



Management and Educational Success Agreement

Between

The Lester B. Pearson School Board

And

Evergreen Elementary School



Together We Learn:
Partnering for Student Success

Management Agreement

Introduction

The Evergreen Elementary 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". The Success Plan outlines a clear direction and defines our priorities for the coming five years. At Evergreen, it is our responsibility to ensure that every student in our school has the encouragement and opportunity to perform to the best of their ability. Our success plan provides a road map to meet that responsibility. It is built on a foundation of historical accomplishments of Evergreen's students, staff and community. The Success Plan ensures that our goals are equitable, developmentally appropriate and achievable.

Our Success Plan has been developed with input from stakeholders, in accordance with the strategic directions of MELS and the four identified pillars (culture for learning, professional growth, school and community partnerships, and wellness) of our school board's strategic plan. We believe the objectives and strategies chosen represent key areas that will increase the success rate of our students. At Evergreen Elementary School, student success is our priority.

Characteristics of the School

School Profile

Evergreen Elementary is located in the residential community of St. Lazare, Quebec.

To respond to the population boom in English language education, the school was opened for the 1992-93 school year. In subsequent years, there have been two sister schools built with a third slated for a 2011 opening.

The school draws its students from young families in St. Lazare, and includes students from surrounding smaller rural communities. Families range in age and income.

The community also has a transient population, with a number of families 'coming and going' from all parts of Canada, United States and Europe.

The school is used as a community center and houses numerous recreational and sports programs operated by the city.

The majority of our graduates attend the neighbouring schools, Westwood Jr. High School and Westwood Sr. High School. Enrolment is approximately 390 students from kindergarten to grade 6.

The school offers a 50/50 bilingual program to all students, with two and a half days per week each of French and English instruction.

The school has 1.50 Resource Teachers who provide remedial support to our students in English and French.

The school offers a before and after school daycare program for approximately 80 students.

There are 11 school busses that serve the school. A small number of students may be on the bus for approximately 60 minutes each way.

Extra curricular activities at Evergreen may include Chess Club, choir, bridge, cartooning, Mad Science, run club, and lunchtime intramurals.

Fundraising is very active through the Home and School. Social causes have included such activities as the Terry Fox Run, Jump Rope for Heart, Free the Children and local food banks.

Each year Evergreen sees upwards of 60 parent volunteers who give to the school in many different capacities. Over 100 of our families join the Home and School Association annually.

School Vision / Mission

At Evergreen School, all teachers are language teachers. We recognize that language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. It is necessary not only to learn language, but also to learn about language and through language. Learning is most effective when it takes place in authentic contexts, and literature plays a special role in enabling this to happen. The strands of oral, written and visual communication are learned accross and throughout all subjects.

School Vision:

We believe that:

* all children can and do learn

* children learn in different ways, and have different strengths

* school must be a safe, happy and caring place

* a collaborative community including parents, staff, and students supports learning

Mission Statement:

"Success for every student: celebrating learning, aiming for excellence"

By engaging in exciting and challenging learning experiences, students will

* develop the social and academic skills / attitudes to become creative problem solvers and productive citizens

* become life-long learning enthusiasts

School Portrait

Evergreen Elementary School Profile			
	2006-2007	2007-2008	2008-2009
Total enrolment	390	356	
Number of Boys	54.4%	54.8%	
Number of girls	46.6%	45.2%	
Proportion born in Québec	77.2%	80.1%	
Portion English speaking	85.9%	82.6%	
Number of at Risk & special need students	13	11	
Proportion integrated students	100%	91.7%	
Proportion of students entering cycle one at age	98.2%	n.d.	
Proportion of students leaving elementary school at age	97.6%	100%	

The following statistics are based on teacher reporting in accordance with the School Board wide established assessment material and benchmarks for English (PM Benchmark) and French (GB+):

Running Records Results French			
Cycle	2008-2009		Board Targets (Spring)
	Fall	Spring	
Cycle One Year 1	0.37	8.83	10
Cycle One Year 2	9.89	14.28	16
Cycle Two Year 1	14.67	16.21	19
Cycle Two Year 2	20.98	22.53	22
Cycle Three Year 1	24.38	25.85	26
Cycle Three Year 2	23.35	24.16	30+

Running Records Results English			
Cycle	2008-2009		Board Targets (Spring)
	Fall	Spring	
Cycle One Year 1	2.17	11.19	
Cycle One Year 2	17.57	22.74	
Cycle Two Year 1	23.73	24.56	25
Cycle Two Year 2	26.84	28.04	28
Cycle Three Year 1	29.16	29.78	30
Cycle Three Year 2	29.52	29.85	30+

Success Rate For End of Cycle III Exams		
Exams	2008-2009 School	2008-2009 School Board
French	60.74%	73%
English	76.70%	74%
Math	81.48%	79%

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 Elementary End of Cycle III Math exam results.

Targets

A 2% increase in the success rate for MELS Elementary End of Cycle III Math 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
Objective: To improve numeracy and problem-solving skills	<ul style="list-style-type: none"> • have Cycle teams work with consultants to enhance staff knowledge / skills in the teaching of math • Use appropriate manipulatives at all levels • Continue to develop the teachers' abilities to incorporate technology (esp. smartboards) into their teaching practices • Use results of MELS end of year exams to target areas of concern • All cycles to focus on situational problems in the delivery of curriculum • Use Resource teacher time to provide early intervention 	<ul style="list-style-type: none"> • the success rate of of MELS end of cycle exam results • Cycle team sharing during monthly staff meetings • regular team meetings where teachers share, compare and collaborate • situational problems are in common use in classrooms in all Cycles • remediation is being provided when necessary 	<ul style="list-style-type: none"> • increase end of Cycle 3 MELS Mathematics exam results: <p>Competency 1: 80.88% (2008-09) by 4% to 85% (2015)</p> <p>Competency 2: 82.69% (2008-09) by 4% to 86% (2015)</p> <p>Competency 3: 80.88% (2008-09) by 4% to 85% (2015)</p>	<ul style="list-style-type: none"> • Math consultants • conferences / workshops with a focus on developing skills in the teaching of math • Resource teacher 	<ul style="list-style-type: none"> • increase scores on MELS Cycle 3 math exams by 2015 	<ul style="list-style-type: none"> • Annual review of Cycle 3 MELS Math exam results

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

Objective

To reduce the 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:2 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To learn about and implement strategies to improve the learning of boys	<ul style="list-style-type: none"> • Provide a variety of activities for hands-on learners • Implement a positive competitive game approach • Use the skills of outside groups such as Dynamix to teach positive competitive and cooperative play skills • In preparing lessons, use the four learning styles / modalities for student participation • Equip classrooms to accomodate tactile - kinesthetic learners • Attend workshops / conferences to improve knowledge of boys' learning needs. • establish a club/clubs which engage boys' interests • establish a mentoring program for at-risk boys • consult with parents, staff and students where possible to develop an Evergreen homework policy • use portal communities to communicate more effectively with students and parents 	<ul style="list-style-type: none"> • the number of new interventions targetting boys • homework policy is being developed • teachers are using portal communities to communicate with parents and students 	<ul style="list-style-type: none"> • a minimum of 3 new interventions targetting the engagement of boys by 2015 • Evergreen homework policy is developed and in use by September 2011 	<ul style="list-style-type: none"> • Professional development sessions focussing on the learning and development of boys • Outside groups (eg. Dynamix) to help with specific programs • input from staff and parents • research on the subject of homework 	<ul style="list-style-type: none"> • a minimum of 3 new initiatives targetting boys by 2015 • Homework policy by September 2011 	<ul style="list-style-type: none"> • Annual review given to staff council • Annual repport to Governing board

MELS Goal 2: Improved Mastery of English and French Language Skills (page id:3 School Board)

Objective

To increase French Literacy.

Indicators

The success rate on elementary end of cycle III French exam results.

Targets

A 4% increase in the success rate for Elementary end of cycle III French exam results by 2015.

MELS Goal 2: Improved Mastery of English and French Language Skills (page id:3 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To increase English and French literacy	<ul style="list-style-type: none"> Work with consultants and teacher leaders to further increase teacher knowledge and skills needed to use the Daily 5 / Les 5 au Quotidien plan effectively Use of Daily 5 / Les 5 au Qotidien approach to reading in order to differentiate appropriately Use resource teachers to provide early intervention sessions with small groups of children Celebrate literacy through authors visits, book fairs, literacy week activities such as "I Love to Read" Use accurate reading records to create groups and work on different skills that the children need In all cycles, focus on Strategic Reading and Response to Literature (including inferential response) to improve results in 	<ul style="list-style-type: none"> Sessions with consultants / teacher leaders have taken place Use of Daily 5 / Les 5 au Qotidien is evident in classrooms Resource schedule is set up to provide reading intervention based on running record data from the previous year Events celebrating literacy are scheduled and occur Cycle meetings to share student work in English and French Students are participating in reading activities that develop the ability to respond to literature 	<ul style="list-style-type: none"> a 4% increase in the Evergreen success rate for the MELS elementary end of Cycle 3 English exam results by 2015 a 4% increase in the Evergreen success rate for the MELS elementary end of Cycle 3 French exam results by 2015 a 4% increase in the Evergreen success rate of students who attain the established benchmarks in reading and writing by 2015 	<ul style="list-style-type: none"> consultants (English and French) resource team running records results (PM Benchmarks and GB+) 	<ul style="list-style-type: none"> 2015 	<ul style="list-style-type: none"> Benchmarks / GB+ results shared annually - staff MELS exam results shared annually - staff

	Competency 1 of MELS exams					
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MELS Goal 2: Improved Mastery of English and French Language Skills (page id:4 School Board)

Objective

To increase French Literacy.

Indicators

The percentage of elementary students who attain the established benchmarks in reading and writing.

Targets

A 4% increase in the number of elementary students reading and writing at level by 2015.

MELS Goal 2: Improved Mastery of English and French Language Skills (page id:4 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To increase English and French literacy	<ul style="list-style-type: none"> Work with consultants and teacher leaders to further increase teacher knowledge and skills needed to use the Daily 5 / Les 5 au Quotidien plan effectively Use of Daily 5 / Les 5 au Quotidien approach to reading in order to differentiate appropriately Use resource teachers to provide early intervention sessions with small groups of children Celebrate literacy through authors visits, book fairs, literacy week activities such as "I Love to Read" Use accurate reading records to create groups and work on different skills that the children need In all cycles, focus on Strategic Reading and Response to Literature (including inferential response) 	<ul style="list-style-type: none"> Sessions with consultants / teacher leaders have taken place Use of Daily 5 / Les 5 au Quotidien is evident in classrooms Resource schedule is set up to provide reading intervention based on running record data from the previous year Events celebrating literacy are scheduled and occur Cycle meetings to share student work in English and French are occurring Students are participating in reading activities that develop the ability to 	<ul style="list-style-type: none"> a 4% increase in the Evergreen success rate for the MELS elementary end of Cycle 3 English exam results by 2015 a 4% increase in the Evergreen success rate for the MELS elementary end of Cycle 3 French exam results by 2015 a 4% increase in the Evergreen success rate of students who attain the established benchmarks in reading and writing by 2015 	<ul style="list-style-type: none"> consultants (English and French) resource team running records results (PM Benchmarks and GB+) 	<ul style="list-style-type: none"> 2015 	<ul style="list-style-type: none"> Benchmarks / GB+ results shared annually - staff MELS exam results shared annually - staff

	to improve results in Competency 1 of MELS exams	respond to literature				
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MELS Goal 2: Improved Mastery of English and French Language Skills (page id:5 School Board)

Objective

To increase English literacy.

Indicators

The success rate on elementary end of cycle III English exam results.

Targets

A 4% increase in the success rate for Elementary end of cycle III English exam results by 2015.

MELS Goal 2: Improved Mastery of English and French Language Skills (page id:5 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To increase English and French literacy	<ul style="list-style-type: none"> Work with consultants and teacher leaders to further increase teacher knowledge and skills needed to use the Daily 5 / Les 5 au Quotidien plan effectively Use of Daily 5 / Les 5 au Quotidien approach to reading in order to differentiate appropriately Use resource teachers to provide early intervention sessions with small groups of children Celebrate literacy through authors visits, book fairs, literacy week activities such as "I Love to Read" Use accurate reading records to create groups and work on different skills that the children need In all cycles, focus on Strategic Reading and Response to Literature (including inferential response) to improve results in 	<ul style="list-style-type: none"> Sessions with consultants / teacher leaders have taken place Use of Daily 5 / Les 5 au Quotidien is evident in classrooms Resource schedule is set up to provide reading intervention based on running record data from the previous year Events celebrating literacy are scheduled and occur Cycle meetings to share student work in English and French are occurring Students are participating in reading activities that develop the ability to 	<ul style="list-style-type: none"> a 4% increase in the Evergreen success rate for the MELS elementary end of Cycle 3 English exam results by 2015 a 4% increase in the Evergreen success rate for the MELS elementary end of Cycle 3 French exam results by 2015 a 4% increase in the Evergreen success rate of students who attain the established benchmarks in reading and writing by 2015 	<ul style="list-style-type: none"> consultants (English and French) resource team running records results (PM Benchmarks and GB+) 	<ul style="list-style-type: none"> 2015 	<ul style="list-style-type: none"> Benchmarks / GB+ results shared annually - staff MELS exam results shared annually - staff Administrator will give progress report on School Success Plan annually to the Governing Board

	Competency 1 of MELS exams	respond to literature				
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MELS Goal 3: Improved Levels of Retention and Academic Success for Students at Risk and Students With Special Needs (page id:6 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.

Targets

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

MELS Goal 3: Improved Levels of Retention and Academic Success for Students at Risk and Students With Special Needs (page id:6 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To increase the success rate of students at risk and students with special needs, many of whom are boys	<ul style="list-style-type: none"> Work on improving reading skills for at-risk and special needs students through resource teacher intervention, home-reading programs, volunteer parent readers Work on improving social skills for at-risk and special needs students through resource teacher and aide intervention, small group settings using authentic experiences, Accomodate different learning styles and specific needs through the use of various tools, technologies and strategies (differentiated teaching) Via staff meetings and/or Cycle Team meetings, share ideas to equip teachers with successful intervention strategies for children at risk - especially boys - by creating a bank of 	<ul style="list-style-type: none"> In social situations the at-risk or special needs student is able to function (converse, play) the number of professional development activities creation of a bank of proven successful intervention strategies for students with special needs. 	<ul style="list-style-type: none"> A minimum of one professional development activity officially scheduled on the school calendar for the whole staff in 2010 - 11 Students will meet the objectives on their Individualized Education Plan (IEP) 	<ul style="list-style-type: none"> Opportunities during staff meetings to report on successful intervention strategies discussed during cycle meetings Time for Resource teacher to collate strategies into a bank available for all staff Teacher professional development resources such as a sensory room, laptops, manipulatives, OT materials/strategies Smartboards for all classrooms 	<ul style="list-style-type: none"> 2010 - 2015 	<ul style="list-style-type: none"> annual report on IEP's by Resource Team to staff council annual progress report to Governing Board

	appropriate strategies					
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MELS Goal 4: Healthier and Safer School Environment (page id:7 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:7 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To promote a culture of pride in and respect for the environment and wildlife	<ul style="list-style-type: none"> • Create a subcommittee for school environmental theme • Educate students and help them implement personal environmental initiatives • Teachers will add a re-usable drink container to class supply list • Provide incentives for "litterless lunches" 	<ul style="list-style-type: none"> • number of students / staff using re-usable drink containers • number of school initiatives that promote environmental consciousness 	<ul style="list-style-type: none"> • Increase the days of litterless lunches by 1 day per week per year until 2015 • decrease the number of students and staff using disposable drink containers by 50% by June 2011 and 100% by June 2012 • Use of photocopy paper will not increase 	<ul style="list-style-type: none"> • Reward system for participating students • Company to provide re-usable with the school logo • Committee including students to focus on wildlife issues • Committee for school environmental theme 	<ul style="list-style-type: none"> • 1 day per week for things like litterless lunches • increase incrementally • increase annually 	<ul style="list-style-type: none"> • litterless lunches: 1 day / week - use senior students as monitors in class, with help of lunch supervisors • monitoring committee to report annually to staff council

MELS Goal 4: Healthier and Safer School Environment (page id:8 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:8 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To support and expand programs that foster healthy living	<ul style="list-style-type: none"> • Continue Terry Fox run • Add learning yoga to physical education classes • Teach "brain gym" to students • Teach breathing and other relaxation techniques to all students and staff • Continue Jump Rope for Heart • Implement intramural activities a lunch time • Increase student involvement with music • Encourage healthy snacks 	<ul style="list-style-type: none"> • participation rates in school sports/fitness activities • healthier lunches / snacks • Physical Education and Health competency results on June report 	<ul style="list-style-type: none"> • demonstrate an increase in the June physical education and health competency results by 4% by 2015 • increase extra-curricular physical activity in the school by 5% per year • by 2015, every student will experience reflection and relaxation daily 	<ul style="list-style-type: none"> • Terry Fox Foundation • volunteers, school coordinator • staff • PD / mentoring • material provided by the PE department • equipment • students • Intramural committee 	<ul style="list-style-type: none"> • annual report to Council, Governing Board • Intramurals: incremental, 1 Cycle per year 	<ul style="list-style-type: none"> • participation rate • anecdotal • monitoring by the Committee

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

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To provide a safe, secure and welcoming environment	<ul style="list-style-type: none"> Revamp / re-write school behavior code Bus pick-up / parent pick-up - develop improved procedure Drop-off and parking - improve procedure Ensure regular fire drill and "Code Red" practices Fence-in school yard Ensure a welcoming entrance - decoration according to theme increase use of "Connect-Ed" to improve communication 1st Aid / CPR for teachers: learn how to use paddles Monthly review of student allergies by school nurse 1st Aid kits available in different locations 	<ul style="list-style-type: none"> Improving drop-off and pick-up procedures Behavior code being worked on "Connect -ed" in more consistent use first aid kits available in different locations 	<ul style="list-style-type: none"> Front foyer reflects student activities in the school First aid kits placed in each hallway, gym and daycare Increased number of Connect-ed messages by 2010-11 Parents feel welcome in the school 	<ul style="list-style-type: none"> funding for school fence - LBP equipment services , via Capital Request process Committee for drop-off and pick-up Peaceful Schools International - support for peace initiatives Professional development to enable staff to organize peer mediation 	<ul style="list-style-type: none"> for fence: do some sections each year 2011 - 2015 other initiatives: 2010 - 2015 	<ul style="list-style-type: none"> annual report on progress to staff council / Governing Board

MELS Goal 5: Increased Enrolment of Students Under 20 Years of Age in Vocational Training (page id:10 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:10 School / Centre)

Objectives	Strategies	Indicators	Target	Resources	Timeline	Monitoring
Objective: To develop student knowledge of skilled occupations and trades	<ul style="list-style-type: none"> • Invite and/or visit local skilled workers and business people to speak to Evergreen students • Provide opprotunities for students to visit local workplaces • Provide opportunities for Cycle 3 students to study career choices • Evergreen teachers to visit vocational schools within LBP to increase knowledge of options • Use of "GOAL" program in Cycle 3 • Have a career day • Have ex-Evergreen students visit / talk to 	<ul style="list-style-type: none"> • number of skilled workers and business people visiting • number of workplace visits taking place • number of trades / professions presented at Careeer Day 	<ul style="list-style-type: none"> • GOAL program implemented in Cycle 3 by 2012 • Career Days become an annual event • regular visits inside / outside school with skilled trades / businesspeople • students have greater awareness of work / career options 	<ul style="list-style-type: none"> • Professional Development money to release teachers • parents (involvement) • consultant to assist with GOAL program 	<ul style="list-style-type: none"> • 2010 - 2015 	<ul style="list-style-type: none"> • annual report to staff council, Governing board

	Evergreen students • build in "real world experiences"					
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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 from June 2011 to June 2015, through the School/Centre Annual Report presented to the community.
- The LBPSB/School Management and Educational Success Agreement is valid from October 2010 to June 30, 2011
- A yearly revision 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:

Director General LBPSB

Date

Principal

Date