



# SHAWINIGAN HIGH SCHOOL

10/21/2013

Educational Project

School Success Plan

Management and Educational Success Agreement

# CHAPTER 1 – PORTRAIT AND ANALYSIS OF THE SCHOOL SITUATION

## THE VISION, MISSION, BELIEFS AND VALUES OF THE SCHOOL

We, the Shawinigan High School Community, are committed to the attainment of one's personal best within an English environment. We believe the students will attain a personal best through participation, perseverance, and patience. We also believe that the staff and parents can aid the students in the attainment of their personal best through caring, cooperation, and collaboration.

Therefore, we the Shawinigan High School community will:

1. Provide a safe and secure learning atmosphere.
2. Offer the students an education that is centered on mastering both official languages with a primary orientation towards English.
3. Offer the students a variety of academic, social, athletic, and arts activities.
4. Recognize students for their accomplishments as well as hold students responsible for their actions.
5. Encourage the students to be actively involved in learning paths offered within a structured environment, thereby promoting creativity and self-learning.
6. Continue to promote social responsibility through **Green School** initiatives.

The Shawinigan High School Community's mission speaks to learning and belonging and we believe it is through patience, perseverance and participation in the community that each member will come to learn and hold the values upon which we support our community. The following beliefs and values are the pillars of our community:

- Respect - We believe every person has the right to be respected but also the obligation to respect themselves, others and property.
- Community - We believe in a caring, open, and friendly environment and in a place where everyone can learn.
- Spirit - We believe in promoting pride by celebrating our community, our efforts and our accomplishments.
- Success - We believe that excellence is defined by the achievement of one's personal best and we encourage all of our members to reach their fullest potential.
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## DESCRIPTION OF THE SOCIO-ECONOMIC MILIEU

The region has been designated, according to current MELS formulas, a region in economic difficulty. We have a significant proportion of our community that live in poverty. Programs that address this reality will need to be continued and other programs will need to be developed. This reality must be taken into consideration and must be at the forefront of every decision made whether it is related to teaching, activities within the school, outings and offers of services to students.

- SHS Decile Ranking is 8
- SHS is a NANS school and a Beacon School

## SCHOOL PROFILE

We have a dedicated staff group; an involved parent group; and an exciting and ambitious student group. We offer academic, sports, and cultural programs second to none and we are the only school in the Shawinigan region to offer those programs in English. Our community is rich in its history (87 years old) with an active Foundation and Alumni. Many of our graduates over those years have become influential and active members of their respective adoptive communities, yet a good number of our graduates have stayed in the region and continue to fill our classrooms with their offspring, as many of our students today are second, third and even fourth generation. The staff at SHS is also a stable work force as many of our staff members have made SHS their chosen place of work with some of those staff having spent their entire careers right here at SHS.

SHS has:

1. A Small School Community - small classes, individual support and attention, a sense of belonging and knowing everyone in the community, group work is easily facilitated, K-11 continuum for students, small numbers means easier to adapt programs and material to individual needs.
2. A Strong Bilingual program - 97% of our students are Francophone first language students here to learn English. Because of this fact, home and community support French Language mastery, school provides English instruction. The result is a strong Bilingual student graduate.

3. Unique - SHS is the only English language school in the Shawinigan region and we are able to offer our graduates more opportunity for post-secondary schools (French & English).
4. Programs and Service
  - Daycare (early morning, after school and Pedagogical Days)
  - Kindergarten
  - Tutoring Services (all levels)
  - Basketball Program
  - Student Council
  - House System (Secondary and Grade 6)
  - Environmental Green Team (All Levels)
  - Strong Parent Participation via the Governing Board and Home & School Association
  - Balanced Literacy Program (All Levels)
  - Computer Facilities (All levels)
  - Library/Resource Program (All Levels)
  - Guidance Program (Secondary)
  - Psychologist (All Levels)
  - Psycho-educator (All Levels)
  - Special Education Technician
  - Spanish Program (Sec. 5)
  - Secondary Arts Program (Music, Drama, Visual Arts)
5. Staff is qualified, dedicated, concerned and always present.
6. Traditional setting with updated facilities:
  - Gym
  - Resource Room
  - Two Computer Labs
  - Playground
  - Clean and safe
  - Interactive White Boards in most classes
  - Videoconference Facility
  - Close to town facilities (arena, outdoor rinks, city hall, public bussing, Court House).
  - 116 students at the Elementary level and 65 students at the Secondary level for a total of 181 students
  - 19 teachers (It is interesting to note that 75% of teaching personnel have been at SHS for more than 10 years.)
  - 11 support staff
  - 4 professionals

### Identified Critical Issues

#### Literacy is a critical issue at SHS

- 97% of our students are from unilingual French families where English homework and practice outside of the school is limited
- French literacy is another critical issue
- Vocabulary development in all subject areas are also a critical issue

#### Numeracy is a critical issue at SHS

- Mathematical reasoning is an issue
- Lack of math vocabulary development hinders progress

Many of our students are still reading below grade level. We know that daily practice in at-level reading will help a child improve. The SHS staff continues to strive toward encouraging children to read on a daily basis and providing the support needed to choose at-level books to read at home. While we would hope that the parents of our students would provide their children with the support needed at home, the reality is that this is not happening for a variety of reasons. We need to find ways to help children practice their reading.

#### Reading Level % of Students At Level (DRA)

Cycle 1, Year 1 91.6%

Cycle 1, Year 2 66.6%

Cycle 2, Year 1 81%

Cycle 2, Year 2 28%

Cycle 3, Year 1 20%

Cycle 3, Year 2 50%

### SCHOOL COMMUNITY

- Governing Board: Our Governing Board is made up of 4 parents, 2 teachers, 1 support staff, 2 student council members and 1 community member.
- Community resources: SHS has access to external services from the CSSS, Carrefour Jeunesse Emploi (Passeport pour ma réussite), Volteface, DORÉMI, Sureté du Québec, Shawinigan Fire Department, CALACS
- Parent participation: Home & School Association and many volunteers for a variety of outings and activities throughout the school year

# CHAPTER 1 – PORTRAIT AND ANALYSIS: SCHOOL DATA

## STRATEGIC DIRECTION 1 IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

### OBJECTIVE 1.1

GRADUATION RATE FOR STUDENTS UNDER AGE 20					
	2008 Cohort 2003	2009 Cohort 2004	2010 Cohort 2005	2011 Cohort 2006	June 2017 TARGET
SCHOOL	89.4%	100%	84.2%	91.6%	95%

SUCCESS RATE FOR SECONDARY MATHEMATICS/ AND FOR HISTORY & CITIZENSHIP (SEC. IV)			
MATHEMATICS	2011-2012	2012-2013	JUNE 2017 TARGET
CST (Cultural & Scientific) Option	85%	66%	85%
Science Option	NA	NA	NA
T & S Technical and Scientific Option	85.3%	83.3%	85%
HISTORY & CITIZENSHIP	100%	91.7%	95%

SUCCESS RATE : SCIENCE AND TECHNOLOGY & APPLIED SCIENCE AND TECHNOLOGY (SEC. IV)			
	2011-2012	2012-2013	JUNE 2017 TARGET
APPLIED SCIENCE AND TECHNOLOGY	76.9%	91.7%	85%

### OBJECTIVE 1.2:

NUMBER OF LEAVERS WITHOUT A DIPLOMA OR QUALIFICATION					
	2008-2009	2009-2010	2010-2011	2011-2012	2017 TARGET
OVERALL	7.1%	25%	NA	NA	5%
Secondary Cycle 1	NA	0	3	1	5%
Secondary III	NA	1	1	0	5%
Secondary IV	NA	1	0	2	5%
Secondary V	0	2	1	1	5%

### OBJECTIVE 1.3

SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN MATHEMATICS (ELEMENTARY)					
MATHEMATICS	2011-2012		2012-2013		JUNE 2017 TARGET
	Success Rate	Group Average	Success Rate	Group Average	Success Rate
Girls	50%	54.6%	100%	76.8%	100%
GRADE 2 Boys	20%	52.8%	77.8%	74.7%	80%
TOTAL	33.3%	53.6%	85.7%	75.4%	85%
Girls *	100%	84.2%	100%	79.3%	100%
GRADE 4 Boys **	100%	79.3%	100%	79.5%	100%
TOTAL ***	100%	82.6%	100%	79.3%	100%
Girls	83.3%	68.5%	100%	78%	100%
GRADE 6 Boys	83.3%	79.3%	50%	62%	70%
TOTAL	83.3%	73.9%	80%	71.9%	80%

## CHAPTER 1 – PORTRAIT AND ANALYSIS: SCHOOL DATA

### STRATEGIC DIRECTION 2

### IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

OBJECTIVES 2.1., 2.2., 2.3.

SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN ENGLISH LANGUAGE ARTS (ELEMENTARY)						
ENGLISH LANGUAGE ARTS	2011-2012		2012-2013		JUNE 2017 TARGET	
	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing
Girls	62.5%	87.5%	80%	100%	85%	100%
GRADE 2 Boys	40%	90%	77.8%	100%	80%	100%
TOTAL	50%	78.6%	88.9%	100%	90%	100%
Girls	83.3%	100%	100%	100%	100%	100%
GRADE 4 Boys	100%	50%	100%	100%	100%	100%
TOTAL	88.9%	100%	100%	100%	100%	100%
Girls	83.3%	100%	100%	100%	100%	100%
GRADE 6 Boys	83.3%	100%	50%	100%	100%	100%
TOTAL	83.3%	100%	80%	100%	100%	100%

#### OBJECTIVE 2.4.

SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN FRENCH (ELEMENTARY)					
FRANÇAIS, LANGUE SECONDE- IMMERSION	2011-2012		2012-2013		JUNE 2017 TARGET
	Success Rate	Group Average	Success Rate	Group Average	Success Rate
Girls	100%	84%	100%	83%	100%
GRADE 4 Boys	100%	78%	100%	77%	100%
TOTAL	100%	82.5%	100%	81.3%	100%
Girls	100%	79.2%	100%	86.3%	100%
GRADE 6 Boys	100%	78.8%	100%	79%	100%
TOTAL	100%	79%	100%	83.4%	100%

#### OBJECTIVES 2.3, 2.7 & 2.9

CQSB SUCCESS RATE FOR SECONDARY UNIFORM MINISTRY EXAMINATIONS							
EXAMINATION	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	Target
FRANÇAIS, LANGUE SECONDE - BASE Secondary V Success Rate	100%	83.3%	84.2%	100%	100%	100%	100%
<i>Volet écriture</i>	NA	NA	NA	100%	100%	100%	100%
<i>Volet lecture</i>	NA	NA	NA	100%	100%	100%	100%
FRANÇAIS, LANGUE SECONDE - BASE Secondary V Group Average	NA	NA	NA	73%	NA	85.7%	85%
FRANÇAIS, LANGUE SECONDE - ENRICHIE Secondary V Success Rate -Volet Écriture (Complementary Exam)	NA	NA	NA	86%	80%	100%	100%
ENGLISH LANGUAGE ARTS Secondary V Success Rate	100%	83.3%	84.2%	100%	100%	100%	100%
ENGLISH LANGUAGE ARTS Secondary V Group Average	80.6%	81.9%	80.5%	77.9%	80.4%	80.4%	85%

## CHAPTER 1 – PORTRAIT AND ANALYSIS: SCHOOL DATA

### STRATEGIC DIRECTION 2 *(continued)* IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

#### OBJECTIVES 2.6 & 2.8

SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN FRENCH (SECONDARY)					
FRANÇAIS, LANGUE SECONDE - ENRICHI Secondary II	2011-2012		2012-2013		JUNE 2017 TARGET Success Rate
	Success Rate	Group Average	Success Rate	Group Average	
Girls	100%	81.3%	100%	83%	100%
Boys	87.5%	71%	100%	76.8%	100%
TOTAL	92.9%	76.1%	100%	79.1%	100%

#### OBJECTIVE 2.3

SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN ENGLISH (SECONDARY)								
ENGLISH LANGUAGE ARTS - Secondary II	2011-2012				2012-2013			
	Success Rate		Group Average		Success Rate		Group Average	
	C. 2 Response	C.3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C.3 Writing	C. 2 Response	C. 3 Writing
Girls	100%	100%	74.5%	86.2%	75%	100%	71.3%	76%
Boys	66.7%	100%	63.7%	71.8%	71.4%	71.4%	66.6%	65.9%
TOTAL	83.3%	100%	69.1%	79%	72.7%	81.8%	68.3%	69.5%
ENGLISH LANGUAGE ARTS - Secondary III	2011-2012				2012-2013			
	Success Rate		Group Average		Success Rate		Group Average	
	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing
Girls	77.8%	NA	74.8%	NA	100%	100%	70.7%	81.4%
Boys	16.7%	NA	43.8%	NA	66.7%	100%	57.8%	77.8%
TOTAL	53.3%	NA	62.4%	NA	81.3%	100%	63.4%	79.4%

## CHAPTER 1 – PORTRAIT AND ANALYSIS: SCHOOL DATA

### STRATEGIC DIRECTION 3

### IMPROVE PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS

#### OBJECTIVE 3.1

CONTRIBUTION OF SPECIAL NEEDS STUDENTS TO OVERALL GRADUATION & QUALIFICATION RATE AS A PERCENTAGE					
	2011-2012		2012-2013		2017 Target
	<i>Registered</i>	<i>Graduated or Qualified</i>	<i>Registered</i>	<i>Graduated or Qualified</i>	<i>Graduated or Qualified</i>
Number of Secondary V Students Registered as of Sept. 30th)	14	13	11	10	100%
Number of Secondary V Students Registered with Special Needs	0	0	1	1	100%
Number of Students Registered in WOTP-1 (Semi-Skilled)	NA	NA	3	1	100%

#### OBJECTIVE 3.2

PERCENTAGE OF GRADE SIX STUDENTS WITH SPECIAL NEEDS PASSING ENGLISH LANGUAGE ARTS, MATH AND FRENCH PROGRAMS					
	2011-2012		2012-2013		2017 Target
	<i>Number</i>	<i>Percentage Successful</i>	<i>Number</i>	<i>Percentage Successful</i>	<i>Percentage Successful</i>
Number of Grade Six Students with Special Needs	NA	NA	1	100%	100%
Number of Grade Six Students with Special Needs Passing:	NA	NA	1	100%	100%
English Language Arts	NA	NA	1	100%	100%
Mathematics	NA	NA	1	100%	100%
Français, langue seconde - Immersion	NA	NA	1	100%	100%



**OBJECTIVE 3.3**

<b>PERCENTAGE OF STUDENTS WITH SPECIAL NEEDS AT THE SECONDARY LEVEL STAYING IN SCHOOL</b>			
	<b>2011-2012</b>	<b>2012-2013</b>	<b>TARGET 2017</b>
The percentage of Secondary II students with special needs registered on September 30th of a given year	NA	NA	100%
The percentage of the above students registered with the School Board <u>the following year</u>	NA	NA	100%
The percentage of Secondary III students with special needs registered on September 30th of a given year	NA	NA	100%
The percentage of the above students registered with the School Board <u>the following year</u>	NA	NA	100%
The percentage of Secondary IV students with special needs registered on September 30th of a given year	9%	NA	100%
The percentage of the above students registered with the School Board <u>the following year</u>	100%	NA	100%
The percentage of Secondary V students with special needs registered on September 30th of a given year	NA	9%	100%
The percentage of the above students registered with the School Board the following year	NA	0%	0%

# CHAPTER 1 – PORTRAIT AND ANALYSIS: SCHOOL DATA

## STRATEGIC DIRECTION 4

### ENSURE SAFE LEARNING ENVIRONMENTS AND HEALTHY LIVING

#### OBJECTIVE 4.1. - ELEMENTARY AND SECONDARY HEALTHY EATING

ELEMENTARY LEVEL PERCENTAGE OF STUDENTS WITH HEALTHY EATING HABITS (THAT MEET OR NEARLY MEET CANADA'S FOOD GUIDE RECOMMENDATIONS*).			
	2011-2012	2012-2013	2017 Target
Percentage of students who report healthy eating habits at grades 4-6	NA	33%	50%

SECONDARY LEVEL PERCENTAGE OF STUDENTS WITH HEALTHY EATING HABITS (THAT MEET OR NEARLY MEET CANADA'S FOOD GUIDE RECOMMENDATIONS*).			
	2011-2012	2012-2013	2017 Target
Percentage of students who report healthy eating habits at all secondary levels	NA	29%	50%

#### PHYSICAL ACTIVITY

ELEMENTARY TIME STUDENTS REPORT SPENDING ON PHYSICAL ACTIVITY			
	2012-2013	2013-2014	2017 Target
Average time students report spending on moderate physical activities at grades 4 - 6	NA	.6 HOURS/DAY	1 HOUR/DAY

SECONDARY LEVEL TIME STUDENTS REPORT SPENDING ON PHYSICAL ACTIVITY			
	2011-2012	2012-2013	2017 Target
Average time students report spending on moderate physical activities at all secondary levels	NA	.8 HOURS/DAY	1 HOUR/DAY

**OBJECTIVE 4.2 - ELEMENTARY AND SECONDARY BULLYING/ FEELING SAFE**

<b>ELEMENTARY LEVEL (GRADES 4-6) PERCENTAGE OF STUDENTS WHO REPORT BEING VICTIMS OF BULLYING/ PERCENTAGE OF STUDENTS WHO REPORT FEELING SAFE ATTENDING SCHOOL</b>			
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2017 Target</b>
Percentage of students who report being victims of moderate to severe bullying at elementary grades 4- 6	43%	22%	10%
Percentage of students who report feeling safe attending school at elementary grades 4 - 6	82%	89%	90%

<b>SECONDARY LEVEL: PERCENTAGE OF STUDENTS WHO REPORT BEING VICTIMS OF BULLYING/ PERCENTAGE OF STUDENTS WHO REPORT FEELING SAFE ATTENDING SCHOOL</b>			
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2017 Target</b>
Percentage of students who report being victims of moderate to severe bullying at all secondary levels	19%	20%	10%
Percentage of students who report feeling safe attending school at all levels	93%	92%	95%

**REGISTRY OF SUSPENSIONS**

<b>ELEMENTARY - ALL LEVELS: NUMBER OF STUDENTS REPORTED IN REGISTRY OF SUSPENSIONS FOR BULLYING AND VIOLENCE</b>			
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2017 Target</b>
Percentage of students of recorded in Registry	4.2%	NA	2%

<b>SECONDARY LEVEL: NUMBER OF STUDENTS REPORTED IN REGISTRY OF SUSPENSIONS FOR BULLYING AND VIOLENCE</b>			
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2017 Target</b>
Percentage of students of recorded in Registry	9.2%	NA	4%

## CHAPTER 1 – PORTRAIT AND ANALYSIS: SCHOOL DATA

### STRATEGIC DIRECTION 4 (continued)

### ENSURE SAFE LEARNING ENVIRONMENTS AND HEALTHY LIVING

#### OBJECTIVE 4.3. - ELEMENTARY

#### ALCOHOL OR DRUG-RELATED ISSUES - ELEMENTARY

PERCENTAGE OF STUDENTS WHO HAVE BEEN INVOLVED IN ALCOHOL OR DRUG RELATED ISSUES AT SCHOOL/ ELEMENTARY GRADES 5 AND 6			
	2012-2013	2013-2014	2017 Target
Percentage of students caught using alcohol or drugs at the grades 5 and 6	0%	NA	0%
Percentage of students caught using alcohol or drugs	0%	NA	0%

#### REPORTED USE OF ALCOHOL - ELEMENTARY

PERCENTAGE OF STUDENTS WHO REPORT USING ALCOHOL MORE THAN ONCE A WEEK – ELEMENTARY GRADES 5 AND 6			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol or drugs more than once a week at grades 5 and 6	0%	NA	0%
Percentage of students who report using alcohol or drugs more than once a week	0%	NA	0%

#### REPORTED USE OF DRUGS - ELEMENTARY

PERCENTAGE OF STUDENTS WHO REPORT USING DRUGS MORE THAN ONCE A WEEK – ELEMENTARY GRADES 5 & 6			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol or drugs more than once a week at Grades 5 and 6:	0%	NA	0%
Percentage of students who report using alcohol or drugs more than once a week	0%	NA	0%

#### OBJECTIVE 4.3. - SECONDARY

#### ALCOHOL OR DRUG-RELATED ISSUES - SECONDARY

PERCENTAGE OF STUDENTS WHO HAVE BEEN INVOLVED IN ALCOHOL OR DRUG RELATED ISSUES AT SCHOOL – SECONDARY LEVEL			
	2012-2013	2013-2014	2017 Target
Percentage of students caught using alcohol or drugs at the secondary levels	4%	NA	2%
Percentage of students caught using alcohol or drugs	4%	NA	2%

#### REPORTED USE OF ALCOHOL - SECONDARY

NUMBER OF STUDENTS WHO REPORT USING ALCOHOL MORE THAN ONCE A WEEK – SECONDARY LEVEL			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol more than once a week at secondary levels	37%	NA	10%

#### REPORTED USE OF DRUGS -SECONDARY

NUMBER OF STUDENTS WHO REPORT USING DRUGS MORE THAN ONCE A WEEK – SECONDARY LEVEL			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using drugs more than once a week at secondary levels	15%	NA	10%

## CHAPTER 2 – THE EDUCATIONAL PROJECT (2013 - 2017)

### ANALYSIS OF THE SITUATION OF THE SCHOOL

- ✓ Issue 1 : Literacy
- ✓ Issue 2 : Numeracy
- ✓ Issue 3 : Motivation

### STRATEGIC DIRECTIONS OF THE SCHOOL

- ✓ School Strategic Direction 1 : Vocabulary Development, Increasing Reading Comprehension and Reading Levels
- ✓ School Strategic Direction 2 : Improving Mathematical Reasoning and Math Vocabulary Development
- ✓ School Strategic Direction 3 : Increasing Motivation through Community Building and Participation and Celebrating Successes

## CHAPTER 3 – THE SCHOOL SUCCESS PLAN (2013 - 2014)

<b>SCHOOL FOCUS 1:</b>						
SCHOOL STRATEGIC DIRECTION	RISK FACTORS (*)	PROTECTIVE FACTORS (**)	LONG-TERM MEASURES	SHORT-TERM MEASURES	SCHOOL SUPPORT	METHODS OF EVALUATION
<b>Vocabulary Development, Increasing Reading Comprehension and Reading Levels</b>	<ul style="list-style-type: none"> <li>• Lack of sleep</li> <li>• Lack of parental involvement</li> <li>• Lack of motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated and caring teachers</li> <li>• Remedial support</li> <li>• Daily practice</li> <li>• Focussed interventions</li> </ul>	•	•	•	•

  

<b>SCHOOL FOCUS 2:</b>						
SCHOOL STRATEGIC DIRECTION	RISK FACTORS	PROTECTIVE FACTORS	LONG-TERM MEASURES	SHORT-TERM MEASURES	SCHOOL SUPPORT	METHODS OF EVALUATION
<b>Improving Mathematical Reasoning and Math Vocabulary Development</b>	<ul style="list-style-type: none"> <li>• Lack of sleep</li> <li>• Lack of parental involvement</li> <li>• Lack of motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated and caring teachers</li> <li>• Remedial Support</li> <li>• Daily practice</li> <li>• Focussed interventions</li> </ul>	•	•	•	•

  

<b>SCHOOL FOCUS 3:</b>						
SCHOOL STRATEGIC DIRECTION	RISK FACTORS	PROTECTIVE FACTORS	LONG-TERM MEASURES	SHORT-TERM MEASURES	SCHOOL SUPPORT	METHODS OF EVALUATION
<b>Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success</b>	<ul style="list-style-type: none"> <li>• Lack of sleep</li> <li>• Lack of self-esteem</li> <li>• Lacking a sense of belonging as a student and a need to contribute positively to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationships with staff members</li> <li>• House Activities</li> <li>• Green Team activities</li> <li>• Focussed interventions by professionals</li> </ul>	•	•	•	•

(\*) **Risk factors:** aspects of a child's life that would negatively affect their academic performance (i.e. coming to school hungry)

*(\*\*) Protective factors: aspects of child's life that would positively affect their academic performance (i.e. involved parents)*

# 2013-2014 MESA

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# STRATEGIC DIRECTION 1 - IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

## GRADUATION RATE – SECONDARY

School Issue that best corresponds with this strategic direction: [Literacy](#)

School Strategic Direction: [Vocabulary Development, Increasing Reading Comprehension and Reading Levels](#)

CQSB OBJECTIVE 1.1.: Increase graduation rates before the age of 20					
	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
1.1.1.	We will contribute to increasing the CQSB <b>graduation rate</b> of students under the age of 20 by maintaining our graduation rate of <b>91%</b> in June 2014	The MELS results in June exams for both Elementary and Secondary students and the graduation success rate of students in Secondary 5.	<p><i>Increasing the CQSB graduation rate of students under the age of 20:</i></p> <ul style="list-style-type: none"> <li>Elementary: Increase the % of students reading at-level on DRA to 75% in Cycles 2 and 3 by using the focus for instruction based on student performance in June 2013. Remediation is also made available for elementary student at lunchtime 4 days/week through our peer-remediation program and by teachers on a regular basis.</li> <li>Secondary: Remediation by teachers is available at lunchtime on a daily basis as well as afterschool on Tuesdays, Wednesdays and Thursdays. Teachers will continue to monitor student achievement on a regular basis and will refer at-risk students to the professionals and the principal.</li> </ul>	<p>Elementary: Focus for Instruction &amp; DRA scores.</p> <p>Secondary: Regular monitoring of student achievement and referral to remedial or other support services as needed.</p>	<b>June 2014</b>
1.1.2.	We will contribute to increasing the following CQSB success rates of students on the <b>math options</b> examinations in Sec. IV: <ul style="list-style-type: none"> <li>CST (Cultural and Scientific) by June 2014 by maintaining the student success rate of <b>50% based on the current cohort of 6 at-risk students.</b></li> <li>T&amp;S (Technical &amp; Scientific) by maintaining our success rate of <b>83%</b> by June 2014</li> </ul>	Results on Math exams at the Elementary and Secondary in June 2014.	<p><i>Increasing the following CQSB success rates of students on the math options examinations in Sec. IV:</i></p> <ul style="list-style-type: none"> <li>Elementary: We will provide remediation to students who are struggling in math and seek to improve success rates in math to 75% by June 2014.</li> <li>Secondary: Providing remediation services to students both at lunchtime or afterschool with teachers.</li> </ul>	<p>Elementary: Homeroom teachers in will monitor student achievement on a regular basis and will provide remediation when needed.</p> <p>Secondary: Math teachers will monitor student achievement and provide remediation when needed.</p>	<b>June 2014</b>
1.1.3.	We will contribute to increasing the CQSB success rate of students on the History & Citizenship Education secondary IV MELS Uniform Examination by maintaining our success rate of <b>91.7%</b> by June 2014	Results on History & Citizenship Education at the Secondary exams as well as results on Social Studies at the Elementary level.	<p><i>Increasing the CQSB success rate of students on the History &amp; Citizenship Education secondary IV MELS Uniform Examination:</i></p> <ul style="list-style-type: none"> <li>Elementary and Secondary: particular attention will be given by teachers of HCE to ensure students grasp the concepts needed to have a better understanding</li> <li>Elementary and Secondary teachers will ensure specific attention will be devoted to vocabulary development in the subject area.</li> </ul>	Teachers at the Elementary Cycle 2 & 3 levels as well as Secondary HCE teachers will monitor the progress of their students on a regular basis and will provide the support needed to improve.	<b>June 2014</b>
1.1.4.	We will contribute to increasing the CQSB success rate of students on secondary IV MELS Uniform Examinations for: <ul style="list-style-type: none"> <li>Applied Science and Technology maintaining our success rate of <b>91%</b> by June 2014</li> </ul>	Results on Science exams at the Secondary as well as results on Science at the Elementary level.	<p><i>Increasing the CQSB success rate of students on secondary IV MELS Uniform Examinations:</i></p> <ul style="list-style-type: none"> <li>Elementary and Secondary teachers will ensure specific attention will be devoted to vocabulary development in the subject area</li> <li>Elementary and Secondary teachers will pay particular attention to making sure their students grasp the concepts being taught by providing regular opportunities for students to demonstrate their understanding</li> </ul>	Teachers at the Elementary Cycle 2 & 3 levels as well as Secondary Science teachers will monitor the progress of their students on a regular basis and will provide the support needed to improve.	<b>June 2014</b>



## STRATEGIC DIRECTION 1 - IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

OBJECTIVE 1.2.: Reduce the percentage of leavers without diploma or qualification at the secondary level					
	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
1.2.1.	We will contribute to reducing the number of CQSB leavers without a diploma or qualification <b>4.5% to 3%</b> by June 2014	Percentage of students leaving without a diploma or qualification	<p><i>Reducing the number of CQSB leavers without a diploma or qualification:</i></p> <ul style="list-style-type: none"> <li>• Providing students the opportunity to be in the WOTP program when needed</li> <li>• Providing community activities that will build the sense of belonging and will provide students with opportunities to contribute positively to school life through House Activities and Green Team Activities as well as Basketball and other intramural sports activities.</li> </ul>	<p>Teachers and leaders will monitor participation in House Activities, Green Team Activities as well as daily attendance in school.</p> <p>Teachers will report absences for all of the above-mentioned activities to the School Principal or to the Professionals for a follow-up with students who have chosen not to participate.</p>	June 2014

### RATE OF SUCCESS ON LITERACY/NUMERACY – ELEMENTARY

School Issue that best corresponds with this strategic direction: <b>Numeracy</b>
School Strategic Direction: <b>Improving Mathematical Reasoning and Math Vocabulary Development</b>

CQSB OBJECTIVE 1.1.: Increase the rate of success on literacy/numeracy at all elementary levels (*)					
	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
1.3.1.	We will contribute to increasing the CQSB success rate of students in grade 6 Mathematics by increasing the success rate of our students from <b>80% to 85%</b> by June 2014	End-of-cycle final judgement.	<p><i>Increasing the CQSB success rate of students in grade 6 Mathematics:</i></p> <ul style="list-style-type: none"> <li>• Target areas of difficulty for intervention</li> <li>• Work in cycle teams to address issues and align strategies with desired outcomes</li> </ul>	Teachers will monitor student progress, will provide remediation and will work collaboratively to address the needs of students.	June 2014
1.3.2.	We will contribute to increasing the CQSB success rate of students in grade 4 Mathematics <b>by maintaining 100% success rate of students</b> in June 2014	End-of-cycle final judgement.	<p><i>Increasing the CQSB success rate of students in grade 4 Mathematics:</i></p> <ul style="list-style-type: none"> <li>• Target areas of difficulty for intervention</li> <li>• Work in cycle teams to address issues and align strategies with desired outcomes</li> </ul>	Teachers will monitor student progress, will provide remediation and will work collaboratively to address the needs of students	June 2014
1.3.3.	We will contribute to increasing the CQSB success rate of students in grade 2 Mathematics <b>85.7% to 90%</b> by June 2014	End-of-cycle final judgement.	<p><i>Increasing the CQSB success rate of students in grade 2 Mathematics:</i></p> <ul style="list-style-type: none"> <li>• Provide remediation and work in collaboration with the Resource Teacher to address student needs.</li> </ul>	Teachers will monitor student progress, will provide remediation and will work collaboratively to address the needs of students	June 2014

(\*) in order avoid redundancy, all targets, indicators and strategies relating to literacy can be found in Strategic Direction 2.

## STRATEGIC DIRECTION 2 - IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

### ENGLISH, LANGUAGE OF INSTRUCTION – ELEMENTARY

School Issue that best corresponds with this strategic direction: [Literacy](#)

School Strategic Direction: [Vocabulary Development, Increasing Reading Comprehension and Reading Levels](#)

#### OBJECTIVE 2.1:

To increase the success rate of students in the reading competency (response) in Elementary end-of-cycle evaluations

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.1.1.	<ul style="list-style-type: none"> <li>We will contribute to increasing the overall CQSB reading response in grade 2 end of cycle evaluation from <b>88.9% to 90%</b>, by June 2014.</li> </ul>	The success rate of grade 2 students in the end-of-cycle reading response.	<i>Increasing the overall CQSB reading response in grade 2 end of cycle evaluation:</i> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		June 2014
2.1.2.	<ul style="list-style-type: none"> <li>We will contribute to increasing the overall CQSB reading response in grade 4 end of cycle evaluation by <b>maintaining our 100% success rate</b> in June 2014.</li> </ul>	The success rate of grade 4 students in the end-of-cycle reading response.	<i>Increasing the overall CQSB reading response in grade 4 end of cycle evaluation:</i> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		June 2014
2.1.3.	<ul style="list-style-type: none"> <li>We will contribute to increasing the overall CQSB reading response in the grade 6 year-end MELS Uniform Examination from <b>80% to 85%</b> by June 2014</li> </ul>	The success rate of grade 6 students in the end-of-cycle reading response.	<i>Increasing the overall CQSB reading response in the grade 6 year-end MELS Uniform Examination:</i> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		June 2014

### ENGLISH, LANGUAGE OF INSTRUCTION – ELEMENTARY

#### OBJECTIVE 2.2:

To increase the success rate of students in the writing competency in Elementary End-of-grade 2 evaluation

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.2.1.	<ul style="list-style-type: none"> <li>We will contribute to increasing the overall CQSB writing production competency in grade 2 by <b>maintaining our 100% success rate</b> in June 2014.</li> </ul>	The success rate of grade 2 students in the writing production.	<i>Increasing the overall CQSB writing production competency in grade 2:</i> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		June 2014
2.2.2.	We will contribute to maintaining the CQSB success rate of students in elementary grade 4 ELA writing production competency by <b>maintaining our 100% success rate</b> in June 2014.	The success rate of grade 4 students in the writing production.	<i>Maintaining the CQSB success rate of students in elementary grade 4 ELA writing production competency</i> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		June 2014
2.2.3.	<ul style="list-style-type: none"> <li>We will contribute to maintaining the CQSB success rate of students in Elementary grade 6 ELA writing production competency by <b>maintaining our 100% success rate</b> in June 2014.</li> </ul>	The success rate of grade 6 students in the writing production.	<i>Maintaining the CQSB success rate of students in elementary grade 6 ELA writing production competency</i> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		June 2014

## STRATEGIC DIRECTION 2 - IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

### ENGLISH, LANGUAGE OF INSTRUCTION – SECONDARY

School Issue that best corresponds with this strategic direction: [Literacy](#)

School Strategic Direction: [Vocabulary Development, Increasing Reading Comprehension and Reading Levels](#)

#### OBJECTIVE 2.3: To improve the level of achievement in reading response and writing production at the secondary level.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.3.1.	We will contribute to increasing the CQSB success rate for secondary II from 72.7% to 75%, by June 2014	Success rate of secondary 2 students in reading response.	Increasing the CQSB success rate for secondary II: • •		June 2014
2.3.2.	We will contribute to increasing the CQSB success rate for secondary III 81.3% to 84% by June 2014	Success rate of secondary 3 students in reading response.	Increasing the CQSB success rate for secondary III: • •		June 2014
2.3.3.	We will contribute to maintaining the overall CQSB present success rate (96.0%) on the English Language Arts (ELA) secondary V MELS Uniform Examinations by maintaining our 100% success rate in June 2014	Success rate of secondary 5 students on MELS Uniform Exam in ELA.	Maintaining the overall CQSB present success rate (96.0%) on the English Language Arts (ELA) secondary V MELS Uniform Examinations: • •		June 2014
2.3.4.	We will contribute to increasing the average mark on the English Language Arts (ELA) secondary V MELS Examinations by raising our average from 80.4% to 83% by June 2014.	The class average on the MELS Uniform Exam in ELA.	Increasing the average mark on the CQSB English Language Arts (ELA) secondary V MELS Examinations: • •		June 2014

### FRANÇAIS, LANGUE SECONDE-PROGRAMME D'IMMERSION-ELEMENTARY

#### OBJECTIVE 2.4:

To maintain the success rate of students in grade 4 and grade 6 for Français, langue seconde-Programme d'immersion on end-of-year evaluations

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.5.1.	• We will contribute to maintaining the overall CQSB success rate of grade 4 students in Français, langue seconde-immersion end-of-year evaluations by maintaining our 100% success rate in June 2014	Success rate of grade 4 students on end-of-year evaluations.	Maintaining the overall CQSB success rate of grade 4 students in Français, langue seconde-immersion end-of-year evaluations: • •		June 2014
2.5.2.	• We will contribute to maintaining the overall CQSB success rate of grade 6 students in Français, langue seconde-immersion end-of-	Success rate of grade 6 students on	Maintaining the overall CQSB success rate of grade 6 students in Français, langue seconde-immersion end-of-year evaluations: •		June 2014

year evaluations by maintaining our 100% success rate in June 2014	end-of-year evaluations.	•		
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## STRATEGIC DIRECTION 2 - IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

### FRANÇAIS LANGUE SECONDE – PROGRAMME DE BASE – SECONDARY

School Issue that best corresponds with this strategic direction: Literacy

School Strategic Direction: Vocabulary Development, Increasing Reading Comprehension and Reading Levels

#### Objective 2.5: To maintain the overall present success rate on the Français, langue seconde-Programme de base- secondary V MELS Uniform Examinations.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.5.1.	We will contribute to maintaining the overall CQSB success rate on the Français, langue seconde de base secondary V MELS Uniform Examinations by maintaining our 100% success rate in June 2014.	Success rate of students on the FSLB Secondary 5 MELS Uniform Exam.	Maintaining the overall CQSB success rate on the Français, langue seconde de base secondary V MELS Uniform Examinations: • •		June 2014
2.5.2.	We will contribute to maintaining the overall CQSB average mark on the Français, langue seconde secondary V MELS Uniform Examinations by maintaining our 85.7% average in June 2014.	The class average on the FSLB Secondary 5 MELS Uniform Exam.	Maintaining the overall CQSB average mark on the Français, langue seconde secondary V MELS Uniform Examinations: • •		June 2014

### FRANÇAIS LANGUE SECONDE – PROGRAMME ENRICHI - SECONDARY

#### Objective 2.6: To increase the success rate in writing production at the secondary II level for Français, langue seconde – Programme enrichi on the end-of-year evaluation.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.6.1.	We will contribute to increasing the CQSB success rate in writing production for secondary II students in the Français, langue seconde – Programme enrichi end-of-year evaluations by maintaining our 100% success rate in June 2014.	The success rate of students in the writing production on the end-of-year evaluation.	Increasing the CQSB success rate in writing production for secondary II students in the FLS – Programme enrichi end-of-year evaluations: • •		June 2014

## STRATEGIC DIRECTION 2 - IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

### FRANÇAIS LANGUE SECONDE – PROGRAMME ENRICHI – SECONDARY

School Issue that best corresponds with this strategic direction: [Literacy](#)

School Strategic Direction: [Vocabulary Development](#), [Increasing Reading Comprehension](#) and [Reading Levels](#)

**Objective 2.7: To maintain the success rate at the secondary V level for Français, langue seconde – Programme enrichi on the MELS Complementary Examinations.**

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
2.7.1.	We will contribute to maintaining the CQSB success rate of students on the <i>Français, langue seconde – Programme enrichi</i> secondary V MELS Complementary Examinations by <b>maintaining our 100% success rate</b> in June 2014.	The success rate of students in the writing production on the end-of-year evaluation.	<p>Maintaining the CQSB success rate of students on the <i>Français, langue seconde – Programme enrichi</i> secondary V MELS Complementary Examinations:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		June 2014

## STRATEGIC DIRECTION 3: IMPROVE PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS

### SECONDARY LEVEL

School Issue that best corresponds with this strategic direction: [Motivation](#)

School Strategic Direction: [Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success](#)

#### OBJECTIVE 3.1: To maintain qualification and graduation rates of students with special needs.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
3.1.1.	We will contribute to maintaining the contribution of CQSB special needs students at 10.0% of the overall board graduation or qualification rate, from 'X' to 'y', by June 2014		Maintaining the contribution of CQSB special needs students at 10.0% of the overall board graduation or qualification rate: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		

*\*SHS has no special needs students in secondary 2, 3, 4 & 5 this year. We have many at-risk students but they do not fall under the MELS category for special needs students.*

### ELEMENTARY LEVEL

#### OBJECTIVE 3.2: To increase the percentage of grade 6 students with special needs who succeed in ELA, Math, and French programs.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
3.2.1.	We will contribute to increasing the percentage of CQSB students with special needs who succeed in the grade 6 ELA program from 'X' to 'y', by June 2014		Increase the percentage of CQSB students with special needs who succeed in the grade 6 ELA program: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.2.2.	We will contribute to increasing the percentage of CQSB students with special needs who succeed in the grade 6 Français, langue seconde- programme de base from 'X' to 'y', by June 2014		Increasing the percentage of CQSB students with special needs who succeed in the grade 6 Français, langue seconde- programme de base: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.2.3.	We will contribute to increasing the percentage of CQSB special needs students who succeed in the grade 6 Français, langue seconde-programme d'immersion from 'X' to 'y', by June 2014		Maintaining the percentage of CQSB special needs students who succeed in the grade 6 Français, langue seconde-programme d'immersion: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.2.4.	We will contribute to increasing the percentage of CQSB students with special needs who succeed in the grade 6 Mathematics program from 'X' to 'y', by June 2014		Increasing the percentage of CQSB students with special needs who succeed in the grade 6 Mathematics program: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		

*\*SHS has no special needs students in grade 6 this year. We have many at-risk students but they do not fall under the MELS category for special needs students.*

## STRATEGIC DIRECTION 3: IMPROVE PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS

### SECONDARY LEVEL

School Issue that best corresponds with this strategic direction: [Motivation](#)

School Strategic Direction: [Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success](#)

#### OBJECTIVE 3.3: To increase the percentage of secondary students with special needs who persevere with their studies.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
3.3.1.	We will contribute to increasing the percentage of secondary II and secondary III CQSB students with special needs registered on September 30 <sup>th</sup> of a given year		Increasing the percentage of CQSB secondary II and secondary III CQSB students with special needs registered on September 30 <sup>th</sup> of a given year: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.3.2.	We will contribute to increasing the percentage of the above CQSB students registered with the School Board the following year from 'X' to 'y', by June 2014		Increasing the percentage of the above CQSB students registered with the School Board the following year: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.3.3.	We will contribute to increasing the percentage of secondary IV CQSB students with special needs registered on September 30 <sup>th</sup> of a given year from 'X' to 'y', by June 2014		Increasing the percentage of secondary IV CQSB students with special needs registered on September 30 <sup>th</sup> of a given year: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.3.4.	We will contribute to increasing the percentage of the above CQSB students registered with the School Board the following year from 'X' to 'y', by June 2014		Increasing the percentage of the above CQSB students registered with the School Board the following year: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.3.5.	We will contribute to increasing the percentage of secondary V CQSB students with special needs registered on September 30 <sup>th</sup> of a given year from 'X' to 'y', by June 2014		Increasing the percentage of secondary V CQSB students with special needs registered on September 30 <sup>th</sup> of a given year: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
3.3.6.	We will contribute to increasing the percentage of the above CQSB students registered with the School Board the following year from 'X' to 'y', by June 2014		Increasing the percentage of the above CQSB students registered with the School Board the following year: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		

*\*SHS has no special needs students in secondary 2, 3, 4 & 5 this year. We have many at-risk students but they do not fall under the MELS category for special needs students.*



# STRATEGIC DIRECTION 4 - ENSURE SAFE SCHOOL ENVIRONMENTS & HEALTHY LIVING

## ELEMENTARY: PHYSICAL ACTIVITY AND HEALTHY EATING HABITS

<b>School Issue that best corresponds with this strategic direction:</b> <a href="#">Motivation</a>
<b>School Strategic Direction:</b> <a href="#">Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success</a>

<b>OBJECTIVE 4.1: To instil in students the importance of physical activity and healthy eating habits</b>					
	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
4.1.1.	To increase the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me+ Survey) from 51.0% to 55.0% for ELEMENTARY students.	Data from the Tell Them From Me+ Survey.	<i>Increasing the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me+ Survey) by:</i> <ul style="list-style-type: none"> <li>The Wellness Grant will be used to promote healthy eating habits for our Cycle 3 students</li> <li>Teachers in Cycles 1 &amp; 2 will incorporate healthy eating habits in their teaching</li> </ul>	Teachers will promote healthy eating habits by having regular in-class discussions concerning the impact of healthy eating habit on health and learning	June 2014
4.1.2.	To increase students' physical activity levels per weekday (as self-reported in the Tell Them From Me+ survey) from 1.5 hours to 1.75 hours per day for ELEMENTARY students.	(2013 Survey results will be used to set baselines for targets.)	<i>Increasing students' physical activity levels per weekday (as self-reported in the Tell Them From Me+ survey) by:</i> <ul style="list-style-type: none"> <li>The Wellness Grant will be used to promote physical activity with Cycle 3 students</li> <li>Cycle 1 &amp; 2 teachers will incorporate movement breaks in their regular day with students</li> </ul>	Teachers will promote the importance of physical activity by having regular discussions on the benefits of regular exercise on health and learning	June 2014

## SECONDARY: PHYSICAL ACTIVITY AND HEALTHY EATING HABITS

<b>School Issue that best corresponds with this strategic direction:</b> <a href="#">Motivation</a>
<b>School Strategic Direction:</b> <a href="#">Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success</a>

<b>OBJECTIVE 4.1: To instil in students the importance of physical activity and healthy eating habits</b>					
	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
4.1.3.	To increase the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me+ Survey) from 45.0% to 50.0% for SECONDARY students.	Data from the Tell Them From Me+ Survey.	<i>Increasing the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me+ Survey) by:</i> <ul style="list-style-type: none"> <li>We will incorporate an activity within our House Activities to promote healthy eating habits</li> <li>We will provide healthy snack alternative for students and will promote healthy eating habits in our regular assemblies</li> </ul>	Teachers will promote healthy eating habits by having regular in-class discussions concerning the impact of healthy eating habit on health and learning	June 2014
4.1.4.	To increase students' physical activity levels per weekday (as self-reported in the Tell Them From Me+ survey) from .09 hours to 1 hour per day for SECONDARY students.	(2013 Survey results will be used to set baselines for targets.)	<i>Increasing students' physical activity levels per weekday (as self-reported in the Tell Them From Me+ survey) by:</i> <ul style="list-style-type: none"> <li>Secondary students will be given the opportunity to participate in extracurricular activities at lunchtime</li> <li>Busy Bodies Active Minds Grant will be used to provide students with opportunities to partake in physical activity</li> </ul>	Teachers will promote the importance of physical activity by having regular discussions on the benefits of regular exercise on health and learning	June 2014



## STRATEGIC DIRECTION 4 - ENSURE SAFE SCHOOL ENVIRONMENTS & HEALTHY LIVING

### ELEMENTARY: INCIDENCES OF VIOLENCE AND BULLYING

School Issue that best corresponds with this strategic direction: [Motivation](#)

School Strategic Direction: [Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success](#)

#### OBJECTIVE 4.2: To reduce the number of incidences of violence and bullying in schools and centre

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
4.2.1.	We will contribute to decreasing the percentage of students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey) <b>from 22% to 18%</b> by June 2014	The percentage of students who report being victims of bullying on the TTFM survey.	<p>Decreasing the percentage of CQSB students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey):</p> <ul style="list-style-type: none"> <li>Establishing preventative programs to promote positive peer interaction</li> <li>Providing students with professional services to help find alternative ways of expressing anger</li> </ul>	In-School Professionals and the Principal will come together to examine the results of the TTFM survey to determine the required preventative programs need to improve	June 2014
4.2.2.	We will contribute to increasing the percentage of students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey) <b>from 89% to 90%</b> by June 2014	The percentage of students who report feeling safe at school on the TTFM survey	<p>Increasing the percentage of CQSB students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey):</p> <ul style="list-style-type: none"> <li>Establishing preventative programs to promote positive peer interaction</li> <li>Providing students with professional services to help find alternative ways of expressing anger</li> </ul>	Professionals and the Principal will come together to examine the results of the TTFM survey to determine the required preventative programs need to improve	June 2014
4.2.3.	We will contribute to decreasing the percentage of students reported in the 'Registry of Suspensions for Bullying and Violence' as required by Law 19 <b>4.2% to 3.2%</b> by June 2014	The percentage of students recorded in the registry of suspensions	<p>Decreasing the percentage of CQSB students reported in the 'Registry of Suspensions for Bullying and Violence' as required by Law 19:</p> <ul style="list-style-type: none"> <li>Working with the parents and in-school professionals to provide students with clear guidelines for expected behaviour</li> </ul>	In-School Professionals and the Principal will work to give students who are bullying weekly follow-up and support to help improve the behaviour	June 2014
4.2.4.	We will contribute to decreasing the percentage of students reported in the "Registry of Suspensions for Bullying and Violence" as required by Bill 56 <b>4.2% to 3.2%</b> by June 2014	The percentage of students recorded in the registry of suspensions	<p>Decreasing the percentage of CQSB students reported in the "Registry of Suspensions for Bullying and Violence" as required by Bill 56:</p> <ul style="list-style-type: none"> <li>Working with the parents and in-school professionals to provide students with clear guidelines for expected behaviour</li> </ul>	In-School Professionals and the Principal will work to give students who are bullying weekly follow-up and support to help improve the behaviour	June 2014

## STRATEGIC DIRECTION 4 - ENSURE SAFE SCHOOL ENVIRONMENTS & HEALTHY LIVING

### SECONDARY: INCIDENCES OF VIOLENCE AND BULLYING

School Issue that best corresponds with this strategic direction: [Motivation](#)

School Strategic Direction: [Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success](#)

OBJECTIVE 4.2: To reduce the number of incidences of violence and bullying in schools and centre					
	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
4.2.5.	We will contribute to decreasing the percentage of students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey) <b>from 20% to 18%</b> by June 2014	The percentage of students who report being victims of bullying on the TTFM survey.	<p>Decreasing the percentage of CQSB students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey):</p> <ul style="list-style-type: none"> <li>Establishing preventative programs to promote positive peer interaction</li> <li>Providing students with professional services to help find alternative ways of expressing anger</li> </ul>	In-School Professionals and the Principal will come together to examine the results of the TTFM survey to determine the required preventative programs need to improve	June 2014
4.2.6.	We will contribute to increasing the percentage of students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey) <b>from 92% to 94%</b> , by June 2014	The percentage of students who report feeling safe at school on the TTFM survey	<p>Increasing the percentage of CQSB students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey):</p> <ul style="list-style-type: none"> <li>Establishing preventative programs to promote positive peer interaction</li> <li>Providing students with professional services to help find alternative ways of expressing anger</li> </ul>	Professionals and the Principal will come together to examine the results of the TTFM survey to determine the required preventative programs need to improve	June 2014
4.2.7.	We will contribute to decreasing the percentage of students reported in the 'Registry of Suspensions for Bullying and Violence' as required by Law 19 <b>from 9.2% to 6.5%</b> by June 2014	The percentage of students recorded in the registry of suspensions	<p>Decreasing the percentage of CQSB students reported in the 'Registry of Suspensions for Bullying and Violence' as required by Law 19:</p> <ul style="list-style-type: none"> <li>Working with the parents and in-school professionals to provide students with clear guidelines for expected behaviour</li> <li>Seeking help from external services such as CSSS, Volteface and other community services to help change inappropriate behaviour</li> </ul>	In-School Professionals and the Principal will work to give students who are bullying or are violent weekly follow-up and support to help improve the behaviour	June 2014
4.2.8.	We will contribute to decreasing the percentage of students reported in the "Registry of Suspensions for Bullying and Violence" as required by Bill 56 <b>from 9.2% to 6.5%</b> by June 2014	The percentage of students recorded in the registry of suspensions	<p>Decreasing the percentage of CQSB students reported in the "Registry of Suspensions for Bullying and Violence" as required by Bill 56:</p> <ul style="list-style-type: none"> <li>Working with the parents and in-school professionals to provide students with clear guidelines for expected behaviour</li> <li>Seeking help from external services such as CSSS, Volteface and other community services to help change inappropriate behaviour</li> </ul>	In-School Professionals and the Principal will work to give students who are bullying or are violent weekly follow-up and support to help improve the behaviour	June 2014

## STRATEGIC DIRECTION 4 - ENSURE SAFE SCHOOL ENVIRONMENTS & HEALTHY LIVING

### ELEMENTARY: DRUGS AND ALCOHOL

School Issue that best corresponds with this strategic direction: [Motivation](#)

School Strategic Direction: [Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success](#)

#### OBJECTIVE 4.3: To reduce the number of students consuming drugs and/or alcohol

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
4.3.1.	We will contribute to decreasing the percentage of CQSB students who have been involved in alcohol or drug related issues at school AND SUBSEQUENTLY to decrease the percentage of students involved in alcohol or drug related issues at the grade 5 & 6 level <b>by maintaining our percentage at 0%</b> by June 2014	Percentage of students involved in alcohol or drug-related issues.	Decreasing the percentage of grade 5 and 6 CQSB students who have been involved in alcohol or drug related issues at school: <ul style="list-style-type: none"> <li>Our students stay at school for lunch and are not permitted to leave school grounds. They are supervised at all times and therefore do not have the opportunity to be exposed to drugs or alcohol during the school day.</li> </ul>	The school staff will monitor students at all times in order to make sure students avoid possible exposure to drugs or alcohol.	June 2014
4.3.2.	We will contribute to decreasing the frequency of alcohol use (as self-reported in the Tell Them From Me+) for CQSB grade 5 & 6 AND SUBSEQUENTLY to decrease the frequency of alcohol use (as self-reported in the TTFM+) <b>by maintaining our percentage at 0%</b> by June 2014	Percentage of students reporting the use of alcohol on the TTFM survey.	Decreasing the frequency of alcohol use (as self-reported in the Tell Them From Me+) for grade 5 & 6 CQSB students: <ul style="list-style-type: none"> <li>We will provide an age-appropriate presentation about the effects of alcohol to cycle 3 students.</li> </ul>	The teachers will monitor in-class discussions to enable students to discuss the messages received from the presentation.	June 2014
4.3.3.	We will contribute to decreasing the frequency of drug use (as self-reported in the Tell Them From Me+) for CQSB elementary grade 5 & 6 AND SUBSEQUENTLY to decrease the frequency of drug use (as self-reported in the TTFM+) <b>By maintaining our percentage at 0%</b> by June 2014	Percentage of students reporting the use of drugs on the TTFM survey.	Decreasing the frequency of drug use (as self-reported in the Tell Them From Me+) for elementary grade 5 & 6 CQSB students: <ul style="list-style-type: none"> <li>We will provide an age-appropriate presentation about the effects of drugs to cycle 3 students.</li> </ul>	The teachers will monitor in-class discussions to enable students to discuss the messages received from the presentation.	June 2014

### SECONDARY: DRUGS AND ALCOHOL

#### OBJECTIVE 4.3: To reduce the number of students consuming drugs and/or alcohol

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
4.3.4.	We will contribute to decreasing the percentage of CQSB students who have been involved in alcohol or drug related issues at school AND SUBSEQUENTLY to decrease the percentage of students involved in alcohol or drug related issues at all secondary levels <b>4% to 3%</b> , by June 2014	The number of incidences of students involved in drug-related issues at school	Decreasing the percentage of students who have been involved in alcohol or drug related issues at school: <ul style="list-style-type: none"> <li>Monitor students as they come to school in the morning, at recess and at lunchtime</li> <li>Refer students to the principal and professionals when suspected drug use is in question</li> </ul>	The school staff will monitor students at all times in order to make sure students avoid possible exposure to drugs or alcohol and will report any sign of exposure to the school principal so that corrective action may be taken.	June 2014
4.3.5.	We will contribute to decreasing the frequency of alcohol use (as self-reported in the Tell Them From Me+) for all CQSB secondary levels AND SUBSEQUENTLY to decrease the frequency of alcohol use (as self-reported in the TTFM+) <b>from 37% to 20%</b> , by June 2014	The percentage of students reporting using alcohol more than once a week on the TTFM survey	Decreasing the frequency of alcohol use (as self-reported in the Tell Them From Me+) for all CQSB secondary levels: <ul style="list-style-type: none"> <li>Provide students with a presentation on the effects of alcohol</li> </ul>	The Student-Life Animator will have the students take the survey twice a year so that we may monitor outcomes and adjust intervention accordingly.	June 2014
4.3.6.	We will contribute to decreasing the frequency of drug use (as self-reported in the Tell Them From Me+) for all CQSB secondary levels AND SUBSEQUENTLY to decrease the frequency of drug use (as self-reported in the TTFM+) <b>from 15% to 10%</b> , by June 2014	The percentage of students reporting using drugs more than once a week on the TTFM survey	Decreasing the frequency of drug use (as self-reported in the Tell Them From Me+) for all CQSB secondary levels: <ul style="list-style-type: none"> <li>Provide students with a presentation on the effects of drugs</li> </ul>	The Student-Life Animator will have the students take the survey twice a year so that we may monitor outcomes and adjust intervention accordingly.	June 2014

## STRATEGIC DIRECTION 5 – INCREASE THE NUMBER OF STUDENTS UNDER AGE IN VOCATIONAL EDUCATION

### ELEMENTARY

School Issue that best corresponds with this strategic direction: [Motivation](#)

School Strategic Direction: [Increasing Motivation through Community Building, Participation, Exposure and in Celebrating Success](#)

#### OBJECTIVE 5.1: To ensure that students are aware of vocational-education options.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
5.1.1.	We will contribute to heightening awareness of the vocational training options at the elementary level by providing students with exposure to the wide variety of options in vocational training at least twice per cycle.	The number of activities offered per cycle during the school year	Heightening awareness of the vocational training options at the elementary level: <ul style="list-style-type: none"> <li>Scheduling activities to expose students to a variety of options</li> <li>Developing a timeline for these activities to take place</li> </ul>	Teachers will provide their students with opportunities to express, in writing or orally, their thoughts on the activities they have been exposed to.	June 2014

### SECONDARY

#### OBJECTIVE 5.1: To ensure that students are aware of vocational-education options.

	SCHOOL TARGET	INDICATOR	2013-2014 SCHOOL STRATEGIES	MEANS AND MONITORING	TIMELINE
5.1.2.	We will contribute to heightening awareness of the vocational training options at the secondary level by providing students with activities geared to expose them to the wide variety vocational training option available in our area.	The number of activities offered during the school year	Heightening awareness of the vocational training options at the secondary level: <ul style="list-style-type: none"> <li>Scheduling activities to heighten awareness of vocational training</li> <li>Developing a tracking system to make sure all students at the secondary level receive adequate exposure</li> </ul>	Teachers will provide students with opportunities to be exposed to activities directly related to heightening awareness of vocational training options	May 2104
5.1.3.	We will contribute to heightening knowledge of the vocational training options in the CQSB territory especially targeting the 16+students providing those students with opportunities to explore available options.	Exploration activities in POP and EXPLO classes as well as Green Team projects	Heightening knowledge of the vocational training options in the CQSB territory especially targeting the 16+students: <ul style="list-style-type: none"> <li>POP classes at the Secondary 3 level will focus on providing opportunities to explore options</li> <li>EXPLO classes at the Secondary 4 level will focus on providing opportunities to explore options</li> </ul>	Teachers will provide students with opportunities to be exposed to activities directly related to heightening awareness of vocational training options	May 2014
5.1.4.	We will contribute to establishing a procedure for CQSB secondary schools for tracking 16+ leavers following up with students who enter Voc Ed.	The number of leavers who enter Voc. Ed.	Establishing a procedure for CQSB secondary schools for tracking 16+ leavers: <ul style="list-style-type: none"> <li>Establish a procedure in cooperation with the guidance counselor for tracking students who enter Voc. Ed.</li> </ul>	The principal and the guidance counselor will track students who demonstrate an interest in Voc. Ed. and will follow-up on the outcome	June 2014



**Signatories of the Agreement:**

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*Marielle Stewart*  
**Director General**  
**Central Québec School Board**

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Date



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*Sophia Trakas*  
**Principal**  
**Shawinigan High School**

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Date

