

## Educational Project: Heritage Regional High 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  |
|--|---|---|
| Student achievement in courses required for graduation | ➤ AT-RISK STUDENTS                              | ➤ Decrease the number of at-risk students (50%-70%) in sec. 4 general studies (History, Science, and Math). |
|  | ➤ FOSTER SKILLS THAT SUPPORT SUCCESS IN HISTORY | ➤ To increase student achievement in sec. 4 History.  |
|  | ➤ PROFICIENCY IN READING                        | ➤ Increase student language proficiency in the reading competencies in FSL and ELA (C2 mark), in sec. 5.    |

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|---|--|------------------|------------------|------------------|--|
| <b>OBJECTIVE</b>  | Decrease the number of at-risk students (50%-70%) in sec. 4 general studies (History, Science, and Math).  |                  |                  |                  |  |
| <b>INDICATOR</b>  | The number of at-risk students (50%-70% in two or more identified subjects) in sec. 4 general studies.   |                  |                  |                  |  |
| <b>TARGET</b>   | 10% decrease in the number of at-risk students in sec. 4 general studies, by 2022.   |                  |                  |                  |  |
| <b>ACTIONS UNDERTAKEN</b>   | <ul style="list-style-type: none"> <li>➤ Ed. Project focus sessions (Ped. Days).</li> <li>➤ SWAT meetings (student academic support).</li> <li>➤ Homework Assistance Program</li> <li>➤ Teacher recuperation time + Office Hours (Covid).</li> <li>➤ Offering of repeater courses in sec. 4 His, Sci, Math.</li> <li>➤ Resource Teacher support in sec. His, Sci, Math.</li> </ul> |                  |                  |                  |  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>   | <b>MEASURE #</b> 15021, 15022, 15026, IEP Mesure   |                  |                  |                  |  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>   | <ul style="list-style-type: none"> <li>➤ At-risk filters done mid-year by TOS.</li> <li>➤ At-risk filters done by RSB Data Team</li> </ul>   |                  |                  |                  |  |
| <b>RESULTS</b>  |  |                  |                  |                  |  |
| <b>2018-2019</b>  | <b>2019-2020</b>   | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |  |
| <b>39%</b>  | <b>31%</b>   |                  |                  |                  |  |
| <b>REFLECTION ON ACTION AND RESULTS</b>   |  |                  |                  |                  |  |
| <p>OUR ORIENTATION AND OBJECTIVE WERE REVISED THIS YEAR DUE TO THE PANDEMIC SHUTDOWN. WE ARE STILL FOCUSING ON AT-RISK STUDENTS, BUT DUE TO A LACK OF DATA, WE ARE NO LONGER REPORTING ON THOSE WHO ACTIVELY SEEK SUPPORT. WE WILL CONTINUE TO MONITOR THIS PIECE INTERNALLY, BUT CANNOT CURRENTLY REPORT ON IT. BY IDENTIFYING AT RISK STUDENTS MID-YEAR AT ALL GRADE LEVELS, WE WILL BE ABLE TO FOLLOW THEM CLOSELY THE SECOND HALF OF THE YEAR AND ACCOMPANY THEM IN SEEKING SUPPORT TO TURN THINGS AROUND. WE HOPE THAT BY DOING THIS IN EVERY GRADE LEVEL, BY THE TIME THEY GET TO SECONDARY IV, THE SEEKING OF SUPPORT WILL BECOME AUTONOMOUS IN OUR AT-RISK LEARNERS.</p> <p>MOVING FORWARD, WE WILL NEED TO PAY CLOSE ATTENTION TO OUR 2020-2021 RESULTS AND BE MINDFUL OF THE FACT THAT EMPATHY TOWARD ACADEMIC RESULTS DURING THE PANDEMIC MAY PLAY A ROLE.</p> |  |                  |                  |                  |  |

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| <b>OBJECTIVE</b>   | <b>To increase student achievement in sec. 4 History.</b>   |                  |                  |                  |
| <b>INDICATOR</b>   | Sec. 4 student success rate in sec. 4 History (Final Grade).  |                  |                  |                  |
| <b>TARGET</b>  | Increase by 5% the sec. 4 History overall results, by 2022.   |                  |                  |                  |
| <b>ACTIONS UNDERTAKEN</b>  | <ul style="list-style-type: none"> <li>➤ Ed. Project focus sessions (Ped. Days).</li> <li>➤ Repeater group.</li> <li>➤ History teacher released (30%) to provide departmental support on the <i>Intellectual Operations</i>.</li> </ul> |                  |                  |                  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>  | <b>MEASURE # 15021, 15022</b>   |                  |                  |                  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>  | <ul style="list-style-type: none"> <li>➤ <i>Sous La Loupe</i> reading assessment results (previous year).</li> <li>➤ Sec. 3 prototype exam item analysis.</li> </ul>  |                  |                  |                  |
| <b>RESULTS</b>   |   |                  |                  |                  |
| <b>2018-2019</b>   | <b>2019-2020</b>  | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
| <b>86.9% SUCCESS RATE</b>  | <b>98.3%SUCCESSRATE</b>   |                  |                  |                  |
| <b>REFLECTION ON ACTION AND RESULTS</b>  |   |                  |                  |                  |
| <p>OUR ORIENTATION AND OBJECTIVE WERE REVISED THIS YEAR DUE TO THE PANDEMIC SHUTDOWN. DUE TO THE FACT THAT THERE WERE NO MEES FINAL EXAMS IN 2019-2020, WE REVISED OUR OBJECTIVE TO FOCUS ON THE OVERALL SEC. 4 HISTORY RESULTS AND NOT SOLELY THE EXAM RESULTS.</p> <p>WE DECIDED TO INCLUDE THE 2019-2020 SUCCESS RATE IN SEC. 4 HISTORY, EVEN THOUGH STUDENTS ONLY RECEIVED A "PASS/FAIL" GRADE ON THEIR MINISTRY TRANSCRIPT.</p> <p>IT SHOULD BE NOTED THAT BECAUSE REGULAR TEACHING PAUSED BETWEEN MARCH AND JUNE 2020, PARTICULAR ATTENTION WAS GIVEN TO AT-RISK STUDENTS.</p> |   |                  |                  |                  |

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| <b>OBJECTIVE</b>  | Increase student language proficiency in the reading competencies in FSL (de base & enrichi) and ELA (C2 mark), in sec. 5.  |                  |                  |                  |
| <b>INDICATOR</b>  | Number of sec. 5 students achieving language proficiency (70% or more) in the reading competencies in FSL (de base & enrichi) and ELA at the end of the year.   |                  |                  |                  |
| <b>TARGET</b>   | Increase by 5% (see C2 summary mark) by 2022.   |                  |                  |                  |
| <b>ACTIONS UNDERTAKEN</b>   | <ul style="list-style-type: none"> <li>➤ Ed. Project focus sessions (Ped. Days).</li> <li>➤ Sec. 5 ELA resource support.</li> <li>➤ Homework Assistance Program</li> <li>➤ Teacher recuperation time + Office Hours (Covid).</li> </ul> |                  |                  |                  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>   | <b>MEASURE #15021, 15022, Soutien Linguistique</b>  |                  |                  |                  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>   | <ul style="list-style-type: none"> <li>➤ At-risk filters done mid-year by TOS.</li> <li>➤ At-risk filters done by RSB Data Team (overall).</li> </ul>   |                  |                  |                  |
| <b>RESULTS</b>  |   |                  |                  |                  |
| <b>2018-2019</b>  | <b>2019-2020</b>  | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
| <b>54.9% PROFICIENT</b>   | <b>55.7% PROFICIENT</b>   |                  |                  |                  |
| <b>REFLECTION ON ACTION AND RESULTS</b>   |   |                  |                  |                  |
| <p>OUR ORIENTATION AND OBJECTIVE WERE REVISED THIS YEAR DUE TO THE PANDEMIC SHUTDOWN. MOVING FORWARD WE WILL CONTINUE TO TRACK PROFICIENCY RESULTS FOR ALL GRADE LEVELS, BUT WE WILL ONLY REPORT ON THE SECONDARY 5 STUDENTS.</p> <p>IT SHOULD BE NOTED THAT BECAUSE REGULAR TEACHING PAUSED BETWEEN MARCH AND JUNE 2020, PARTICULAR ATTENTION WAS GIVEN TO AT-RISK STUDENTS.</p> |   |                  |                  |                  |