

Management & Educational Success Agreement

Between
ENGLISH MONTREAL SCHOOL BOARD
And
Rosemount High 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.

Context:

Our Mission and Vision:

Rosemount High School is committed to preparing its students to be responsible, productive, and bilingual members of society. Students are encouraged to reach their full potential academically, morally and socially. In a secure, multicultural setting, students learn to be respectful and appreciative of themselves and others.

Rosemount High School fosters an atmosphere of mutual respect, belonging, loyalty, teamwork and acceptance of cultural diversity. We strive to develop self-esteem, self-respect and self-discipline within each student and to foster the value of supporting our community in and out of school.

Our School Portrait:

Our school is located in the east end of Montreal and is located on 3737 Beaubien East between 16th and 18th Avenues. The building is very large (3 floors, 3 wings, a large auditorium with extensive music facilities, and 2 double gymnasiums). We also have a great amount of green space around our building along with a double soccer field for our students. We share the building with the Rosemount Technology Center. There are strict rules that ensure that the students of the two schools do not mix. Since there are no boundaries for high school registrations that would limit where our students come from we consider ourselves to be a medium-sized inner city public high school.

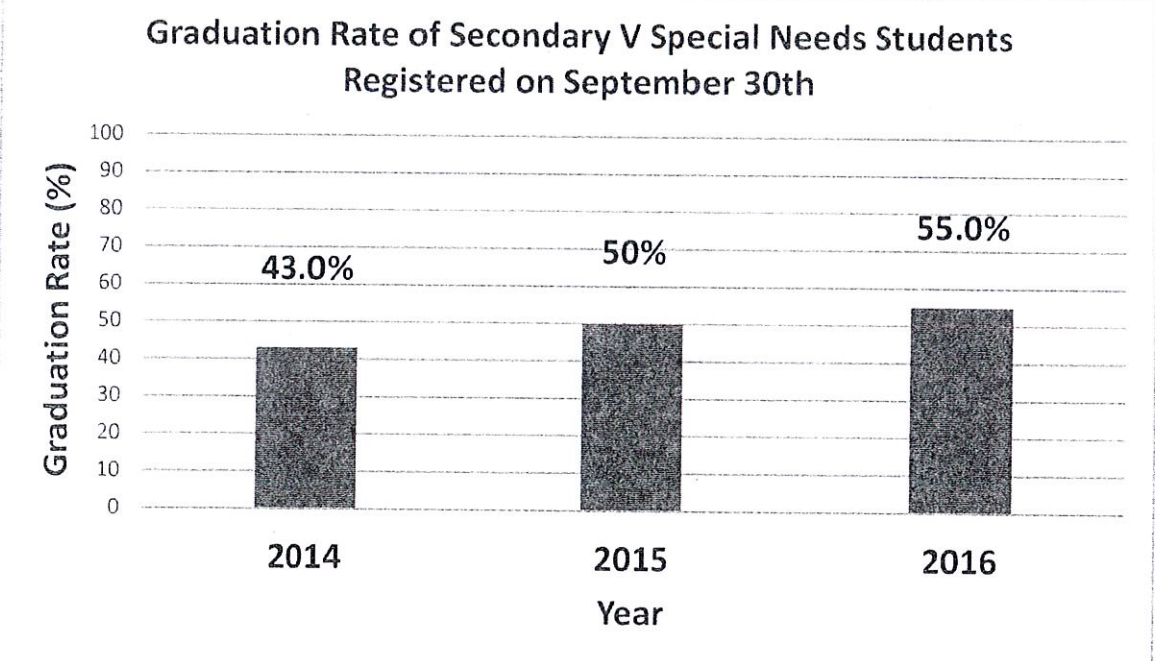
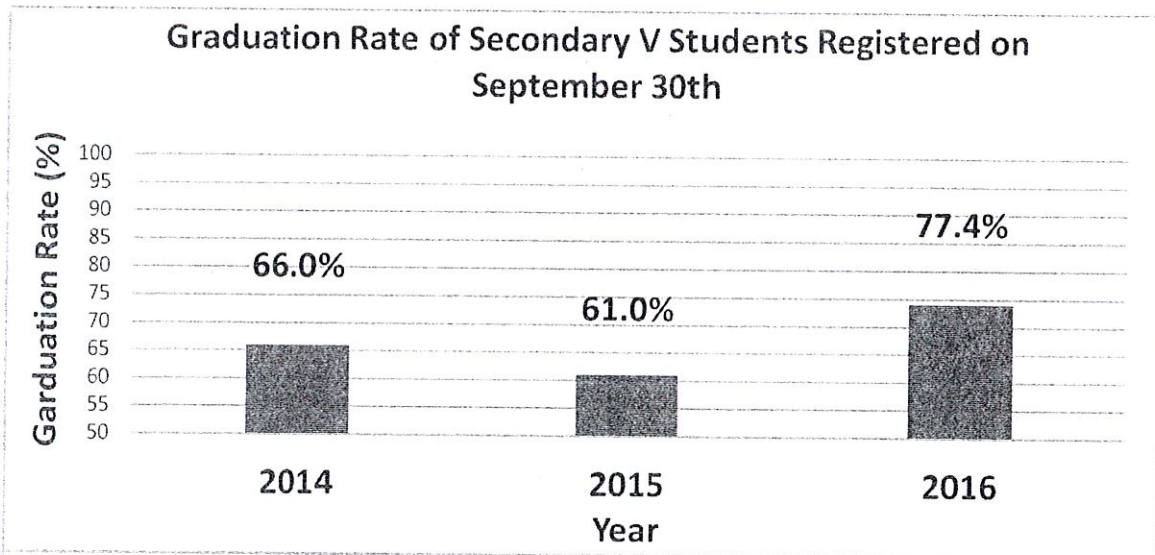
In 1951, Rosemount High School opened its doors under the jurisdiction of the Protestant School Board of Greater Montreal. It had the distinction of being the first and only Protestant school east of St. Lawrence Blvd. Initially, our school received students from secondary II to V and was more of a neighbourhood school since students came from Rosemount, Le Plateau and Hochelaga-Maisonneuve. This changed later on with the introduction of the French Immersion program in the early 1980's.

Our school currently includes approximately 370 students from secondary I to secondary V. Our students come from very diverse, multicultural backgrounds and from different areas of the city. A great number of our students are bilingual or trilingual. We also welcome and integrate students from the Montreal Oral School for the Deaf. They attend regular classes and work with an interpreter.

Our School Performance:

For several years, the school has ranked highest among Quebec's English public schools in success rates for Secondary 4 History, Secondary 5 Scientific Math, and a 100% success rate in Secondary 5 ELA. Generally, the students who leave RHS before graduation are those whose student visas expire.

OUR SCHOOL PERFORMANCE RESULTS:

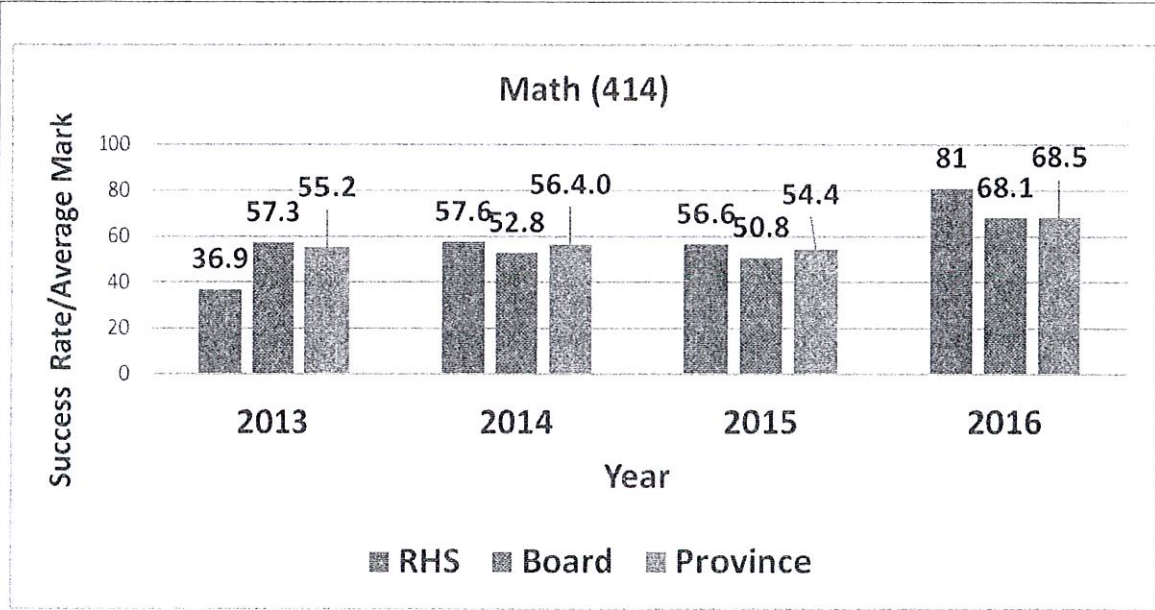


Interpretation:

Our 5 year graduation rate for Secondary V students registered on September 30th has been above 77.4% for our students. Our goal will be to increase the graduation rate to 88% or above.

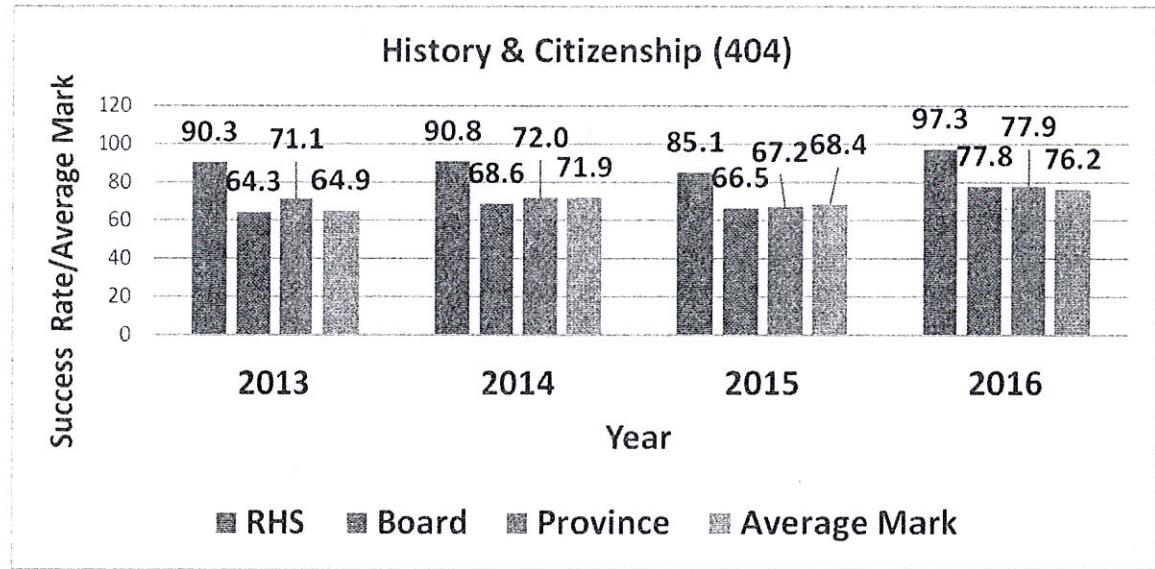
Interpretation:

Our 5 year graduation rate for Secondary V special needs students registered on September 30th increased from 43.0% in 2014 to 55% in 2016. This increase is due to the support for special needs students, made possible by our NANS additional resources. We have introduced a resource model of support and hope this will further improve the graduation rate. The graduation rate in 2016, is at 55%, our challenge will be to increase this rate to 65.0%.



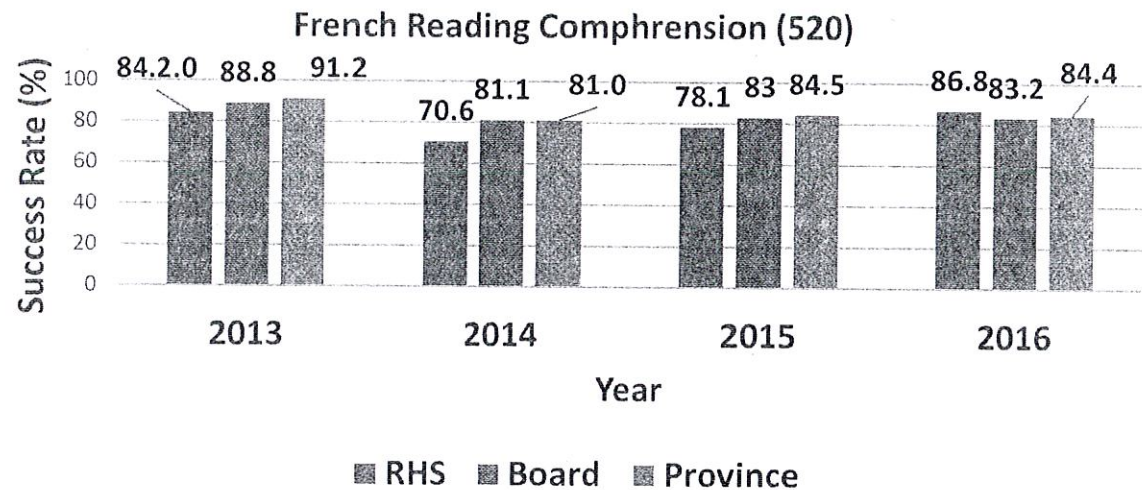
Interpretation:

Mathematics 414 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past 4 years, we see that in 2013 our students performed below other students in our school board, however, in subsequent years our students have been more successful and in 2016 our students perform better than the board and provincial averages. Nevertheless, there is room for improvement and therefore we have chosen to focus on increasing the success rate in Mathematics 414. In our new updated MESA, we have chosen 2016 as the baseline year.



Interpretation:

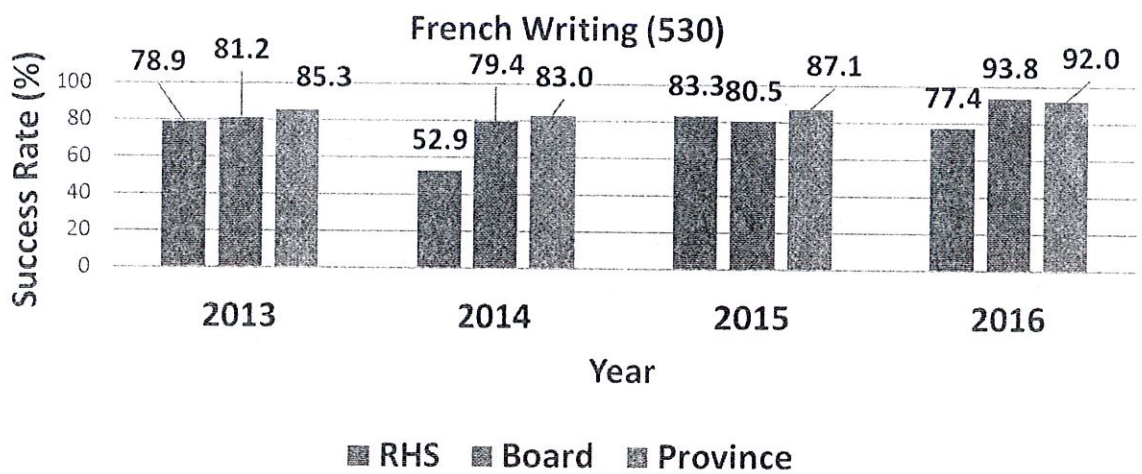
History and Citizenship 404 is compulsory for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past 4 years, we see that we have consistently outperformed students from our school board and students from across the province. Given that our success rate on the course is high, we will maintain a high success rate of over 90.0% and we have decided to focus on improving our average mark in the course. In our new updated MESA, we have chosen 2016 as the baseline year.



Interpretation

French Second Language Secondary 5 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. We are focussing on two components of the course: Reading (520) and Writing (530).

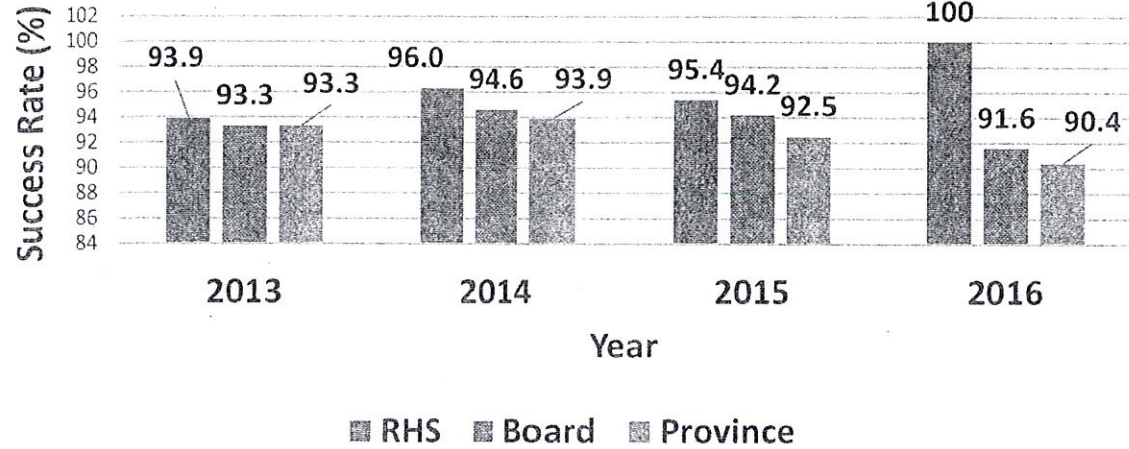
In French Reading, our students' average success rate has fluctuated. We have an above average success rate in 2016 and will try to improve this success rate.



Interpretation

In French Writing, once again our students' success rates have fluctuated. We will work together as a department, with the help of administration and consultants to put in place the necessary measures for a stable program. We will monitor whether this success rate is increasing on a more frequent basis. We will focus our attention on both reading and writing however we will look at ways to increase our success in writing.

English Language Arts Reading (520)

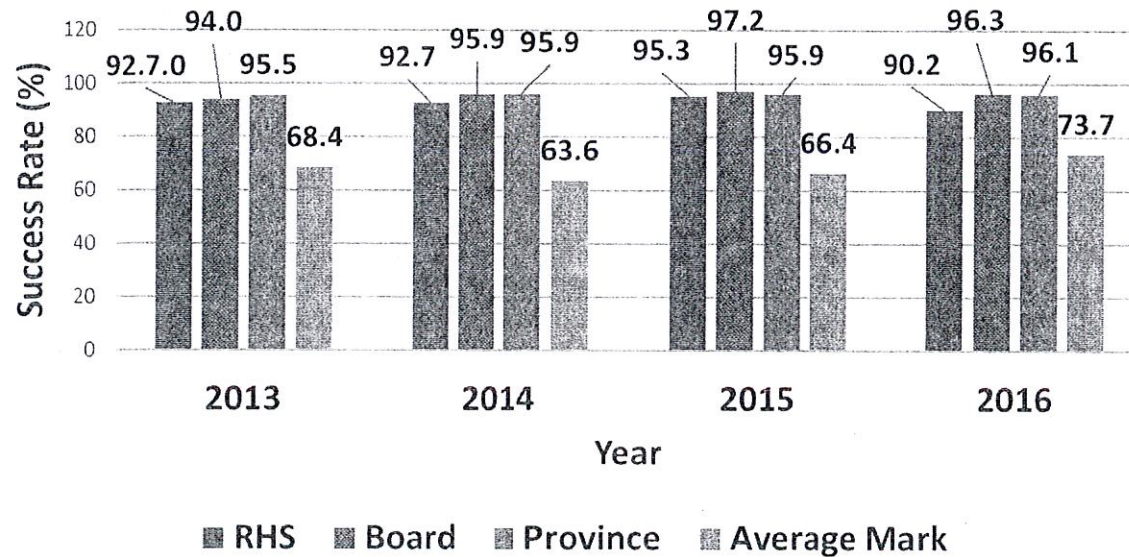


Interpretation

English Language Arts Secondary 5 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. We are focussing on two components of the course: Reading (520) and Writing (530).

The data shows that from 2013-2015, we have a very high success rate. In 2016, our reading results were 100%. We will try to maintain this success rate.

English Language Arts Writing (530)



Interpretation

In writing, we have consistently performed over 90.0%. We will focus on improving our average mark.

MEES Goal 1

Increased graduation rates and qualifications before age 20

| School Board | | | Objective | Indicators | Target | Strategies |
|---|--|--|--|--|--|---|
| GRADUATION RATE 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 | To increase the rate of EMSB students who obtain certification and qualification after 7 years from 82.9% to 88.0% by 2020 | To increase the graduation and qualification rate of Secondary 5 students registered on September 30 th | The rate of Secondary 5 students registered on September 30 th who obtain a Diplôme D'études Secondaire (DES) | To increase the rate of Secondary 5 students registered on September 30 th who obtain a Diplôme D'études Secondaire (DES) from 77.4% in 2016 to 88% by 2019 | 1. The school administration will ensure that all Secondary 5 students will have the required number of credits (54) necessary for graduation, including: (Secondary 4 Mathematics, Secondary 4 Science & Technology, Secondary 4 History and Citizenship, Secondary 5 English Language Arts & Secondary 5 French Second Language (de base or enrichi) /French Langue D'enseignement (FLE). Secondary 5 Physical Education or Secondary 5 ERC |

MATHEMATICS

To increase the success rate of students on the MELS Secondary 4 uniform Mathematics examinations

The success rate of students on the MELS Secondary 4 uniform Mathematics examinations

To increase the success rate of students on the MELS Secondary 4 uniform Mathematics examinations from 43.0% in 2009 to 65.0% by 2020

To increase the success rate of students in Secondary 4 Mathematics 414

The success rate of students in Secondary 4 Mathematics

To increase the success rate of students in Secondary 4 Mathematics 81% in 2016 to 88% by 2019

1. Teachers will meet with the math consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices. In 2016, the following areas of weakness have been identified: (A) Algebra (B) Statistical Methods...
2. In their PLCs, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.
3. The school will administer a common board wide mid-year exam in January. The administration will review the results with the math teachers. Teachers will examine the results and determine the students at risk. Students at risk will be provided appropriate remediation.
4. Teachers will administer a common practice exam in April-May. The administration will review the results with the Math teachers. Students at risk will be provided with additional remediation.

HISTORY & CITIZENSHIP

To increase the success rate of students on the MELS Secondary 4 uniform History and Citizenship examinations

The success rate of students on the MELS Secondary 4 uniform History and Citizenship examinations

To increase the success rate of students on the MELS Secondary 4 uniform History and Citizenship examinations from 65.0%% in 2015 to 75.0% by 2020

To increase the average mark of students on the MELS Secondary 4 History and Citizenship course

The average mark of students on the MELS Secondary 4 History and Citizenship course

To increase the average mark of students on the MELS Secondary 4 History and Citizenship course 97.3% in 2016 to 88% by 2019

MEES Goal 2

Improve mastery of French and English (Reading & Writing)

| School Board | | | | | | |
|---|--|---|---|---|---|---|
| Objective | Indicators | Target | Objective | Indicators | Target | Strategies |
| <p><u>FRENCH READING SECONDARY</u></p> <p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam</p> | <p>The success rate of students on the MELS French reading Secondary 5 uniform exam</p> <p><i>Comment:</i></p> <p><i>*FLS: Français, langue seconde (de base or enrichi)</i></p> <p><i>**FLE: Français, langue d'enseignement</i></p> <p><i>***FLM : Français, langue maternelle</i></p> | <p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam from 54.4% in 2010 to 85.0% by 2020</p> | <p>To increase the success rate of students on the MELS *FLS (de base, enrichi, FLE or FLM) Secondary 5 reading component</p> | <p>The success rate of students on the MELS *FLS (de base, enrichi) Secondary 5 reading component</p> | <p>To increase the success rate of students on the MELS *FLS (de base, enrichi) Secondary 5 reading component from 86.8% in 2016 to 88% by 2019</p> | <ol style="list-style-type: none"> 1. A French action plan has been developed by the French department. This plan will include Review Exams that will help prepare students for the three "volets" (oral, comprehension and written production). The exam will be written before the June MELS exam. 2. A French tutor will be hired to support our out of province students. As well, all other students can benefit from this support during the day or afterschool. 3. Students are encouraged to attend lunch time and afterschool tutorials offered by their French teachers. 4. Students are encouraged to participate in our Peer- tutoring sessions. These sessions are given by senior students that have been extremely successful with their French courses. |
| <p><u>FRENCH WRITING SECONDARY</u></p> <p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam</p> | <p>The success rate of students on the MELS French reading Secondary 5 uniform exam</p> | <p>To increase the success rate of students on the MELS French reading Secondary 5 uniform exam from 54.4% in 2010 to 85.0% by 2020</p> | <p>To increase the success rate of students on the MELS *FLS (de base, enrichi) Secondary 5 writing component</p> | <p>The success rate of students on the MELS *FLS (de base, enrichi) Secondary 5 writing component</p> | <p>To increase the success rate of students on the MELS *FLS (de base, enrichi) Secondary 5 writing component from 77.4% in 2016 to 88% by 2019</p> | |

| School Board | | | | | | |
|---|--|--|---|---|--|--|
| Objective | Indicators | Target | Objective | Indicators | Target | Strategies |
| <p><u>GOAL 2</u></p> <p><u>ENGLISH READING SECONDARY</u></p> <p>To increase the success rate of students on the MELS English reading component Secondary 5 uniform exam</p> | <p>The success rate of students on the MELS English reading component Secondary 5 uniform exam</p> | <p>To increase the success rate of students on the MELS English reading component Secondary 5 uniform exam from 90.1% in 2010 to 95.0% by 2020</p> | <p>To increase the success rate of students on the MELS ELA Secondary 5 reading component</p> | <p>The success rate of students on the MELS ELA Secondary 5 reading component</p> | <p>To increase the success rate of students on the MELS English reading component Secondary 5 uniform exam from 100% in 2016 to 100% by 2019</p> | <ol style="list-style-type: none"> 5. English Language Arts teachers will continue to work together during their PLC meetings. 6. The ELA action plan was revised to include, improving writing skills in style, organization and grammar. Students in secondary III and IV will also be given more time to master a writing format thus better preparing them for their secondary V MELS exam. 7. ELA teachers in each grade level are working together to create common unit plans and common assessments. 8. ELA teachers will also incorporate more creative writing activities in their classes so students can improve their writing voice. Teachers will work on the creation of writing activities as a PLC team but will be encouraged to choose the creative writing assignment based on their class and the reading material used during the term. Students will also be encouraged to write more outside of the class (such as entering writing contests). |
| <p><u>ENGLISH WRITING SECONDARY</u></p> <p>To increase the success rate of students on the MELS English writing component Secondary 5 uniform exam</p> | <p>The success rate of students on the MELS English writing component Secondary 5 uniform exam</p> | <p>To increase the success rate of students on the MELS English writing component Secondary 5 uniform exam from 91.1% in 2010 to 96.3% by 2020</p> | <p>To increase the success rate of students on the MELS ELA Secondary 5 writing component</p> | <p>The success rate of students on the MELS ELA Secondary 5 writing component</p> | <p>To increase the success rate of students on the MELS English writing component Secondary 5 uniform from 90.2% in 2016 to 95% by 2019</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 | Indicators | Target | 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) | 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) | 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) from 56.1% in 2010 to 62.0% by 2020 | To increase the ratio of Secondary 5 special needs students registered on September 30th who graduate (DES) | The ratio of Secondary 5 special needs students registered on September 30th who graduate (DES) | To increase the ratio of Secondary 5 special needs students registered on September 30th who graduate (DES) from 55% in 2016 to 100% by 2019 (to graduate or in a program leading to qualification) | <ol style="list-style-type: none"> 1. The electronic IEP template was used for the creation of all our IEP's. Students and teachers were released to work on the IEP's. 2. Parents were invited to come in and become involved in the creation of their child's IEP. 3. Parents also had the opportunity to meet with our behavior technician and resource teachers during parent teacher interviews for term 1 and term 2. 4. IEP meetings for students will continue to take place. Both teachers and parents will be present along with the administration and the guidance counselor. 5. Our resource teachers, guidance counselor, childcare workers and the administration meet on a regular basis with our teachers to make sure that they are aware of all recommendations in the student IEPs. |

| School Board | | | Objective | Indicators | Target | Strategies |
|--|---|---|--|--|--|--|
| <p>GOAL 3 To increase the percentage 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)</p> | <p>The percentage 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).</p> | <p>To increase the percentage 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) from 86.4% in 2013 to 86.4% by 2020 for (PWTC) and 45.8% in 2011 to 55.8% by 2020 for (TCST)</p> | <p>To increase the ratio of special needs students registered on Sept. 30th who are in their qualifying/final year of the program and who obtain a qualification</p> | <p>The ratio of special needs students registered on Sept. 30th who are in their qualifying/final year of the program and who obtain a qualification</p> | <p>To increase the ratio of special needs students registered on Sept. 30th who are in their qualifying/final year of the program and who obtain a qualification from 55% in 2016 to 100% by 2019 (to graduate or in a program leading to qualification)</p> | <ol style="list-style-type: none"> 6. The electronic IEP template was used for the creation of all our IEP's. Teachers were released to work on the IEP's. 7. Parents were invited to come in and become involved in the creation of their child's IEP. 8. Parents also had the opportunity to meet with our behavior technician and resource teachers to go over and contribute to their child's IEP during term 2 in 2016. The same opportunity will be offered during parent-teacher interviews. 9. IEP meetings for students at risk will continue to take place. Both teachers and parents will be present along with the administration and the guidance counselor. 10. Our resource teachers, guidance counselor, childcare workers and the administration meet on a regular basis with our teachers to make sure that they are aware of all recommendations in the student IEPs. 11. We will work with student services and begin devising plans for students as early as secondary 3 to ensure we direct them on the correct path depending on their abilities. |

MEES Goal 4
Healthier and safer school environments

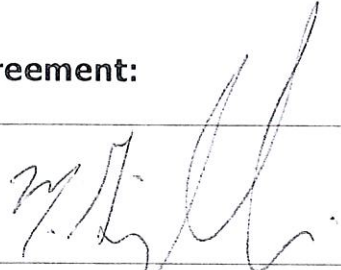
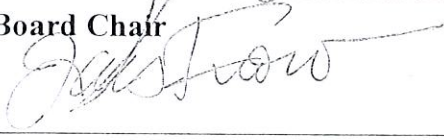
| School Board | | | | | | |
|--|--|--|--|--|--|--|
| Objective | Indicators | Target | Objective | Indicators | Target | Strategies |
| <p><u>BULLYING VICTIMIZATION</u></p> <p>To decrease the rate of students who reported victimization resulting from bullying</p> | <p>The rate of students who reported victimization resulting from bullying</p> | <p>To decrease the rate of students who reported victimization resulting from bullying from 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 16% in 2016 to 11% by 2019</p> | <ol style="list-style-type: none"> 1. The administration and staff will continue to support Student initiatives in the area of anti-bullying. 2. Students suspended for bullying will attend alternative suspension programs. 3. Numerous discussions and assemblies concerning bullying have taken place amongst staff members and with our students. 4. The RHS Code of Conduct is aligned with EMSB policy. 5. Our anti-bullying and violence prevention action plan was first adopted by our Governing Board in 2012. The plan will be updated by our violence prevention school team regularly. 6. Reporting Procedures for bullying incidents have been clearly established at our school. Staff and students have been informed and presented with these procedures at our school assemblies. They are also available in the school agenda and on our school website. |
| <p><u>SCHOOL SAFETY</u></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 84% in 2016 to 90% by 2019</p> | |

MEES Goal 5

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

| School Board | | | | | | |
|--|---|---|--|----------------|----------------|--|
| Objective | Indicators | Target | Objective | Indicators | Target | Strategies |
| 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 students in 2008 to 228 students by 2020 | To increase awareness of vocational education as a viable pathway to success | Not Applicable | Not Applicable | <ol style="list-style-type: none"> 1. We will build upon our current resource model, we will target students who are in the 50%-59% range, and we will monitor for areas of improvement. 2. 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. 3. We will continue to use NANS funds to supplement the resource teacher allocation that we receive from the EMSB. 4. We will also continue to use our NANS funds to hire tutors that will work with these students in smaller group settings. |

Signatories of the Agreement:

| | |
|---|----------------------|
| 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 2015-2018
(School name)

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

WHEREAS Bill 88 also requires that the School update the MESA Agreement yearly;

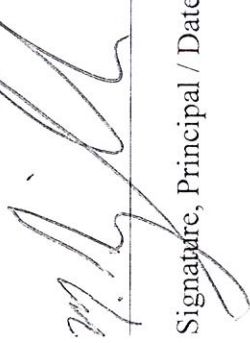
WHEREAS a MESA Agreement for 2015-2018 has been developed by the school staff and the school Administrator;

WHEREAS the MESA Agreement was submitted for consultation to the school staff;

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

IT WAS MOVED BY A. Munro AND RESOLVED THAT the 2015-2018 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

* Posting the report on school website.