

Management & Educational Success Agreement

Between
ENGLISH MONTREAL SCHOOL BOARD
and
Coronation Elementary School

2015-2018

Purpose of the Agreement

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

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

Management and Educational Success Agreement

Explanatory Notes:

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

Context:

OUR VISION AND MISSION STATEMENTS:

We Care We Dare We Share is our motto!

Coronation is filled with many riches-the wonder of our children, the professionalism and dedication of our staff, the commitment of our volunteers and the support and cooperation of our parents. Together, we provide a school environment that is safe, inspiring and creative. Coronation is about acceptance and celebration of our diversity, so that our students feel welcome and part of the Coronation family. Our choice of two programs, French Immersion and English Core ensure that our students become bilingual individuals who will contribute to our society. We want our students to possess the essential knowledge and skills necessary in building and improving English, French, and Math competencies. Our Music, Art, Physical Education and Health programs build knowledge and enjoyment in our students' school life. Within our looping model, we continue to promote integrated learning across the cycles. It is with our combined efforts that we will best help our students succeed.

OUR SCHOOL PORTRAIT:

- *Coronation is the only English language school in the Cote-des-Neiges area. In June 2009, it was reclassified from Category 1 to a Category 2 school, as a result of our community's increased socio-economic status. Despite the change in category, we continue to receive additional financial support from MEES and AMSFA in the form of special subsidies.*
- *The school reflects the multi-cultural community that it serves. There are 3 main dominant ethnic groups: Sri Lankan, Pilipino and Caribbean. The current population is 266.*
- *Coronation is cohabitating with Mile-End High School, a BASE daycare and a Centre de Petite Enfance (CPE) .*

Characteristics that are unique to the school:

- *Subsidized lunch and snack program; Phys. Ed. Program includes access to swimming classes at the sports complex next door; bilingual Pre-Kindergarten program.*
- *RTI and Accelerated Learning*

Challenges being faced:

- *Basic academic skills and knowledge, socio-economic factors, lack of social skills, and school-wide tracking of student progress.*
- *Areas to be developed: students' basic academic and social skills.*
- *Addressing the multiple needs (academic, social, behavioural) of the increasing number of new students.*

PROGRAMS AVAILABLE IN OUR SCHOOL:

A description of the programs of study offered in the school or centre given the context and the community within which the school operates.

- *Early Kindergarten (bilingual pre-k + extended daycare)*
- *Immersion and English Core academic streams*
- *Special measures: ICOR, AMSFA*
- *Special allocations: Wellness, Culture in Schools, Homework Assistance, FSL (Rosetta Stone), Joining Forces*
- *Balanced Literacy – Guided reading, GB+, Math Readers,*
- *Mathletics, Reflex Math, Raz Kids, Lively Letters, Gizmos*
- *First Books and authors' visits*
- *Additional resource teachers*
- *RTI and Accelerated Learning*

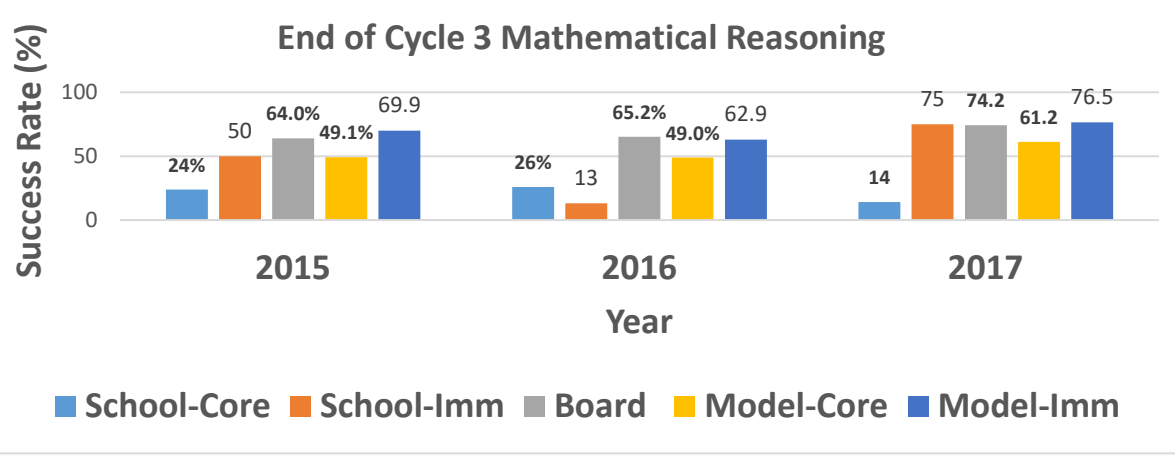
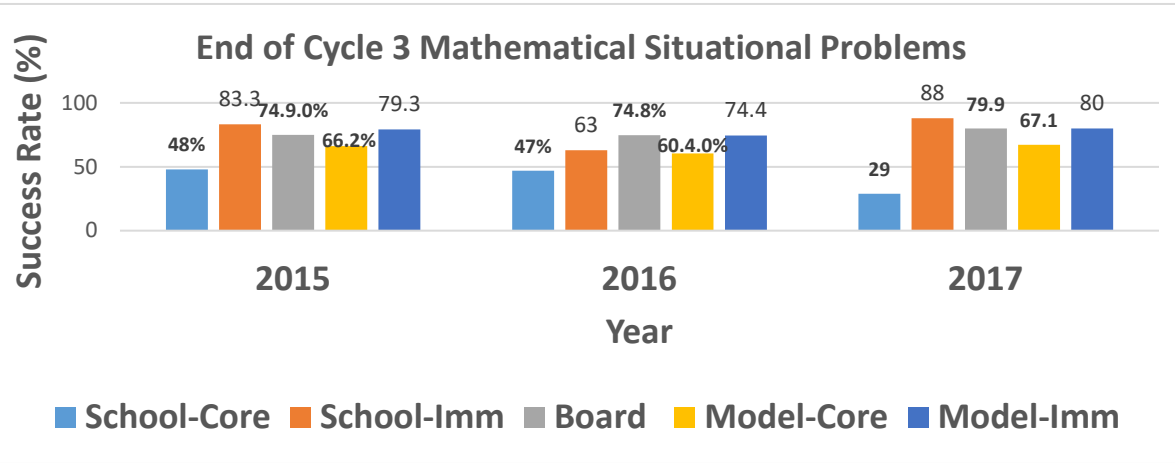
SPECIAL EVENTS/ACTIVITIES:

A description of special events and/or activities offered to students that are unique to the school such as:

- *ECA activities: Chess, Karate (boys and girls), jewelry making, Student Council*
- *PELO Heritage Language Classes (Tamil and Tagalog)*
- *Social skills groups for boys and girls.*
- *Family oriented activities: concerts, invitations into classrooms, Black History Month, Parent Workshops*
- *Athletic activities- Swimming, Terry Fox, HALO race, NBA Junior Program*
- *Arts and Music: Steelpan Junior and Senior Band*
- *Music Science and Art Programs*
- *STEAM & MakerSpace and Robotics*
- *Sports Club: Basketball and Soccer*
- *Programs linked with the local community: CSSS, Big Brothers & Big Sisters*
- *Special After-school activities: Homework Program, BASE Daycare activities, Multisports*
- *Educational and cultural outings*
- *Lunch – playground activities and student supervisor/coordinator*
- *Fundraising –Bake sales and jewelry making , Scholastic Book Fair, Dress Down Days*
- *Kids for Social Change and participation in WE Day.*
- *Term Assemblies – Recognition Awards*
- *IT projects (iPads, Skype, iMovie)*
- *Evening Talent show and Holiday Concert*
- *“Jaye the Guitar Warrior” guitar lessons with select students*
- *Guitar club*
- *Brain Reach*
- *Sensory Room*

OUR SCHOOL PERFORMANCE RESULTS:

Goal 1

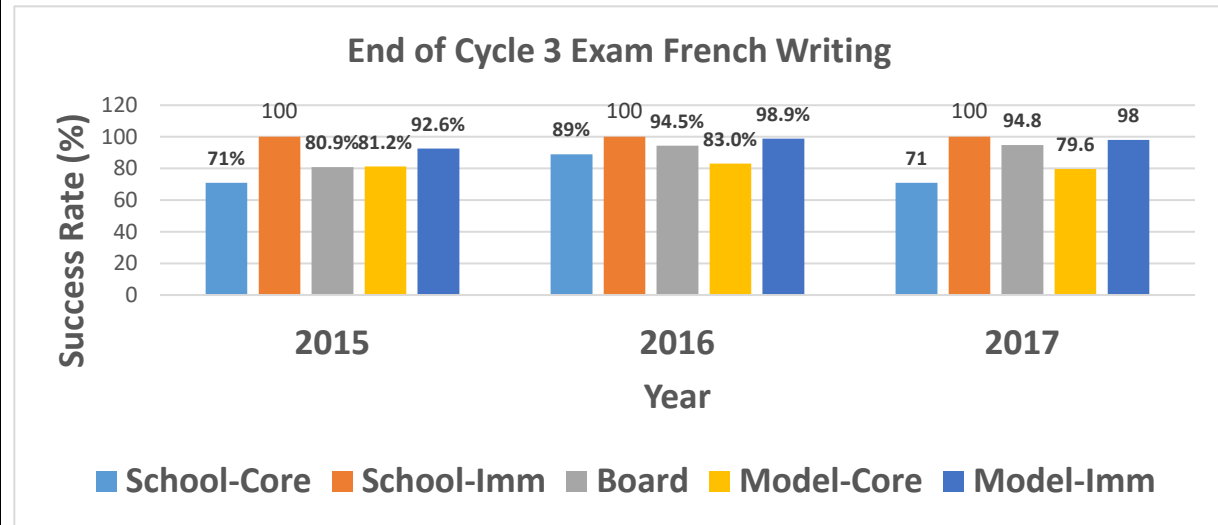
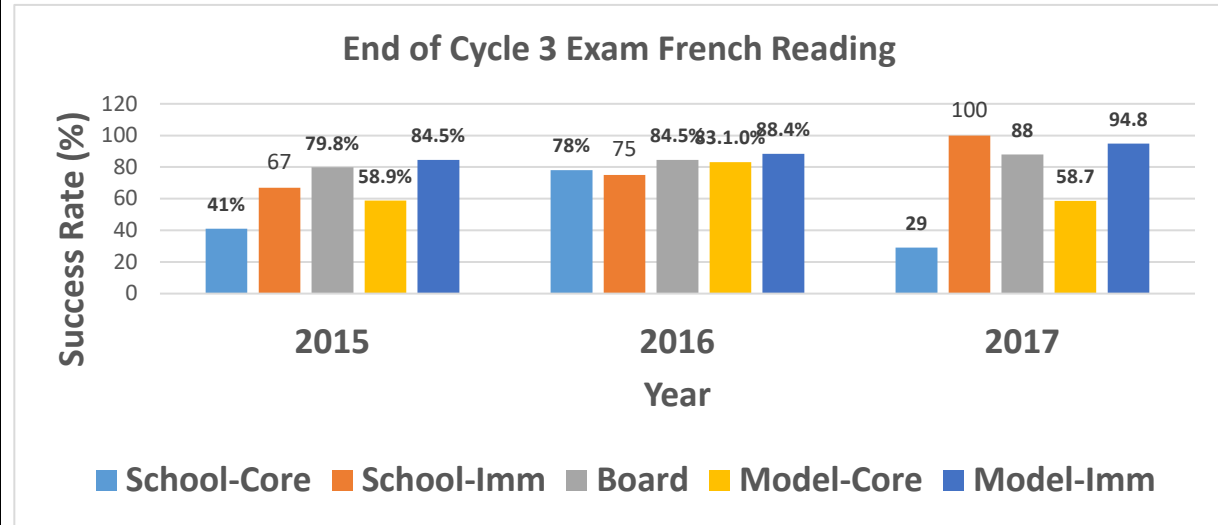


Interpretation:

In reviewing our school data, we looked at the end of cycle 3 math exam success rates in both competencies. Our data indicates that our students have performed below other students in the core program compared to the school board. The performance of our students in the immersion program has improved and is above the success rate of the board. Areas of concern that need to be improved are: difficulties with the mastery of concepts, particularly with mental computation and basic skills. Furthermore, reading comprehension challenges influence students' ability to solve multi-step problems.

In our MESA, we will aim to improve our success rate in solving situational problems as well as using mathematical reasoning.

Goal 2

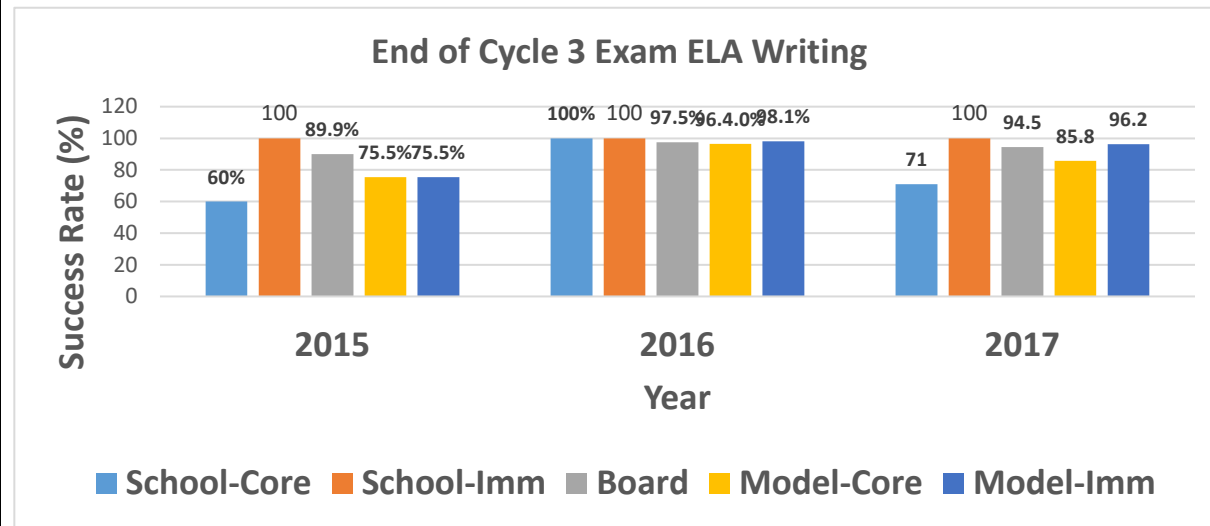
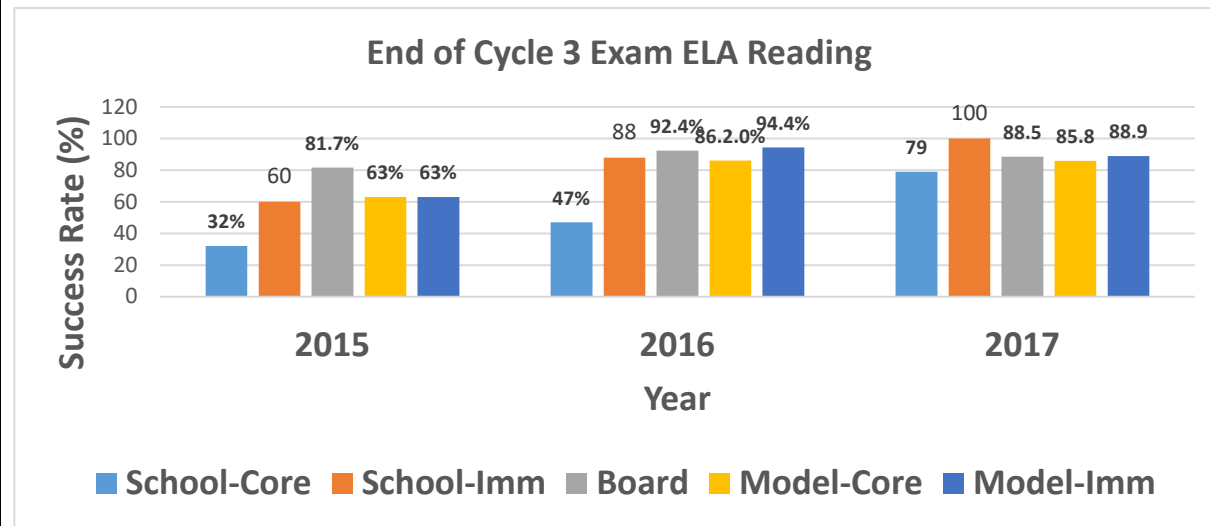


Interpretation:

In reviewing our school data, we looked at the end of cycle 3 French exam success rates in the competency of reading. For the Core group our success rate in reading decreased whereas for the Immersion group it increased.

In the writing component, our students' success rate was close to the board average as students in the same model of instruction (core and immersion). In 2017-18, the cycle 3 teachers will focus on the components of writing writing and providing more timely feedback through conferencing.

Goal 2



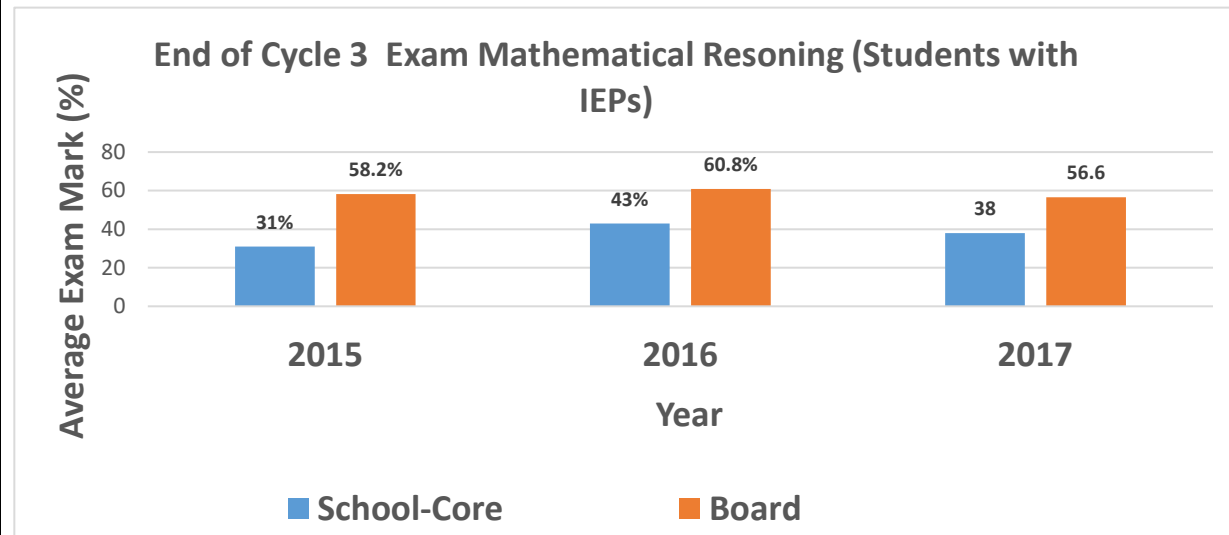
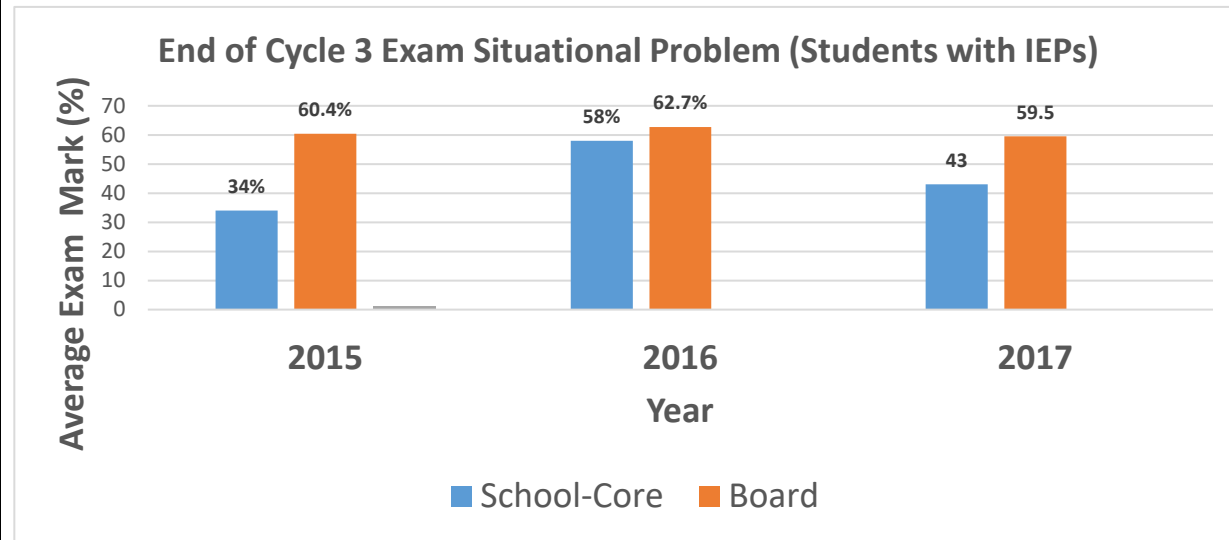
Interpretation:

In reviewing our school data, we looked at the end of cycle 3 English Language Arts exam success rates. In reading, the success rate increased for both English Core and French Immersion students.

The increase can be attributed to a focus in analyzing texts to see how authors use structures and features to enhance a piece of writing as well as modelling making connections. We will continue to implement these strategies.

In writing, the success rate for English Core decreased and for French Immersion it remained at 100%. To improve our success rate for the English core students, we will focus on pre-writing skills as well as exposing them to a richer vocabulary. In order to maintain the high success rate in French Immersion, we will continue to apply the current strategies and monitor students success.

Goal 3



Interpretation:

Reporting on the success rate of a group when the population of that group is small may produce large fluctuations from year to year. About one-third of our students in the English Core program are following an adapted IEP.

In situational problem solving, the average mark for students in English Core decreased. In mathematical reasoning the average mark also decreased. In order to help students with special needs improve their performance, we will continue to provide more targeted resource support.

MEES Goal 1

Increased graduation rates and qualifications before age 20

School Board			Objective	Indicators	Target	Strategies
To increase the success rate on the MELS Secondary 4 uniform Mathematics examinations.	The rate of EMSB students who obtain certification and qualification after 7 years	To increase the rate of EMSB students who obtain certification and qualification after 7 years from 82.9% in 2008 to 88.0% by 2020	To increase the success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam	The success rate of students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform examination	<p>To increase the success rate of English Core students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam 47 % in 2015 to 60 % by 2018</p> <p>To increase the success rate of French Immersion students on the End-of-cycle 3 (Situational Problem Component) Mathematics uniform exam from 63 % in 2015 to 88% by 2018</p>	<ol style="list-style-type: none"> Teachers will put emphasis on identified areas of concern: <ul style="list-style-type: none"> Arithmetic: skills in all computation tasks Problem solving skills: how to successfully analyze and interpret mathematical text and justify the solution Students will be exposed to more situational problems per school year. In mathematical reasoning, teachers will put emphasis on identified areas of concern: mental computations and fractions. We will dedicate a portion of our PLC time to further develop intra-cycle communication to ensure consistency of math teaching goals and to attempt to bridge the inter-cycle gaps we may be able to identify. Regular remediation and/or RTI will be scheduled during the Resource Period for students who are struggling in math. Students will be given opportunities to practice basic math skills and to review concepts using interactive math application such as Gizmos, Mathletics and Reflex Math. Students will have access to these applications both at home and at school. We will continue the school-wide implementation of Accelerated Learning as a means to increase success rates in the core subjects.

School Board			Objective	Indicators	Target	Strategies
			To increase the success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam	The success rate of students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform examination	<p>To increase the success rate of English Core students on the End-of-cycle 3 (Using Reasoning Component) Mathematics uniform exam from 26 % in 2015 to 60 % by 2018</p> <p>To increase the success rate of French Immersion students on the End-of-Cycle 3 (Using Reasoning Component) Mathematics uniform exam from 13% in 2015 to 60% by 2018</p>	<ol style="list-style-type: none"> 1. Teachers will put emphasis on identified areas of concern: <ul style="list-style-type: none"> • Arithmetic: skills in all computation tasks 2. Students will be given more opportunities to practice application problems. 3. In mathematical reasoning, teachers will put emphasis on identified areas of concern: mental computations and fractions. 4. We will dedicate a portion of our PLC time to further develop intra-cycle communication to ensure consistency of math teaching goals and to attempt to bridge the inter-cycle gaps we may be able to identify. 5. Regular remediation will be scheduled during the Resource Period for students who are struggling in math. 6. Students will be given opportunities to practice basic math skills and to review concepts using interactive math application such as Gizmos, Mathletics and Reflex Math, as well as board games and centers. Students will have access to the on-line applications both at home and at school. 7. We will continue the school-wide implementation of Accelerated Learning as a means to increase success rates in the core subjects. 8. Tutors and/or resource teachers will offer math clinics to selected students which will focus on basic skills.

MEES Goal 2

Improve mastery of French and English (Reading & Writing)

School Board						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies
<p><u>FRENCH READING</u> <u>ELEMENTARY</u></p> <p>To improve French reading skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 examinations in French reading</p>	<p>To increase the success rate of students in the End-of-cycle 3 French reading from 77.6% % in 2010 85.0% by 2020</p>	<p>To increase the success rate of students in the End-of-cycle 3 French reading</p>	<p>The success rate of students on the End-of-cycle 3 examinations in French reading</p>	<p>To maintain the success rate of English Core students in the End-of-cycle 3 French reading above 75% until 2018</p> <p>To increase the success rate of French Immersion students in the End-of-cycle 3 French reading from 75 % in 2015 to the target of 77 % by 2018</p>	<ol style="list-style-type: none"> Teachers will put emphasis on identified areas of concern: <ul style="list-style-type: none"> Reading Comprehension (Fiction and Non-Fiction) Inferencing Students will be given more opportunities to practice EOC exams. Students will take part in Literature Circles using leveled novels to expose them to a variety of texts (GB+) and new vocabulary. We will dedicate a portion of our weekly schedule to interactive classroom centers that focus on specific reading strategies.

<p><u>FRENCH WRITING</u> <u>ELEMENTARY</u></p> <p>To improve the written French skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 examinations in French written</p>	<p>To increase the success rate of students in the End-of-cycle 3 French writing from 80.0% % in 2010 90.0% by 2020</p>	<p>To increase the success rate of students in the End-of-cycle 3 French writing</p>	<p>The success rate of students on the End-of-cycle 3 examinations in French writing</p>	<p>To maintain the success rate of English Core students in the End-of-cycle 3 French writing above 80%</p> <p>To maintain the success rate of French Immersion students in the End-of-cycle 3 French writing at 100%</p>	<ol style="list-style-type: none"> 1. Teachers will provide templates for students to practice writing varied texts and will give feedback through conferencing. 2. Teachers will read aloud a shared text and then model writing a reading response based on it. 3. Teachers will focus on the components of writing such as grammar, vocabulary and sentence structure.
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<p><u>ENGLISH READING ELEMENTARY</u></p> <p>To improve English reading skills of all elementary school students.</p>	<p>The success rate on the End-of-cycle 3 uniform examinations English reading</p>	<p>To increase the success rate of students in the End-of-cycle 3 English reading from 73.3% in 2010 to 78.0% by 2020</p>	<p>To maintain the success rate of students in the uniform End-of-cycle 3 English reading</p>	<p>The success rate of students on the End-of-cycle 3 uniform examinations in English reading</p>	<p>To increase the success rate of English Core students in the End-of-cycle 3 English reading to above 60% by 2018</p> <p>To maintain the success rate of French Immersion students in the End-of-cycle 3 English reading above 70% until 2018</p>	<ol style="list-style-type: none"> 1. Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data <ul style="list-style-type: none"> • Vocabulary • Inference • Sustained reading 2. Teachers will explore vocabulary found in class novels, independent reading novels, and class vocabulary/spelling lists in order to expand the students' general vocabulary repertoire. 3. We will continue to work on analyzing texts with students to see how authors use a variety of strategies, such as structures and features, to enhance their writing. 4. Teachers will continue to model making connections through class novels and students' personal book selections to help them convey their own personal experiences in their writing. 5. The teachers will read aloud and model the use of graphic organizers and written prompts to record thoughts and ideas pertaining to the text.
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<p><u>ENGLISH WRITING ELEMENTARY</u></p> <p>To improve the English written skills of all elementary school students</p>	<p>The success rate on the End-of-cycle 3 uniform examinations in English writing</p>	<p>To increase the success rate of students in the End-of-cycle 3 uniform English writing from 85.0% in 2010 to 90.0% by 2020</p>			<p>To maintain the success rate of English Core students in the uniform End-of-cycle 3 English at 100%</p> <p>To maintain the success rate of French Immersion students in the End-of-cycle 3 English writing at 100%</p>	<ol style="list-style-type: none"> 1. Teacher will focus on reading aloud texts that model good writing that demonstrate fluency, rhythm, and structural patterns in language; 2. To work on pre-writing skills such as generating ideas and organizing them in a coherent paragraph. 3. A secondary focus will be to improve their writing by exposing them to a richer vocabulary.
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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	Strategies
<p>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)</p>	<p>The success of special needs students in the core subjects (ELA, FSL & Mathematics) will contribute to this Board objective.</p> <p><u>MATHEMATICS SITUATIONAL PROBLEM & REASONING:</u></p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination</p> <p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Using Reasoning component of the uniform examination</p>	<p>The average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the uniform examination</p> <p>The ratio of special needs students who are successful on the End-of-cycle 3 Mathematics Using Reasoning component of the uniform examination</p>	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Situational Problem component of the from 58% in 2015 to 60% by 2018</p> <p>To improve the average mark attained by special needs students on the End-of-cycle 3 Mathematics Using Reasoning component of the from 43% in 2015 to 60% by 2018</p>	<ol style="list-style-type: none"> 1. We will apply pertinent strategies such as giving them additional time, breaking down the situational problems into more manageable components and modeling mathematical reasoning. 2. Additional teacher allocation and the implementation of the RTI model will allow us to more specifically address the learning needs of these particular students.

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
	<u>FRENCH SECOND LANGUAGE READING & WRITING:</u>	To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading and Writing component of the uniform examination	The average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading and Writing component of the uniform examination	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Reading component of the from 38% in 2017 to 50% by 2018</p> <p>To improve the average mark attained by special needs students on the End-of-cycle 3 French Second Language Writing component of the from 67% in 2017 to 80% by 2018</p>	<ol style="list-style-type: none"> Teachers will put emphasis on identified areas of concern: <ul style="list-style-type: none"> Reading Comprehension (Fiction and Non-Fiction) Inferencing Students will be given more guided opportunities to practice EOC exams. Students will take part in Literature Circles using leveled novels to expose them to a variety of texts (GB+) and new vocabulary. We will dedicate a portion of our weekly schedule to interactive classroom centers that focus on specific reading strategies.

School Board					
Objective	Comments	Objective	Indicators	Target	Strategies
	<u>ENGLISH LANGUAGE ARTS READING & WRITING:</u>	To improve the average mark attained by special needs students on the End-of-cycle 3 English Language Arts Reading and Writing component of the uniform examination	The ratio of special needs students who are successful on the End-of-cycle 3 English Language Arts Reading and Writing component of the uniform examination	<p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Reading component of the from 60% in 2017 to beyond 60% by 2018</p> <p>To improve the average mark attained by special needs students on the End-of-cycle 3 English Writing component of the from 59% in 2017 to 67% by 2018</p>	<ol style="list-style-type: none"> 1. In reading, we will continue to apply similar strategies from the previous years such as having the teacher read aloud, guided reading, use of graphic organizers and written prompts to record thoughts and ideas pertaining to a text. 2. In writing, particular attention must be placed on analyzing texts to see how authors use structures and features to enhance a piece of writing. 3. In small groups, teachers will model making connections through levelled texts and students' personal reading selections. With guidance, students will apply these strategies when writing their own responses.

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 student who reported victimization resulting from bullying</p>	<p>The rate of students who reported victimization resulting from bullying</p>	<p>To decrease the rate of students who reported victimization resulting from bullying from 26.0% in 2010 to 20.0% for elementary students and 15.0% in 2010 to 10.0% for secondary students by 2020</p>	<p>To decrease the rate of students who reported victimization resulting from bullying</p>	<p>The rate of students who reported victimization resulting from bullying</p>	<p>To decrease the rate of students who reported victimization resulting from bullying from 48% in 2015 to 35% by 2018</p>	<p>1. We will ensure that the children know they have a contact person that they can go to in any situation (i.e. a teacher, the principal, behavior technician, the CCW...)</p> <p>2. Social groups have been created to accommodate children who need to learn social skills in a more focused setting. This will help children differentiate between conflict and bullying.</p> <p>3. Lunch activities are being offered to structure playtime to minimize inappropriate behaviors.</p> <p>4. Spiritual animator and principal will hold assemblies to reinforce common expectations.</p> <p>5. Communication with parents and consultation with professional staff such as the psychologist and social worker.</p> <p>6. A student council will be set up to give grade 6 students a voice to talk about concerns and offer suggestions that can be made. They will also model positive behavior and school spirit.</p> <p>7. Kids for Social Change is another group of students whose activities promote local and global community involvement; the focus on others will help them become better citizens.</p>
<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 75% in 2015 to 85% by 2018</p>	

MEES Goal 5

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

School Board			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 in 2010 to 230 by 2020	To increase awareness of vocational education as a viable pathway to success			

Signatories of the Agreement:

Signature, Principal	Date
Signature, Governing Board Chair	Date
Signature, Regional Director	Date
Signature, Director General	Date