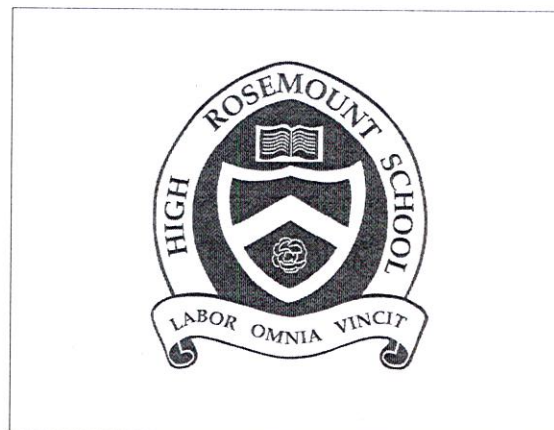


Name of School: Rosemount High School

Name of Principal: Marco Gagliardi

Date: November 2017



Introduction

Bill 88 has changed the Education Act so that the Minister can set goals and targets to increase student success in the province. Individual school boards are expected to reflect these goals in their strategic plans and similarly each school/centre is expected to align its Success Plan with the board's strategic plan. In addition, boards sign a Partnership Agreement (PA) with the Minister which describes their contribution to meeting the Minister's Goals. Similarly each school/centre signs a yearly Management and Educational Success Agreement (MESA) with its board, which describes its contribution to the achievement of the board's strategic plan.

Currently the Minister has identified five goals which can be summarised as follows:

1. a) Increased graduation and qualification rates for students under the age of 20
 b) Reduction in the number of leavers without qualification or certification (drop outs)
2. Improvement in the mastery of the French Language (and English Language*)
3. Improved success for special needs students
4. Healthier and safer school environments
5. Increased enrollment of students under the age of 20 in vocational education
 * chosen by English boards in the province

Our Objectives and Results

| Progress Rating Scale | |
|------------------------------|--|
| | Target on track to being achieved or is achieved |
| | Target not on track to being achieved – certain factors can explain the result and more time is needed |
| | Target not a on track to being achieved – need to modify strategies or target |

In aligning our Success Plan with the EMSB Strategic Plan we have set the following Objectives and Targets in our MESA and have achieved these results as of June 30, 2017:

| Goal 1: Increased graduation and qualification rates for students under the age of 20 | | | School Results | | | | |
|--|--|---------------------------|-----------------------|------------------|------------------|------------------|-------------------------------------|
| Objective Statements | | Baseline 2014-2015 | Target 2018 | 2015-2016 | 2016-2017 | 2017-2018 | Current Year Progress Rating |
| 1.1 | To increase the graduation and qualification rate for Secondary 5 students registered on Sept 30 | 61.0 | 88.0 | 77.4 | 78.3 | | |
| 1.2 | To increase the success rate of students on Secondary 4 Mathematics (CS&T) | 56.6 | 88.0 | 81.0 | 73.1 | | |
| 1.3 | To increase the success rate of students on Secondary 4 Mathematics (SN) | 92.0 | 100.0 | 100.0 | 92.6 | | |
| 1.4 | To increase the success rate of students on the Secondary 4 History and Citizenship | 85.1 | 88.0 | 97.3 | 76.5 | | |

| Goal 2: Improvement in the mastery of the French Language (and English Language) Reading & Writing | | | School Results | | | | |
|---|--|------------------------------|-----------------------|------------------------------|------------------|------------------|-------------------------------------|
| Objective Statements | | Baseline 2014-2015 | Target 2018 | 2015-2016 | 2016-2017 | 2017-2018 | Current Year Progress Rating |
| 2.1 | To increase the success rate of students on the *FLS (de base) Secondary 5 reading component | 78.1 | 88.0 | 86.8 | 88.5 | | |
| 2.2 | To increase the success rate of students on the *FLS (de base) Secondary 5 writing component | 83.3 | 88.0 | 77.4 | 45.3 | | |
| 2.3 | To increase the success rate of students on the *FLS (enrichi) Secondary 5 reading component | N/A 76.9 in local program | 95.0 | N/A 91.7 in local program | 100 | | |
| 2.4 | To increase the success rate of students on the *FLS (enrichi) Secondary 5 writing component | N/A 84.6 in local program | 100 | N/A 100 in local program | 100 | | |
| 2.5 | To increase the success rate of students on the **ELA Secondary 5 reading component | 95.4 | 100 | 100.0 | 78.9 | | |
| 2.6 | To increase the success rate of students on the **ELA Secondary 5 writing component | 95.3 | 95.0 | 90.2 | 100 | | |

* FLS: Français, langue seconde (de base or enrichi)
 **ELA: English Language Arts



| Goal 3: Improved success for special needs students | | | | School Results | | | |
|---|--|---------------------------|--|-------------------------|-------------------------|---------------|---------------------------------------|
| Objective Statements | | Baseline 2014- 2015 | Target 2018 | 2015- 2016 | 2016- 2017 | 2017- 2018 | Current Year Progress Rating |
| 3.1 | To increase the ratio of Secondary 5 special needs students registered on Sept. 30th who *graduate | 50% (18 of 36 students) | 100% who graduate or are in a program leading to qualification | 55% (11 of 20 students) | 63% (14 of 22 students) | | |
| *graduate: Students who receive a <i>Diplôme d'études secondaire</i> (DES) **qualification: Students who receive a training certificate (i.e. <i>Pre-work Training Certificate (PWTC)</i> or a <i>Training Certificate for Semi-skilled Trade (TCST)</i>) | | | | | | | |

| Goal 4: Healthier and safer school environments | | | | School Results | | | |
|---|---|---------------------------|----------------|----------------|---------------------|---------------|---------------------------------------|
| Objective Statements | | Baseline 2014- 2015 | Target 2018 | 2015- 2016 | 2016- 2017 | 2017- 2018 | Current Year Progress Rating |
| 4.1 | To decrease the rate of students who reported victimization resulting from bullying | 16% | 11% | N/A | Information to come | | |

| Goal 5: Increased enrollment of students under the age of 20 in vocational education | | | | School Results | | | |
|--|--|----------------|----------------|----------------|--|--|--|
| Objective Statements | | 2015- 2016 | 2016- 2017 | 2017- 2018 | Current Year Progress Rating (Implementation of Strategies) | | |
| 5.1 | To increase the number of RHS students that will not be getting qualification to register in a vocational training program before the age of 20. | 9 of 89 10% | 9 of 74 12% | | | | |



What we have learned and where do we go from here?

Goal 1

We have noticed that the May practice exams have helped have a positive effect on student performance in June. Our resource team will be advised by the classroom teachers of students who are between 50%-60% for additional support. We can look at the possibility of hiring additional tutors who would be subject specific. We will once again offer crash course tutorials held on the week-end. Although our success rate in History has gone down this can be partially attributed to the influx of international students at this level.

Goal 2

We have learned that generally our students are experiencing more difficulty in writing for both English and French language arts. We have gone from the FLM-Local program to an Enrichi French program and have experienced more student success. We will re-evaluate our resource model more specifically by subject and less so by grade level. We will continue to have international language classes as long as it is viable. We will place a greater focus on the French writing component as there has been a significant change in success.

Goal 3

Improve Levels of Retention for Special Needs students:

| School Year | June 2013-14 | June 2014-15 | June 2015-16 | June 2016-17 |
|---|--------------|--------------|--------------------------|--------------------------|
| Number of Secondary V Students that Graduated with an Individualized Education Plan (IEP) | 11 students | 13 students | 18 students of 36 or 50% | 14 students of 22 or 63% |

Since June 2010, we have observed that the proportion of Special Needs students at our school has been increasing. This is our second year with our present resource model and we will monitor for areas of improvement. We will organize resource meetings with teachers by grade level in regards to our student population and adapt the resource schedules to our student needs. We will continue to use NANS funds to supplement the resource teacher allocation that we receive from the EMSB. We will also continue to use our NANS funds to hire tutors that will work with these students in smaller group settings.

Goal 4

To promote a healthy and safe environment through violence prevention (Analysis):

| School Year | Dec. 2014 | 2016-17 | 2017-18 |
|--|-----------|------------------------------------|--|
| Percentage of Students bullied at RHS TTFM | 16% | No Data Available from TTFM survey | We are in process of completing the survey |

Since 2009, our students have completed the "TellThemFromMe" survey. The table above gives the percentage of students that indicated on the survey that they were bullied in our school. In previous years, we may not have met our target of 15% but the percentage of students bullied at our school is still below the Canadian average of 23%. We will continue to monitor the situation at our school since it may take more time for our strategies to make an impact.

Gris Montréal was brought into our Secondary II and III ethics classes to help combat homophobia in our school. Anti-bullying assemblies and workshops will continue to take place. Lunch time and after school activities continue to be organized and made available to all of our students. These activities help create safe areas in our school where our students can go to.

An Anti- Bullying and Violence Prevention Action Plan was adopted by our Governing Board. A summary of the Action Plan was also made available in our school agenda and on our school website.

We will meet with staff to go over the results of the "Tell them from me survey" and we will also meet with students by grade level once the survey is complete. We would like to complete the survey again closer to the end of the school year.



Goal 5

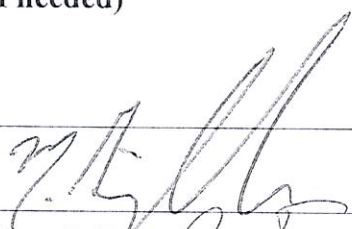
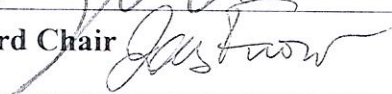
To increase the number of RHS students who register in a vocational program (Analysis):

During the 2014-2015 school year we were able to set a baseline for our MESA Partnership Agreement by surveying the students in secondary V. Nine students were accepted in a vocational program within our school board. Our senior students signed up for the EMSB Career Explorations program that was facilitated by our guidance counselor. She also met with students for vocational counseling and administered the Career Cruising Matchmaker Questionnaire which helps them make career choices. Our guidance counselor also presented four (4) seventy five minute Presentations on Cegep Applications, Career Exploration and Vocational Programs to our secondary IV and V students. Our students will also continue to participate in the Career Fair organized by the EMSB.

Secondary 3 students visited Rosemont college , RTC, and the "Ecole Nationale D'Aerotechnique". We have introduced the students to the student business program which provides opportunities to explore a career over the summer. We have also been working with fusion jeunesse to keep students involved in school and less likely to drop out.

As interest for these programs changes depending on the interests of the students we will re-evaluate how this goal is evaluated. We will look at the number of students who were not on a path that leads to high school certification versus the number of students who register for Vocational Education Programs.

General Comments: (If needed)

| | |
|---|---------------------------|
| Signature, Principal  | Date 16/11/17 |
| Signature, Governing Board Chair  | Date Nov. 16, 2017 |
| Signature, Regional Director | Date |
| Signature, Director General | Date |

SAMPLE RESOLUTION

Rosemount High School/EMSB MESA Agreement- Annual Report 2016-2017
(School name)

WHEREAS Bill 88 requires that the school enter into a MESA Agreement with the school board;

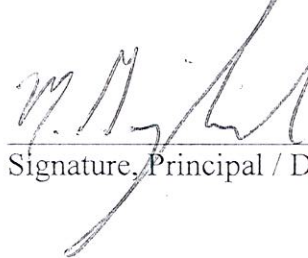
WHEREAS an Annual Report of the MESA Agreement for 2016-2017 has been developed by the school staff and the School Administrator;

WHEREAS Bill 88 also requires that the School produce a yearly report of the said MESA Agreement for School Board;

WHEREAS the said report of the MESA Agreement was deemed to be in conformity with the School Board requirements;

IT WAS MOVED BY C. Carrara AND RESOLVED THAT the 2016-2017 Annual Report of the MESA Agreement be approved by the Governing Board and that it be *communicated to all stakeholders.

 Nov 16, 2017
Signature, Governing Board Chair/Date

 16/11/17
Signature, Principal / Date

* Presentation to stakeholder and posting the report on school website.