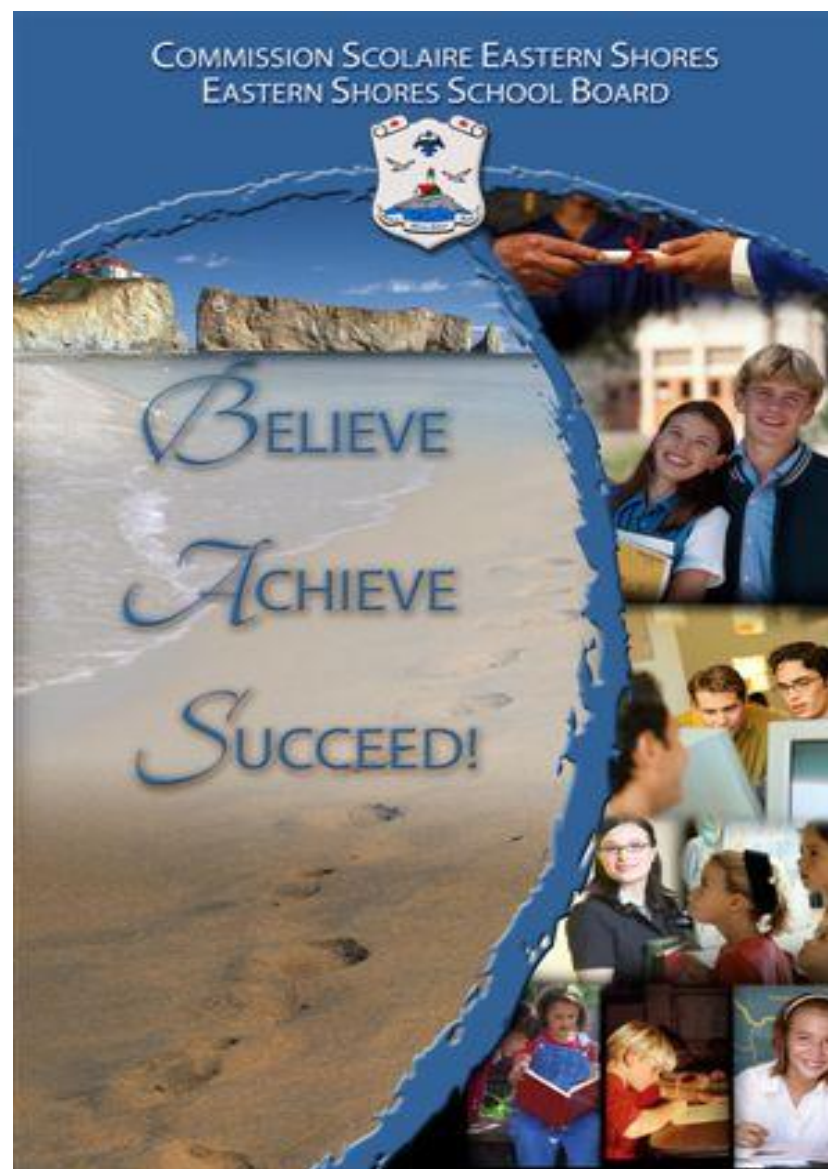


# COMMITMENT-TO-SUCCESS PLAN

2018-2022



*Eastern Shores School Board*



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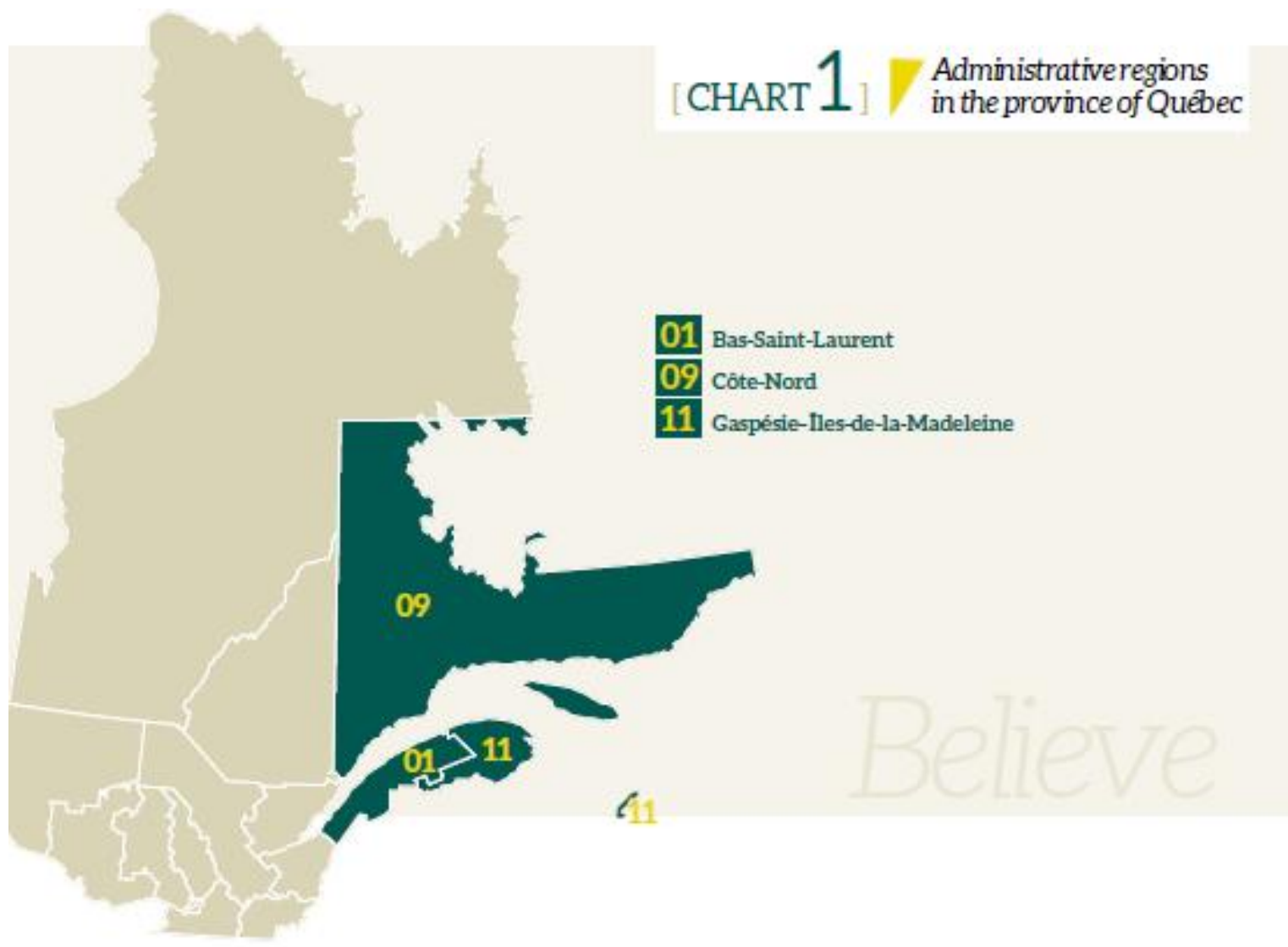
## The Goal of the Commitment to Success Plan

The Commitment to Success Plan is a document used to communicate the intentions of the school board towards increasing student success as mandated by the MEES’s policy of educational success; the two orientations and five objectives listed. It is a transparent document developed with the contribution of many partners providing a synergic approach for all pillars of the education system. Eastern Shores School Board (ESSB) recognizes the specific and unique portrait of every school and center. Each establishment will be required to produce an Educational Project by the 2019-2020 school year following the board direction as outlined in the Commitment to Success Plan.

### Portrait

#### Introduction

ESSB is the most eastern English Board in Quebec, occupying three administrative regions in the province: Region 11 (Gaspésie-Iles-de-la-Madeleine), Region 09 (Cote Nord) and Region 01 (Bas St. Laurent). *See Chart 1.* There were 1097 students registered in 16 youth sector schools and 197 registered in five adult/vocational education centers, as of Sept 30, 2017. Of the 16 schools, six are elementary, three are secondary, and the remaining seven are combined elementary-secondary schools. Ten of the 16 schools and four of the five adult education centers are located in Region 11. Five schools and one adult education center are located on the North Shore (in Baie-Comeau, Port-Cartier, Sept-Iles and Fermont). Finally, Metis Beach School is located between Rimouski and Matane, just outside the border of what is considered the Gaspésie (Bas St. Laurent).



## Context

### Mission Statement:

The mission of ESSB is to promote and enhance the status of education in our territory, to organize educational services for the benefit of those who come under its jurisdiction, and to ensure the quality of those services, with due respect given to the principle of subsidiarity and with a view to providing support to educational institutions as they fulfill their responsibilities.

### Challenges

ESSB has identified three main challenges:

1. Economies of Scale (Territory size vs Finances allocated);
2. Socio-economic conditions;
3. Access to services.

### *Economies of Scale*

The term Economies of Scale refers to the fact that school boards are financed based on the number of students registered, without considering the territory the school board covers. ESSB has the territorial boundaries of a country and a student population the size of a village, namely 1097 students in 2017-2018. From a geographic standpoint, the government does not provide statistical comparisons of a school board size apart from budgets and student enrollment. We have established our own calculation. Travelling in a circular route, with the New Carlisle Board office as the starting point, and then visiting all schools and centers by road, by sea, and by air (for not all our schools and centers are accessible by road alone), the round-trip journey encompasses a circumference of 2,134 kilometers. Our territory is so large, that even the Quebec government could not include all our schools and centers within one designated administrative region. Our schools reside in three administrative regions.

Conversely, ESSB has the third smallest enrollment of the 69 public school boards (Anglophone and Francophone) in the province of Quebec based on the most recent information from 2012-2013. The implications of our territorial size and sparse population are many and varied, affecting distribution of human and material resources and timely delivery of services to English-speaking families - not just in education, but in health and social services as well.

From a financial standpoint, ESSB has the third highest cost per student at \$14,902; the lowest Anglophone cost per student in Quebec is \$7,875 (Chart 2). ESSB has not any economies of scale to benefit from and provincial across-the-board cutbacks in funding, even though they might be proportionately scaled, have a more devastating impact on our operations, stretching already limited resources beyond reasonable limits. For example, meetings of our school board commissioners or of our principals and center administrators, or workshops with teachers and other support personnel, cost many thousands of dollars in transportation and overnight stays for most participants, not to mention work hours lost due to travel time, often measured in days (to and from the meeting location).

Chart 2: Management Indicators 2012-13					
Cost per student (youth sector and adult sector)					
School Board	Education	Administration	Buildings	Total	Enrolment
English Montreal	\$7,050	\$536	\$797	\$8,383	26,148
Lester B. Pearson	\$6,666	\$463	\$748	\$7,876	25,902
Sir Wilfred Laurier	\$6,675	\$514	\$720	\$7,909	14,405
Riverside	\$6,737	\$497	\$642	\$7,875	9,411
Des Phares	\$8,067	\$395	\$830	\$9,292	9,163
Western Quebec	\$6,809	\$613	\$989	\$8,411	7,097
Eastern Townships	\$8,060	\$584	\$821	\$9,464	7,097
Rene Levesque	\$9,914	\$774	\$1,078	\$11,766	5,672
De l'Estuaire	\$9,805	\$749	\$1305	\$11,858	5,308
Des Monte-et-Marées	\$8,959	\$733	\$942	\$10,634	4,975
Du Fer	\$8,545	\$709	\$1,130	\$10,384	4,878
Pierre-Neveu	\$9,707	\$628	\$788	\$11,123	4,554
Central Quebec	\$7,758	\$796	\$752	\$9,306	4,381
New Frontiers	\$7,325	\$743	\$809	\$8,876	4,274
Fleuves et des Lacs	\$9,402	\$650	\$1,181	\$11,234	3,972
Harricana	\$8,869	\$871	\$1,163	\$10,903	3,612
Chic Chocs	\$9,535	\$981	\$1,108	\$11,624	3,470
Lac Abitibi	\$8,377	\$852	\$1,079	\$10,309	3,113
Charlevoix	\$8,602	\$866	\$1,027	\$10,495	3,084
Hauts-Bois-de-l'Outaouais	\$8,749	\$892	\$1,015	\$10,656	3,052
Baie-James	\$11,920	\$1,835	\$1,651	\$15,406	2,226
Lac Temiscamingue	\$10,733	\$1,009	\$1,206	\$12,947	2,005
<b>Eastern Shores</b>	<b>\$11,784</b>	<b>\$1,595</b>	<b>\$1,523</b>	<b>\$14,902</b>	<b>1,342</b>
Les Iles	\$10,901	\$1,444	\$1,331	\$13,675	1,248
Moyenne-Cote-Nord	\$12,630	\$2,081	\$1,841	\$16,551	0,749

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PSG/statistiques\\_info\\_decisionnelle/Indicateurs\\_gestion\\_CS\\_2012-2013.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/statistiques_info_decisionnelle/Indicateurs_gestion_CS_2012-2013.pdf)

For comparative purposes, the above chart includes the nine English school boards, the neighbouring Francophone school boards of Eastern Shores, and all Francophone school boards, whose enrolment is 0-4999 according to the MEES classification of "strata". Only five school boards have enrolment below 2,500 students. Eastern Shores is the third smallest school board in the province with the third highest cost per student.

### *Socio- Economic Conditions*

In 2017-2018, twelve of our sixteen schools were classified and funded as NANS (New Alternatives, New Solutions) schools, recognized within the government designated *milieu defavorise* territorial maps, which are determined by the employment and education of the mothers in the region. Eight of those schools have a decile ranking of ten (the lowest socio-economic conditions), and four with a ranking of nine. This leaves only four of our sixteen schools with slightly better socio-economic circumstances. “Studies of risk and resilience in children have shown that family income correlates significantly with children’s academic success, especially in preschool, kindergarten, and primary years.” Teaching with Poverty in Mind, Eric Jensen (2009).

### *Access to Services*

Our schools are affected by the health conditions of our families prior to student arrival in pre-kindergarten and kindergarten, and throughout their stay in elementary and secondary schools. Obtaining support services is a significant challenge for our region. With a small Anglophone population, services in English are not always available as the doctors and specialists, such as social workers, nurses, speech/language specialists, psychiatrists and psychologists are French speaking. Many families feel unable to consult with them. Without medical support for families, our staff must become adept in supporting the students beyond academic instruction.

### *Declaration of Services*

In keeping with its mandate as outlined in Sections 207 to 209 in the Education Act, ESSB offers a variety of services to both the youth sector and adult and vocational clientele. Students profit from a culture, rich in relationships with the adults who support their academic, social, and emotional growth through a multitude of initiatives such as after school bussing programs for sporting activities, homework support, weekend retreats such as math camps and leadership activities, and numerous other activities supported through our six Community Learning Center based schools.

### Complaint process for parents and students

ESSB has put in place, by-law 11 to ensure that all complaints are treated equally and fairly. All complaints must first be made to the following people in the following order:

- a) To the author of the decision;
- b) To the school principal or centre coordinators;
- c) To the director of the service concerned by the decision, if applicable;
- d) To the assistant director general or the director general.

1. The complainant has the right to be accompanied by the person of his/her choice, at any stage of the complaint examination procedure. However, interventions may only be made by the complainant.
2. Under Section c) the Director General may decide to establish a Review Committee composed of 3 people to examine the complaint. The Review Committee shall give to all interested parties the opportunity to present their point of view. The Review Committee will report in writing its decision to the Director General who will forward the decision to the Complainant with copies to the employee whose decision was under examination.
3. The complaint process defined under section a) b) and c) shall not exceed 30 calendar days.
4. If the complainant is dissatisfied with the manner in which the complaint was handled or its outcome, the complainant must address a complaint to the Secretary General either orally or written and by completing a Student Complaint Form found in BY-LAW 11 on ESSB website.
5. Upon receipt of the written complaint, the Secretary General will ensure that:
  - a) Due process as defined in section 1 has been followed;
  - b) Concerned parties are informed in writing that a complaint has been received.
6. The Secretary General shall determine if the complaint meets the criteria of Sections 9-12 of the Education Act to request the reconsideration of the decision.



7. If the complaint does not meet the criteria of sections 9-12 of the Education Act the Secretary General will refer the complaint within 5 workdays to the Student Ombudsman and inform the Complainant accordingly in writing.
8. If the complaint meets the criteria of sections 9-12 of the Education Act, the Secretary General will inform the complainant, in writing within 5 workdays, of the right to request the reconsideration of the decision by the Council of Commissioners. The Secretary General will inform the Complainant within the same delay of the relevant procedure to be followed.
9. If the complainant is dissatisfied with the outcome of the decision of the Council of Commissioners, the complainant may forward the complaint directly to the Student Ombudsman or request, in writing, to the Secretary General that the complaint be forwarded immediately to the Student Ombudsman.
10. Notwithstanding the process provided in the present section, the complainant has the right at any stage of the process to request the intervention of the Student Ombudsman. The Student Ombudsman will determine if he should accept or refuse to intervene according to the dispositions provided in section 8 of the Regulation respecting the complaint examination procedure established by a school board.

The administrative office of ESSB is located at:

40 Mountsorrel  
New Carlisle, QC G0C 1Z0

Phone: 418-752-2247 x 0

## Orientations

ESSB commits to being conscientious of the following orientations:

Increase the proportion of the adults of Québec who demonstrate high-level literacy skills according to the Program for the International Assessment of Adult Competencies (PIAAC 2022).

Although there is no specific timeline identified in the Policy on Educational Success, it aims to raise this proportion by 5%. It is currently at 47% in the province. At ESSB this orientation will be addressed in several ways.

Firstly, the Guided Academic Program (GAP) is supporting adult literacy at Wakeham Adult Education Center. GAP assists adults individually or in small groups to improve their literacy and academic skills. The literacy skills of reading and writing are addressed along with numeracy, problem solving, thinking and media & technology skills. In small groups or individually, the adult is encouraged to feel comfortable to ask and to respond to questions concerning their academic or literacy concerns. This program fosters confidence to find information, evaluate the quality of the information and to form an opinion resulting in a more confident and successful adult. The importance of nurturing adults with high literacy skills is critical for their maximum development as well as all others in society.

Secondly, two initiatives have been put in place at the Anchor Adult and Vocational Education Center to address literacy needs. The Anchor has received funding for both the 30132 and 15162 measures, which aims to promote literacy. The first project targets the most vulnerable and the objective is to remove obstacles such as self-confidence or fear of academic institutions, which keeps them from seeking literacy training in a center. The second project targets senior citizens with the objective to make them more comfortable with the use of technology for using applications for access to online banking, socializing and more. Both projects were made possible through collaborating with local community organizations.

Thirdly, Northern Lights Adult Education Centre is piloting a project for school success and professional orientation of first nations adult learners. Through this project, we work with our first nations students on strengthening their reading and writing skills and providing them with learning strategies that they can also use in their daily activities.

### Ensure elementary students are physically active at least 60 minutes per day

There is evidence that points to the link between physical activity for students and improved attention to tasks, greater enjoyment of lessons and motivation to learn, and for some students, improved in academic success. ESSB will promote physical activity with elementary students by providing training to recess and lunch hour supervisors in outdoor games and activities. Furthermore, ESSB has a strong sports committee that hosts several different sporting events and training times for students such as track and field, soccer, baseball, badminton, basketball, and floor hockey activities. Additional training to elementary teachers promoting various initiatives such as the *Le défi Pierre Lavoie*, *Cube en Energie*. Physically active classroom activities during academic delivery are also supported.

### Objectives

The ESSB Commitment to Success Plan reflects the Policy on Educational Success and outlines the following objectives:

1. To reduce the gap in the graduation/certification rates in target groups:
  - a. Group 1: males vs. females;
  - b. Group 2: at-risk students vs. regular students;
  - c. Group 3: NANS vs non NANS schools;
  - d. Group 4: Immigrants vs Canadians.
2. To reduce the number of students starting secondary school being 13 years or older.
3. To increase the success rate of:
  - a. Students receiving qualification before the age of 20;
  - b. Students receiving qualification or certification before the age of 20.
4. To improve language proficiency in elementary English.
5. To ensure all school/center buildings are in satisfactory condition.

## Objective 1: Reduce the gap in success rates between various groups of students by 50% by 2030

The Policy on Educational Success speaks of success for all students. Some students are at greater risk of not completing their studies successfully due to a variety of factors. The Ministry has invited Boards to reduce the gap in success rates within certain specific groups of students.

Table 1 - 7-year success rates and gaps for targeted groups in the ESSB vs the province of Quebec

	Provincial situation					Eastern Shores School Board		
	2008-2015 cohort		Target 2022	Target 2030	2008-2015 cohort		Target 2022	
	Success rate	Gap	Gap	Gap	Success rate	Gap	Gap	
Male	73.8%	All sectors	10.1%	6.1%	3.0%	76.6%	0.8%	0.4%
Female	83.9%					77.4%		
EHDAA <sup>1</sup>	48.3%	Public sector	34.1%	25.3%	12.4%	53.3%	33.8%	25.3%
Regular students	82.4%					87.1%		
Start secondary school in a disadvantaged area <sup>2</sup>	69.0%	Public sector	8.9%	6.5%	4.5%	77.0	NA	NA
Other areas	77.9%					NA		
First-generation immigrants	75.0%	Unidentified	4.1%	3.0%	1.8%	NA	NA	NA
Other students	79.1%					77.0		

Source: Portrait des statistiques Ministérielles, "Portrait\_Stat\_CS\_882 2015.xls", Table 1.1, "Obj\_Polt\_reus\_882000.xlsm", MEES March 2, 2018

<sup>1</sup>Students with handicaps, social maladjustments or learning difficulties with an IEP

<sup>2</sup>Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 8, 9 or 10).

NA – Not applicable

Under Objective 1, MEES has outlined four areas of focus for reducing the gap between groups of students.

### Indicator 1: Gap between the graduation and qualification rates of boys and girls (based on a 7-year cohort)

The data showing the difference in the graduation and qualification rates between boys and girls in Quebec for 2008-2015 is presented in Table 1 of the *Rapport Diplomation et Qualification par Commission Scolaire au Secondaire, Édition 2017*. The gap between boys and girls for graduation rates after seven years is currently 0.8%. ESSB wishes to decrease the gap currently achieved for male vs female graduation rates. With small enrollment numbers, this rate will fluctuate from year to year.

**Indicator 2: Gap between students identified as at-risk and students who do not have Individual Education Plans (IEP).**

The table above shows the difference between students identified as EDHAA (including students who have a difficulty code as well as students who have an IEP (identified “at-risk”)) and students who do not have an IEP. The gap is 31.4% points between these two groups. At ESSB, the graduation rates gap between EDHAA vs Regular students needs to be reduced from 33.8% to 16.9% by 2022. With small enrollment numbers, this rate will fluctuate from year to year.

**Indicator 3: Gap between students in schools in a impoverished area (IMSE decile rank 8, 9 and 10) and intermediate and favorised areas (IMSE decile rank between 1 and 7)**

Indicator 3 shows students who started secondary school in a “milieu défavorisé” as indicated by IMSE (*Indices milieu socio-économique*) decile rank of 8, 9 or 10. Seven of our nine secondary schools have been identified as falling in a decile rank of 8-10. Other areas include schools identified by an IMSE decile rank between 1 to 7 (including *milieu intermédiaire* and *milieu favorisé*). This was calculated by taking an average of the rate of students in a *milieu intermédiaire* and *milieu favorisé*.

As the cohort numbers are small and subject to change from year to year, ESSB has not compared the NANS schools to the non-NANS schools.

**Indicator 4: Gap between first generation immigrant students and non-immigrant students.**

The fourth area of focus displayed in table 1 shows the gap between students identified as first generation immigrants (students born outside of Canada) and non-immigrant students. As the cohort numbers are small due to restrictions to English education in Quebec via Bill 101 for immigrant students, and subject to change from year to year, ESSB has not compared the immigrant students to the Canadian students.

## Objective 2: Reduce the proportion of students starting public secondary school at age 13 or older

Starting secondary with a delay of one or more years has a negative impact on a student's educational path, and ultimately on their academic success. Currently, the proportion of students entering secondary school with a delay in the public school boards is 12.6%. The ministerial objective is to lower the proportion of these students to 10%.

Table 2 – Proportion of students starting school at age 13 years or older – Provincial vs. ESSB

	Provincial situation			Eastern Shores School Board	
	Reference year	Targets		Reference year	Targets
	2016-2017 cohort	2022	2030	2016-2017 cohort	2022
Proportion of students	12.6%	11.4%	10.0%	4.8%	4.8%

Source: "Obj\_Polt\_reus\_882000.xlsm", MEES March 2, 2018

According to John Hattie, author of Visible Learning, (2009), and his meta-analysis of hundreds of studies on the best and worst practices in education, repeating students should be strongly discouraged due to the long-term negative impacts on student success. The ministry has confirmed this belief with the publication of the graduation rates showing students who enter secondary at 13 years or older having a graduation rate of 49.9% in the 7-year cohort, 2008-2015 vs 81.9% graduation rate of those who are 12 years old entering secondary school. ESSB wishes to maintain the percentage of students entering secondary being 13 years or older at 4.8%. With small enrollment numbers, this rate will fluctuate from year to year.

### Objective 3: Raise the 7-year cohort graduation and qualification rate

#### Graduation and qualification

To increase the success rate of students by 2030:

- 85% of students under the age of 20 will obtain a first diploma (SSD or DVS)
- 90% of students will obtain a first diploma or qualification

The MEES graduation and qualification rate is determined by examining the rate of graduation and qualification of students seven years after they start secondary one. The data follows those students who were registered with a board in that year. Any academic graduation (Secondary School Diploma SSD) or a vocational program (Diploma of Vocational Studies DVS) of those students in that seven-year period will be considered part of the graduation rate for the first row in the table 3, listed below. The second graduation rate listed in table 3 counts all graduation or qualification certificates such as the work oriented pathway, special needs or adult education academic graduation.

Table 3 – Provincial Graduation Rates vs Eastern Shores School Board

	Provincial situation			Eastern Shores School Board	
	Reference year	Targets		Reference year	Targets
	2008-2009 cohort	2022	2030	2008-2009 cohort	2022
Students under 20 obtain a first diploma (SSD or DVS)	74.7%		85.0%	71.0%	77.0%
Students under 20 obtain a first diploma or qualification	78.8%	84.0%	90.0%	77.0%	83.0%

Source: Portrait des statistiques Ministérielles, "Portrait\_Stat\_CS\_882 2015.xls", Table 1.2

Eastern Shores School Board has a success rate of 71% for the 2008-2009 cohort (Students under 20 years old obtaining a first diploma - Secondary School Diploma or a Diploma in Vocational Studies). For students under 20 years old, obtaining a first diploma or a qualification, the success rate for the same cohort (2008-2009) is 77%. The goal is that by 2022, 77% of ESSB students will obtain a first diploma (SSD or DVS) and 83% will obtain a first diploma or a qualification. Will small enrollment numbers, this rate will fluctuate from year to year.

#### Objective 4: Increase the success rate for the writing component of the Elementary 6 English Language Arts End-of-Cycle Evaluation.

The official language of instruction at Eastern Shores is English. In English Language Arts, there is no compulsory MEES Grade 4 exam. Thus, Eastern Shores School Board does not have results that pertain to this objective and cannot set standards in this regard. However, there is a Grade 6 MEES compulsory exam, with a writing component. This exam can represent our measure of success for objective 4.

Table 4: Provincial and Eastern Shores School Board Success Rates

	Provincial situation			Eastern Shores School Board	
	Reference year	Targets		Reference year	Targets
	June 2017	2022	2030	June 2017	2022
Grade 6 ELA Writing Competency	-	-	-	92.0%	92.0%
Grade 6 Math – Reasoning	-	-	-	73.1%	77.0%
Grade 6 FSL – Global Exam result	-	-	-	89.7%	92.0%

Source: Internal school board results on MEES compulsory exams and common exams, June 2017

ESSB wishes to maintain the 92.0% success rate in the ELA grade 6 writing competency compulsory exam achieved in June 2017 in 2022. ESSB will also increase success rates for two additional subjects in elementary cycle 3, year 2. Success in these subjects in elementary helps to drive success for the secondary results. Success in the reasoning competency compulsory exam in Math will be increased from 73.1% in June 2017 to 77.0% in 2022. All competencies will be reviewed for French Second Language by increasing the global exam result on a board mandated exam from 89.7% in June 2017 to 92.0% in 2022. With small enrollment numbers, these rates will fluctuate from year to year.



## Objective 5: Ensure that all school buildings are in satisfactory condition

The management framework categorizes buildings according to an index measuring a building's obsolescence (Indice de vétusté (IV)) in order to prioritize maintenance work. The buildings are grouped in five categories according to their condition, from A to E. The obsolescence threshold for the satisfactory physical state of a building is fixed at the C level category, or an index of obsolescence (IV) of 15% of the total building value.

The goal set for 2022 is that 85% of the building would have an obsolescence index of 15% or less, and then be at least in the C categories.

**Table 5 – Percentage of schools in satisfactory condition**

	Provincial situation			Eastern Shores School Board	
	Reference year	Targets		Reference year	Targets
	2017	2022	2030	2017	2022
% of schools, centres and buildings in satisfactory condition according to the Facility Condition Index ( FCI)	68%	85.0%	100.0%	100%	100%

Source: État des infrastructures de la Commission scolaire, Avril 2017, Param\_fin\_2017-2018\_882.xlsx

ESSB wishes to maintain the 100% in satisfactory condition for 2022.

## Signatures

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PRÉNOM et NOM

Président

Eastern Shores School Board

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PRÉNOM et NOM

Directeur Général

Eastern Shores School Board

Date: \_\_\_\_\_

## Appendix 1 – Consultation timeline

Consultation Groups	Consultation Date
Education Policy Committee	March 28, 2018
Management Team – ACSQ	April 9, 2018s
ESTA – Eastern Shores Teacher’s Association	April 20, 2018
Council of Commissioners and Parent committee	April 26, 2018
Special Needs A Committee (SNAC)	May 8, 2018
Eastern Shores Management Committee – Principals (AAESQ)	May 8, 2018
Governing Boards	May 14-30, 2018
Council of Commissioners	May 15, 2018