

EDUCATIONAL PROJECT 2023-2027
Royal West Academy
English Montreal School Board



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents', and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included:

- Tony Pita – Principal
- Catherine Lumsden – Vice Principal
- Steve Manstavich – Vice Principal
- Chad DuMond – Guidance Counsellor
- Michal Wineberg – Guidance Counsellor
- Cristina Almeida – Teacher
- Sadia Di Pietro – ECA Coordinator. (Support Staff)

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- Parents – RWA Parent Participation Organization (PPO)
- Teachers
- Professionals
- Support Staff
- Camp Lift (Community Group)
- Students – Student Life Association (Student Council)
- Student Population – Our School Survey
- RWA School Council
- RWA Governing Board

SCHOOL PROFILE

Royal West Academy (RWA) is an alternative high school with a limited enrollment. It was established under Article 240 and is required to apply to maintain its 240-status every four years. According to Article 240, a school board may establish a school for the purposes of a specific project and the entrance requirements for that program may be different than the enrolment criteria for the other schools in the Board's jurisdiction. These programs are also known as Projets Particulier. Students come to RWA from over 130 schools. We have a student population of approximately 860 students from secondary 1 to secondary 5. Approximately 45% percent of the students live outside the territory of the English Montreal School Board and come to RWA under inter-board agreements (see Figure 1).

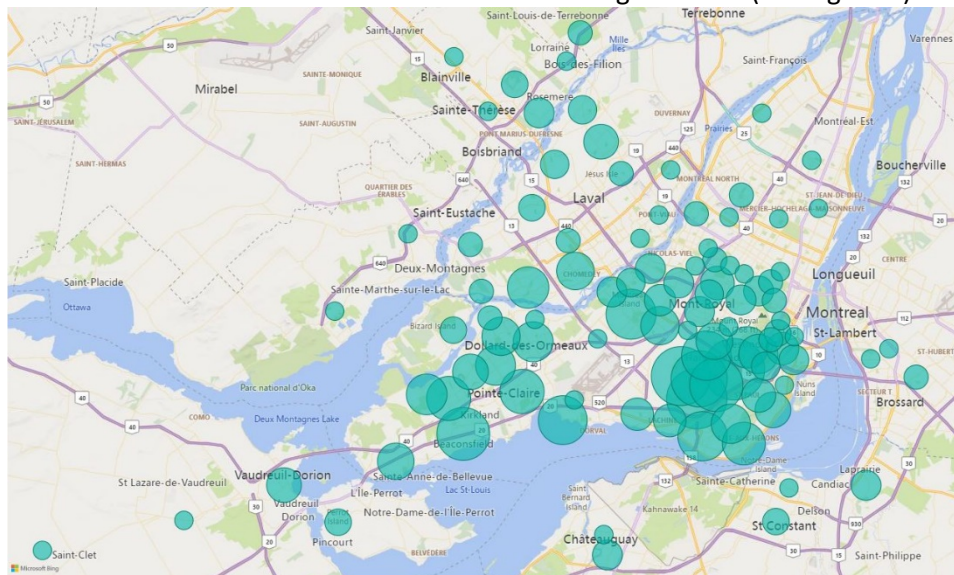


Figure 1

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.

Several factors are significant in the school's ongoing success, including the student selection process and a high degree of parent, staff, and student involvement. In 2023, there were more than five hundred applications for one hundred and seventy-five places in Secondary 1 - more than 3 applicants for each available place. The student body is diversely cosmopolitan - students and staff come from a variety of cultural and ethnic backgrounds. Most students speak English at home but there are seventeen other languages represented in our population. There is vitality in the school, demonstrated by the high level of participation in school activities on a normal school day. Royal West Academy offers 197 extra-curricular activities as part of its program.

For several years, Royal West Academy has ranked among the highest of Quebec's English public schools on high school leaving exam results. The Fraser Institute ranking of Quebec high schools, released in November 2023, listed Royal West Academy as the top public English language high school in the province. Overall, RWA ranks second amongst all English schools in Quebec including English private schools (see Figure 2).

All English schools (2021/2022)

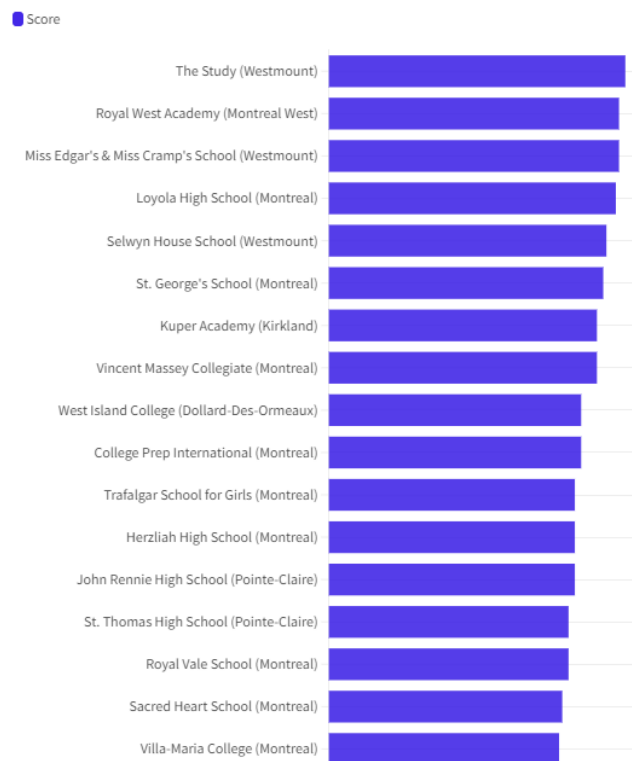


Figure 2

The school staff has one principal and two vice-principals. The teaching staff consists of forty-six regular teachers. As we do not have a designated resource teacher, two regular teachers and a part-time professional are tasked with the coordination of resources for students with special needs, and one additional teacher is responsible for the development and implementation of our MindPOP program. The number of students requiring services identified in an IEP has increased significantly over the past decade. In 2023-2024, 7.2 % of students at Royal West Academy required an IEP.

Our staff has two guidance counsellors, a part-time spiritual and community animator, an extracurricular activity coordinator, two full-time behavior technicians, a part-time resource-program coordinator, and a part-time MindPOP coordinator, all of whom assist in following up with students and daily intervention in the classroom. We also have four secretaries, a school-organization technician, a part-time librarian, a document technician, four caretakers, and two cafeteria workers.

Royal West Academy has equipped each classroom with a smartboard to assist teachers in integrating technologies. Additionally, there are three computer labs, 3D printers, virtual reality equipment, robotics kits, and six mobile computer labs with laptops and iPads that are available upon request. Staff continue to explore new methods of teaching with these tools, and many use the online Mozaik platform to communicate with both students and parents. The RWA Foundation has embarked on a fundraising campaign to create Active Learning Classrooms, which is aimed at increasing student engagement, collaboration, and developing strong relationships via hands-on instruction and activities in a flexible seating environment. Online books are widely accessible to all students. The school has a library common. The commons space is coordinated by the librarian and document technician as well as being supported by dedicated parent volunteers.

Community services that support Royal West Academy include access to a school nurse (3 days per week), and a social worker (3 days per week) from the Centre intégré universitaire de santé et de services sociaux (CIUSSS) aimed at promotion of healthy living. A community police officer is available to the school, upon request, to build positive relationships with students in the school. A youth counsellor is also available (2 days per week) to work with students who are affected with addiction issues. Royal West Academy also has support, one day per week, from our community partner Camp Lift. The individual assigned to our school works with students to develop healthy lifestyle habits and life-skills.

Extracurricular Activity (ECA) Program

Participation of each student in at least three extracurricular 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: sports, cultural, community service, and the environment. A high proportion of staff members volunteer their services as coaches and advisors in the ECA program. The school's ECA program aims to promote a sense of belonging with our school community and takes into consideration the interests of both staff and students.

- The ECA program at Royal West Academy serves to develop personal growth, environmental awareness, a sense of belonging, and responsible citizenship.
- Sports activities are offered through the school's physical education curriculum, as well as our intramural and interscholastic program.
- Numerous cultural activities are offered through school clubs.
- Community service opportunities are coordinated through the school.
- The Environment Committee leads projects to heighten students' environmental awareness.
- The Environment Committee is one of several ECA-specific homerooms; the Student Life Association, Yearbook, Light & Sound, and the Graduation Committee are also represented by their own homerooms. Students in these homerooms lead various activities throughout the year.

Community, Cultural, and World Awareness Programs

- An extensive music curriculum is offered at every grade level. The music program integrates information technology through our Secondary 5 Sound Engineering elective. A wide variety of extra-curricular opportunities are available to students. Royal West Academy organizes an Honour Band, a Jazz Band, a Winds orchestra, the only high school marching band in Montreal, Glee Club, and an a Capella choir.
- Students in Secondary 1 are offered an introduction to all three fine arts programs: Music, Visual Arts, and Drama. They choose one art program beginning in Secondary 2.
- A school musical production and annual Variety Show bring together students from Secondary 1-5.
- RWA has an annual Dance Show to raise funds for community-based organizations, such as Dans La Rue.
- Royal West Academy offers a wide variety of educational learning through travel. We offer curriculum-based trips for each grade level, subject-domain trips, and overseas trips which encourage a greater understanding of global issues.
- RWA offers a compulsory 20th Century World History program for all students in Secondary 5; a Human and Physical Geography course is also offered as an elective for these students.
- Excellence in French and Bilingualism

- RWA has an enriched French language program based on the Français, langue d'enseignement curriculum, supported by an immersion program. We strive to promote the use of the French language in a variety of ways (ex. outings to plays and films) and to offer our students the opportunity to reach the level of French language proficiency to continue their post-secondary studies in French.
- Our French Immersion program is required of all students in Secondary 1-5. Courses offered in French in Secondary 1-2 are: Français langue d'enseignement, Français langue enrichi, Science et technologie, Mathématiques, Géographie, and Histoire et éducation à la citoyenneté. In Secondary 3, the courses offered in French include: Français, langue d'enseignement or Français langue enrichi, Histoire du Québec et du Canada, Science et technologie, Projet personnel d'orientation.
- Beginning in Secondary 3 students choose from two streams of French. They may choose Français, langue d'enseignement or Français langue enrichi. Both courses can lead to post-secondary studies in French.

Academic Enrichment and Literacy in Information Technology

We have a high achieving student body, which is why we offer a course load over and above MEQ requirements.

- Accelerated and enriched Math program with Pre-Calculus and Calculus courses offered in Secondary 5.
- Science: All students follow the General Science and Technology pathway as well as the Science and Technology of the Environment program in Secondary 4. Enriched Biology, Chemistry, and Physics are offered as electives.
- Compulsory completion of science projects as part of the Invention Convention in Secondary 1, and for the Science Fair at least once between Secondary 2-5.
- Compulsory Educational Technology and Programming courses from the first year of Cycle One to the first year of Cycle Two, with optional advanced programming and advanced applications options, such as Digital Graphics, 3-D Modeling and Animation, Computer Science, and Film, with a view to developing computer literacy.
- A junior and senior robotics ECA is offered at all levels.
- Liberal Arts electives are offered in Psychology and Human and Physical Geography.

Organizational and Planning Skills

One of the keys to student success are organizational and planning skills. RWA recognizes that these skills need to be taught if they are to be used.

A MindPOP program (Mindfulness, Planning, Organizing, and Prioritizing) has been developed to support Secondary 1 students as they transition from primary school. MindPOP offers learning and life strategies to students and introduces basic components of mindfulness to students.

The Resource program was introduced to provide students with opportunities to study in a holistic environment, which includes comfortable seating, noise-reducing headphones, fidget devices, and teacher support in students' continued development of positive study habits and organizational skills. The headphones and fidget devices are available for all classrooms.

Parental Involvement

An essential part of student success, whether it be on the personal, social or academic level is the implication of parents. Our parent community is very involved in many aspects of school life. We appreciate all their involvement and support.

In order to organize parent involvement, all parents commit to assisting the school community via a Parent Involvement Form, wherein they can choose to help from a wide variety of different categories of activities. Parents may be active as volunteers in our school library and school store, which provides school supplies to students. Parents are also involved in the management of the school's lost & found program, which returns lost items to the appropriate students wherever possible and donates remaining items to charity when no owner can be found. Parents are also indispensable members of our school community, who act as coaches of sports teams and as judges in events such as Science Fair competitions.

Parents also host a Science Fair Breakfast and a Convocation Reception through the Home & School Association. Parent volunteers are also responsible for coordinating an annual Book Fair, which is essential to our school's English Language Arts program. School improvements such as the renovation of the school library and the renovation of our auditorium are undertaken largely because of the fundraising efforts of parents, who also provide financial support for a large number of our activities, including our Drama program and athletic teams. In 2023 Royal West completed major renovations which included, a new Performing Arts Center, new washrooms, classroom furniture and flooring, upgrades to the heating system, and the building of a second music room.

Student Feedback

The OurSCHOOL Survey is administered once a year and provides feedback to the administration about student perceptions of their daily lives. In the past, we have used this survey to inform our collaborative effort towards developing the MindPOP program which is aimed at reducing students' reported levels of perceived anxiety.

MISSION AND VALUES

Our Mission

Royal West Academy is an alternative high school with a limited enrollment. Its mission is to provide a structured milieu in which students are committed to academic achievement, bilingualism, literacy in digital technology, an appreciation of the arts, an understanding of social issues, and a sense of community responsibility. The staff and administration encourage the development of self-discipline, learning and interpersonal skills, a strong sense of responsibility, and self-esteem in the students.

Our Values

We believe that all students should:

- Benefit from an atmosphere which encourages them to realize their potential, one that encompasses not only their academic development, but also their social and physical well-being.
- Display responsible actions, self-discipline and mutual respect through a structured environment.

- Promote a school culture that embraces diversity, inclusion, and understanding of social issues.
- Be provided with a curriculum enriched with accelerated content.
- Develop the ability to function bilingually.
- Develop in all students the ability to use digital technology effectively and be able to assess the relevance and validity of information.
- Explore the arts beyond the mandated curriculum.
- Benefit from continuity and support for students through a “Teacher-Advisor” system.
- Participate in the compulsory extra-curricular program that includes athletic, cultural, environmental, and community service activities to promote personal development and school involvement.
- Participate in a milieu in which parents, students, and staff share the responsibility for achieving the mission and goals of Royal West Academy.
- Develop a strong sense of community within the school and in the extended community.

THE CONSULTATION

In its first meeting, the Educational Project committee agreed on the assigned questions for each of the five consultative groups. The five consultative groups consisted of parents, members of the student life association, the support staff & community group, teaching staff, and Board professionals. Each group had their own meeting led by an administrator. At each meeting, after a brief overview of the EMSB's Commitment to Success Plan including some RWA data, the groups completed an anonymous Google Form with the assigned questions.

The Educational Project Committee met a second time to analyze the common elements in the responses of the five consultative groups.

Further data was collected anonymously by the entire student body in the form of the OURSCHOOL Survey.

One of the emerging issues pertains to improving school climate particularly related to students' level of stress and anxiety. We will look to improve how the students handle stress and anxiety while also mitigating for mental health concerns linked to digital use and citizenship.

A second emerging issue is the call to improve physical spaces. These comments have been noted although cannot be adequately addressed through the educational project.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for this report is monitoring the courses that contribute to graduation.

EMSB Objective: To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.

While the Board can report on a 7-year cohort because of tracking information obtained from the MEQ, a school is only able to report on the success of their secondary 5 students at the end of a given academic year. The school's graduation rate is determined by dividing the total number of secondary 5 students who receive a first diploma (SSD) by the total number of secondary 5 students registered on September 30th of that given year.

Table 1: Graduation Rate of Secondary 5 Students Registered on September 30th

Year	Royal West Academy
2021	100%
2022	100%
2023	99.4%

Source: GPI, 2023

Interpretation:

In 2022-2023, one RWA student did not graduate in June. This student enrolled at RWA in Secondary 5 from a foreign country knowing that he would not be able to complete the necessary Secondary 4 credits for History of Quebec and Canada. We fully expect the student to be successful and to be included in the 7-year cohort.

Objective:

To increase the graduation rate of Secondary 5 students registered on September 30th who obtain their first diploma from 99.4% in 2023 to 100% in 2027.

To gain further insight into the graduation/qualification results, the EMSB monitors the progress of student results in courses that are mandatory for graduation. Analysis of the global success rate for these courses allows schools to determine indicators for improvement.

**Table 2: Royal West Academy Global Success Rates in
Secondary 4 Math and Science Courses (%)**

COURSE	Royal West Academy			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	100	100	100	61.9	66	69.7
Scientific Math (SN)	98.1	97.9	98.5	95.2	92.6	94.8
Science & Technology (ST)	100	99.5	100	83.9	85.9	88.3

Source: Charlemagne, 2023

Interpretation:

The unsuccessful candidates in Secondary 4 Math SN in June 2023 were students in Secondary 3 accelerated math. Secondary 3 accelerated students are not asked to write a supplemental exam in July because the school's math flowchart directs them to repeat the course the following year at level with their peers.

Objectives:

To maintain the global success rate of Secondary 4 students in the Math CST course at 100 % through 2027.

To maintain the global success rate of Secondary 4 students (does not include Secondary 3 students) on the Math SN course to 100% by 2027. Present success rate of 98.5% includes Secondary 3 accelerated students and Secondary 4 students.

To maintain the global success rate of Secondary 4 students on the Science & Technology course from 100% through 2027.

In 2017, the Secondary 4 History program changed to the History of Quebec and Canada (This also applies to Histoire du Québec et du Canada). To measure improvement, the Board monitors the global success rate in the course as an indicator. Typically, this means that the rate is comprised of the course mark (50%) and the uniform exam mark (50%). Following the program change, the MEQ allowed for two years of complementary exams, so that teachers and students could gradually transition to the new material. Uniform exams in this course were planned for June 2020 but were cancelled due to the pandemic.

Secondary 4 students wrote the provincial complementary exam in 2019 and 2022 as part of the EMSB's formative evaluation strategy. Because the exams were complementary, the results were not moderated by the MEQ. The first uniform exam results available are from June 2023 and will be worth 20% of the overall grade. In subsequent years, the rate will be calculated as 50% for the course mark and 50% of the exam mark. In keeping with the Board's Commitment to Success Plan, History and Histoire will report on the global success rate on the courses.

Table 3: Royal West Academy Global Success Rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada (%)

COURSE	Royal West Academy			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada		79	100	-	-	78.0
Histoire du Québec et Canada		98	100	-	-	93.9

Source: Charlemagne, 2023

*Please note: the 2019 and 2022 exams were complementary. Uniform exams resumed in 2023.

Interpretation:

Ninety percent of Secondary 4 RWA students take the Histoire du Québec et Canada course in French. The school's 100% success rate far surpasses the provincial success rate for public schools of 82.4%.

Royal West Academy continues to outperform the EMSB with respect to global success rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada.

Objectives:

To maintain the global success rate of Secondary 4 students on the History of Quebec and Canada course from 100 % through 2027.

To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 100 % through 2027.

**Table 4: Royal West Academy Global Success Rate and Average Grades
on English Language Arts Course (%)**

YEAR	Royal West Academy		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	100	84.5	96.3	75.4
2022	97.1	88.7	96.2	78.3
2023	100	85.8	97.2	78

Source: Charlemagne, 2023

Interpretation:

RWA continues to outperform the EMSB with respect to global success rate and average grades on the Secondary 5 English language arts course.

Objective:

To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam from 100 % through 2027.

Given that mitigating for stress and anxiety is a primary focus of our Educational Project, RWA will not set an objective to increase average grades.

The following table shows the success rates of our students and EMSB students in French Second Language Programs. Royal West Academy will report on its French Second Language programs: programme de base and programme enrichi. For both programs, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

Table 5: Royal West Academy Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)

YEAR	Royal West Academy		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	100	96	93.4	84.7
2022	100	93.9	86.2	81
2023	100	97.6	86.3	79.8

Source: Charlemagne, 2023

Interpretation:

RWA continues to outperform the EMSB with respect to global success rate and average grades on French second language (programme de base) uniform exam reading component. Students in Français langue d'enseignement at RWA write this exam at the end of Secondary 4. In 2023, nine students received the Robert A. Peck award for achieving a perfect score on the uniform exam.

Objectives:

To maintain a success rate of 100% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.

Given that mitigating for stress and anxiety is a primary focus of our Educational Project, RWA will not set an objective to increase average grades.

**Table 6: Royal West Academy Global Success Rate and Average Grades
on French Second Language (Programme enrichi) Uniform Exam Reading Component (%)**

YEAR	Royal West Academy		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	N/A	N/A	84.5	72.9
2022	N/A	N/A	94.7	80.5
2023	N/A	N/A	96.8	80.9

Source: Charlemagne, 2023

Interpretation:

RWA did not offer this course in 2023. However, FSL programme enrichi is a course at RWA beginning 2023-2024.

Objectives:

To achieve a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.

**Table 7: Royal West Academy Global Success Rate for Secondary 5
Français langue d'enseignement**

YEAR	Royal West Academy	EMSB
	Success Rate	Success Rate
2019	96.9%	90%
2022	95.3%	91%
2023	98%	97.9%

Source: Charlemagne, 2023

Interpretation:

A student who scores below 50% on the Secondary 5 Français langue d'enseignement écriture uniform exam, cannot be successful in the course despite the fact that their aggregate score is above 60%. In 2023, only one RWA student did not pass the course.

Objectives:

To maintain the average global success rate in the Secondary 5 Français langue d'enseignement of 96.7 % through 2027.

SCHOOL CLIMATE

The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

EMSB's Objectives:

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2022 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2022 to 65% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2022 to 25% in 2027.

Table 8: Royal West Academy Student Perceptions of Selected School Climate Factors (%)

Factor	Royal West Academy			EMSB		Canadian Norm
	2019	2022	2023	2019	2022	2023
Bullying and Victimization	12	17	16	18	22	22
School Safety	67	74	58	56	47	57
Anxiety	27	34	34	28	29	32

Source: OURSCHOOL Survey (The Learning Bar), 2023

Please note: The EMSB's data for School Safety includes student perceptions of feeling safe on the way to school and on the way home. All schools will be reporting on student perceptions of feeling safe during the day. The Board will continue to report on overall perceptions of school safety in its Commitment to Success Plan Annual Report.

Interpretation:

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying, exclusion, and harassment on the OURSCHOOL Survey from 16% in 2023 to 12% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students on the OURSCHOOL Survey from 58% in 2023 to 74% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 34% in 2023 to 30% in 2027.

Refer to the appendix for specific strategies enacted by the school for improvement in student perception of school climate.

ADDITIONAL GOAL for Royal West Academy:

To decrease the rate of secondary students' substance use and harmful coping, as reported by the students in 2027 to be 1% below the Canadian norms of 2023.

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

RWA has hosted a few PD events to increase staff digital competency. The first event, attended by all teaching staff, demonstrated the main functionalities of the Mozaik Portal. A second Mozaik Portal PD was held immediately after for roughly 25% of the teaching staff where an in-house expert illustrated more of the nuanced functions.

All teaching staff attended a training held by an EMSB assistive technology consultant regarding WordQ as it pertains to their classes and their IEP students.

APPENDIX: OBJECTIVES AT A GLANCE

EMSB OBJECTIVE	RWA OBJECTIVE	Specific Initiatives Towards Improvement
To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.	To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 100% through 2027.	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school - Administration and guidance continue to ensure that all Secondary V meet the graduation requirements by monitoring report cards and offering individual meetings with guidance - Minimum of 80 min of remediation offered by each teacher per cycle - MindPop
To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.	To maintain the global success rate of Secondary 4 students on the Math CST C2 June exam 100% by 2027.	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school - Minimum of 80 min of remediation offered by each teacher per cycle - MEQ tutoring and Rattrapage tutoring - MindPop - Teachers will meet with the EMSB Math Consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices. - A guided review will be held in class prior to mid-year and MEES exams. - All class tests will include a variety of questions including multiple choice and short answer questions.

Not provided.	To maintain the global success rate of Secondary 4 students (does not include Secondary 3 students) on the Math SN course to 100% by 2027. Present success rate of 98.5% includes Secondary 3 accelerated students and Secondary 4 students.	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school - Minimum of 80 min of remediation offered by each teacher per cycle - MEQ tutoring and Rattrapage tutoring - MindPop - Teachers will meet with the EMSB Math Consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices. - A guided review will be held in class prior to mid-year and MEES exams. - All class tests will include a variety of questions including multiple choice and short answer questions.
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	To maintain the global success rate of Secondary 4 students on the Science & Technology course of 100% 2027.	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school - Minimum of 80 min of remediation offered by each teacher per cycle - MindPop - Teachers will meet with the EMSB Science Consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices. - Rattrapage tutoring
To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course	To maintain the global success rate of Secondary 4 students on the History of Quebec and	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school

from 73.3% in 2023 to 78% by 2027.	Canada course of 100% by 2027.	<ul style="list-style-type: none"> -Minimum of 80 min of remediation offered by each teacher per cycle - MindPop -The teachers will meet with the EMSB Social Studies Consultant to review results of the June exam. They will use the item analysis to identify particular areas of weakness in order to improve practices. -Rattrapage tutoring
To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.	To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course 100% through 2027.	<ul style="list-style-type: none"> -Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school -Minimum of 80 min of remediation offered by each teacher per cycle - MindPop -The teachers will meet with the EMSB Social Studies Consultant to review results of the June exam. They will use the item analysis to identify particular areas of weakness in order to improve practices. -Rattrapage tutoring
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	To maintain a global success rate in the range of 100% on the Secondary 5 English Language Arts uniform exam through 2027.	<ul style="list-style-type: none"> -Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school -Minimum of 80 min of remediation offered by each teacher per cycle - MindPop -Teachers will enrich the ELA program beyond the basic requirements of the MEES program. -A Summer Reading Program will continue to be developed at all levels.

		- Rattrapage tutoring
To increase the average grade on the Secondary 5 English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.	Given that mitigating for stress and anxiety is a primary focus, RWA will not use increase average grades as an objective.	N/A
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	To maintain a success rate of 100% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school - Minimum of 80 min of remediation offered by each teacher per cycle - MindPop - All Sec 1 and Sec 2 students must take FLE to create a solid base of French heading into upper grades - A French tutor offers support to students identified by teachers - MEQ tutoring and Rattrapage tutoring
To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	Given that mitigating for stress and anxiety is a primary focus, RWA will not use increase average grades as an objective.	N/A
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	<p>N/A</p> <p>As of 2023-2024, RWA will be offering the enrichi exam. We will declare an objective once we have completed a full year of enrichi and have gathered baseline data.</p>	N/A
To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi)	<p>N/A</p> <p>As of 2023-2024, RWA will be offering the enrichi exam. We will declare an objective once we have completed a full year</p>	N/A

Reading Component June exam by 2027.	of enrichi and have gathered baseline data.	
Additional Goal	To maintain the average global success rate in the Secondary 5 Français langue d'enseignement of 96.7 % through 2027.	<ul style="list-style-type: none"> - Maintain a rigorous selection process to ensure that students are capable of keeping up with the high academic standards and pace of the school - Minimum of 80 min of remediation offered by each teacher per cycle - MindPop - All Sec 1 and Sec 2 students must take FLE to create a solid base of French heading into upper grades - A French tutor offers support to students identified by teachers - MEQ tutoring and Rattrapage tutoring
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying, exclusion, and harassment on the OURSCHOOL Survey from 16% in 2023 to 12% in 2027.	<ul style="list-style-type: none"> - Review of adult supervision - Bullying prevention program - Intervention and coaching by behaviour technicians - Anonymous reporting and suggestion box - Promotion of an environment of acceptance in various curriculums, activities, and programs - Diversity caravan - Pink Shirt Day - Inclusive ECAs (ex. LGBTQ+ club, feminism club, etc.) - Partnership with SPVM - CHOICES program - Cyberbullying & Digital Citizenship presentation - Cyberbullying & Digital Citizenship Newsletter for parents - Celebrations of diverse cultures and religions (ex. Hispanic Culture Day, Black History Month, Action Against Islamophobia,

		Holocaust Remembrance Day, etc.)
To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	To increase the rate of secondary students feeling safe at school, as reported by the students on the OURSCHOOL Survey from 58% in 2023 to 74% in 2027.	<ul style="list-style-type: none"> - Homeroom - ECA offerings - Access to safe space in guidance area - Continued professional development on Crisis Intervention Prevention - Presence of two full-time behaviour technicians - Education and on-going dialogue regarding human rights and marginalized groups - Suicide Prevention Week - Anonymous reporting and suggestion box - MindPOP midyear survey - Collaboration and cooperation with socio-community officer - Emphasizing the availability of student services (ex. On school website, introduction at Welcome Back Assembly, etc.)
To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 34% in 2023 to 30% in 2027.	<ul style="list-style-type: none"> - Moment of pause-itivity - Promote open dialogue between students and teachers about evaluations - Wellness Google Classroom (sec I-V) overseen by guidance - Sensitization of the importance of a "break" over holiday periods (ex. December and March break) - "Black out" periods: <ul style="list-style-type: none"> o Prior to midyear exams o Prior to final exams o First two days after December break

		<ul style="list-style-type: none"> ○ First two days after March break - Administration, together with GB, will prepare midyear and end of year exam schedules such that, as much as possible, students have only one exam per day and ample time to prepare between exams - Introduction to Student Services with class visits from guidance (Sec I) - CHOICES program - Career presentations by guidance (Sec IV-V) - Monthly MindPOP workshops (organization, and mindfulness coaching) - Individual MindPOP referrals for weekly sessions - MindPOP midyear survey and follow-up - Regular promotion of positive homework hygiene - Partnership with Camp Lift - Walk & Talk (Sec I transition into high school) - ECAs (ex. Mandala colouring, yoga, mental health committee, etc.) - Not posting honour roll
N/A	To decrease the rate of secondary students' substance use and harmful coping, as reported by the students in 2027 to be 1% below the Canadian norms of 2023.	<ul style="list-style-type: none"> - Presentation by Maison Jean Lapointe (Sec I) - Cyberbullying and Digital Citizenship presentation (Sec I-III) - Collaboration with Environment Committee and Camp Lift for activities for Anti-vaping day - CHOICES program (Sec II) - Camp Lift APT program (Sec II-V)

		<ul style="list-style-type: none"> - Camp Lift anti-vaping presentation (Sec III) - Police presentation (Sec III) - Camp Lift Party Scenarios presentation (Sec IV) - Camp Lift Let's Talk Porn Presentation (Sec V) - Impaired Driving presentation from Children's Hospital (Sec V)
To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.	RWA does not have access to data yet. We will create an objective once we dissect our school data.	<ul style="list-style-type: none"> - Mozaik training - Word Q training



RESOLUTION TO APPROVE THE ROYAL WEST ACADEMY EDUCATIONAL PROJECT:

WHEREAS the Ministry of Education in Quebec has required each school to update their Educational Project during the academic year 2023-2024;

WHEREAS the Educational Project has engaged in a thorough and inclusive strategic planning process, involving consultation with all stakeholders to effectively address current and future challenges and opportunities;

WHEREAS the new project goals align to the EMSB's Commitment to Success Plan and includes objectives, indicators, and targets that align with the Ministry's strategic indicators and priorities;

BE IT RESOLVED THAT the governing board hereby approves the revised Educational Project for the period 2023-2027 as presented and acknowledges its importance in guiding the development and decision-making processes towards improving student outcomes and school climate.

School Principal

Governing Board Chair

Date: March 12, 2024

Moved by : Jason Chen

Seconded by : Alison Crump