction through School Board numeracy initiative in Cycle 2.</li> <li>7. Concentrate on more real life problem solving and "hands on" activities.</li> </ol>
			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 72.2% in 2017 to 75% by 2018	



**MEES Goal 2**  
**Improve mastery of French and English (Reading & Writing)**

<b>School Board</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>
<p><b><u>FRENCH READING ELEMENTARY</u></b></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 increase the success rate of students in the End-of-cycle 3 French reading from 55.6% in 2017 to 60% by 2018</p>	<ol style="list-style-type: none"> <li>1. In French reading we will add an after school program to aid with homework.</li> <li>2. We will continue the Home Reading program bringing parents and students together.</li> <li>3. Regular remediation will be scheduled with a resource Teacher for students who are struggling in French reading and writing.</li> <li>4. Hire a French resource person to concentrate on Cycle 1 and 2 I students struggling in French.</li> <li>5. Consistent Benchmarking in Cycle 1 and 2</li> <li>6. Purchase additional level books for all Cycles.</li> <li>7. In school collaborate meeting in sharing ideas and good practices.</li> <li>8. Educational field trips in French milieu to launch reading and writing activities.</li> <li>9. The French Consultant can be invited to the school during PLC meetings to help teachers learn about diverse instructional strategies and effective tools to help students improve their reading comprehension and writing skills.</li> </ol>
<p><b><u>FRENCH WRITING ELEMENTARY</u></b></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 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 French writing</p>	<p>The success rate of students on the End-of-cycle 3 examinations in French writing</p>	<p>To maintain the student average mark in the End-of-cycle 3 French writing of 84.4% in 2017.</p>	

School Board			Objective	Indicators	Target	Strategies
<p><b>GOAL 2</b></p> <p><b>ENGLISH READING ELEMENTARY</b></p> <p>To improve English reading skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 uniform examinations English reading</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 maintain the success rate of students in the uniform End-of-cycle 3 English reading</p>	<p>The success rate of students on the End-of-cycle 3 uniform examinations in English reading</p>	<p>To maintain the success rate of students in the uniform End-of-cycle 3 English reading above 80%</p>	<ol style="list-style-type: none"> <li>1. In English reading and writing we will add an after school Program.</li> <li>2. We will continue a Home Reading program bringing parents and students together.</li> <li>3. Regular remediation will be scheduled with a resource teacher for students who are struggling in English reading And writing.</li> <li>4. Hire an English resource person to concentrate on Cycle 1 and II students struggling in English reading and writing.</li> <li>5. Model good writing practices.</li> <li>6. Consistent Benchmarking in Cycle 1, 2 and 3.</li> <li>7. The English Language Arts Consultant can be invited to the school during PLC meetings to help teachers learn about diverse instructional strategies and effective tools to help students improve their reading comprehension and writing skills.</li> <li>8. Introduce a Reading Buddy Initiative (Cycle 3 matched with Cycle 1 and 2)</li> </ol>
<p><b>ENGLISH WRITING ELEMENTARY</b></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 in English writing</p>		<p>To maintain 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 writing</p>	<p>To maintain the students average mark in the End-of-cycle 3 uniform English writing from above 68%</p>	

**MEES Goal 3**

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

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
To increase the percentage of students with special needs (within the 7-year cohort) who will graduate with a Diplôme D'études Secondaires (DES) or a Diplôme D'études Professionnelles (DEP)	<b>MATHEMATICS SITUATIONAL PROBLEM &amp; REASONING:</b>	<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>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 average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem 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 Situational Problem component of the from 58.4% in 2017 to 70% by 2018</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 60.4% in 2017 to 65.4 % by 2018</p>	Same strategies for improving the success rates of all students in solving situational problems and mathematical reasoning will be used to improve the average mark of our special needs students as outlined in Goal 1.

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
<b>GOAL 3</b>	<b><u>FRENCH SECOND LANGUAGE READING &amp; WRITING:</u></b>	To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the uniform examination.	The average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the uniform examination	To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the from 59.0% in 2017 to 70% by 2018	Same strategies for improving the average mark of all students in reading and writing French and English Language Arts outlined in Goal 2.
		To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the uniform examination.	The average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the uniform examination	To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the from 82.4% in 2017 to 85% by 2018	



School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
	<p><b>ENGLISH LANGUAGE ARTS READING &amp; WRITING</b></p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Language Arts the Reading component of the uniform examination.</p> <p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Language Arts in the Writing component of the uniform examination.</p>	<p>The average mark attained by special needs students on the End-of-cycle 3 English Language Arts Reading component of the uniform examination.</p> <p>The average mark attained by special needs students on the End-of-cycle 3 English Language Arts in Writing component of the uniform examination.</p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Language Arts Reading component of the from 66.5% in 2017 to 70% by 2018</p> <p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Language Arts in Reading component of the from 55.5% in 2017 to 70% by 2018</p>	<p>Same strategies for improving the average mark of all students in reading and writing French and English Language Arts outlined in Goal 2.</p>

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

<b>School Board</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>
<p><b><u>BULLYING VICTIMIZATION</u></b></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 40% in 2017 to 20% by 2018</p>	<ol style="list-style-type: none"> <li>1. Have professional groups come and speak to students on modeling positive behavior.</li> <li>2. Community involvement.</li> <li>3. Review Behavior Policy with consultant from the School Board</li> <li>4. Intensify social programs with Behavior Technicians.</li> <li>5. Train teachers to be more proactive when a bullying behavior occurs.</li> <li>6. Encourage more class discussions about the students' perception about bullying and discuss different ways to prevent bullying.</li> <li>7. Involve students in lunch and afterschool programs.</li> <li>8. Initiate in school Leadership program.</li> </ol>
<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 70% in 2017 to 85% by 2018</p>	

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

<b>School Board</b>						
<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Objective</b>	<b>Indicators</b>	<b>Target</b>	<b>Strategies</b>
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	Field Trips	1-2 Field Trips	<ol style="list-style-type: none"> <li>1. Link curriculum to vocational career/opportunities.</li> <li>2. Invite guest speakers on vocational career opportunities.</li> </ol>

**Signatories of the Agreement:**

Signature, Principal	Date Nov 28 2017
Signature, Governing Board Chair	Date 2017-11-28
Signature, Regional Director	Date
Signature, Director General	Date