

Success Plan / Management & Educational Success Agreement (MESA)



Royal West Academy

Between
ENGLISH MONTREAL SCHOOL BOARD
And

Royal West Academy

Dates of Annual MESA Agreement
2015-2016 (yearly)

Dates of Success Plan
2014-2017



Commission scolaire English-Montréal
English Montreal School Board

Purpose of the Agreement

In order for the school/centre and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche (MEESR) goals.

Management and Educational Success Agreement

Explanatory Notes:

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche (MEESR).
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.

SECTION 1: SCHOOL SUCCESS PLAN (2014-2017)

OUR VISION AND MISSION STATEMENTS

Royal West Academy is an alternative school with a mandate to provide an enriched and innovative all-round curriculum incorporating rigorous French Immersion, information technology literacy, appreciation of the arts, and compulsory extra-curricular participation.

CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

- *Royal West Academy is an alternative high school with a limited enrollment. Students come to RWA from across the Greater Montreal area. Approximately fifty-six percent of students come from schools outside the English Montreal School Board. Students from one hundred and twenty-six schools make up the Royal West Academy student population. Approximately nine percent of those students come from the French school system and approximately sixteen percent arrive from private institutions.*
- *The average parent education includes post-secondary education, and average total family income is at the high end among public school populations. The school selects its students on the basis of academic potential, proficiency in French, and the student's ability to benefit from and fulfill the obligations of the compulsory extra-curricular activity program.*
- *Participation of each student in at least three extra-curricular activities annually is a requirement. Reflecting the school's philosophy of an all-round approach to education, these extra-curricular activities comprise the following categories: athletics, cultural, community service, and environment. A high proportion of staff members volunteer their services as coaches and advisors in the ECA program.*
- *A number of factors are significant in the school's ongoing success, including the student selection process and a high degree of parent, staff, and student involvement. For the 2015-16 school year, there were almost seven hundred applications for one hundred and seventy-five places in Secondary I - more than 4 applicants for each available place. The student body is diversely cosmopolitan – students and staff come from a variety of cultural and ethnic backgrounds. There is vitality in the school, demonstrated by the high level of participation in school activities on a normal school day.*
- *For several years, the school has ranked highest among Quebec's English public schools on High School Leaving Exam results. Generally, the students who leave RWA before graduation are those whose parents are transferred out of province or those who have had their student visas expire.*

PROGRAMS AVAILABLE IN OUR SCHOOL

- *RWA is an Article-240 school*
- *RWA is an Immersion school*
- *50% of students in Cycle 1 take accelerated Mathematics leading to pre-Calculus and Calculus in Secondary V.*
- *All students are enrolled in français langue d'enseignement or français langue maternelle.*
- *Enrichment is offered in all subject areas.*
- *A comprehensive arts program at every level includes Visual Arts, Drama, Music, Sound Engineering, Film, Graphic Design, and 3D Design. The academic program is supported through the Extra Curricular Program as well.*
- *Spanish language classes are offered at the senior levels.*
- *RWA offers a MindPOP program to Secondary I students. Topics covered through the MindPOP Program include School work organization, Home filing system, Prioritizing, Time management, Goal setting, Attitudes and Mindset, Exam preparation, Test taking strategies, Mindfulness & Coping with Stress.*

SPECIAL EVENTS/ACTIVITIES

- *Start of Year Celebration*
- *Grade Level Trips*
- *Social Justice Week*
- *Terry Fox Run*
- *Tyndale Week*

- *SLA Dances*
- *Anti-bullying Week*
- *Winter Carnival*
- *Artists Against Bullying*
- *Student Life Association Elections*
- *Public Speaking Competition*
- *Mathematics Contests*

- *United Nations Debate*
- *Ensembles*
- *Debating Tournament*
- *Salon des inventions*
- *Science Fair*
- *Book Fair*
- *Graduation Exercises*

SPORTS ACTIVITIES

- *Badminton (Boys)*
- *Badminton (Girls)*
- *Baseball*
- *Basketball (Boys)*
- *Basketball (Girls)*
- *Basketball Scorekeeper*
- *Boxing/Fitness*
- *Dance Show*

- *Fishing Club*
- *Halo Road Race*
- *Hockey*
- *Indoor and Outdoor Track & Field*
- *Mountain Bike*
- *Open Gym*
- *Outdoor Ski & Snowboard*
- *Rock Climbing*

- *Rugby (Boys)*
- *Rugby (Girls)*
- *Swim Team*
- *Table Tennis*
- *Touch Football (Girls Juvenile)*
- *Ultimate Frisbee*
- *Volleyball (Girls)*

CULTURAL ACTIVITIES

- *Art Club*
- *Bardolators*
- *Basyk Magyk*
- *Card Club*
- *Chess Club*
- *Choir*
- *Dance Show*
- *Debating Club*
- *Feminism Club*
- *Girl Group*

- *Grad Committee*
- *Guitar Club (beginners)*
- *Hackathon*
- *Honour Band*
- *International Student Exchange*
- *Jazz Band*
- *Knitting*
- *Latin (intro)*
- *LGBT Club*
- *Library Volunteering*

- *Light and Sound Crew*
- *Math Club*
- *Meditation Club*
- *Mindfulness May*
- *Mindfulness Mandala Colouring*
- *Mural Club*
- *Musical*
- *Past-time Cinema*
- *Penny Drops*
- *Prefects*

- *Programming Club*
- *Robotics (Junior)*
- *Robotics (Senior)*
- *RWA Winds*
- *Science Fair*
- *Science Game Club*

- *Scrabble Club*
- *Soap Making*
- *Star Trek Club*
- *String Players Club*
- *Student Life Association*
- *Theatre Improv. Club*

- *Théâtre Denise-Pelletier*
- *Trading Card Club*
- *Variety Show*
- *Yearbook*

COMMUNITY ACTIVITIES

- *Bardolators*
- *Choir*
- *Climate Action Now*
- *Computer Maintenance*
- *Dance Show*
- *Fishing Nature Retreat*
- *Friendship Circle*
- *Guitar Club*
- *Honour Band*
- *Hospital Opportunity Program*

- *International Student Exchange*
- *John Grant Volunteering Program*
- *Library Volunteering*
- *Lights and Sound*
- *Light the Night Walk*
- *Mackay Center*
- *Musical*
- *Park N 'Lot Collective Garden*
- *Prefecting*
- *RPG*

- *Science Fair Volunteering*
- *Social Justice Club*
- *Spring Cleaning*
- *Student Life Association*
- *Sustainability Workshop*
- *Talking Circle*
- *Terry Fox Walk*
- *Variety Show*
- *Yearbook*

ENVIRONMENTAL ACTIVITIES

- *Bike Trip*
- *Climate Action Now*
- *Computer Maintenance*
- *Environmental Committee*
- *Fishing Club/ Nature Retreat*
- *Green Bean Cuisine and Cafe*
- *La Nuit Verte*
- *Park n' Lot / Collective Garden*
- *Soap-Making*

- *Spring Cleaning*
- *Student Life Association*
- *Sustainability Workshop*
- *Tassimo Recycling*

PARENT PARTICIPATION

Compulsory parent participation in school life helps to create a cohesive community. RWA parents are partners in their children's success and thus exemplify the importance of commitment to community. Parent involvement includes, but is not limited to, the following:

- *Governing Board*
- *Home & School Association*
- *RWA Foundation*
- *Honour Band Parents' Association*
- *Staff Appreciation*
- *Library Volunteers*
- *Coaches*
- *ECA Supervisors*
- *RWA Exchange Host Families*

SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2014-2015

ALIGNEMENT OF GOALS AND OBJECTIVES:

Our school success plan/MESA is based upon the aims and objectives elaborated in the MEESR and English Montreal School Board's strategic plan with particular emphasis on the MEESR-EMSB Partnership Agreement. Our Success Plan/MESA elaborates the actions, measures and methods for ensuring that each student achieves success in his/her academic growth and personal development. This section is to be revised and updated annually. Our school MESA includes the following objectives:

MEESR/EMSB Goal 1: Increased graduation rates and qualifications before age 20

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the percentage of students who obtain qualification and certification after 7 years.	The rate of EMSB students who obtain certification and qualification after 7 years.	By June 2015, 86% of students will obtain qualification and certification. (7 year cohort)	To maintain 100% graduation rate.	MEESR Stats	100% success in 2020	Peer-tutoring Professional tutors (FSL) Remediation Online tutorials MindPOP program	Senior students Teachers Tutors Learn Quebec	2015-2016	Teacher feedback. Lumix. MEESR results.
To increase the rate of success on the MEESR uniform Mathematics examinations.	MEESR success rate on MEESR uniform Mathematics 404 examination (Uniform Examination results published annually in June).	Increase the success rate on MEESR uniform Mathematics 404 to 60%.	Increase the rate of success on the MEESR 426 June exam to 93%	Results on MEESR exams.	95% Success in 2020	Increase time allocation for Algebra in Secondary I,II,III Common class notes and common assessment (PLC) Schoology Portal Mandatory remediation for test failures. Focus on sample questions and not class notes by making notes available electronically Assignments with varied skill levels in a variety of formats (multiple choice / short answer/ long answers)	Teachers Web Based course materials Quizzes / Tests / Exams	2015-2016	Item analysis Common assessments (PLC) MEESR uniform exams Lumix

To increase the rate of success on the MEESR uniform History and Citizenship examinations.	MEESR success rate on MEESR uniform History and Citizenship 414 examination (Uniform Examination results	Increase the success rate on MEESR uniform History and Citizenship 414 to 75%.	Increase the success rate on MEESR uniform History and Citizenship Exam to 96% in June 2016.	Results on MESSR exams	100% Success in June 2020	<p>Common assessment in Secondary III based on intellectual operations</p> <p>Common preparation on the essay question (question à réponse élaborée) in Secondary III</p> <p>Modeling evaluations on MESSR exams</p> <p>Common assessment</p>	<p>Teachers</p> <p>Peer Tutors</p>	2015-2016	<p>Common assessment (PLC)</p> <p>MEESR Uniform Exams</p> <p>EMSB Mid-Year Exams</p> <p>Lumix</p>
--	--	--	--	------------------------	---------------------------	---	------------------------------------	-----------	---

MEESR/EMSB Goal 1: Increased graduation rates and qualifications before age 20 (School Perseverance)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
SCHOOL PERSEVERANCE									
Decrease the number of student leavers without qualification or certification.	MEESR - number of student leavers without qualification and certification published annually by MEESR	Decrease by 47 students from baseline (335- 2009) the number of student leavers without qualification and certification. Target reduction 2015-288 students	<i>Does not apply</i>						
To increase the level of literacy of Secondary cycle 1, year 1 cohort.	The percentage of cycle 1, year 1 cohort that are reading at grade level.	Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level.	<i>Does not apply</i>						

MEESR/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- SECONDARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
FRENCH READING: (SECONDARY) To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.	Number of students who obtain 60% or more on the FSL Sec V FLS MEESR uniform examination (reading component)	An 80% success rate for all high school students enrolled in the FLS base program by the end of Secondary V.	Maintain 100% success rate	Results on June 2015 MEESR exams	100% Success Rate in 2020	All students take français langue maternelle in Secondary I and II with increased allocation of 51 hours per year above the required Basic School Regulation. Students in Secondary III, IV, and V are enrolled in either français langue d’enseignant or français langue maternelle. 60% of courses are taught in French in Secondary I, II. 45% of courses in Secondary III are taught in French.	Teachers Peer tutors	2015-2016	MEESR results Report cards CTBS
FRENCH WRITING: (SECONDARY) To improve French writing skills of all high school students enrolled in the FLS base program by the end of Secondary V	Number of students who obtain 60% or more on the FSL Sec V FLS MEESR uniform examination (writing component)	To maintain an 83.0% success rate in for all high school students enrolled in the FLS base program by the end of Secondary V	Maintain 100% success rate.	Results on MEESR exams	100% Success Rate in 2020	January and June Exams in Reading Teacher remediation Rosetta Stone software and tutoring for out-of-province students, if necessary.	Teachers Peer tutors	2015-2016	MEESR results Report cards CTBS

MEESR/EMS B Goal 2: Improved Mastery of the English Language (English Reading & Writing- SECONDARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
ENGLISH READING: (SECONDARY) To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.	Number of students who obtain 60% or more on the reading component of the MEESR Sec V ELA uniform exam.	To maintain a 90% success rate on the reading component of the MEESR Sec V ELA uniform exam.	Maintain 100% success rate	Results on MEESR exams	100% Success Rate in 2020	Enriched English Language Arts is offered at all levels Summer Reading Program Format mid-year exam to resemble MEESR exam Practice exam in class Sec IV June exam format to resemble MEESR Exam	Teachers Library Tutor	2015-16	MEESR results Report cards CTBS
To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V	The number of students who obtain 60% or more on the Secondary V English examination (ELA), written production component	To maintain a 90% success rate on the Secondary V English examination (ELA), written production component	Maintain 100% success rate	Results on MEESR exams	100% Success Rate in 2020	Enriched English Language Arts program offered at all levels Practice exam in class Sec IV June exam format to resemble MEESR Exam	Teachers Tutor	2015-16	MEESR results Report cards CTBS

MEESR/EMSB Goal 3: Improved Levels of Retention and Academic Success for Certain Target Groups (special needs)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of students (within the 7-year cohort) identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	The number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	To increase by 5% the number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP) from a baseline to be established in 2010-11	<i>Does not apply</i>						
To increase the number of students (within the 7-year cohort) identified as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	The number of students (within the 7 year cohort) identified as having handicaps who graduate with Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	To increase by 30% over the June 2010 baseline, the number of students identified having handicaps, who will graduate.	<i>Does not apply</i>						

MEESR/EMSB Goal 4: Healthier and Safer School Environments

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To reduce the percentage of elementary and high school students who are victims of bullying.	The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From me (TTFM) Survey	To reduce by 5% the percentage of elementary and high school students who are victims of bullying.	Reduce the percentage of reported incidents of bullying from 11% to 9%	TTFM Survey Results	Incidents reported decrease to 5% by 2020	Bullying Awareness Week Tolerance workshops Sec II/III ERC/ Visual Arts/ Ed. Tech. curriculum SPVM workshops for Secondary II Include in the Student Agenda and Course Selection Form the roles and responsibilities of every student related to bullying Promotion and enforcement of moral and legal obligations of reporting incidents of bullying Mediation program through Guidance Department LGBT Workshops for staff Essential Parent Seminars on Cyber Education for Sec I parents. Anonymous Comments Box	Student Leaders Teachers SPVM Ensemble Student Services professionals TTFM Survey Alyssa Sklar (Risk Within Reason) Gender Creative Kids Dr. Ghosh -- Adolescent Gender Identity Clinic Child Care Worker	2015-16	Participation rates TTFM results Number of disciplinary sanctions Number of mediation sessions Anonymous comments
To increase students' feelings of school safety	The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me (TTFM) Survey.	To increase by 5%, elementary and high school students' feelings of school safety							

			Reduce reported levels of moderate to high levels of anxiety to 20%	TTFM survey	<p>Reduce percentage of students reporting moderate to high levels of anxiety to 18% (Canadian Norm) by 2020</p>	<p>ECA activities related to stress reduction and coping strategies such as:</p> <ul style="list-style-type: none"> • Mandala Art Group • Walk & Talk (Secondary I) <p>Essential Parent Seminars for Sec I parents.</p> <p>Maintain increase in allocation of Guidance Counsellors</p> <p>MindPOP Learning and Life Skills Program</p> <p>Sec. II Choices Program:</p> <ul style="list-style-type: none"> • Decision-Making • Self-Understanding <p>Test Edge Workshops for Students</p> <p>Academic adaptations</p> <p>MindPOP and Mindfulness workshops for staff and high anxiety students.</p> <p>IPad applications (ex. calm.com)</p> <p>Bean bag seating area for students.</p> <p>Adapted Environment – plants and lighting</p> <p>Mindful Minute</p> <p>Mental Health Awareness Week activities</p> <p>Positive Affirmation Program</p>	<p>Support Staff</p> <p>MindPOP Teacher & Tutors</p> <p>McGill Doctoral Candidates</p> <p>Homeroom advisors</p> <p>Student Services</p> <p>Staff</p> <p>TTFM Survey</p>	2015-16	<p>MindPOP surveys results</p> <p>Participation rates in ECAs</p> <p>Feedback from participants in MindPOP Maintenance sessions.</p> <p>TTFM survey</p> <p>Feedback from tutors.</p> <p>Feedback from homeroom advisors.</p> <p>Guidance Counsellor statistics re: visits and counselling sessions</p> <p>Anonymous Comments</p> <p>Feedback from participants in Test Edge Program</p>
--	--	--	---	-------------	--	---	---	---------	---

--	--	--	--	--	--	--	--	--	--

MEESR/EMSB Goal 5: Increased Enrolment of Students under 20 in Vocational Training

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of new registrants under the age of 20 in Vocational Training.	Number of new registrants under the age of 20 in Vocation Training.	To increase by 10% within the next five (5) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	Does not apply						

--	--	--	--	--	--	--	--	--	--

SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT& SUCCESS AGREEMENT

SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To help our students self-regulate and to manage symptoms and triggers of their anxiety/panic	<p>Tell Them From Me Survey (TTFM)</p> <p>Guidance Counsellors' statistics re: counselling sessions</p>	<p>Reduce students reporting moderate or high levels of anxiety from 23% to:</p> <p>22% 2013-14</p> <p>21% 2014-15</p> <p>20% 2015-16</p>	<p>Professional development for teachers:</p> <p>Recognizing signs and symptoms of anxiety</p> <p>Understanding anxiety triggers</p> <p>Communicate RWA statistics and high anxiety cases with staff</p> <p>Moving toward a student-centered classroom</p> <p>Academic adaptations</p> <p>Psycho educational workshops for students and parents</p> <p>McGill Doctoral Students</p>	<p>Workshops on professional days</p> <p>Professional Learning Community - PLC</p> <p>Mindfulness Program</p> <p>MindPOP Program</p> <p>Tutors</p> <p>Homeroom Advisor interviews with students.</p> <p>Test Edge Workshops</p>	<p><u>2013-2014</u></p> <p>Implementation of PLCs</p> <p>MindPOP Program-Introduction</p> <p>MindPOP Program (instruction and follow-up)</p> <p><u>2014-2017</u></p> <p>Implementation of PLC process : focus of depts. : common core, assessments, evaluations</p> <p>PD : building expertise on recognizing anxiety symptoms and triggers in our students</p> <p>MindPOP program Checklist for advisors TTFM</p> <p>MindPOP program for Sec I or support by referral in Sec II-V</p>	<p>Minutes from PLC and data team meetings</p> <p>Tell Them From Me Survey</p> <p>Feedback from tutors</p> <p>Tell Them From Me Survey school specific questions.</p> <p>Guidance Counsellors' statistics re: counselling sessions</p>

Our Professional Development Plan: Preparing Our Staff 2015-2016

OBJECTIVES	GRADE LEVELS & SUBJECT AREA	INTERVENTIONS/STRATEGIES REQUIRING PD	PD PLAN (Ex. name of workshop, date PD will be offered, resources involved (human or financial), etc.)
1. Teachers will be able to recognize symptoms and triggers of anxiety/panic	Secondary I to V All subjects	1.1. Training on signs and symptoms of anxiety, how to recognize and respond to them in a school setting. 1.2 Maintain communication between teaching staff and Student Services. 1.3 Development of teaching practices that reduce anxiety (i.e. Mindfulness)	1.1.1 Planning school pedagogical days pd around the objectives of building teacher expertise on anxiety and panic 1.1.2 Expert lecturers (Mindfulness- Part II)
2. Build a school culture that promotes inclusion and a sense of belonging.		2.1 Develop a vertical plan that identifies and fosters the growth of the multidimensional traits of a RWA student.	2.1.1 Carol Marriott workshops using backward design approach and focusing on the exit profile of a graduating RWA student
3. Teachers will be able to work collaboratively within their departments to improve teaching		3.1 PLC data teams: learning and working with the PLC process	3.1.2 Ongoing data team meetings to develop common core assessments and evaluations in each subject based on item analysis in Math, History, and Science & Technology, at various levels.

practices for student learning		3.2 PLC: developing a common core, common assessments, and common evaluations	
--------------------------------	--	---	--

Monitoring and Accountability Measures:

- Data teams within departments will monitor smart goals after formative assessment, will give feedback, and will adjust methods of teaching and evaluating.
- Tell Them From Me Survey
- Lumix
- Bully Box Reports
- MEESR Uniform Exams
- MindPOP Surveys
- Canadian Test of Basic Skills

Resources Allocated to the School/Centre:

- **Human Resources:** Consultants, lecturers, Child Care Worker, Mental Health Resource Team, Guidance Counsellors, McGill Doctoral Students, and tutors.
- **Financial Resources:** Support to Special Education - Deciles 1-7 and Joining Forces Grant

Support and Assistance Measures Available to the School/Centre:

- Guidance Counsellors
- Tutors
- Extra-curricular Program
- Mental Health Resource Team
- McGill University
- Advisory system
- MindPOP
- Test Edge Program
- Parent Seminars
- CSSS Professionals: Social Worker and Nurse
- Herzl Family Practice Center
- Spiritual Animator

Summary:

As all the stakeholders in the School/Centre Community work cooperatively together, supporting each other, we are able to achieve success for our students. Our commitment to success is of paramount importance as we implement, monitor and adjust the objectives we have outlined for our school this year. The professional development needs that are required are important to the achievement of these goals and are detailed in the School Professional Development Plan.

e Agreement:

P


Signature of Governing Board Chair (ACTUS)

 February 22, 2016
Date

r General, EMSB

Paola Miniaci, Deputy Director General, EMSB

Pelagia Nickoletopoulos, Sector Director (West)

Date

Date



RESOLUTION

Royal West Academy/EMSB MESA Agreement/Success Plan (2015-2016)

WHEREAS Bill 88 requires that the school enter into a MESA Agreement/Success Plan with the school board (EMSB);

WHEREAS Bill 88 also requires that the School update the MESA Agreement/Success Plan yearly;

WHEREAS a MESA Agreement /Success Plan for 2015-2016 has been developed by the School Success Team and the Administrator;

WHEREAS the said MESA Agreement /Success Plan was deemed to be in conformity with the School Board requirements;

WHEREAS an updated MESA Agreement/Success Plan was signed and approved by the Governing Board on Monday, February 22, 2016;
(Date of Approval)

IT WAS MOVED BY N. Dahdah SECONDED
by S. Roy AND RESOLVED THAT the 2015-2016 MESA Agreement/Success
Plan be approved and that it be communicated to all stakeholders.

VOTE: In Favour: 16

Against: 0

Abstentions: 0

[Signature]
Signature, Governing Board Chair (A.G. Roy)

Monday, February 22, 2016
Date

[Signature]
Signature, Principal

Monday, February 22, 2016
Date