

## Educational Project: Harold Napper 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 Reading Proficiency	➤ Reading Fluency and Accuracy	➤ Improve students' reading fluency and accuracy in English and French
	➤ High level of language proficiency	➤ Increase students with an IEP achieving at least 70% in both ELA and FSL
Safe and Caring Environment	➤ Students feel accepted and valued by their peers and others at their school	➤ Increase or maintain student positive sense of belonging to the Canadian norm ➤ Increase the number of students feeling safe at school

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<b>OBJECTIVE</b>	Improve students' reading fluency and accuracy in English and French			
<b>INDICATOR</b>	Student results on running records			
<b>TARGET</b>	At least 75% of students reading at level at end of cycle			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Used measure money to hire additional resource teachers</li> <li>➤ English Resource teacher piloted Razkids to test its ability to support ELA literacy</li> <li>➤ Professional dialogue through a placemat activity of sharing reading practices used at each grade level.</li> <li>➤ Professional dialogue during staff meetings led to a discussion on the ELA program of study in comparison to the FSL program of study.</li> <li>➤ Danielle Van Patter and Lucie Brisebois gave a PD session on how to use PM Benchmarks and GB+ to all teachers</li> <li>➤ Resource teachers were available to support and model for homeroom teachers on how to administer GB+ or PM Benchmarks</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # MEASURE 15025 MINIMUM THRESHOLD OF SERVICES</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Teachers agreed to establish a baseline of data on student's fluency and accuracy</li> <li>➤ Baseline was to be six students per class (2 below average; 2 average; 2 above average).</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>
N/A	BASELINE NOT ESTABLISHED			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<ul style="list-style-type: none"> <li>• DUE TO THE PANDEMIC WE LOST THE OPPORTUNITY TO ESTABLISH OUR BENCHMARKS FOR JUNE 2020.</li> <li>• RESOURCE TEACHER REPORTED RAZKIDS WAS A SUCCESSFUL AS A WAY TO COLLECT READING FLUENCY AND ACCURACY ONLINE. FOR 2020-2021 SCHOOL YEAR WE WILL PURCHASE A SCHOOL SITE LICENSE</li> </ul>				

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<b>OBJECTIVE</b>	Increase students with an IEP achieving at least 70% in both ELA and FSL			
<b>INDICATOR</b>	Grade six report card final global results in ELA and FSL			
<b>TARGET</b>	65% of IEP students at grade six achieve at least 70% or greater in both ELA and FSL			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Used measure money to hire additional resource teachers</li> <li>➤ Resource teachers focus their support primarily on students with an IEP</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # MEASURE 15025 MINIMUM THRESHOLD OF SERVICES			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Grade five results on the report card in all competencies for ELA and FSL.</li> <li>➤ Overall global report card mark in ELA and FSL for grade five to ensure we are on track for grade six</li> <li>➤ Grade six students with an IEP and their report card final global result in ELA and FSL</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>68% OF STUDENTS WITH AN IEP ACHIEVED 70% OR ABOVE IN ELA AND FLS BASED ON THEIR OVERALL REPORT CARD MARK</b>	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<ul style="list-style-type: none"> <li>➤ IN 2018-2019: 17 OUT OF 25 IEP STUDENTS AT GRADE SIX ACHIEVED 70% OR GREATER AS THEIR GLOBAL OVERALL MARK FOR BOTH ELA AND FSL ON THEIR REPORT CARD IN JUNE.</li> <li>➤ THERE WERE A TOTAL OF 17 STUDENTS WITH IEPs IN THE IMMERSION PROGRAM IN 2018-2019</li> <li>➤ THERE WERE A TOTAL OF 8 STUDENTS WITH IEPs IN THE ENGLISH PROGRAM IN 2018-2019</li> <li>➤ IN 2019 -2020 WE HAD A TOTAL OF 33 STUDENTS WITH AN IEP IN GRADE SIX</li> <li>➤ THERE WERE A TOTAL OF 21 STUDENTS WITH IEPs IN THE IMMERSION PROGRAM IN 2019-2020</li> <li>➤ THERE WERE A TOTAL OF 12 STUDENTS WITH IEPs IN THE ENGLISH PROGRAM IN 2019-2020</li> <li>➤ DUE TO THE PANDEMIC THE END OF YEAR REPORT CARD DID NOT REFLECT GLOBAL OVERALL PERCENTAGE MARK BUT RATHER A P (PASS) OR NP (NOT PASS) WERE ASSIGNED. THEREFORE, THERE IS NO DATA AVAILABLE</li> </ul>				

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<b>OBJECTIVE</b>	Increase or maintain student positive sense of belonging to the Canadian norm			
<b>INDICATOR</b>	Our School Survey			
<b>TARGET</b>	84% of students or higher state they have a positive sense of belonging			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Lunch Clubs were offered (Chess; Mad Science and Sheltoons) for the 2019-2020 school year</li> <li>➤ Lunch and after school athletics were offered in 2019-2020 by physical education teachers</li> <li>➤ Grade five and six leadership program (playground leaders) during lunch hour for the 2019-2020 school year</li> <li>➤ Monthly school wide assemblies for the 2019-2020 school year to celebrate student and school acts of kindness</li> <li>➤ Harold Napper 3R ceremony by grade level (Respect; Responsibility; Ready to Work) occurred each academic term in 2019-2020</li> <li>➤ School wide fundraising initiatives for charities (Montreal Children’s Hospital; Ronald MacDonald House) in the 2019-2020 school year</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE #</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Our school survey administered to grade four, five and six students</li> <li>➤ Survey given once a year in Spring</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>79% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER</b>	<b>NO DATA WAS AVAILABLE DUE TO THE PANDEMIC</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>IN THE 2019-2020 SCHOOL YEAR WE FELT WE MADE SIGNIFICANT GAINS IN THIS AREA AND WERE EXCITED TO SEE THE STUDENT’S RESPONSES ON THE TELL THEM FROM ME SURVEY.</p> <p>UNFORTUNATELY, THE PANDEMIC AND THE CLOSING OF SCHOOLS DID NOT ALLOW US TO FINISH OUR SCHOOL YEAR AND COLLECT THE DATA FROM THE TELL THEM FOR ME SURVEY TO PROVE OUR HYPOTHESIS THAT OUR EFFORTS DID MAKE IMPROVEMENTS IN THIS TARGETED AREA.</p>				

## Educational Project: Harold Napper Annual Report – November 2020

<b>OBJECTIVE</b>	<b>Increase the number of students feeling safe at school</b>			
<b>INDICATOR</b>	Our School Survey			
<b>TARGET</b>	At least 68% or more of the students surveyed feel safe at school			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ For the 2019-2020 academic year we hired a behavior coach and social worker with measure money to support students</li> <li>➤ In 2019-2020 behavior coach worked with a multi-aged group of students to build a school mural to reinforce and encourage students to express their feelings related to situations that occur at school</li> <li>➤ 2019-2020 Kindness Club at Harold Napper</li> <li>➤ Up-standers club was created. Senior students helping younger students through conflict resolution</li> <li>➤ Student centered room “Pit Stop”, is open throughout unstructured times to support students</li> <li>➤ Created sheltered lunch activities to help students who struggled with unstructured times</li> <li>➤ Measure money to increase hours of the behavior technicians and hiring of an additional technician</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15020 SOUTIEN À LA PERSÉVÉRANCE</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Our School Survey administered to students in grade 4, 5 and 6</li> <li>➤ Pit Stop collects evidence of student interventions through anecdotal notes and reflection sheets</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>53% OF STUDENTS IN GRADE 4, 5 AND 6 FEEL SAFE AT SCHOOL</b>	<b>NO DATA WAS AVAILABLE DUE TO THE PANDEMIC</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>THE 2019-2020 SCHOOL YEAR WE IMPLEMENTED SEVERAL EXCITING INITIATIVES INCLUDING A “STAND-UP” TO BULLYING CLUB WHERE SENIOR STUDENTS WOULD MENTOR YOUNGER STUDENTS THROUGH CONFLICT RESOLUTION UNDER THE GUIDANCE OF A TEACHER. WE FEEL WE WERE MAKING GAINS BUT DUE TO THE PANDEMIC AND THE CLOSURE OF SCHOOLS WE COULD NOT COLLECT DATA TO VALIDATE WHAT WE HYPOTHEZIZED.</p>				