

Success Plan / Management & Educational Success Agreement (MESA)

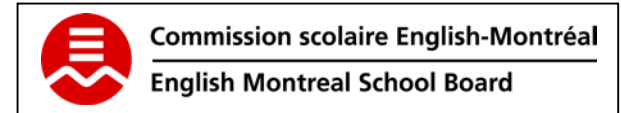


Between
ENGLISH MONTREAL SCHOOL BOARD
And

Vincent Massey Collegiate

Dates of Annual MESA Agreement
2015-2016

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: Vincent Massey Collegiate is committed to promoting academic excellence within an enriched and structured CEGEP preparatory program. We expect our students to excel in the Mathematics and Science area.

Our Values: Our students will be expected to accomplish their mission by a strong emphasis on academic excellence and self-discipline, as well as obligatory participation in a diversified range of school activities.

Our Vision: Recent studies have shown that students involved in extra-curricular activities are more likely to stay in school and are subsequently more likely to graduate. Students who are involved in activities have a stronger sense of belonging and positive outlook, and perform better academically.

CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

Our School Portrait: How We See Our School

Our territory: Vincent Massey is a Section 240 school. The students come from predominantly the East End of the city. In the last few years, we have had more students from the South Shore, Laval, Rivières-des-Prairies, and the West End of the city. The current population is 814 students.

Our history: Vincent Massey Collegiate was built in 1959. It became part of the English Sector of the CECM in the 1970's, and changed its mission to a Section 240 school in 1990.

Vincent Massey Collegiate has a very rich tradition. Traditionally, >95% of our students are accepted into their first choice program at their first choice CEGEP. Our students have always worked in the Community and have received accolades for their good behaviour and work ethic. With mandatory Community Service in Secondary IV, our students have had the opportunity to be involved with even more of the Community. Our students have volunteered in Daycares in English Primary Schools, Churches, Senior Residences, Hospitals, and many other institutions in the community.

Analysis / Reflection: The students are very successful at Vincent Massey Collegiate. Our school rates as one of the top English public schools in Quebec. We offer a partial French-immersion program, enrichment in many subjects, and an advanced mathematics program. All of our classrooms are equipped with SmartBoards and LCD projectors.

- *Areas in which we are doing well:* In the latest MEQ results Vincent Massey Collegiate had a one hundred percent graduation rate. Every year, more than 95% of our graduates continue their studies at CEGEP. Our dropout rate at Vincent Massey Collegiate is 0%. It has been 0% for the last twelve years.
- *Areas in which we could do better:*
In the 2009-2010 school year, 50% of our students were involved in school activities, such as debating, inter-scholastic sports, intramural sports, battle of the bands, variety and fashion show, school play, and student leadership activities. We also have a House Council system, wherein each student belongs to a particular House, whether Earth, Wind, Water, or Fire. In 2014-2015, over 71% of our students were involved in extra-curricular activities, a marked increase from 2009-2010, but still short of our goal. However, when participation in House Games is taken into consideration, our participation in extra-curricular activities is 100%.

PROGRAMS AVAILABLE IN OUR SCHOOL

- *VMC is a partial Immersion school*
- *All students take accelerated mathematic, français langue d'enseignement or français langue maternelle. Students have the option to take pre-calculus, and calculus in secondary five.*
- *VMC is an Article-240 school*
- *Enrichment is offered in all subject areas*

SPECIAL EVENTS/ACTIVITIES

- *VMC has a rich and diverse array of ECA activities, including the following clubs and activities: HOPS, House Council, Spiritual Community, Battle of the Bands, Variety Show, Comic Book Club, Prom Committee, Science Fair, Recycling Committee, Yearbook, Chess Club, Robotics, Web Club, Debate Team, Book Fair, Leadership, Art Club, Yoga, Bocce, Dance, Jazz Band, Improv Club, Book Club, RAMS Committee, Magic Club, Knitting Club, Cheerleading, and Karate*
- *VMC has a strong commitment to athletics. Our students represent VMC in the GMAA in the following sports: Outdoor Soccer, Volleyball, Cross-Country Running, Halo Road Race, Touch Football, Flag Football, Basketball, Indoor Soccer, Swimming, Ice Hockey, Wrestling, Indoor Track and Field, Tennis, Outdoor Track and Field, and Cross Country Skiing.*
- *Students are encouraged to attend the major level field trips including: Nature Trip and Ski Trip in Secondary One, Boston in Secondary Two, Chicago in Secondary Three, Washington and Philadelphia in Secondary Four, and New York in Secondary Five. A Europe trip is offered to Secondary Four and Five students, as is a Service Trip to Costa Rica.*

PARENT PARTICIPATION

Parents are partners in our school success via participation in the Governing Board and as extra-curricular monitors.

SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2015-2016

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/EMSB 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 2020, 88% of students will obtain qualification and certification. (7 year cohort)	<i>To maintain 100% graduation rate.</i>	<i>Results on MELS exams. Results on local exams. Report card results.</i>	<i>100% success (2015-2016)</i>	<i>Peer-tutoring. Teacher-led tutorials. Online Tutorials.</i>	<i>Senior Students. Teachers. Learn Quebec. Tutors. Math Help Services.</i>	<i>2015-2016</i>	<i>Teacher feedback. Parent Feedback. Lumix. MELS results.</i>
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%.	<i>n/a (all VMC students take Mathematics 426)</i>						
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%.	<i>100% success rate</i>	<i>Results on MELS exams. Results on local exams. Report card results.</i>	<i>100% success (2015-2016)</i>	<i>Peer-tutoring. Teacher-led tutorials.</i>	<i>Teachers. Senior Students. Tutors</i>	<i>2015-2016</i>	<i>Teacher feedback. Parent Feedback. Lumix. MELS results.</i>

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20 (School Perseverance)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
SCHOOL PERSEVERANCE									
Decrease the number of student leavers without qualification or certification.	MELS - number of student leavers without qualification and certification published annually by MELS	Decrease by 47 students from baseline (335- 2009) the number of student leavers without qualification and certification. Target reduction 2020-288 students	<i>n/a</i>						
To increase the level of literacy of Secondary cycle 1, year 1 cohort.	The percentage of cycle 1, year 1 cohort that are reading at grade level.	Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level. Baseline to be determined by September 2016	<i>n/a</i>						

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

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>FRENCH READING: (SECONDARY)</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 obtain 60% or more on the FSL Sec V FLS MELS uniform examination (reading component)</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><i>To maintain our 100% success rate on the Secondary V French Examination.</i></p>	<p><i>Results on MELS exams</i></p>	<p><i>100% success</i></p>	<p><i>All students take français langue d'enseignement in Secondary One. Students take either français langue d'enseignement or français langue maternelle in Secondary 3 to 5. Students will write the FLS base program examination in January of their Secondary Five year. Peer-tutoring. Teacher-led tutorials. Rosetta Stone for out of province students.</i></p>	<p><i>Senior students. Teachers. Rosetta Stone licenses.</i></p>	<p><i>2015-2016</i></p>	<p><i>Teacher feedback. Report cards.</i></p>
<p>FRENCH WRITING: (SECONDARY)</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 FSL Sec V FLS 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><i>To maintain our 100% success rate on the Secondary V French Examination.</i></p>	<p><i>Results on MELS exams</i></p>	<p><i>100% success</i></p>	<p><i>All students take français langue d'enseignement in Secondary One. Students take either français langue d'enseignement or français langue maternelle in Secondary 3 to 5. Students will write the FLS base program examination in January of their Secondary Five year. Peer-tutoring. Teacher-led tutorials. Rosetta Stone.</i></p>	<p><i>Senior students. Teachers. Rosetta Stone licenses.</i></p>	<p><i>2015-2016</i></p>	<p><i>Teacher feedback. Report cards.</i></p>

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

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>ENGLISH READING: (SECONDARY)</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>	<p><i>To maintain our 100% success rate.</i></p>	<p><i>Results on MELS exams</i></p>	<p><i>100% success</i></p>	<p><i>Enriched English is offered at all levels. Summer reading program. Teacher-led tutorials. Peer tutoring.</i></p>	<p><i>Teachers. Senior Students.</i></p>	<p><i>2015-2016</i></p>	<p><i>Teacher feedback. Report cards.</i></p>
			<p><i>100% success rate.</i></p>	<p><i>Results on MELS exams</i></p>	<p><i>100% success</i></p>	<p><i>Enriched English is offered at all levels. Summer reading program. Teacher-led tutorials. Peer tutoring.</i></p>	<p><i>Teachers. Senior Students.</i></p>	<p><i>2015-2016</i></p>	<p><i>Teacher feedback. Report cards.</i></p>
<p>To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V</p>	<p>The number of students who obtain 60% or more on the Secondary V English examination (ELA), written production component</p>	<p>To maintain a 90% success rate on the Secondary V English examination (ELA), written production component</p>	<p><i>100% success rate.</i></p>	<p><i>Results on MELS exams</i></p>	<p><i>100% success</i></p>	<p><i>Enriched English is offered at all levels. Summer reading program. Teacher-led tutorials. Peer tutoring.</i></p>	<p><i>Teachers. Senior Students.</i></p>	<p><i>2015-2016</i></p>	<p><i>Teacher feedback. Report cards.</i></p>

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 2015-2016	n/a						
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 2015 baseline, the number of students identified having handicaps, who will graduate.	n/a						

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.	<i>Reduce incidences of bullying to less than 5%.</i>	<i>All incidences reported are tracked via an internal database.</i>	<i><5%</i>	<i>The RAMS (Raising Awareness Makes Sense) committee major campaign culminating in the Pink Shirt Day. Guest speakers. All students take a Pledge to maintain a safe, bully-free school. New multi-level homerooms by house. Safe School Action Plan team.</i>	<i>RAMS committee. Spiritual Community Rep. Guest speakers.</i>	<i>2015-2016</i>	<i>Tracking via database. We have used hard data, actual incidences versus the original anonymous survey (TTFM). We found that students were getting annoyed with losing class time to answer the same survey every year. Many had also completed a similar survey in elementary school.</i>
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	<i>Increase students' feelings of school safety.</i>	<i>Database on incidences of bullying and suspension data.</i>	<i>>92%</i>	<i>Major projects to deal with safe schools. The RAMS (Raising Awareness Makes Sense) committee concentrates on increasing students' feelings of safety and the decreasing incidences of bullying. Pink Shirt Campaign. Student pledge to maintain a safe, bully-free school by taking a stand against bullying. New multi-level homerooms by house. Safe School Action Plan team.</i>	<i>RAMS committee. Spiritual Community Rep. Guest speakers.</i>		

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)	<i>n/a</i>						

SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p><i>To improve the success rate of Secondary 3 students enrolled in Mathematics SN 565-426</i></p>	<p><i>Final math grade including MELS exam.</i></p>	<p><i>June 2014 – 92% success. June 2015 – 94% success. June 2016 – 95% success. June 2017 – 95% success</i></p>	<p><i>All students will take accelerated mathematics. Teachers will use PLCs in a vertical fashion to improve student results. Math Specialist will assist and monitor students who are struggling.</i></p>	<p><i>Math Help services. Peer-tutoring. Teacher-led tutorials. Math Specialist. Examination preparation session. McGill Big Buddies program.</i></p>	<p><i>2015-2016</i></p>	<p><i>PLC meetings to discuss common assessment. Referral of students to Math Specialist. Report card data via LUMIX. MELS results.</i></p>

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.)
<p><i>To improve the success rate of Secondary 3 students enrolled in Mathematics SN 565-426</i></p>	<p><i>Secondary 3 students taking Mathematics SN 565-426</i></p>	<p><i>PLC/Data Teams</i></p>	<ul style="list-style-type: none"> • <i>Regular data team meetings</i> • <i>in-school training on creation and monitoring of item analysis</i> • <i>work closely with math consultants</i> • <i>development of common assessment and review of results to determine best practices</i>

Monitoring and Accountability Measures:

Math specialist will track math results. Lumix data will be used every term to monitor student success. MELS exam data will be scrutinized. Item analysis, created locally and at the EMSB, will be used to determine strengths and weaknesses. The progress of the Success Plan will be communicated to stakeholders via the "How We Are Doing" report produced each September.

Resources Allocated to the School/Centre:

Fund 6-23424 will be used to hire a Math Specialist to support students at risk of failing. This fund will also be used for examination preparation sessions. Teachers have tutorial time scheduled on a per cycle basis as part of their workload.

Support and Assistance Measures Available to the School/Centre:

Our accelerated mathematics program has been very successful. All students will continue to be enrolled in accelerated mathematics. The support of the Math Specialist and additional tutorials, including, but not limited to, on-line tutorials.

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:

Ann Marie Matheson, Director General EMSB

Signature of Principal

Signature of Governing Board Chair

Date

Date

Date