



**Annual Report
Management and Educational Success Agreement
2013-2014**



Performance Grid

The performance grid below is used to self-evaluate your current situation with regards to the attainment of your MESA objectives. The self-evaluation is done with respect to the following scales:

SATISFACTORY: The results obtained are in line or closely in line with the target. The target has been attained or maintained. “Satisfactory” means that a school may have reached their target, but are still looking to improve their results.

MONITORED: The results obtained are slightly below the target. However, certain factors can explain the gap between the target and the results. “Monitored” can also mean that results are currently unavailable and that a school is tracking its results.

CRITICAL: The results obtained are drastically below the target and may require adjustments to the strategy in order to progress towards meeting the target.

MELS/EMSB GOALS:

- Increase the percentage of students who obtain certification and qualification before the age of 20
- Improve the Mastery of French and English (Reading and Writing)
- Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities
- Promote a healthy and safe environment through violence prevention
- Increase the number of students under the age of 20 in Vocational Training

3- The following strategies will be added in 2014-15 to improve Math results in Secondary IV:

- PLCs - Item Analysis to identify types of questions or topics where students did not perform as well.

MELS Goal 2: Improve the Mastery of French (Reading and Writing)

Considering the objective set by EMSB, which is in line with the MELS goal to improve the mastery of French, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: To maintain our 100% success rate on the Secondary V French Reading examination.

Baseline Year: 2012	Current Year: 2014	Target Year: 2014
Baseline: 100% (Starting Point)	Result: Students did not write FLS Exams in 2013-14	Target 1: 100% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical

Comment: RWA students now write FLS exams in Secondary V –January as opposed to Secondary IV.

School Objective 2: To maintain our 100% success rate on the Secondary V French Writing examination.

Current Year: 2014	Current Year: 2014	Target Year: 2014
Result: Students did not write FLS Exams in 2013-14	Result: Students did not write FLS Exams in 2013-14	Target 1: 100% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical

Comment: RWA students now write FLS exams in Secondary V –January as opposed to Secondary IV.

OVERALL EVALUATION OF GOAL 2:

Global evaluation of Goal 2: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: Students continue to do extremely well in français langue d’enseignement and français langue maternelle.

MELS Goal 2 : Improve the Mastery of English (Reading and Writing)

Considering the objective set by EMSB, which is in line with the MELS goal to improve the mastery of English, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: <i>To maintain our 100% success rate on the Secondary V ELA Reading examination 612520.</i>		
Baseline Year: 2012	Current Year: 2014	Target Year: 2014
Baseline: 100% (Starting Point)	Result: 100%	Target 1: 100% To be obtained by the end of MESA Agreement
Evaluation of Objective 1: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Comment:		
School Objective 1: <i>To maintain our 100% success rate on the Secondary V ELA Written Production examination 612530.</i>		
Baseline Year: 2012	Current Year: 2014	Target Year: 2014
Baseline: 100% (Starting Point)	Result: 100%	Target 1: 100% To be obtained by the end of MESA Agreement
Evaluation of Objective 1: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Comment:		
OVERALL EVALUATION OF GOAL 2:		
Global evaluation of Goal 2: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Were the strategies listed in your MESA for attaining the objectives implemented as planned?		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (explain) Partially <input type="checkbox"/> (explain)		
Comment: Teachers work effectively to prepare students for the MELS ELA exam. Foreign student was also able to pass all components of exams despite arriving in Canada in 2011.		
If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.		

MELS Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities		
Considering the target set by EMSB on the percentage of students with handicaps, social maladjustments or learning disabilities who obtain certification and qualification by 2014, as well as the target set in your MESA, how do you evaluate your current situation?		
School Objective 1: Does not apply.		
Baseline Year:	Current Year:	Target Year:
Baseline: (Starting Point)	Result:	Target 1: To be obtained by the end of MESA Agreement
Evaluation of Objective 1: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		

Comment:		
School Objective 2: Does not apply.		
Baseline Year:	Current Year:	Target Year:
Baseline: (Starting Point)	Result:	Target 2: To be obtained by the end of MESA Agreement
Evaluation of Objective 2: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Comment:		
School Objective 3: Does not apply.		
Baseline Year:	Current Year:	Target Year:
Baseline: (Starting Point)	Result:	Target 3: To be obtained by the end of MESA Agreement
Evaluation of Objective 3: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Comment:		
OVERALL EVALUATION OF GOAL 3:		
Global evaluation of Goal 3: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Were the strategies listed in your MESA for attaining the objectives implemented as planned?		
Yes <input type="checkbox"/> No <input type="checkbox"/> (explain) Partially <input type="checkbox"/> (explain)		
Comment :		
If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.		
MELS Goal 4: To promote a healthy and safe environment through violence prevention.		
Considering the targets set by EMSB, by 2014, to reduce the percentage of elementary and high school students who are victims of bullying and to increase students' sentiment of school safety, as well as the target set in your MESA, how do you evaluate your current situation?		
School Objective 1 : Reduce the number of students that are victims of bullying		
Baseline Year: 2013	Current Year: 2013	Target Year: 2014
Baseline: Four suspensions (Starting Point)	Result: Four suspensions	Target 1: Zero
Evaluation of Objective 1: <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Monitored <input type="checkbox"/> Critical		

<p>Comment: The TTFM survey reports that the prevalence of bullying at RWA is 11% which is lower than the national average of 23%. The highest frequency area for bullying was outside of school (34%)</p>		
<p>School Objective 2: Reduce the number of students reporting moderate to high levels of anxiety. (TTFM)</p>		
Baseline Year: 2012	Current Year: 2014	Target Year: 2014
Baseline: 23% (Starting Point)	Result: 22%	Target 2: 21% To be obtained by the end of MESA Agreement
<p>Evaluation of Objective 2: <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Monitored <input type="checkbox"/> Critical</p>		
<p>Comment: The Canada norm for these grades is 18%.</p>		
<p>OVERALL EVALUATION OF GOAL 4:</p>		
<p>Global evaluation of Goal 4: <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Monitored <input type="checkbox"/> Critical</p>		
<p>Were the strategies listed in your MESA for attaining the objectives implemented as planned?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> (explain) Partially <input checked="" type="checkbox"/> (explain)</p>		
<p>Comment: Reports of bullying are difficult to measure. The majority of issues are resolved without being referred to the administration. Mediation and education are always a priority.</p> <p>90% of students report feeling safe at school (RWA). 10% of those feeling unsafe at RWA report feeling so because they have had a material item stolen at school.</p> <p>All strategies reported in objective 2 were implemented.</p>		
<p>If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.</p> <p>Added: MindPop Study Skills Program for Secondary I</p>		
<p>MELS Goal 5: To increase the number of students under the age of 20 in vocational training</p>		
<p>Considering the target set by EMSB on the percentage of students who obtain certification and qualification in vocational training before the age of 20 by 2014, as well as the target set in your MESA, how do you evaluate your current situation?</p>		
<p>School Objective 1: Does not apply.</p>		
Baseline Year:	Current Year:	Target Year:
Baseline: (Starting Point)	Result:	Target 1: To be obtained by the end of MESA Agreement
<p>Evaluation of Objective 1: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical</p>		
<p>Comment:</p>		
<p>School Objective 2: Does not apply.</p>		
Baseline Year:	Current Year:	Target Year:
Baseline:	Result:	Target 2:

(Starting Point)		To be obtained by the end of MESA Agreement
<u>Evaluation of Objective 2:</u> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical Comment:		
School Objective 3: Does not apply.		
Baseline Year:	Current Year:	Target Year:
Baseline: (Starting Point)	Result:	Target 3: To be obtained by the end of MESA Agreement
<u>Evaluation of Objective 3:</u> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical Comment:		
OVERALL EVALUATION OF GOAL 5:		
<u>Global evaluation of Goal 5:</u> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical Were the strategies listed in your MESA for attaining the objectives implemented as planned? Yes <input type="checkbox"/> No <input type="checkbox"/> (explain) Partially <input type="checkbox"/> (explain)		
Comment: This goal is not applicable to the population of Royal West Academy.		
If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.		

MESA ANNUAL REPORT ANALYSIS

Goal 1: Increase the percentage of students who obtain certification and qualification before the age of 20.

- Royal West has maintained a 100% success rate for Certification
- The success rate on the Secondary IV Uniform Exam in Science Math has improved from 57% in 2011 to 95.9% in 2014. Our goal of 86% has been surpassed by a significant amount. The EMSB success rate was 84% in June 2014.
- A Secondary IV Cultural Math option was offered after school in 2013-14 for students not pursuing a science-oriented field in CEGEP. The success rate on the Uniform Exam was 81.8%.
- Royal West offered the MathHelp software to all senior students, but student use was minimal; therefore teachers felt it did not warrant the additional expense to parents.
- Students continue to succeed in the histoire/History MELS exam.
- Staff continues to analyze students' results in detail with support from the appropriate consultants at the EMSB.

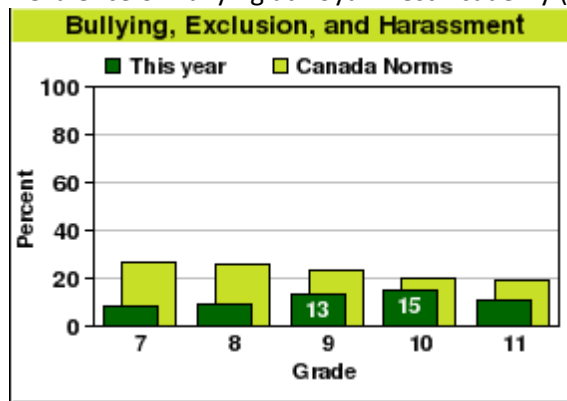
**Goal 2 : Improve the Mastery of French (Reading and Writing)
Improve the Mastery of English (Reading and Writing)**

- FSL exams had been written in Secondary IV in previous years. Both MELS and the EMSB have asked us to write in January of Secondary V in the future. Students in Secondary V will write in January 2015.
- Students at Royal West Academy follow the français langue maternelle or français langue d’enseignement program. The success rate at RWA in the français langue d’enseignement for the 2013-14 school year was 90.6% and 100% for français langue maternelle.
- 100% of Secondary V RWA students successfully complete the English Language Arts MELS exams.
- RWA continues to support students’ interest in reading through the library, book fair, used book sale, and a summer reading program.

Goal 4: To promote a healthy and safe environment through violence prevention.

- Students at Royal West reported significantly lower incidents of bullying (11%) than the average Canadian school (23%) as illustrated in the chart below. (TTFM Survey)
- 90% of students feel safe attending the school; the Canadian norm for these class levels is 85%.

Prevalence of Bullying at Royal West Academy (2014)



- Statistics related to reports of bullying are difficult to accrue because the majority of issues are resolved through the intervention of a staff member without a formal complaint to the Administration.
- Reducing anxiety amongst students has been a challenge. We continue to monitor our progress in this area.
- Royal West staff actively participated in professional development in order to better understand issues of the high-achieving student and to find practical strategies to support students in the classroom. In August, staff attended a full day workshop entitled “The Neuroscience Behind the High-Achieving Student” which was presented by Dr. Regalena Melrose, renowned neuroscientist and author from California.
- In 2013, a Professional Learning Community was set up by teaching staff to explore issues related to technology in the classroom. The goal is to enhance learning and teaching, but may also lower anxiety related to students missing class or doing homework.
- Strategies implemented to reduce anxiety include:
 - The Advisory System
 - Peer Tutoring
 - Walk and Talk for Secondary I students
 - Feminism Club
 - Friendship Circle
 - Open Gym
 - Yoga
 - Increased allocation for the Guidance Department
 - Secondary II Choices Program- decision-making
 - MindPop Study Skills Program

- The MindPop Program is staffed by a part-time teacher and a tutor providing group and individual attention.

**MECANISMS OF MONITORING
AND IMPLEMENTATION**

Has a school/center success team been created to guide and monitor your school's MESA?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comment : Staff Council monitors the MESA

Are data and monitoring tools available or being developed to support your school's MESA?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/>
Comment: Lumix provides important data to track progress and success related to academic objectives. Pedagogical consultants at the EMSB provide invaluable data for analysis including detailed item analysis and moderation / conversion results that can be easily compared to prior years or other schools.

Please provide a general overview of the MESA implementation process (successes and challenges encountered).
Comment: The majority of the EMSB's goals do not apply to Royal West Academy. Success rates are extremely good, and 100% of students enter the CEGEP system after graduation.

Date of submission of your MESA Annual Report to your Governing Board for approval: January 14, 2015
Date of presentation of your MESA Annual Report to your stakeholders: January 14, 2015
Date of submission of your MESA Annual Report to the EMSB: January 14, 2015.

Signature of the Principal	Date January 14, 2015
Signature of Governing Board Chair	Date January 14, 2015
Signature of the Deputy Director General	Date

Please attach any additional supporting documents