



**Management and Educational Success Agreement Plan  
Between  
The Lester B. Pearson School Board  
And  
LaSalle Community Comprehensive HS**

# Management Agreement

## Introduction

The LaSalle Community Comprehensive High School Success Plan for 2010-2015 is based on the Lester B. Pearson School Board's Strategic Plan entitled "Together We Learn: Partnering for Student Success" and the LCCHS Educational Project which was reviewed and revised in 2009. The LCCHS School Success Plan outlines a clear direction and defines our priorities for the coming five years. At LCCHS, it is our responsibility to ensure that every student in our school has the opportunity to excel. Our Success Plan provides a road map to meet that responsibility. It is built on the foundation of work accomplished through our 2006-2009 Success Plan and ensures that our goals are achievable, our progress is measurable and that we are accountable to those who place their trust in Lasalle Community Comprehensive High School.

Our Success Plan has been developed with input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure & Sports and the four identified pillars of The Lester B. Pearson School Board's Strategic Plan. We believe the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At Lasalle Community Comprehensive High School student success is the force that drives all our actions.

### Characteristics of the School

Founded in 1965 and situated in the east end of LaSalle close to the historic Lachine Rapids, L.C.C.H.S. is the only secondary school serving the English community in the Borough of LaSalle. The school services students from a wide range of ethnicity and socio-economic backgrounds.

The success rate for students graduating is approximately 75% with 80% of those pursuing post-secondary education. The strong tradition of alumni involvement and loyalty to the school and community has resulted in 20% of staff members being former graduates of L.C.C.H.S..

The continued commitment to excellence on the part of the entire staff has allowed the school to develop and initiate a variety of programs to better serve the varied needs of our student population. It was such dedication that led to L.C.C.H.S. being granted official IB status(Middle Years Program) and recognition as the first Quebec High School to become a member of Peaceful Schools International.

A cornerstone of the school is the on-going partnerships it has established with the CLSC of LaSalle.

In recent years the addition of bussing for Cycle 1 students has been enthusiastically received while the adoption of a school uniform has been successfully implemented.

LCCHS opened a games room in 2008 for students to use during the lunch hour.

A fitness room is fully equipped for students to take advantage of throughout the day

A Theatre Arts Workshop was also built to provide students with the opportunity to write and act out plays as well as build their own stage props and present mini-productions.

**LCCHS strives to:**

- Develop confident, capable, life-long learners and achievers by providing a variety of academic programs which meet the needs of the individual.
- Create and foster an atmosphere of respect for all members of our multi-cultural school community.
- Promote lifelong learning skills by harnessing the diversity of our students and staff.
- Provide a variety of student life activities, as an integral part of learning, in order to develop a strong sense of responsibility, motivation, self-esteem and belonging.
- Foster a sense of pride in the achievements of the school and the individual.
- Encourage students to develop an awareness of international issues which include, political, economic, environmental, and human rights issues

**Mission Statement**

The mission of LaSalle Community Comprehensive High School includes providing education for lifelong learning in an environment of respect. The commitment to social and cultural development is evident in the diverse programs and activities offered. Moral values are further developed by harnessing the diversity in our school and by encouraging community involvement and service. Enhancing the physical wellness of our student population is also of great importance and is achieved through our varied sports program.

**Guiding Principles**

It is our belief that in order for our school to flourish and for our students to grow, all our stakeholders need to work collaboratively in a democratic environment.

Our school promotes the following educational values:

- Autonomy and responsibility
- Respect of self, others, and of the environment
- Commitment to cooperation
- Awareness of inner-self and of one's connection to the rest of the world

**Student Exit Profile**

Students are expected to acquire basic to enriched development in all academic subjects, leading to a high school leaving diploma, attestation of skills diploma, post-secondary studies or vocational education.

- develop an understanding of our world , be it scientific, historical, cultural or environmental.
- show respect for self and others, regardless of differences.
- live a wide range of experiences, particularly in service to the community, that will have a positive impact on the development of the individual.

**Characteristics of LCCHS:**

**1. Programs:**

- International Baccalaureate ( Middle Years Program)
- Immersion and English core programs
- Phoenix Alternative program
- Work Oriented Training Program
- Student leadership program

**2. Community Sense of Belonging and Pride**

LCCHS is seen as a center for the English-speaking community in LaSalle. As shown below, 82.3% of the school population resides in LaSalle. Through the years, a strong sense of tradition, loyalty and pride has developed. With a declining student-aged population in LaSalle, the school now feels that it must strive to broaden its community base with stronger and more concrete ties to the community it serves.

It is undertaking an in-depth community outreach program to further this end. For example, as part of this outreach, following broad consultation with the school community, a school uniform was implemented in September 2005. This has had a positive impact on school pride and community identification.

In December 2008 LCCHS initiated a change to the "late arrival" policy each morning. A practice had developed over the years where students could walk in at various times in the morning and then sit on a bench, thus missing first period. Through a collaborative effort with the entire school community, students were no longer able to enter school late without parental permission. This resulted in late arrivals declining from 10% of the population to 1%. It also eliminated that 10% of the population missing 15% of their school day.

A "Student Lounge"(Games Room) was created at the same time of the "late " policy so as to allow students to have more activities during the lunch hour. As a result up to 100 students per lunch hour were making use of the Student Lounge. With the help of our PPO we were able to purchase ping pong tables, fooseball tables, a pool table, as well as other games for the room.

The result of the "late" initiative as well as the "Student Lounge" initiative was that students were more prepared for class each morning. Few students could be seen in hallways during first period each morning. Lunch hours were calmer as well. Students had alternatives to just "hanging". It resulted in more productive afternoon sessions with less disruptive incidences.

LaSalle Community Comprehensive High School					
	2004-05	2005-06	2006-07	2007-08	2008-09
Enrollment	1107	977	986	1033	989
Students Entering with Delay	108	96	82	80	90
Percentatge of students identified with handicaps, Social Maladjustments or Learning Difficulties	18.4%	18%	16.1%	14.5%	15.4%
Integration Rate	99%	100%	100%	99.4%	99.4
Drop out rate	6.9%	5.2%	5.8%		
Graduation Rate	75.4%	81.8%	68.3%		
Qualification Rate	75.3%	77.5%	77.3%		

Result of MELS Uniform Exams					

	June 2005	June 2006	June 2007	June 2008	June 2009
French Sec 5	85.6	91.1			
French Writing			39.0	74.0	67.2
French Reading			29.3	55.7	50.0
English Sec 5	99.1	96.4	91.2	93.8	90.3
Math Sec 436	66.7	53.6	90.2	56.3	
Math Sec 514	60.0	65.1	57.2	60.2	62.2
Physical Science Sec 4	54.9	55.5	58.2	61.3	55.4
History Sec 4	56.1	51.9	65.6	68.5	
Histoire Sec 4	75.0	75.9	84.2	76.7	

Math and Science results would indicate that the level of success has not met an acceptable standard. In order to meet a graduation rate of 80% or higher by 2015 these two subject areas will have to show marked improvement of success in the coming years. In addition, our French "reading" results will need to improve in order to increase our graduation success rate.

# Action Plan

## MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:1 School Board)

### Objective

To increase the graduation and qualification rate for students under the age of 20. (MELS 7 year cohort)

### Indicators

The success rate of MELS Secondary 4 Math Options exams results

### Targets

A 5% increase in the success rate for MELS Secondary 4 Math Options exam results by 2015.

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:1 School / Centre)**

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
To increase the graduation/qualification rate.	1. Offer Peer tutoring after school	Monitor attendance of students in various tutoring and alternative programs	Increase the Graduation Rate to 80%	Teachers Phoenix program	Within the 2010-2015 framework	On an annual basis: Exam results
	2. Offer Math Breakfast Club	Analysis of the number of students obtaining a DES or Certificate in WOTP	5% Increase in Secondary 4 Math Exam Results	WOTP		Phoenix success rate
	3. Offer Francisation Program	Analysis of student work samples from different subject areas on an annual basis	5% Increase in Secondary 4 Science Exam Results	Improved Guidance Services		Success Plan Committee
	4. Increase resource support for students at risk	MELS results for Secondary 4 Science and Math Exams	5% Increase in Secondary 4 History Exam Results	Peer Tutoring		WOTP success
	5. Continue Phoenix Alternative Program	Monitor overall school attendance	10% Increase in Secondary 5 French Reading Exam Results	Resource Intervention		ESD assistance in evaluating results
	6. Work Oriented Training Pathways		10% Decrease in absenteeism	Action LaSalle		
	7. Increase Literacy in all subject areas at all levels					
	8. Increase Success Rate in Secondary 4 Math and Science Courses					
	9. Action LaSalle					
	10. Incentives to attend school regularly					



## **MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:2 School Board)**

### **Objective**

To increase the graduation and qualification rate for students under the age of 20. (MELS 7 year cohort)

### **Indicators**

The success rate of MELS Secondary 4 Science and Technology exam results.

### **Targets**

A 3% increase in the success rate for MELS Secondary 4 Exam results in Science and Technology by 2015.

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:2 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
Increase the graduation rate	Phoenix program to help "at risk " students in a closed setting	Success rate would increase in Science	3% increase in the success rate for MELS Secondary 4 exam results in Science and technology by 2015	Teachers	Within the 2010-2015 framework	Yearly, by the Success Plan team
Improve student attitude towards Science	Teachers to use more interactive activities to engage students	Graduation rate would increase		Phoenix Program		WYDIST questionnaire for student feedback on perception of Science
Develop on going professional development between Science teachers and ESD	Partnerships with McGill and Concordia and UQAM	More students would be taking a Science in Secondary 5		ESD support		
	Emphasize the importance of Science and graduation	Increased participation in Science related activities.		Tutorials		
	Engineers without Borders through Nancy Battet			LEARN support		Number of students applying to Science related fields
			Smartboard technology	Success Rate		

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:3 School Board)**

**Objective**

To increase the graduation and qualification rate for students under the age of 20. (MELS 7 year cohort).

**Indicators**

The success rate of MELS Secondary 4 History & Citizenship Education exam results.

**Targets**

A 3% increase in the success rate for MELS Secondary 4 Exam results in History & Citizenship Education by 2015.

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:3 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
Increase the graduation rate	Phoenix Program to help students "at risk"	Success rate would increase in History	3% increase in the success rate for MELS Secondary 4 exam results in History	Teachers Phoenix program	Within the 2010-2015 framework	Yearly, by the Success Plan team
Improve student attitude towards History	Teachers will use more interactive activities in order to engage students	Graduation rate would increase		ESD support LEARN support		WYDIST Questionnaire for feedback on student perception of History
Develop ongoing professional development between History teachers and ESD	Partnerships with McGill Emphasis on the importance of the History course within the context of graduation	Students would demonstrate a greater understanding of our country's development and past Student will spend more time studying at home		Tutorials Smartboard technology		Success rate

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page  
id:4 School Board)**

**Objective**

To reduce the High School drop-out rate.

**Indicators**

The number of students who drop out of High School each year.

**Targets**

A 20% reduction in the overall number of students who drop out (67) by 2015. Baseline: 2006-2007 Sec 3: 54 students Sec 4: 108 students Sec 5: 172 students

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page  
id:4 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
To provide a variety of programs and activities to meet the diverse needs of our students	1. Organizing Field Trips and Outings  2. Increasing the Variety of Sports and Extra-Curricular Activities offered  3. Guidance Support: (job shadowing, career orientation)  4. Expand ties within the community (Make the Right Choice, Equi-T, etc...)  5. Offering more option courses based on student interest  6. Motivational and Guest Speakers (Montreal Hooked on Schools etc...)  7. Increase Parental Involvement  8. Incentives to attend school regularly	Keeping Track of the Number of outings and ECA's offered each year.  Monitoring the Number of Students Participating in Outings and Extra-Curricular Activities  Tracking the Number of Students on Stage and Seeing the Guidance Couselor for Regular Support  WIDIST Survey Results  Monitoring attendance	Reduce the Overall Dropout Rate by 20%  Attendance increases by 10%	Guidance support  Planning Room  FSSTT  Phoenix  WOTP  Resources  Partnerships	Within the 2010-2015 timeline	Success Plan team on a yearly basis

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:5 School Board)**

**Objective**

To reduce the High School drop-out rate.

**Indicators**

The number of boys who drop out of high school.

**Targets**

A 25% reduction in the number of boys (49) who drop-out by 2015. Baseline: 2006-2007 Sec 3: 30 boys Sec 4: 64 boys Sec 5: 101 boys

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:5 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
Develop programs and activities that would meet the needs of diverse learners.	Field trips and outings to be organized	Tracking number of field trips and sports activities	Reduce the number of boys leaving school before graduation by 25%	New Programs:	Within the 2010-2015 timeline	Annual monitoring by the success plan team  Dropout rate
	Increase the variety of organized sports offered	Monitor the students participating		POP program		
	Career orientation	Tracking the number of students on a "stage"		Phoenix		
	Equi-T	Monitor the number of students using Guidance services		Equi-T		
	"Make the Right Choice	WYDIST survey results		Community Liason programs		
	More options based on interest	Monitoring attendance		McGill and Concordia partnerships		
	Parental involvement			Engineers without Borders		
Incentives to attend school		Free the Children				
				Career Day		



**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page id:6 School Board)**

**Objective**

To reduce the High School drop-out rate.

**Indicators**

The number of new interventions that target the engagement of boys.

**Targets**

A minimum of 1 new intervention targeting the engagement of boys, per school by 2015.

**MELS Goal 1: Increased Graduation Rates and Qualifications Before Age 20 (page  
id:6 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
To continue to develop programs within the school that meet the needs and interests of boys	Field trips and outings to be organized  Increase the variety of organized sports offered  Career orientation  Equi-T  "Make the Right Choice  More options based on interest  Parental involvement  Incentives to attend school	Number of boys participating in new programs developed by staff	At least 4 new clubs/programs developed by staff	POP program  Phoenix  Equi-T  Community Liason programs  McGill and Concordia partnerships  Engineers without Borders  Free the Children  Career Day  Staff	Within the 2010-2015 Timeline	Record the number of new programs/clubs that are initiated each year through Success Plan team

## **MELS Goal 2: Improved Mastery of English and French Language Skills (page id:7 School Board)**

### **Objective**

To increase French Literacy.

### **Indicators**

The success rate on MELS Secondary 5 Uniform Exam results in French reading and writing.

### **Targets**

A 5% increase in the success rate for MELS Secondary 5 Uniform Exam results in French reading by 2015.

A 3% increase in the success rate for MELS Secondary 5 Uniform Exam results in French writing by 2015.

**MELS Goal 2: Improved Mastery of English and French Language Skills (page id:7  
School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
To Promote an Appreciation of French Culture and Literacy Within the School Day	1. Bilingual Morning Announcements and School Posters and Advertisements	A noted increase in visual aspects of French Culture in the School	To observe an increase in usage of the French Language	French Resource offered	Achieve the MELS objectives by 2015	MELS Uniform exam results
	2. Francisation Program for out of province students	Observation of an increase in French marks across all levels	To observe an increase in the appreciation of the French Culture	Liason with the French consultant through ESD		Participation in summer school
	3. Semaine de la Francophonie	More French activities organized on a regular basis	Improved French Reading results in Secondary 5	Continue to utilize ESD resources		Registration for supplemental exams
	4. Increase amount of French instruction from 15-30% in Cycle 1 over 5 years			Francisation funding		
	5. Encourage students to use their French to communicate with each other in French class					

### **MELS Goal 3: Improved Levels of Retention and Academic Success for Students at Risk and Students With Special Needs (page id:8 School Board)**

#### **Objective**

To increase the qualification rate of students at risk and students with special needs.

#### **Indicators**

The qualification rate of students in a Work Oriented Pathways.

The Number of Work-Oriented Training Paths to meet students needs.

#### **Targets**

An increase to 1% in the contribution to the overall graduation and qualification rate through Work Oriented Pathways by 2015.

A minimum of 2 points of service for Work-Oriented Training Paths

**MELS Goal 3: Improved Levels of Retention and Academic Success for Students at Risk and Students With Special Needs (page id:8 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
To develop and foster Work Oriented Training Paths within LCCHS in order to help students attain certification.	<p>Identify students at the Cycle 1 level</p> <p>Commit personnel to run the classrooms</p> <p>Improve ties with community businesses</p> <p>Assign space within the school to establish WOTP classrooms</p>	<p>Appropriate candidates identified</p> <p>WOTP will become a viable option for students and parents</p> <p>Students are successful in meeting the demands of the program</p>	Fifteen to thirty students enrolled in WOTP any given year.	<p>Teacher allocation</p> <p>Work study animator</p> <p>Classroom space</p>	Within the first two years of the five year timeline	On going, between teachers, work study animator, administration, and ESD personnel.

## **MELS Goal 4: Healthier and Safer School Environment (page id:9 School Board)**

### **Objective**

To develop a culture of pride and respect for the environment

### **Indicators**

Number of school initiative that promote environmental consciousness and cleanliness

### **Targets**

Board-wide Green Action Plan.

Increased Awareness of school board environmental initiatives.

Increased number of communications highlighting environmental initiatives.

**MELS Goal 4: Healthier and Safer School Environment (page id:9 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
Develop a Culture of Pride and Respect for the Environment	<p>Greater participation in Earth Day Activities</p> <p>More interest in energy saving and environmental issues</p> <p>Students show pride in their school school environment</p>	<p>Greater participation in Earth Day Activities</p> <p>More interest in energy saving and environmental issues</p> <p>Students show pride in their school school environment</p>	<p>Greater participation in environmental club</p> <p>Increase enviromental issues awareness</p>	<p>Spiritual animator</p> <p>Secondary 4 Science teachers</p> <p>Environmental club teacher coordinator</p>	Within the 2010-2015 timeline	<p>Track the number of students Secondary 4 enriched Science</p> <p>Monitor Environmental club initiatives</p> <p>Increase in recycling</p> <p>Reduction in paper use</p>



## **MELS Goal 4: Healthier and Safer School Environment (page id:10 School Board)**

### **Objective**

To support and expand programs that foster healthy living

### **Indicators**

Number of schools aligned with the healthy schools approach.

Number of school and community partnerships in health promotion and prevention plans, programs, initiatives.

Number of professional development opportunities related to health promotion and prevention.

### **Targets**

10 additional schools per year.

7 additional schools per year.

A minimum of 10 professional development opportunities per year by 2015.

**MELS Goal 4: Healthier and Safer School Environment (page id:10 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
Support and Expand Programs that Foster Healthy Living	1. Continue to Offer Free Meals to Students (meal deal tickets)	Increased enrollment in after school fitness programs	Increase the integration of Special Needs students during unstructured time	"Meal deals" from School Board	Within the 2010-2015 timeline	Increased participation in extra curricular activities  Monitoring number of students using "Breakfast "programs  Monitoring number of appropriate referral to CLSC workers in the school
	2. Conduct White Tiger and Wellness Program.	Observation of students making healthier eating choices	100% of students eating a nutritional breakfast each morning either at home or at school	Consult with Food Services		
	3. Continue to adhere to our Nutritional Policy	Increase use of the cafeteria		Participation in extra curricular activities		
	4. Continue to utilize the Nurse and Social Worker to promote healthy lifestyles	Feedback from our in-school CLSC partners				
	5: Offer a variety of Sports and Sport Options					
	6. Maintain the Lunch and Social Skills Programs for Special Needs Students					

## **MELS Goal 4: Healthier and Safer School Environment (page id:11 School Board)**

### **Objective**

To provide a safe, secure, healthy, and welcoming Environment.

### **Indicators**

Number of programs and interventions that address violence prevention and conflict resolution.

Number of schools developing a school portrait of their safe and welcoming school environment based on school surveys and other data.

### **Targets**

An increase in the number school-based and board-wide programs that address violence prevention and conflict resolution.

Yearly portrait of school climate is developed and used in every school to prioritize interventions for the following year.



## **MELS Goal 5: Increased Enrolment of Students Under 20 Years of Age in Vocational Training (page id:12 School Board)**

### **Objective**

Increase the number of students under 20 years of age registered in vocational education.

### **Indicators**

The number of students under 20 years of age registered in vocational education.

### **Targets**

An increase of 15% (221 to 254) in the number of students under 20 years of age registered in vocational education.

**MELS Goal 5: Increased Enrolment of Students Under 20 Years of Age in Vocational Training (page id:12 School / Centre)**

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>	<b>Target</b>	<b>Resources</b>	<b>Timeline</b>	<b>Monitoring</b>
To increase student awareness of trades and occupations available to them	1. guidance support (job shadowing, career orientation) 2. Expand ties within the community(Make the Right Choice, Equi-T) 3. Offering more option courses based on student interest 4. Motivational and guest speakers (Montreal Hooked on Schools) 5. Increase parental involvement 6. Review course requirements on a regular basis 7. WOTP 8. MR 3 9. Trade Road Show 10. Auto and POP programs	1. More students enquiring about vocational programs 2. Increase in students registering at PACC, WICC, and Gordon Robertson 3. Noticeable increase in interst in vocational programs and careers	3% of student population to show interest in vocational education	1. Guidance Counsellor 2. Vocational Centres 3. Nancy Battet 4. Community partners	2010-2015 timeframe	Through the Guidance Department Post Secondary follow up with vocational Centres

Monitoring and Accountability Measures:

- The School/Centre will provide progress reports on the levels of attainment for targets identified in LBPSB/School Management and Educational Success Agreement and the School/Centre Success Plan on a yearly basis, through the School/Centre Annual Report presented to the community.
- A yearly review of the Management and Educational Success Agreement will be completed by the school/centre.

The Parties' Commitments:

- Whereas the Management and Educational Success Agreement aims at increasing school/centre retention and school/centre success;
- Whereas the schools/centres contribute to the implementation of the School Board's Strategic Plan and the Ministry's orientations and action plans;
- Whereas the School Board must function in accordance with the budgetary rules of the Ministry of Education Leisure and Sports.

The LBPSB Commits to:

- Support the school/centre with the implementation and follow-up of the School/Centre Success Plan and Management and Educational Success Agreement, and with the accountability reporting process;
- Provide, as they become available, relevant statistical data, information or analyses that could support the implementation of the Management and Educational Success Agreement.
- Link budget prioritization to the four strategic directions.

The School/Centre Commits to:

- Contribute to the implementation of the School Board's and Ministry's orientations and action plans;
- Ensure an effective and efficient management of the public funds entrusted to them;
- Put in place the strategies and follow-up measures indicated in this Management and Educational Success Agreement in order to improve performance in highlighted areas with the aim of achieving established targets.
- Maintain levels of performance in the various areas where they already excel.

Signatories of the Agreement:

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Director General LBPSB

\_\_\_\_\_

Date

\_\_\_\_\_

Principal

\_\_\_\_\_

Date