

Educational Project: Good Shepherd School Annual Report – November 2020

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their ongoing success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress and achieve our objectives.

As stated in our mid-year report in December 2019, the 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to the worldwide pandemic with which we are still dealing. This health crisis interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing covid-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. As a consequence, we cannot fully report on our progress towards attaining set targets. Through this annual report, we therefore reflect on the 2019-2020 school year within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Communication across the curriculum: Talk to Learn	➤ Oral expression across all subjects	➤ To improve the students' abilities to engage in meaningful conversations
Developing resiliency and social-emotional and Health and Well-being for all students	➤ Improving student mental health and well-being through Social Emotional Learning (SEL) with Mindfulness and Growth Mindset ➤ Engaging in Social Emotional Learning	➤ To reduce visible anxiety and stress in the student population ➤ To increase students' positive sense of belonging

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OBJECTIVE	To Increase the percentage (by 10%) of students achieving at least 70% or above in both ELA and FSL on the final global results (Grade 6 MEES examinations and report cards).			
INDICATOR	The percentage of students' who demonstrate increased proficiency in both English and French at the end of each cycle on the common communication rubric and on the grade 6 overall results in ELA and FSL end of year report cards; including the examination results.			
TARGET	Each year, until 2022, bi-yearly, review the results attained from the common rubric to measure students' (identified with/ without special needs -IEP) results on the communication rubric.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Hired SLP, Resource Teacher to support early intervention in Kindergarten and Cycle 1. ➤ Introduced <i>Lively Letters</i> to support early language and literacy development. ➤ Emphasis on explicitly building vocabulary in English and French as a second Language. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # M15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Strategies -Support vocabulary development in English and French. Pre-teach English/ French vocabulary knowledge through reading comprehension and fluency. Workshop/ book study with Math consultant: Developing communication across the curriculum. Common Rubric to track and measure communication at each cycle in English and French; Term Report cards: Percentage of students who received 70% and above in both languages (English and French). 			
OVERALL GRADE 6 LANGUAGE PROFICIENCY RATE RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
32.1%	NOT AVAILABLE			
REFLECTION ON ACTION AND RESULTS				
GOOD SHEPHERD OFFERS AN ENGLISH PROGRAM OF STUDY. FRENCH AS A SECOND LANGUAGE IS TAUGHT FOUR HOURS PER WEEK IN GRADE 1-6. WHEN THE EDUCATIONAL PROJECT WAS WRITTEN, COMMUNICATION ACROSS THE CURRICULUM: TALK TO LEARN WAS IDENTIFIED AS THE CHALLENGE. STUDENTS' ORAL EXPRESSION ACROSS ALL SUBJECTS				

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WAS IDENTIFIED AS AN ORIENTATION; WITH THE OBJECTIVE TO IMPROVE STUDENTS' ABILITIES TO ENGAGE IN MEANINGFUL CONVERSATION. GENERATING AND QUANTIFYING THE RESULTS FOR STUDENTS' ENGAGEMENT IN MEANINGFUL CONVERSATIONS IS DIFFICULT. THE FOCUS ON ORAL COMMUNICATION ACROSS THE CURRICULUM: TALK TO LEARN WILL BE MAINTAINED AS A STRATEGY TO IMPROVE STUDENTS' PROFICIENCY IN BOTH LANGUAGES.

CURRENTLY 32.1% OF THE STUDENTS ARE ACHIEVING 70% AND ABOVE IN THEIR OVERALL SCHOOL MARK IN BOTH LANGUAGES (ENGLISH AND FRENCH). AS A RESULT OF THE PASS/FAIL EVALUATIONS, WE WERE UNABLE TO MEASURE THE STUDENTS' LANGUAGE PROFICIENCY RATE FOR 2019-2020. THE BASELINE FROM THE 2018-2019 RESULTS INDICATE THAT 83% STUDENTS IN GRADE 6 RECEIVED 70% AND ABOVE IN ENGLISH AND 36% RECEIVED 70% AND ABOVE IN FRENCH.

UPON REFLECTION, THE CHALLENGE IDENTIFIED HAS CHANGED TO FOCUS ON THE STUDENTS' OVERALL SUCCESS IN BOTH LANGUAGES. THE OBJECTIVE WILL BE REVISED FOR THE 2020-2021 SCHOOL YEAR: TO IMPROVE STUDENTS' OVERALL LANGUAGE PROFICIENCY (ENGLISH AND FRENCH). THIS ISSUE IS IMPORTANT BECAUSE IT IMPACTS STUDENTS' SUCCESS IN ALL SUBJECT AREAS AS WELL AS THE ABILITY TO OBTAIN HIGH SCHOOL LEAVING CERTIFICATION.

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OBJECTIVE	To reduce visible anxiety and stress in the student population			
INDICATOR	Results from Our School Survey			
TARGET	To reduce by 7% the percentage of grade 4 to 6 students that are experiencing moderate to high levels of anxiety by 2022			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Staff implemented Peace corners/ safe zones in classroom; Morning Meetings; implemented zones of regulation; Second Steps; Mindfulness into lessons and activities. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # M15230			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ % of students who actively take part in clubs and activities. Feedback from students/ staff about calm interactions during unstructured times. Monitor the number of students who report feelings of anxiety. 			
RESULTS OF GRADES 4, 5, 6 VISIBLE ANXIETY AND STRESS ON OUR SCHOOL SURVEY				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
22%	NOT AVAILABLE			
REFLECTION ON ACTION AND RESULTS				
<p>AS A RESULT OF THE SCHOOL CLOSURES ON MARCH 13, 2020, STUDENTS REMAINED AT HOME UNTIL SEPTEMBER 2020. THE OUR SCHOOL SURVEY WAS NOT DONE DUE TO THE PANDEMIC. DURING THE SCHOOL LOCKDOWN, HOMEROOM TEACHERS, TECHNICIANS, AND ATTENDANTS CHECKED IN ON STUDENTS ON A WEEKLY BASIS. WE COLLABORATED WITH OUTSIDE AGENCIES (CLSC, DYP) TO FOLLOW UP ON STUDENTS WHO NEEDED INTERVENTION.</p>				

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OBJECTIVE	To increase students' positive sense of belonging			
INDICATOR	Percentage of students reporting a positive sense of belonging results on Our School Survey			
TARGET	To increase by 10% the percentage of students who report a positive sense of belonging by 2022			
ACTIONS UNDERTAKEN	➤ Theatre groups; outings; Daily greetings; clubs; sports; buddy system (reading, bus)			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # M 15230			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Tracking the number of students who participate in school clubs and activities. The percentage of students who indicate a positive relationship and feeling safe attending school on Our School survey; Daily Check ins with key adults. Teachers greeting students at the door by name.			
RESULTS OF GRADE 4, 5, 6 SENSE OF BELONGING OUTCOME ON OUR SCHOOL SURVEY				
2018-2019	2019-2020	2020-2021	2021-2022	2022-023
69%	NOT AVAILABLE			
REFLECTION ON ACTION AND RESULTS				
THE OUR SCHOOL SURVEY WAS NOT DONE DUE TO THE PANDEMIC. PLANS WERE MADE TO HOLD THE ANNUAL MULTICULTURAL FAIR; HOWEVER, WE WERE NOT ABLE TO HOLD THE CELEBRATION DUE TO SCHOOL CLOSURE. IT WILL BE IMPORTANT TO CONTINUE THIS TRADITION AS IT IS A MEANINGFUL WAY TO DEVELOP A STRONG SENSE OF BELONGING. IT ALSO CREATES A POSITIVE, INCLUSIVE SCHOOL CULTURE THAT HELPS TO FACILITATE AND CONNECT THE COMMUNITY TO THE SCHOOL.				