



New Frontiers School Board

Strategic Plan for Success 2014-2018

The New Frontiers School Board offers quality education to close to 5,000 youth and adults in the Southwest region of Québec, through a network of ten elementary schools, two high schools, and three adult and vocational education centres.



Education, a lifelong journey

Our VISION

The New Frontiers School Board is committed to success for all students.

Our MISSION

To realize our Vision, our Mission is to:

- Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others, and the environment;
- Engage students, parents, staff, and our communities as educational partners;
- Expect and support all employees to continuously improve with a focus on enhancing student learning;
- Create a hospitable learning environment where everyone feels they belong and are appreciated.



Our territory stretches from the St. Lawrence River to the North, Autoroute 15 to the East, the American border to the South and the Ontario border to the West, and is geographically divided into the suburban area of Chateaugay and the more rural area of the Chateaugay Valley, hence our local referents, “Chateaugay” schools and “Valley” schools. The Valley schools, with the exception of one, have socioeconomic indexes ranging from 8 to 10. The high incidence of students at risk due to socio-economic disadvantage is a critical factor in the portrait of our Board.

Programming at the elementary level entails a bilingual model of 50% English/50% French with Language Arts being taught in English in kindergarten through grade 6. While an inclusive model of integration of students with special needs is the norm, a small number of students with particular challenges are regrouped into mixed special education classes. These classes are located both in the Chateaugay area and in the Chateaugay Valley.

At the secondary level, while based on an English mother tongue model, enriched programming is provided in French Second Language. Each of the high schools provides special needs education through both integration and special

education classes. In addition, each high school has developed alternative programs to meet the needs of their respective clientele in both the general education and work-oriented training paths.

At the adult level, the Board offers adult general education programming, vocational training that includes sixteen (16) different vocational training options, social and community programming and services to industry and commerce. The NFSB engages in vocational program ententes that offer services in partnership with other school boards.

Our 2010-2014 Strategic Plan for Success included three goals that were specific to New Frontiers:

- Increase professional capacity and personal growth opportunities for all employees
- Increase community learning centre concepts across the School Board
- Increase programming that supports the development of student character, citizenship and “service learning”

These goals have been blended within the 2014-2018 Plan as we feel that the concepts of professional development, CLCs, and Character Education are integrated into the day-to-day practice at New Frontiers.

The New Frontiers School Board is committed to **Professional Development** for all employees who support the learning in our school and centre communities. This includes the development of our partners in governance: Council, Governing Boards, Parents’ Committee, etc.

Our schools and centres are strongly committed to the **Community Learning Centre** concept. We are looking forward to continued collaboration and vitality within our regions and with our partners.

Good Citizenship & Character Education is evident across our school system. Our elementary students celebrate the five pillars of citizenship, while the entire school board is involved in our partnership with Free The Children; we will also continue to honour our Outstanding Citizens. These initiatives will continue, and we know others will be developed.

***New Frontiers...
Success for all students!***



Orientation 1 - Provide the conditions for every student to achieve success

MELS Goal 1 – Increased graduation/qualification rates of students under the age of 20

Goal Captains – Joanne Henrico & Bonnie Mitchell

Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To increase the percentage of students under the age of 20 who graduate or acquire qualification. <i>Note: MELS has established a provincial target of 80% and prescribed a specific target for the NFSB of 86% of students under the age of 20 will have a diploma or certificate by the year 2020.</i>	The rate of Secondary school graduation and qualification before the age of 20.	65.4% of June 2012 graduates come from the Youth sector (2005-06 cohort: 55.9% males, 76.4% females).	73% of June 2018 graduates come from the Youth sector (2011-12 cohort)	<ul style="list-style-type: none"> Promote educators taking an active role in their own continuous learning as a critical factor in student success Dedicate Board-wide and in-school professional learning opportunities to strengthening our instructional strategies Increase systematic procedures to identify and support struggling students and potential drop-outs Strengthen the transitions between Elementary, Secondary and Adult/Vocational Training Coordinate and optimize support available to Adult students
	The rate of Adult Education graduation before the age of 20.	6.9% of June 2012 graduates come from the Adult Education sector (2005-06 cohort: 7.6% males, 6.0% females)	10% of June 2018 graduates come from the Adult Education sector (2011-12 cohort)	
	The rate of Vocational Training certification, as a first diploma, before the age of 20.	0.8% of June 2012 graduates come from the Vocational Training sector (2005-06 cohort: 0.5% males, 1.1% females)	3% of June 2018 graduates come from the Vocational Training sector (2011-12 cohort)	
To increase the percentage of Elementary, Secondary and Adult Education students reading at grade level.	The % of students reading at level on the Grades 2 and 4 PM Benchmarks	Grade 2: Grade 4:	tbd September 2014	<ul style="list-style-type: none"> Support our schools/centres in strengthening literacy instruction Optimize use of reading levels from PM Benchmarks/GB+ and G.R.A.D.E. to plan strategic teaching Collaborate with CLC partners in early literacy projects
	The % of students reading at level on the Grade 6, 8 and 9 G.R.A.D.E. assessments	Grade 6: Grade 8: Grade 9:	tbd September 2014	
	The % of Adult Education students reading at level on the G.R.A.D.E assessments	tbd September 2014	tbd September 2014	

Goal 1 continues....



MELS Goal 1 – Increased graduation/qualification rates of students under the age of 20				
Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To increase the success rate in the Mathematics, Science & Technology and History & Citizenship subjects required for graduation.	The success rate on the MELS End-of-elementary Mathematics evaluation	tbd September 2014	tbd September 2014	<ul style="list-style-type: none"> • Support our schools in strengthening numeracy instruction • Provide students with a variety of mechanisms to achieve academic success • Focus on instructional improvement and collaborative planning • Facilitate on-line support mechanisms for learning and remediation
	The success rate on the June NFSB Grade 8 Science & Technology evaluation	tbd September 2014	tbd September 2014	
	The success rate on the June NFSB Grade 9 History & Citizenship evaluation	tbd September 2014	tbd September 2014	
	The success rate on the MELS Grade 10 Mathematics exams	2013 school year success rate: Math CST: 68% Math SN: 96% Adult:	tbd September 2014	
	The success rate on the MELS Grade 10 Science & Technology exams	2013 school year success rate: 69% Adult:	tbd September 2014	
	The success rate on the MELS Grade 10 History & Citizenship exams	2013 school year success rate: Histoire: 90% History: 74% Adult:	tbd September 2014	
To reduce the number of students who leave without completing a diploma or certification. <i>Note: MELS has established the following provincial target; reduce the number of dropouts by 8000 by the year 2020.</i>	The number of Youth sector students dropping out without graduating or a qualification and not returning to the Quebec school system in the following year.	The number of “leavers” during the 2010-2011 school year: Cycle 1 secondary: 13 Secondary 3: 24 Secondary 4: 17 Secondary 5: 11	tbd September 2014	<ul style="list-style-type: none"> • Develop systematic procedures to identify and support students who are struggling and/or potential “leavers”



Orientation 1 - Provide the conditions for every student to achieve success

MELS Goal 2 – Increased command and quality of English and French literacy

Goal Captains – Mike Helm & Bonnie Mitchell

Objective	Sub-Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To increase all students' academic results in English Language Arts (ELA)	To increase elementary academic results in English Language Arts (ELA)	The result on MELS end-of Cycle 3 Elementary English Language Arts (ELA) Evaluations (reads & listens to text)	tbd September 2014	tbd September 2014	<ul style="list-style-type: none"> • Develop our use of the “Six Traits of Writing” in our instruction and common assessments • Increase the use of cooperative learning strategies that increase student engagement in learning • Encourage higher order (critical) thinking in our classrooms • Strengthen our use of the Daily 5 • Strengthen our use of reading level assessment information • Use ICT to support and enhance learning opportunities, in particular for students who are at risk • Strengthen our reading comprehension strategies in FG • Implement curriculum renewal in ELA
		The result on MELS end-of Cycle 3 Elementary English Language Arts (ELA) Evaluations (production)	tbd September 2014	tbd September 2014	
	To increase results and success rates in ELA for Secondary and Adult Education	The global result on MELS Secondary V ELA Evaluation	tbd September 2014	tbd September 2014	
		The success rate on MELS Secondary V ELA Evaluation	tbd September 2014	tbd September 2014	
		The success rate on MELS end-of-unit ELA for Adult Education	tbd September 2014	tbd September 2014	

Goal 2 continues...



MELS Goal 2 – Increased command and quality of English and French literacy					
Objective	Sub-Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To increase all student academic results in French Second Language (FSL)	To increase elementary academic results in FSL reading and writing	The average result on the end-of Cycle 3 Elementary French Second Language (FSL) Evaluation by competency	<ul style="list-style-type: none"> Intégrer : Comprendre et lire : Produire : tbd September 2014	tbd September 2014	<ul style="list-style-type: none"> Develop our use of the “Les 6 traits d’écriture” in our instruction and common assessments Increase the use of cooperative learning strategies that increase student engagement in learning Encourage higher order (critical) thinking in our classrooms Strengthen our use of the Daily 5 Strengthen our use of reading level assessment information Use ICT to support and enhance learning opportunities, in particular for students who are at risk Implement curriculum renewal in FSL
		The global result on MELS Secondary V FSL Evaluations	tbd September 2014	tbd September 2014	
	To increase results and success rate in FSL for Secondary and Adult Education	Success rate on the MELS Secondary V FSL Evaluations	tbd September 2014	tbd September 2014	
		Success rate on MELS end-of-unit FSL for Adult Education	tbd September 2014	tbd September 2014	



Orientation 1 - Provide the conditions for every student to achieve success

MELS Goal 3 – Improved levels of retention in school and academic success among certain target groups, especially handicapped students or students with learning or adjustment difficulties.

Goal Captains – Brenda Smylie & Anita Duwel

Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To increase the percentage of students identified as *EHDA (special needs) who graduate or acquire qualification <i>*Elèves handicapés ou en difficulté d'adaptation ou d'apprentissage</i>	Percentage of these students who graduate from youth sector	Benchmark based on September 2014 results	A 5% increase (#) in the number of students who graduate by 2018	<ul style="list-style-type: none"> Establish additional follow-up procedures for students with special needs transitioning from pre-school to elementary, between elementary and high school, and from high school to adult sector Support innovative adaptive instructional approaches for students with special needs Improve access to appropriate technology and/or adaptive equipment for students with IEPs Support appropriate program placements and accreditation for students with special needs, in particular Work Oriented Training Paths.
	Percentage of these students who graduate from a 5-year cohort	Benchmark based on September 2014 results	tbd September 2014	
	Percentage of these students who graduate from a 6-year cohort	Benchmark based on September 2014 results	tbd September 2014	
	Percentage of these students who graduate from a 7-year cohort	Benchmark based on September 2014 results	tbd September 2014	
	Percentage of these students in *WOTP who acquire qualification either in Pre-work (3 year) or semi-skilled (1 year)	Benchmark based on September 2014 results	A 5% increase (#) in the number of students who have acquired qualification by 2018	
To increase the accessibility of educational services to adult students with learning challenges and identified special needs	The number of full-time equivalent (FTE) students in the *SIS programs <i>*Social Integration Services</i>	Benchmark based on number of FTEs as of September 2014	A 5% increase in the number of FTEs generated annually	<ul style="list-style-type: none"> Work collaboratively with our communities and school networks to support current and establish new SIS programs Improve public awareness of the SIS programs



Orientation 1 - Provide the conditions for every student to achieve success

MELS Goal 4 - Growth of a healthy and safe environment in schools/centres

Goal Captains: Bob Thomas & Walter Coriandoli

Objective		Indicator	Benchmark	Target	General Strategies (4 year)
To decrease incidence of bullying and violence (youth sector)		The number of incidents of bullying/violence	TBD June 2015	TBD June 2015	<ul style="list-style-type: none"> Improve collaboration with and participation of community partners, parents and other stakeholders in Anti-Bullying/Anti-Violence (ABAV) strategies Ensure all schools and centres are monitoring and continuously improving their Anti-Bullying/Anti-Violence Plan (Law 19)
		The percentage of students perceiving themselves to be victims of bullying in the past month per Tell Them From Me survey	Elementary = 35%	26%	
			Secondary = 20%	18%	
To develop engaged, informed, caring and active citizens through the Character Education & Citizenship Program	Promote Character Education, and recognize student citizenship in our schools and centres	The number of schools and centres with a locally supported Character Education program	3 elementary schools	Increase by 2 annually	<ul style="list-style-type: none"> Build school-level capacity to develop, implement and sustain citizenship and character education programs
	Develop Digital Citizenship (DC) practices as an integral part of healthy, safe and pro-social behavior	Number of school- or board-level events to increase awareness and engagement of: <ul style="list-style-type: none"> Students Parents Teachers Administrators 	0	2 school- or board-level events per target group annually	<ul style="list-style-type: none"> Develop and implement an NFSB-wide Digital Citizenship (DC) program Align internal governance and coordinate other initiatives to support DC Provide centralized support of DC Increase awareness and engagement of all stakeholders in DC
To increase regular daily practice of healthy eating and active living		Percentage of students consuming more than 5 sweet or fatty foods/day per Tell Them From Me Survey	Elementary = 46%	Elementary = 40%	<ul style="list-style-type: none"> Increase collaborative community partnerships for funding and joint projects that target healthy eating and active living Build student awareness of the Canada Food Guide Through an agreement with Québec en forme, engage a 50% Physical Education Consultant Regular collaboration between Healthy Eating Active Living (HEAL) Committee and local school and centre-level committees to move initiatives forward Continue to support local healthy meal programs
			Secondary = 54%	Secondary = 48%	
		Amount of time students are engaged in daily moderate physical activity per Tell Them from Me Survey)	Elementary = 1.1 hours/day	Elementary = 1.3 hours/day	
			Secondary = 0.8 hour/day	Secondary = 1.0 hour/day	

Goal 4 continues...



MELS Goal 4 - Growth of a healthy and safe environment in schools/centres

Goal Captains: Bob Thomas & Walter Coriandoli

Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To continue to improve the air quality in our schools and centres	The number of incidents of air quality concerns reported to the Material Resources Department	TBD June 2015	TBD June 2015	<ul style="list-style-type: none"> Establish an NFSB Air Quality Plan Increase inspection routines and preventative maintenance efforts Track incidents of air quality concerns and document corrective measures taken
To improve student and staff safety awareness and preparedness for emergency response situations	The percentage of NFSB buildings conforming to all emergency preparedness procedures	TBD September 2014	100% of NFSB schools and centres conform to all emergency preparedness procedures	<ul style="list-style-type: none"> Review and reinforce the emergency response procedures for all staff and students in emergency situations Annually review and revise as needed the Emergency Preparedness Policy



Orientation 1 - Provide the conditions for every student to achieve success

MELS Goal 5 - Increase the number of people under the age of 20 in vocational training paths

Goal Captain: Anita Duwel

Objective	Indicator	Benchmark	Target	General Strategies (4 year)
<p>To increase the number of students under the age of 20 registered in vocational training paths</p>	<p>The number of students registered in vocational training programs on a yearly basis broken down by:</p> <ul style="list-style-type: none"> • Ententes: • International: • Quebec residents: <p>Total students:</p>	<p>99 students were registered in the 2011-2012 school year.</p> <ul style="list-style-type: none"> • Ententes: 0 • International: 0 • Quebec residents: 99 <p>Total students: 99</p>	<p>5% annual increase in the total number of students registered in vocational training programs:</p> <ul style="list-style-type: none"> • Ententes: • International: • Quebec residents: 	<ul style="list-style-type: none"> • Heighten awareness of English vocational training on our territory, within both anglophone and francophone communities, and at both elementary and secondary levels. • Facilitate the transition of students from secondary and general education to vocational training • Offer additional vocational options where available • Continue collaboration with community partners through 16-24 Tables in both the Valley and Chateauguay
<p>To increase the number of students who are certified in their vocational training program</p>	<p>The number of students under 20 who are certified in the vocational programs broken down by:</p> <ul style="list-style-type: none"> • Ententes: • International: • Quebec residents: <p>Total Students:</p> <p>The number of students 20 and over who are certified in the vocational programs broken down by:</p> <ul style="list-style-type: none"> • Ententes: • International: • Quebec residents: <p>Total Students:</p>	<p>TBD October 2014</p> <p>The number of students under 20 who were certified in the 2013-2014 school year:</p> <ul style="list-style-type: none"> • Ententes: • International: • Quebec residents: <p>Total Students:</p> <p>The number of students 20 and over who were certified in the 2013-2014 school year</p> <ul style="list-style-type: none"> • Ententes: • International: • Quebec residents: <p>Total Students:</p>	<p>10% annual increase in the total number of students who are certified</p>	<ul style="list-style-type: none"> • Enhance student support systems for students at risk



Orientation 2 - Promote and support personal and professional growth

NFSB Goal 6 – Optimize the conditions for professional growth to enable all employees to support student success.

Goal Captain: Cuthbert McIntyre

Objective	Indicator	Benchmark	Target	General Strategies (4 year)
To work with professional growth frameworks and provide professional learning opportunities that support the 2014-2018 School Board Strategic Plan for Success (SBSPS)	The number of selected power competencies incorporated into evaluation framework based on a professional growth model	The number of “power” competencies: <ul style="list-style-type: none"> Teachers - 0 Blue collar - 0 White collar - 0 Professionals - 0 Administrators - 0 	The number of “power” competencies” <ul style="list-style-type: none"> Teachers: 3 TBD October 2014: <ul style="list-style-type: none"> Blue collar White collar Professionals Administrators 	<ul style="list-style-type: none"> Incorporate a professional growth and continuous improvement model which includes power competencies in the evaluation process Promote all staff taking an active role in their own continuous learning as a critical factor in student success
	The number of schools and centres that have and apply a professional growth plan that supports their MESA The number of Board-level departments that have and apply a professional growth plan that supports the DG’s priorities	The number of professional growth plans in place in the: Schools - 0/12 Centres - 0/3 Dept. - 0/6	Each school, centre and department will have a professional growth plan in place.	<ul style="list-style-type: none"> Ensure professional development opportunities are supported by current, research-based evidence Develop school, centre and department professional growth plans that incorporate collaboration and team-building Monitor professional growth plans for all employees to ensure links to the SBSPS

Orientation 3 – Engage and value our communities as collaborative partners

NFSB Goal 7 - Increase the effectiveness of our interactions with our students, employees, parents, partners, and communities

Goal Captains: Luisa Benvenuti & Rob Buttar

To build effective communication practices through centralized strategies and increased use of social media	The % level of satisfaction from a “Communications Satisfaction Survey” for the following target audiences: <ul style="list-style-type: none"> Employees Students Parents Community 	TBD – December 2014 Level of satisfaction (%) amongst target audiences: <ul style="list-style-type: none"> Employees = X% Students = X% Parents = X% Community = X% 	To increase the level of satisfaction for each group by X% annually. (TBD January 2015)	<ul style="list-style-type: none"> Establish a board-level communications committee to develop and monitor a Communication Plan Establish shared responsibilities for communications Use stakeholder survey feedback to adjust specific strategies
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Orientation 4 – Optimize resources and engage in relationships that support student success

NFSB Goal 8 - Department resources, infrastructures, processes, and delivery of services are clearly linked to the success of our students.

Goal Captain: Craig McAlpine

Objectives	Department	Indicator	Benchmark	Target	General Strategies (4 year)
To increase employees' work engagement and job satisfaction	Human Resources	<ul style="list-style-type: none"> Employee Relations Index (%) 	To be determined by September 2014	Increase by 5% annually	<ul style="list-style-type: none"> Review and consult on Employee Relations Index results with all dept./school/centre staff
To build a qualified and diverse workforce through value-added recruitment	Human Resources	<ul style="list-style-type: none"> "Quality of Hire" measurement The length of time to fill a vacant/replacement post 	To be determined by September 2014	<ul style="list-style-type: none"> Annual increase, by 2.5%, of administrators-satisfied with new hires after six months Annual decrease by 2.5% of posts not filled within 15 days of requisition 	<ul style="list-style-type: none"> Develop and Implement a fully integrated Orientation and Training Program Use of Recruitment Master Operating Plan (MOP) to increase our recruiting network
To restructure service delivery processes to reduce administrative burden (in schools, centres and departments)	Administrative Services Human Resources Archives Material Resources Transportation Marketing	<ul style="list-style-type: none"> Volume of physical documents processed in schools, centres, and departments for administrative purposes Number of transactions processed in schools and centres 	To be determined by September 2014	<p>Annualized Decrease of 3%</p> <p>Annualized Decrease of 3%</p>	<ul style="list-style-type: none"> Each department annually identifies, prioritizes and validates with the Directorate, the work flow/work processes that require improvement Review current and explore new service level agreements
To optimize resource allocation for buildings and maintenance	Material Resources IT	<ul style="list-style-type: none"> Success in meeting project completion timelines Success in work order completion timelines 	To be determined by September 2014	5% improvement	<ul style="list-style-type: none"> Implement ticketing system to improve communications and accountability for service requests Evaluate and implement more rigorous infrastructure tracking tools and processes to better support pre-emptive evaluations and maintenance as well as MELS requirements
To provide improved network performance and critical service redundancy (enhanced back-up)	IT	<ul style="list-style-type: none"> Percentage of availability during scheduled uptime Bandwidth targets by sector 	To be established by September 2014 Reserved throughput to schools is X for primary, y for secondary and z for centres and Board Office	100% of schools have a 1 Gb/s or better connection to the Board network 100% of schools have 1 hour of uptime for critical services in case of power outage Reserved bandwidth by sector is indexed annually based on available Board bandwidth	<ul style="list-style-type: none"> Annual negotiation of network service commitments and targets Analyze and augment network architecture and components to support stable high volume use and high availability