



Commission scolaire English-Montréal
English Montreal School Board

TOGETHER...

enabling STUDENT SUCCESS

STRATEGIC PLAN 2009-2014

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A WORD FROM THE CHAIRMAN AND THE DIRECTOR GENERAL

“TOGETHER... ENABLING STUDENT SUCCESS” lays out the 2009-2014 strategic plan of the English Montreal School Board (EMSB). To reach our goal, it is imperative that the school board reaches out to all the stakeholders who stand to gain from the achievements of our students. Together with the community, the schools, students and their parents, we can create the type of environment in which students thrive.

Student success is the force that drives our actions, whether at school, at home or in the community. All stakeholders are faced with meeting the challenge of helping to develop a healthy context in which our students can develop their skills. The primary responsibility of our schools and centres is to offer quality services in a caring, safe and inclusive learning community to the students and their parents. The Board supports its schools and staff in their efforts. Parents, the community and the students themselves also play integral roles to help develop our students so that they reach their potential and become valuable contributors to society.

Student success is a lofty goal that necessitates the participation of everyone so that we can meet the difficult challenges that lie ahead. With the help of students, family, educators, school staff and the community, the EMSB will strive to achieve its goal by actively adopting four strategic orientations: promote and foster a culture of student success, provide a safe, secure, healthy and welcoming environment, build a professional learning community and develop and foster active community relations and partnerships.

These orientations form the backbone of the EMSB’s 2009-2014 strategic plan to increase the success rate of our students. The participation of everyone remains the key to their success. Together, we can help students to reach their potential and become valuable members of society.

We wish to acknowledge the contribution made by the former Director General, Mr. Antonio Lacroce, in the realization of this Strategic Plan.

Angela Mancini

Chairman

Mario Tirelli

Director General

INTRODUCTION

To exercise its functions and powers, every school board must adopt a multi-year strategic plan in order to respect its legal obligations. Our strategic plan builds on the groundwork laid by the strategic plan of the Ministère de l'Éducation, du Loisir et du Sport (MELS).

It also includes the five (5) goals that MELS has determined as requirements for the Partnership Agreement between MELS and the school board, required by Bill 88.

1. Increased graduation rates and qualifications before age 20
2. Improved command of the French (and English) language
3. Improved levels of retention in school and academic success among certain target groups, especially among handicapped students or students with learning or adjustment difficulties
4. A healthier and safer school environment
5. An increase in the number of students under 20 years of age enrolled in vocational training

Our orientations, objectives and strategies incorporate these five (5) goals.

The English Montreal School Board's strategic plan for 2009-2014 proceeds along the four principal orientations that guided the previous plan. These orientations support our goal of academic success for the young and adult student population. They reflect the EMSB's mission, vision and values. The strategic plan is the culmination of the EMSB's analysis of its student success rate, administrative and academic management, environment and ministerial goals.

These documents are the fruit of the work done by in-school and board administrators meeting with all stakeholders.

This analysis was conducted with the participation and commitment of all the senior and senior executive staff of the school board. First, the directorate general met with all the stakeholders, including the Central Management Advisory Committee (CMAC) and the Management Table, youth sector students, Regional Parents' Committee, adult education and vocational training sector students, union representatives (teachers, professionals, white-collar and blue-collar support staff) as well as commissioners. The strategic orientations were submitted to various groups for consultation. Governing Board members, high school students, adult education and vocational training sector students, professional associations (Association of Montreal School Administrators [AMSA], Association of English Montreal Board Administrators [AEMBA] and Association des cadres scolaires du Québec [ACSQ]), unionized personnel and unions (Montreal Teachers' Association [MTA], Association professionnelle du personnel administratif [APPA], Québec Federation of Labour [QFL] and the Syndicat des professionnelles et professionnels du milieu de l'éducation de Montréal [SPPMEM]) as well as parents responded. Then, the CMAC and the Management Table, along with commissioners, fine-tuned the objectives and strategies, indicators and results sought.

This process enabled us to prepare the 2009-2014 Strategic Plan while ensuring coherence between the concerns and issues identified and the orientations and objectives sought. The strategic plan includes a portrait of the EMSB describing the main characteristics of its milieu, mission statement, vision and values as well as the development and choice of strategic orientations and the definition of the objectives, means, results and indicators sought.

The participation of all in the various stages of revision and preparation of the strategic plan leads one to believe that the implementation of the 2009-2014 strategic plan will see us **Together.. enabling student success.**

MISSION, VISION AND VALUES

OUR MISSION

The mission of the EMSB is:

“To support its schools and centres in their efforts to educate students within a caring, safe and inclusive learning community”.

To fulfill its mission, the EMSB will:

- recognize and value the diversity of its community;
- provide all students with the opportunity to develop their talents and achieve their personal best;
- recognize the skills and competencies of its employees and support their ongoing professional development;
- encourage collaboration among the various educational partners;
- use resources effectively and innovatively to help schools and centres focus on the mission of instruction, socialization and qualifications;
- encourage life-long learning and critical thinking.

The EMSB mission fosters the development of education and responsible persons who will assume their position as active members of a democratic society.

OUR VISION

“We, the stakeholders (parents, commissioners, staff [teachers, professionals and support staff], administrators, youth and adult students/learners) of the English Montreal School Board are dedicated to being the best that we can be”.

OUR VALUES

Our goal is to offer quality educational and complementary services which respond to the needs of our youth and adult learners:

- we believe the schools' and centres' first responsibility is to the students/learners and parents to whom they provide services;
- we believe the Board's first responsibility is to support its schools and centres in their effort to educate students/learners within a caring, safe and inclusive learning community;
- we are responsible to our staff, and we must recognize the merit of each individual.

THE EMSB IN A SNAPSHOT

OUR TERRITORY, OUR SCHOOLS AND OUR CENTRES

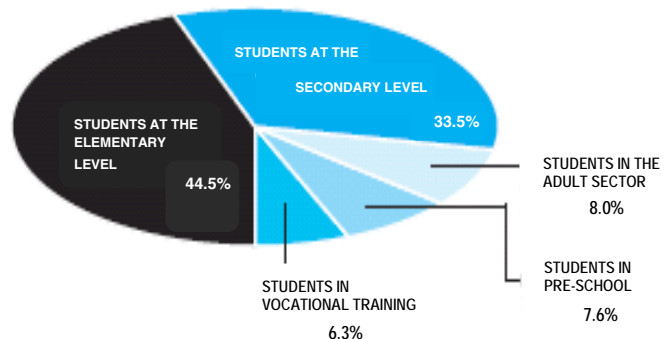
The Board extends from the extremity of the Island of Montreal in the east to the borders of Verdun, LaSalle, Lachine and Dorval in the south and in the west, and Dollard-des-Ormeaux/Roxboro and Pierrefonds/Senneville in the northwest.

The EMSB serves the following fourteen (14) boroughs and six (6) municipalities: Ahuntsic/Cartierville, Anjou, Côte-des-Neiges/Notre-Dame-de-Grâce, Mercier/Hochelaga Maisonneuve, Montréal-Nord, Outremont, Plateau Mont-Royal, Rivière-des-Prairies/Pointe-aux-Trembles, Rosemont/Petite Patrie, Saint-Laurent, Saint-Léonard, Sud-Ouest, Ville Marie, Villeray/Saint-Michel/Parc-Extension; Mont-Royal, Montréal-Est, Westmount, Côte-Saint-Luc, Hampstead et Montréal-Ouest.

As of July 1, 2008, the Board has a network of 35 elementary schools, 14 high schools, 3 elementary/secondary schools, 9 outreach schools and 7 social affairs schools. Included in the youth sector network are 5 special status schools.

In addition, the Board operates 11 adult academic and vocational education centres offering a total of 5 471 ETPs (3 445 ETPs for the academic sector and 2 026 ETPs for the vocational sector).

In the elementary schools, the population ranges from forty-two (42) to eight hundred and eight (808) students. The high school population varies from thirty-two (32) to one thousand four hundred and ninety-three (1 493) students. The adult education and vocational education centres cater to approximately ten thousand (10 000) students in full-time and part-time studies.



OUR STUDENTS

The total youth population registered on September 30, 2008 is 23 010 and includes 1 434 special education students at the elementary level and 1 843 at the secondary level which represents 14.2% of our youth population.

STAFF WORKING FOR SUCCESS

The school board currently employs 3 406 employees committed to ensuring student success.

BUDGET OF THE ENGLISH MONTREAL SCHOOL BOARD

The total annual budget of the English Montreal School Board is approximately \$260 000 000.

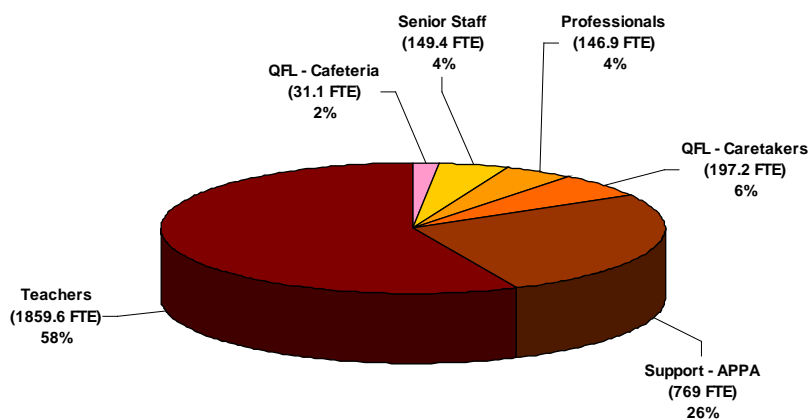
COUNCIL OF COMMISSIONERS

We have 23 Commissioners elected by universal suffrage and 2 Parent Commissioners who are elected by the Central Parents' Committee for a total of 25 Commissioners.

The main committees of the Board are:

- Executive Committee
- Education and Facilities Committee
- Finance and Legislation Committee
- Transportation Advisory Committee
- Adult Education and Vocational Services Advisory Committee
- Human Resources Advisory Committee
- Audit Committee

There are also several ad hoc committees.



OUR RESULTS

The student success rate in terms of certification or qualification remains for us an important factor. Official MELS statistics reveal the following facts:

Secondary level

Graduation rate of EMSB students after 7 years

2006

83.0% (cohort 1999-2000)

2007

82.2% (cohort 2000-2001)

2008

82.9% (cohort 2001-2002)

Vocational training

Graduation rate in vocational training in the same program*

2005-2006	2006-2007	2007-2008
77.6%	96.3%	86%

- Students' registration year; certification is spread over a two-year period as of the registration year.

Graduation rate in vocational training, regardless of the program*

2005-2006	2006-2007	2007-2008
82.1%	97.2%	92.3%

- Students' registration year; certification is spread over a two-year period as of the registration year.

The progress observed leads us to believe that the measures adopted over the last three years, aimed at a recurring increase in student success rates, have produced significant, positive results.

The dropout rate is also at the centre of our thoughts. Schools and centres have adopted concrete measures aimed at finding solutions to this problem and at allowing each student to reach his full potential

SCHOOLS AND CENTRES GROUPED BY REGION

Schools and centres are grouped into four regions integrating both educational and administrative components. This organizational structure allows the school board and its schools and centres to work closely together. The regions are as follows:

Region 1

Elementary

Dalkeith
Dante
East Hill
Edward Murphy
General Vanier
Gerald McShane
Honoré Mercier
Leonardo da Vinci
Michelangelo
Our Lady of Pompei
Pierre de Coubertin
St. Brendan
St. Raphael

High School

John Paul I High School
Laurier Macdonald High School
Lester B. Pearson High School
St. Raphael
Vincent Massey Collegiate

Social Affairs

Cité des Prairies
Montreal Children's Hospital
Sir Mortimer B. Davis

Region 2

Elementary

Bancroft
Carlyle
Cedarcrest
Dunrae Gardens
F.A.C.E.
Gardenview
Holy Cross
John Caboto
Nesbitt
Parkdale
Pierre Elliot Trudeau
Sinclair Laird
St. Dorothy

High School

F.A.C.E.
John F. Kennedy High School
LaurenHill Academy
M.I.N.D. High School
Paul VI High School
Rosemount High School

Social Affairs

Mackay Centre
Phillip E. Layton School

Region 3

Elementary

Coronation
Edinburgh
Elizabeth Ballantyne
Hampstead
Merton
Roslyn
Royal Vale
St. Gabriel
St. John Bosco
St. Monica
Westmount Park
Willington

High School

James Lyng High School
John Grant High School
Marymount Academy
Royal Vale
Royal West Academy
Westmount High School

Outreach

FOCUS
Options I
Options II
Outreach
Perspectives I
Perspectives II
Programme Mile
End
Venture
Vezina

Social Affairs

Elizabeth High School
Mountainview School

Region 4

Adult Education Centres

Galileo Adult Centre
High School of Montreal Adult Centre
James Lyng Adult Centre
Marymount Adult Centre
St. Laurent Adult Centre
St. Pius X Adult Centre

Vocational Training Centres

John F. Kennedy Business Centre
Laurier Macdonald Vocational Centre
Rosemount Technology Centre – Main Campus
Rosemount Technology Centre – Curtis George Campus
Shadd Business Centre
St. Pius X Culinary Institute

EMERGING STRATEGIC ORIENTATIONS

1. PROMOTE AND FOSTER A CULTURE OF STUDENT SUCCESS

OUR CONTEXT

The stakeholders indicated specific areas of interest:

- enriched courses
- sports-études programs
- variety of school programs
- more resources and services for special needs students in our youth, adult and vocational education sectors
- enhanced technology

Thus, we need to:

- identify and respond to educational needs in order to meet the demands of the 21st century
- address the challenges of special needs students in all our youth, adult and vocational education sectors

EMERGING STRATEGIC ORIENTATIONS

2. PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT

OUR CONTEXT

This strategic orientation is vital for all stakeholders. In fact, all the stakeholders noted the poor condition of buildings (windows, roof, tiles, doors, bathrooms), facilities maintenance, aging buildings and facilities.

The need to provide an emotionally healthy environment for all was also noted.

Thus, addressing these concerns will enable us to provide our students with a healthy, physical and emotional environment, free of irritants, so that they may focus their attention on their primary mission--their studies and become responsible citizens.

EMERGING STRATEGIC ORIENTATIONS

3. BUILD A PROFESSIONAL LEARNING COMMUNITY

OUR CONTEXT

During the consultations, the following topics emerged: develop a professional learning community based on research and best practices, a dynamic process of sharing, professional development for all stakeholders in order to develop new skills, the concept of life-long learning, building of capacity and mentorship for successors.

The existing capacity of the EMSB serves as the basis of its present and future success.

For EMSB, the professional development of all its members is at the heart of a learning organization where learning is a continuous, permanent and creative process for all. Challenging its experiences as well as generating and sharing knowledge are all important elements for the development of a learning organization that:

- Provides a continuous learning environment for all.
- Provides all staff members with professional development, support and encouragement.
- Provides students and staff members with the opportunity to realize their full potential.

EMERGING STRATEGIC ORIENTATIONS

4. DEVELOP AND FOSTER ACTIVE COMMUNITY RELATIONS AND PARTNERSHIP

OUR CONTEXT

Research has shown that, where effective partnerships exist, the quality of schooling improves, students enjoy more satisfying educational experiences, and communities are strengthened. In this context, we need to help our schools, families and communities build sustainable, collaborative and productive relationships.

Research also demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour.

Developing community-school partnerships requires commitment, resources and time. This key dimension emphasizes identifying, locating and integrating community resources. The wider community provides services which can strengthen and support schools, students and their families. Schools, families and students can assist the community in return. Schools are increasingly collaborating with partners such as:

- local businesses;
- after-school care providers;
- higher education institutions;
- foundations; and
- other community-based organizations.

OBJECTIVES BY STRATEGIC ORIENTATIONS

The previous section outlined the context in which EMSB evolves. The strategic orientations corresponding to the general objectives sought by the English Montreal School Board are based on the characteristics defined and on the expectations of the milieu.

STRATEGIC ORIENTATION 1

Promote and foster a culture of student success

STRATEGIC ORIENTATION 2

Provide a safe, secure, healthy and welcoming environment

STRATEGIC ORIENTATION 3

Build a professional learning community

STRATEGIC ORIENTATION 4

Develop and foster active community relations and partnerships

Strategic Orientation 1

PROMOTE AND FOSTER A CULTURE OF STUDENT SUCCESS

OBJECTIVE 1.1

TO IMPROVE THE CERTIFICATION AND QUALIFICATION RATES OF STUDENTS

STRATEGIES

- 1.1.1 Promote literacy across the curriculum beginning at secondary cycle one year 1.
- 1.1.2 Adapt programs for special needs and enhanced learners.
- 1.1.3 Promote adult education and vocational training as viable options.

INDICATORS		RESULTS	
1.1.1	Percentage of students who are successful on end-of-cycle exams	1.1.1	Increase by 3% the percentage of students who are successful on end-of-cycle exams
1.1.2 a)	Percentage of students with an Individualized Education Plan (IEP) who are certified	1.1.2 a)	Increase by 5% the certification of students who have an Individualized Education Plan (IEP)
1.1.2 b)	Number of enhanced learners who are at risk	1.1.2 b)	Increase the success rate of enhanced learners who are at risk.
1.1.3	Number of high school students choosing vocational training programs directly from high schools	1.1.3	Increase in enrolment in vocational training programs
1.1.4	Percentage of students who obtained certification and qualification after 7 years	1.1.4	Increase by 3% (from 83% to 86%) the percentage of students obtaining certification and qualification after 7 years

STRATEGIC ORIENTATION 1

PROMOTE AND FOSTER A CULTURE OF STUDENT SUCCESS

OBJECTIVE 1.2

TO FOSTER AN ENVIRONMENT OF LIFE-LONG LEARNING

STRATEGIES

- 1.2.1 Support GOAL (Guidance-Oriented Approach to Learning) for all students.
- 1.2.2 Provide opportunities for professional development.
- 1.2.3 Promote SARCA (Services d'accueil, de référence, de conseil et d'accompagnement).

INDICATORS	RESULTS
1.2.1 Number of schools implementing GOAL/POP/Explo.	1.2.1 Increased opportunities for students to engage in career exploration activities at an earlier stage
1.2.2 Number of workshops given and number of participants attending professional development activities	1.2.2 Increase in the number of workshops and increase in the number of participants attending professional development activities
1.2.3 Number of adult learners referred to our centres from outside organizations as a result of SARCA (Adult Education and Vocational Services (AEVS)	1.2.3 Increase in the number of referrals to the Adult Education and Vocational Training Centres (AEVS)

OBJECTIVE 1.3

TO PROMOTE ADULT EDUCATION AND VOCATIONAL TRAINING AS A VIABLE EDUCATIONAL OPTION

STRATEGIES

- 1.3.1 Inform parents and in-school professionals that vocational training is a viable educational option.
- 1.3.2 Advertize the post-certification success of our vocational students.

INDICATORS	RESULTS
1.3.1 Number of information sessions / activities that sensitize parents and in-school professionals	1.3.1 Increase awareness of vocational training/adult education programs
1.3.2 Number of multimedia activities promoting the post-certification success of our vocational students	1.3.2 Increase in number of multimedia activities promoting the post-certification success of our vocational students

STRATEGIC ORIENTATION 1

PROMOTE AND FOSTER A CULTURE OF STUDENT SUCCESS

OBJECTIVE 1.4

TO INCREASE THE LEVEL OF LITERACY OF STUDENTS

STRATEGIES

- 1.4.1 Implement a balanced literacy program in K and cycle-one elementary.
- 1.4.2 Provide appropriate training for teachers.

INDICATORS	RESULTS
1.4.1 a) Percentage of students reading at grade level or surpassing grade level at the end of cycle one elementary	1.4.1 a) At least 85% of the students will be reading at grade level or surpassing grade level at the end of cycle one elementary
1.4.1 b) Percentage of students reading at grade level or surpassing grade level at the end of cycle two elementary	1.4.1 b) At least 85% of the students will be reading at grade level or surpassing grade level at the end of cycle two elementary
1.4.2 Number of training sessions for teachers	1.4.2 Increase in the number of teachers trained and implementing a balanced literacy program

Strategic Orientation 2

PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT

OBJECTIVE 2.1

TO REALIZE THE IMPLEMENTATION OF A BOARD-WIDE MAINTENANCE AND IMPROVEMENT PLAN THAT WILL PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT

STRATEGIES

- 2.1.1 Maintain a Board-wide maintenance plan for each of the schools and centres.
- 2.1.2 Review and adapt the caretaking work schedule for all schools and centres.
- 2.1.3 Equip facilities with a Board-wide emergency preparedness plan.

INDICATORS	RESULTS
2.1.1 Number of projects generated and submitted to MELS (through the SIMAC program) for approval	2.1.1 Approved funding and timely completion of projects
2.1.2 Number of supervisory visits to ensure caretaking schedules are maintained and carried out with follow-up	2.1.2 Increase in the overall improved cleanliness of the facility
2.1.3 Standardized preparedness and emergency material and training provided for all schools and centres	2.1.3 Increase in the number of supervisory visits to ensure cleanliness
	2.1.4 Improved response to emergency situations

OBJECTIVE 2.2

TO DEVELOP A CULTURE OF PRIDE AND RESPECT FOR THE ENVIRONMENT AMONG ALL STAKEHOLDERS

STRATEGIES

- 2.2.1 Support schools/centres in developing and implementing programs which will foster a greater sense of pride, ownership and respect for their physical environment.
- 2.2.2 Support and promote in-school/centre programs (i.e. anti-bullying, peer mediation, anger management, anti-substance abuse, etc.) which will foster emotional well-being.

INDICATORS	RESULTS
2.2.1 Number of school/centre initiatives promoting respect for the physical environment	2.2.1 Increase in school initiatives that promote cleanliness and environmental consciousness
2.2.2 a) Number of programs in schools which foster socio-emotional well-being	2.2.2 a) Increase in the number of programs (in schools which foster socio-emotional well-being)
2.2.2 b) Number of incidents of violence	2.2.2 b) Decrease in the number of incidents of violence

STRATEGIC ORIENTATION 2

PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT

OBJECTIVE 2.3

TO IMPLEMENT THE “HEALTHY SCHOOLS” PROGRAM

STRATEGIES

2.3.1 Inform, train and sensitize school administrators and professionals to the “Healthy Schools” program.

INDICATORS	RESULTS
2.3.1. Number of schools that have established a “Healthy Schools” action team or committee	2.3.1 An increase in the number of schools that have established a “Healthy Schools” action team or committee
2.3.2 Number of schools that implemented different “Healthy Schools” programs	2.3.2 An increase in the number of schools that implement different “Healthy Schools” programs

OBJECTIVE 2.4

TO IMPLEMENT A BOARD-WIDE ENVIRONMENTAL ACTION PLAN

STRATEGIES

2.4.1: Develop and sustain a Board-wide environmental green policy.

INDICATORS	RESULTS
2.4.1 Approval of a green policy	2.4.1 Implementation of a green policy and action plan

Strategic Orientation 3

BUILD A PROFESSIONAL LEARNING COMMUNITY

OBJECTIVE 3.1

RECOGNIZE THE CONTRIBUTION AND UTILIZE THE EXPERTISE OF ALL PERSONNEL

STRATEGIES

3.1.1 Provide opportunities for collaboration and sharing of individual expertise.

INDICATORS	RESULTS
3.1.1 Number of workshops/activities offered by experts within their professional learning communities	3.1.1 Increase in the number of workshops/activities offered by in-house experts (i.e. teachers, administrators and support staff)

OBJECTIVE 3.2

TO FOSTER A CULTURE OF CONTINUAL PROFESSIONAL DEVELOPMENT

STRATEGIES

- 3.2.1 Promote professional activities which develop the competencies of the individual or group.
3.2.2 Establish measures which facilitate the integration of new personnel.

INDICATORS	RESULTS
3.2.1 Provide professional development activities for specific target audiences	3.2.1 Increase in the number of innovative professional development activities for specific target groups
3.2.2 Number of mentoring and induction sessions	3.2.2 Increase in the number of mentoring and induction sessions

Strategic Orientation 4

DEVELOP AND FOSTER ACTIVE COMMUNITY RELATIONS AND PARTNERSHIPS

OBJECTIVE 4.1

TO COMMUNICATE EFFECTIVELY WITH THE COMMUNITY AT LARGE

STRATEGIES

4.1.1 Develop a communication plan to market our educational programs and services.

INDICATORS	RESULTS
4.1.1 Prepare a communication plan	4.1.1 Implement a communication plan

OBJECTIVE 4.2

TO ESTABLISH AND PROMOTE PARTNERSHIPS WITH THE COMMUNITY, BUSINESS AND INDUSTRY

STRATEGIES

- 4.2.1 Seek the expertise of our educational community and outside organizations.
- 4.2.2 Seek internships for students/learners registered in work-related pathways and vocational programs.
- 4.2.3 Increase sponsorships from outside organizations.

INDICATORS	RESULTS
4.2.1 Number of partnerships with outside organizations	4.2.1 Increase in the number of partnerships with outside organizations
4.2.2 Number of student placements	4.2.2 Increase in the number of student placements
4.2.3 Number of sponsorships	4.2.3 Increase in the number of sponsorships

MONITORING AND ACCOUNTABILITY

Monitoring

We monitor the progress of the strategic plan by following key indicators and results for each objective. Assessment tools and indicators are made up primarily of statistical summaries provided by the MELS and the EMSB and the EMSB's information grids.

Based on these results, our services and schools and centres will integrate targeted activities into their action plans. These activities will complement the guidelines outlined in the strategic plan in order to reach our objectives. Assessment is an ongoing activity. It enables us to take a snapshot at any time during the process and bring about changes that will improve our strategic plan.

Accountability

The EMSB drafts an annual report that is distributed to the entire community. This report provides an update on our progress for each of the strategic plan's objectives based on identified targets and key indicators.

A FINAL WORD

In the fall of 2007, the EMSB began revising its strategic plan to take into account the changing environment in which the EMSB operates. The EMSB's 2009-2014 strategic plan will be adopted for consultation by the Council of Commissioners in June 2009.

Student success is the centrepiece of the plan. The EMSB will work closely with all the stakeholders so that we collectively meet the complex challenges and achieve our goals.

We have adopted four orientations that will guide the strategic plan over the coming years:

- Promote and foster a culture of student success
- Provide a safe, secure, healthy and welcoming environment
- Build a professional learning community
- Develop and foster active community relations and partnerships

The participation of our community partners, the EMSB and its staff, the families and the students themselves, is paramount to achieving our goals. Together, we can lay the foundations that will enable students to reach their potential.

TOGETHER... ENABLING STUDENT SUCCESS

ADDENDUM 1

STRATEGIC PLAN CONSULTATION PROCESS

On December 8, 2008, the Director General sent a letter via e-mail to the following groups and individuals requesting that they complete the enclosed questionnaire by January 30, 2009. The results are found on page 28.

Groups:

Governing Board Members

High School Students

Adult Education and Vocational Services Students

Professional Associations:

- Association of Montreal School Administrators
- Association of English Montreal Board Administrators
- Association de cadres scolaires du Québec - EMSB

Unionized Personnel:

- Montreal Teachers' Association
- Association professionnelle du personnel administratif
- Québec Federation of Labour
- Syndicat des professionnelles et professionnels du milieu de l'éducation de Montréal

Individuals:

Parents

Professionals

Teachers

Students

Others

The following consultation documents were attached:

PART I

Instructions:

Please indicate your degree of agreement or disagreement with each proposed strategic orientation by placing an “x” in the appropriate box at the right.

Proposed Strategic Orientations:

1. Promote and foster a culture of student success

Some elements of student success that fall within this orientation could include:

- ensuring early intervention,
- addressing the literacy rate in both English and French,
- improving the certification and the qualification rates of all students
- providing support for all students in becoming life-long learners in order to meet the challenges of the 21st century.

Strongly agree	1.	Agree	2.	Somewhat agree	3.	Disagree	4.	Strongly disagree	5.
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Comments:

2. Provide a safe, secure, healthy and welcoming environment

Some elements could include:

- provide for the physical and psychological well-being of all students and staff,
- short-term and long-term maintenance and improvements to the building facilities,
- encourage all stakeholders to develop a greater sense of ownership, pride and respect for their physical and emotional environment,
- “green” initiatives,
- promote habits that contribute to a healthy life style.

Strongly agree	1.	Agree	2.	Somewhat agree	3.	Disagree	4.	Strongly disagree	5.
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Comments:

3. Build a professional learning community

Some elements could include:

- create the culture of ongoing professional and personal development for all levels of staff,
- recognize the contribution and expertise of all our personnel,
- provide professional development opportunities for all personnel that places the student at the centre of the professional learning community.

Strongly agree	1.	Agree	2.	Somewhat agree	3.	Disagree	4.	Strongly disagree	5.
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Comments:

4. Develop and foster active community relations and partnerships

Some elements could include:

- partnerships with parents,
- partnerships with community groups,
- partnerships with business/industry,
- partnerships with cegeps and universities,
- improve communication with all our stakeholders,
- improve the use of media and technology for communication.

Strongly agree	1.	Agree	2.	Somewhat agree	3.	Disagree	4.	Strongly disagree	5.
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Comments:

Part II

In this section, you may wish to include additional general comments.

STRATEGIC PLAN CONSULTATION RESULTS

PROPOSED STRATEGIC ORIENTATIONS

	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree	Total percentage
1. Promote and foster a culture of student success	72.09%	17.44%	5.81%	0%	1.16%	96.51%
2. Provide a safe, secure, healthy and welcoming environment	66.28%	24.42%	3.49%	0%	2.33%	96.51%
3. Build a professional learning community	58.14%	29.07%	5.81%	2.33%	1.16%	96.51%
4. Develop and foster active community relations and partnerships	52.33%	31.40%	8.14%	1.16%	2.33%	95.35%

- * Three respondents did not write their appreciation from 1 to 5 (equals 3.49% of respondents).
- ** Four respondents did not write their appreciation from 1 to 5 (equals 4.65% of respondents).
- *** One respondent checked the “Strongly disagree” column on all four questions.

ADDENDUM 2

A GLOSSARY OF TERMS

AEVS	Adult Education and Vocational Services
Balanced literacy program	A balanced literacy program includes the most efficient instructional methods that allow students to develop as readers and writers. Under the four main headings: Guided Reading, Independent Reading, Writing and Working with Words, students in a balanced literacy program are provided with learning situations that are appropriate for their individual level and are designed to offer them maximum progress in literacy.
Central Parents' Committee	This committee is mandated in the Education Act and brings together parent representatives from each of the Sector Parent Committees and a representative from the Special Needs Advisory Committee.
Central Special Needs Parity Committee	This committee is composed of the Director of Student Services, the Director of Human Resources, a Regional Director, and the Deputy Director General. The committee's mandate is: <ol style="list-style-type: none"> 1. To advise the board concerning its special education policy. 2. To make recommendations about the services provided at the board level. 3. To verify the resources available for the services provided to students with special needs. 4. To oversee the equitable distribution of the appropriate available services and financial resources to all schools.
Certification	Secondary School Diploma/Diploma of Vocational Studies: diploma obtained in high school.
CMAC	Central Management Advisory Committee
Cohort	The group of students that entered school in the same year.
Community Partnership	A formal arrangement between a school and an organization or individual in the community. This normally involves an arrangement for reciprocal service(s).
Competency	The quality of being adequately or well qualified physically and intellectually
Council of Commissioners	The body that administers the school board and consists of appointed or elected commissioners plus two commissioners representing the Parents' Committee.
Cycles	A cycle is a period of learning during which students acquire competencies in each subject area and cross-curricular competencies which prepare them for further studies. Elementary education is organized into three cycles of two years each. Secondary education has two cycles: the first of two years and the second of three-years' duration.
Education Act	The Education Act is the law governing all aspects of public education in Quebec.
E-communications	Electronic communications (like emails, textos, twitter, etc.)
EMSB	English Montreal School Board
FTE	Full-time equivalent
Extracurricular Activity (ECA.)	A student activity that takes place outside of the normal classroom environment but is related directly to the school curriculum.

Full Management Committee	This group consists of all administrators and managers at both head office and in the schools and centres.
GOAL	Guidance-Oriented Approach to Learning
Governing Board	<p>A board established by virtue of the Education Act and consisting of representatives of parents, and each employee group of the school, and community representation (membership requirements are specific). The Governing Board:</p> <ul style="list-style-type: none"> ◆ Shall adopt, oversee the implementation of, and evaluate the school's educational project ◆ Is responsible for approving the student supervision policy proposed by the principal ◆ Is responsible for approving the rules of conduct and the safety measures proposed by the principal ◆ Shall advise the school board on: <ul style="list-style-type: none"> ○ Any matter the school board is required to submit to the Governing Board ○ Any matter likely to facilitate the operation of the school ○ Any matter likely to improve the organization of the service provided by the school board ◆ The school board must consult with the Governing Board concerning: <ul style="list-style-type: none"> ○ The amendment or revocation of the deed of establishment of the school ○ The selection criteria for the appointment of the principal
"Healthy Schools program"	The complementary services agreement between the health (MSSS) and education (MELS) networks proposes three focuses of intervention, including one dealing with health and prevention. This focus of intervention consists in the development and implementation of a comprehensive and concerted intervention in promotion and prevention, now called the "Healthy Schools program".
Indicator	An Indicator is a measure of success that can be used to identify a particular area of strength or weakness.
Individualized Education Plan (IEP)	An education plan for a student with special needs that is developed by the school resource team in consultation with the principal and parent(s) that specifies the student's goals, learning activities and evaluation criteria.
Management Table	Group of senior administrators of the Board that meets on a weekly basis to discuss items that affect both the educational and business sectors of the Board.
Mentoring	A program that provides a way for experienced staff to share their knowledge and expertise with others. New staff members gain from the coaching, guidance, and encouragement a mentor can provide. Experienced staff gains a fresh perspective and develops new relationships.
MELS	Ministère de l'Éducation, du Loisir et du Sport.
New Teacher Orientation	A Board-level program established to assist new staff members to familiarize themselves with the Board structure, human resources department needs and the organizational culture and expectations.
Objective	An Objective describes what you are trying to achieve. It can include a measurable target. (e.g.: to increase the Lester B. Pearson High School pass rate on Sec. IV History examinations by 5% in June 2003)

Pathways	3 types: a) work oriented b) general/regular c) applied general
PD	Professional development
PLC	Professional Learning Community
POP	Personal Orientation Program
Portal	An internet website considered as an entry point to other websites, providing links to other sites, often by being or providing access to a search engine.
Provisional Council	The provisional council was established with representation from each of the founding school boards and was mandated to take all steps required to organize the new linguistic school board before its official beginning on July 1, 1998.
Qualification Rates	Students that leave without certification but with qualification (go to work-oriented pathways)
Québec Education Program (QEP)	The new curriculum being introduced across the province and mandated by the Minister of Education.
SARCA	Services d'accueil, de référence, de conseil et d'accompagnement
SEL	This standardized test must be successfully completed by all teachers engaged to teach in the French language in the Lester B. Pearson schools.
School Success Plans	A plan developed by each school and its community that specifies the improvement goals and indicators for the following year.
SIMACS System	Developed by GES Technologies Inc., the SIMACS software allows you to forecast maintenance and strategic rehabilitation costs of a building's assets over a period of 25 years. SIMACS calculates the maintenance deficit, the preventive maintenance budgets, the estimated costs for repair and replacement. It allows you to assess the building's performance by using specific indexes. SIMACS provides you with accurate projections and allows you to follow the evolution of your assets as time goes by.
Special Needs Advisory Committee	This is an advisory committee comprised of parents of children with special needs, teachers, non-teaching professional staff, support staff, representatives of bodies that provide services to students with special needs and a school principal as mandated in the Education Act. In addition, a representative of the Director General is invited to take part in the meetings but not to vote. Its function is to: ♦ Advise the school board on a policy for the organization of educational services to handicapped students and students with social maladjustments or learning disabilities; ♦ Advise the school board on the allocation of financial resources to the services intended for those students
Stakeholder	An individual or group that has an interest in the success of the student.
Strategy	A strategy is a specific activity that is employed to meet an objective. It is usually identified in the initial planning process and can be developed and adjusted over time, based on changing circumstance and needs. The Ministry of Education refers to strategies as Focuses of Intervention.
Strategic Directions	These are four priority areas on which the Board wishes to focus its efforts over the next three years in order to improve student success.
Youth Sector	That sector of the school board that includes all students who attend elementary and high schools.