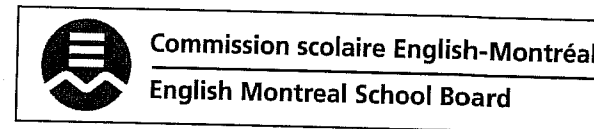


Success Plan / Management & Educational Success Agreement (MESA)



Between
ENGLISH MONTREAL SCHOOL BOARD
And



School/Centre name

Dates of Annual MESA Agreement

January 31, 2016 - January 31, 2017

Dates of 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 STATEMENTS

Our Mission:

Westmount Park School is a multicultural and multi-ethnic school that celebrates our community's diversity. Our school is committed to offering a programme of quality education that focuses on rights and responsibilities. The recognition of cultural diversity of the student population is an important ingredient of our programme, both in the academic areas as well as in the cultural aspects of the curriculum.

Westmount Park values the individual child's right to develop in an educational environment that is free from fear and prejudice.

Our Values:

- We value the individual child's right to develop in an educational environment that is free from fear and prejudice;
- We value the child's right to have the best possible educational experience;
- We value the right and the necessity of parents to be active partners in their child's education;
- We value the need and right of the child to be a life-long learner.

Our Vision:

We use the 5R's to maintain our focus.

Respect – for all members of the school community;

Rights – of the child and members of the school community to a positive and enriching educational environment;

Resources – to meet the broad spectrum of Learning, Social and Emotional needs of our students;

Responsibilities – to ensure our continued development as lifelong learners

Recognition - of individual and group achievements.

CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

Westmount Park is an inner city school that serves a multi-cultural, multi-ethnic population of approximately 440 students. Only 45% of the children were born in Quebec and use English as the main language spoken at home, the children's parents represent many different countries of origin with 55% of the families with a mother tongue other than English or French. The celebration of the cultural diversity of the student population is an important ingredient of the program at the school, both in the academic areas as well as the cultural aspects of the students' curriculum. The arts programs reach out to the richness of the diversity of our school population. Each year a variety of cultural groups are invited to share their traditions and thus enhance our students' experiences.

Approximately 30% of our student population has an I.E.P. with 73 coded students and 30 waiting to be assessed. These numbers do not include our newly arrived students nor our ESL class, a junior ASD class, and a Grade 1 co-teaching class with ASD students. We currently have two closed classrooms in cycle 2 and 3 respectively, a Kindergarten welcome

PROGRAMS AVAILABLE IN OUR SCHOOL

We are a Core English AMSFA and ICOR school.

We offer:

Pre-kindergarten Program and Daycare Program

BASE daycare programs

House System

Homework and wellness programs

Free snack, reduced cost hot lunch programs, a hot lunch programme, a breakfast programme and free milk program for students five days per week.

Art Therapy

Tutors in FSL, ESL, Math, and for Aboriginal students

CSSS Support of nurse, dental hygienist and social worker

Batshaw

Dynamix

YMCA

Bartimeus

Student Council and leadership program (House System)

Learn to Skate

Interlink Choir

SPECIAL EVENTS/ACTIVITIES

We offer numerous teacher led ECAs such as: Recycling Club, Free the Children, and Chess Club.

We have a steel pan program, dance group, basketball team, soccer team and student council.

We participate in and host Big Brother and Big Sisters, homework program

We support and work with Tyndale-St-George, the Westmount Library, and St-Columba House.

Our arts programs include: The Intergenerational Choir, Steel Pans, dance, music and participation in the Fine Arts Festival

PARENT PARTICIPATION

Parents are involved as partners in school success through the Governing Board, PPO, and volunteer activities.

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

ALIGNMENT OF GOALS AND OBJECTIVES:

Our school success plan/MESA is based upon the aims and objectives elaborated in the MEESR (formally MELS) and English Montreal School Board's strategic plan with particular emphasis on the MEESR-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/EB 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 percentage of students who obtain qualification and certification after 7 years.	The rate of EMSB students who obtain certification and qualification after 7 years.	By June 2014, 86% of students will obtain qualification and certification. (7 year cohort)	Increase the percentage of students who are successful in Elementary end of Cycle Mathematics exams.	The success rate of students on Elementary End of Cycle I, II and III Math Evaluation Situations.	Increase by 2% the success rate in Elementary end of Cycle Mathematics ES.	Use of Mathematic manipulative materials. Varied Mathematic texts based on the needs of our students. EMSB situational problem solving resources (ES).	Manipulative materials. Varied Mathematic texts. EMSB situational problem solving materials.	May 2016 Cycle I, II and III Mathematics evaluation situations as an end-of year indicator.	May , 2013, 2014, 2015 Cycle I, II and III Mathematics evaluation situations as a comparative indicator.
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 (by 10%) the use of computer based technology for Mathematics and situational problem solving. (Ex: Erpi Online Teacher Resource)	Mathematic Consultant. Mathematic resource time. Computer laboratory.	September 2015 resource teacher to assist with Math in all Cycles.	Student feedback on use of technology. Cycle meetings and continual formal and informal testing and monitoring.
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%.				Use of computer games in basic computation and problem solving in all cycles. Strategic teaching practices. Examine opportunities for continued Professional Learning Situations in Mathematics.	Mobile laptop labs. IPads Mathematics supplementary program: Erpi's Digit, Numbers, and Decimal workbooks and technological support materials. Scholastic Mathematic Readers	September 2015 Cycle teams review exam results and look specifically for indicators of success and needs. Continued pedagogy throughout year.	Reporting period reviews. May 2016 Cycle I, II and III evaluation situations.
						Mathematics Tutor			

MELS/EB 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 French communication skills of all elementary school students.</p>	<p>The percentage of students who are successful on competency 1 in the end-of cycle examination</p>	<p>2% increase in the end-of-cycle results for competency 1 (cycles 1, 2 and 3)</p>	<p>Increase motivation for French</p> <p>Physical Education in French</p> <p>Music in French</p> <p>Cultural activities</p> <p>Expose students to end-of - cycle exams</p> <p>Increase available teacher resources</p> <p>Expose students to a variety of French texts</p> <p>Continuous development of relevant French classroom libraries</p> <p>Increase use of technology and multi-media tools</p> <p>French tutors</p> <p>French resource teacher</p> <p>Bilingual homeroom teachers teaching French for own and partner class</p>	<p>Extra-curricular activities in French</p> <p>Previous end-of-cycle exams</p> <p>Rosetta Stone</p> <p>GBplus</p> <p>Echos Pros: Grades 4-6</p>	<p>On-going</p> <p>On-going</p> <p>2015-2016</p> <p>September 2014</p>	<p>End-of Cycle Exams in all Cycles (June 2013, June 2014, and June 2015) as comparative indicators.</p> <p>End-of Cycle Exams in all Cycles May 2016</p>
<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>							

MELS/EB 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
ENGLISH READING: (ELEMENTARY) To improve English reading skills of all elementary school students.	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.	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 .	All Cycles: To improve students' levels of response to literature	Cycle Two and Three To improve the success rate of students on the end of cycle three and two ES in the Response to Literature section	Cycle two and three To increase our percentage by 2% for students on the end of cycle two and three results for <i>Response to Literature</i> section	Provide students with story maps in responding to various types of literature Expose students to various genres of texts Model application of reading strategies Model the concept of making connections of text to person and other texts Provide reading response resource support	Jolly Phonics program Scholastic Literacy Place reading program Online literacy tools PM Benchmark reading assessment program	Available throughout school year ↓ February 2015	End-of Cycle ES Cycles 2- 3: June 2013, 2014, and 2015) as comparative indicators. Cycle two and Three ELA ES in May 2016 Cycle meetings Informal assessment throughout the school year
			ENGLISH WRITING: (ELEMENTARY) To improve the English written skills of all elementary school students.	The number of students who obtain a 3 out 5 on the End-of-cycle 3 ELA Evaluation Situation (ES) - writing component.	To increase by 5% the success rate of students on the End-of-cycle 3 ELA Evaluation Situation (ES)	Grades 1-3 To improve the outcomes at Stanine 4 and above in the reading and word analysis components of the CAT by 2% and maintain the Grade 5 results	Resource-Literacy Facilitator Resource teachers (varied strategies) Varied professional learning situations Target the at-risk (scoring at Stanine 3 in the CAT) students in Grades 1-3-5 for interventions reading and word analysis Daily reading periods (teacher reading to students, students reading to self)	Scholastic Reading Assessment program Comparative auditory reading files	Once per term (focus on IEP students) Throughout school year ↓

All Cycles: To improve students' English writing skills for information-based texts, self-expressive texts, and narrative texts

Cycle Two and Three: To improve the success rate of students on the end of cycle three ES in the writing section of the end of cycle two and three ELA exam

Cycle 2-3: To increase our percentage by 2% for students on the end of cycle three results for writing section of the Cycle 3 ES.

Home reading programs
Use of technology for assistance in editing
Provision of modeling of writing of various types of texts
Cycle 1 Streaming for reading
Provision of reading material that demonstrates different texts
Use of technology for showcasing written texts
Provision of opportunities to present texts
Resource teachers (varied strategies)
Family Literacy Night

Word processing software
Online writing templates
Online writing programs

End-of Cycle ES Cycles 2- 3: June 2013, 2014, and 2105) as comparative indicators.
End-of Cycle Exams in Cycles 2-3 May 2016
Cycle meetings
Informal assessment throughout the school year
IEPs document specific targets for individual students

MELS/EB 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	<i>To increase by 2% the number of students officially identified (coded) as having learning and or behavioral difficulties and decrease by 2% the number of students waiting to be assessed.</i>	An increase of the number of students who are formally assessed (EMSB educational psychologist or privately) and formally identified as having learning and/or behavioural difficulties. Specific indicators of individual students per IEP	Increase by 2% the number of students who are formally assessed (EMSB educational psychologist or privately) and formally identified as having learning and/or behavioural difficulties. Achieve Specific targets of individual students per IEP	Increase the availability of educational psychologist for formal assessments Smaller class sizes Literacy materials Testing materials Alternative Teaching Cycle II and III closed classes. Kindergarten welcome and Junior ASD classes Grade 1 co-teaching class with ASD students	Online literacy resources Scholastic Literacy Place guided reading materials. Benchmark testing. Scholastic Reading Assessment program Social skills program	September 2015 continuation of program within the classes. February 2016 Benchmark testing Once per term On-going	Benchmark testing. Student self-evaluation and feedback. Scholastic Reading Assessment program Achievement levels of specific targets of individual students per IEP
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).	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).	To increase by 30% over the June 2010 baseline, the number of students identified having handicaps, who will graduate.							

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 provide a safe, secure and healthy environment within our school.	Created a baseline based on 2013-2014 incident and bus reports	<p>A decrease in bullying incidents by 2% overall</p> <p>A decrease of physical aggression incidents by 2% overall</p>	<p>House System</p> <p>Professional Learning for staff members</p>	<p>Consultant from board</p> <p>Special Ed Tech</p> <p>Communication Reports</p> <p>Dynamix</p> <p>Bartimeus</p> <p>CSSS</p>	On-going	<p>Tell Them from Me Survey</p> <p>Incident/ Communication Reports</p> <p>Bill 56 Action Plan</p>
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							

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 expose cycle 3 students to various careers including the vocational sector	To increase students' knowledge about vocational careers available	2 days devoted to careers during the school year	A unit on careers Visits to high schools and vocational centers	Guests from the vocational sector	1 guest per school year 1 unit study per school year	Teachers will report on previous knowledge and learned knowledge (BEFORE AND AFTER)

SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
Academic Success	<p>End-of Cycle evaluation situations in Mathematics, FSL and ELA</p> <p>CAT4 results in Grades 1-3-5</p>	<p>Increase outcomes overall of 10% by the end of 2017</p> <p>To improve the outcomes at Stanine 4 and above in the reading and word analysis components of the CAT 4 by 10% by the end of 2017</p>	<p>Streaming by cycle</p> <p>Target the at-risk (scoring at Stanine 3 in the CAT4) students in Grades 1-3 for interventions reading and word analysis</p> <p>Target the at-risk (scoring below target grade in evaluation situations) in all cycles</p>	<p>Level and subject appropriate materials</p> <p>Home reading programs</p> <p>Homework programs</p> <p>Interactive materials (manipulatives, smart board, computers and tablets)</p> <p>Motivational strategies and challenges</p>	<p>On-going assessment to determine appropriate streaming level</p> <p>Yearly CAT 4 evaluations every April for grades 1-3-5</p>	<p>Reviewing the end of cycle exams. Monitoring and examining data with staff.</p> <p>Reviewing CAT 4 results. Monitoring and examining data with staff.</p>
School Environment	<p>Incident/Communication Reports</p> <p>Tell it from Me</p>	<p>A decrease in bullying incidents by 10% overall</p> <p>A decrease of physical aggression incidents by 10% overall</p>	<p>House System</p> <p>Peer Mediation</p>	<p>House Assemblies</p> <p>School Council</p> <p>Structured outdoor play</p>	<p>April 2014</p> <p>Training student council representatives on how to solve situations reported by their peers</p>	<p>The data collected from the number and types of incidences reported.</p> <p>The statistics from the Tell Them from Me Survey</p>

<p>Parental Involvement</p>	<p>Number of parents involved in committees : PPO, Governing Board</p> <p>Number of parents attending: Meet the teachers, interviews</p> <p>Number of parents volunteering in school</p>	<p>Increased parental involvement in school by 10% overall by 2017</p>	<p>Creating greater opportunities to enhance parental participation in the school:</p> <ul style="list-style-type: none"> • Learning opportunities • International parent networking • Teachers regularly inviting parents to their classroom as volunteers • School inviting parents to attend school activities (talent shows, concerts, etc.) • Teacher-led projects involving parental contribution 	<p>Newsletter, Monthly Calendar, Emails,</p> <p>Reports to Governing Board and PPO about parental involvement and needs</p>	<p>Ongoing throughout the school year</p>	<p>Statistics of attendance and participation</p>
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Our Professional Development Plan: Preparing Our Staff 2015-2016

What we have to do as a school staff to prepare for implementing the interventions/strategies identified for achieving our objectives. The school identifies its professional development needs.

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 academic success	Pre-K – Grade 6	PLCs per cycle or common subject area Inviting different consultants to meet with teachers and staff Pupil Personnel Team (PPT) Every 6 weeks Welcome Class, Jr ASD, and Grade 1 ASD Multi-Disciplinary Team (MDT) Meetings	Sandy Farr and Gilles Abisdris (PLC Consultants) Terry Saba (ELA Consultant) Paul Kettner (Literacy Consultant) Chad LeBlanc (Math Consultant) Sara Iaturo (Science Consultant) Robotics: frequent consultations Lisa Triestino (ICT Consultant) Marie-Claude Bergeron (French Consultant)
School Environment	Pre-K – Grade 6	CPI Training Teacher Mentoring	Patricia Sansone

Social-Emotional
Development

Batshaw Youth and Family Services

Neufeld Approach

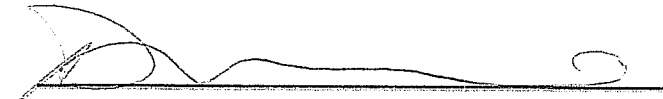
Various Social Workers, group home managers/workers

Eva de Gosztanyi

Summary:

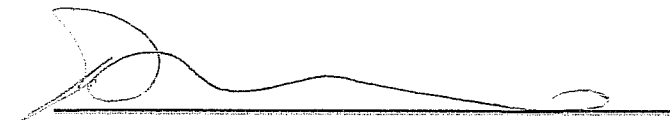
As all the stakeholders in the School/Centre Community work cooperatively together, supporting each other, we are able to achieve success for our students. Our commitment to success is of paramount importance as we implement, monitor and adjust the objectives we have outlined for our school this year. 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:



Signature of Principal, Roberto Di Marco

2016-01-21
Date




Signature of Governing Board Chair

2016-01-21
Date



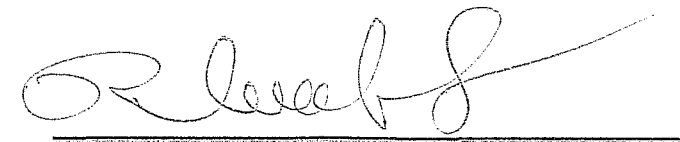
Anne Marie Matheson, Director General EMSB

Novel 8, 2016.
Date



Paola Miniaci, Deputy Director General EMSB

FEB. 2, 2016
Date



Sector Director (West/East)

Feb 2 2016
Date