

## Educational Project: John Adam Memorial 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
Talk to Learn	➤ To improve Oral Communication Skills (Talk for Learning)	➤ Improve oral communication competency in English
	➤ Math Talk	➤ To improve student achievement in Math
Global Student Wellness	➤ Improve students' sense of safety at school	➤ To decrease the gap between boys and girls with regard to wellness

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<b>OBJECTIVE</b>	Improve oral communication competency in English and French			
<b>INDICATOR</b>	End of Cycle 3 Report Card (c1 ELA & FSL)			
<b>TARGET</b>	Attain an 85% Group Average for C1 (ELA &FSL) mark			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Common norms</li> <li>➤ “Morning Talks” sessions</li> <li>➤ Increased opportunities for Talk to Learn (TtL)</li> <li>➤ Use of monthly themes to encourage (TtL)</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15025			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Improved quality &amp; involvement in Morning Talks</li> <li>➤ Term Report Cards</li> <li>➤ Anecdotal reports – Classroom discussion</li> <li>➤ Common Planning Time – Establish Shared Essentials &amp; common assessments.</li> </ul>			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
80% ELA *COMBINED 83.3% FSL *COMBINED	NA			
REFLECTION ON ACTION AND RESULTS				
<p>(* Combined = English &amp; Immersion Stream combined mark)</p> <p>There is a tremendous need to better communicate. We decided to increase the opportunities to discuss in class, at large, so that the teachers can help our students develop their capabilities to share their ideas &amp; assist in organizing their thoughts. Students need to build on each other’s ideas so to be more efficient at developing their written opinions.</p> <p>From now until 2023, our focus has and will be to establish common school-wide norms for Talk to Learn. We will also undertake an overhaul of our curriculum so to determine what our Shared Essential content will be for our language cores.</p> <p>Our C1 results in both FSL &amp; ELA (for both our Immersion and English streams) may be strong however, we aim to improve upon them and maintain an 85% average.</p> <p>Ultimately, for the renewal of the Educational Project in 2023, we will focus more on the ELA &amp; FSL c2&amp;c3 exam results.</p>				

## Educational Project: John Adam Memorial Annual Report – November 2020

<b>OBJECTIVE</b>	<b>To improve student achievement in Math</b>			
<b>INDICATOR</b>	End of year Summary Results (Global Mark)			
<b>TARGET</b>	80% Group average in Summary Report (Global Mark) by grade level			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Staff involved in Curriculum Mapping of Shared Essentials (What really needs to be taught).</li> <li>➤ Common Spares per cycle thus facilitating common planning &amp; assessments. This also allows us to track where there are student difficulties thus properly organizing our Student Support Model (Response to Intervention).</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15025</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Term Results</li> <li>➤ Weekly Common Spares for teachers to review student progress.</li> <li>➤ Exam Results</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>GLOBAL 74.9%</b>				
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>- Newly implemented Math resources in both Immersion and English programs with a special focus on Math manipulatives.</p> <p>- With the support of the RSB Educational Services department, we have undertaken an in-depth review of the content that we teach in Math. Using the Response to Intervention model, we have established what our Shared Essential Math concepts are. By doing so, this allows us to have a better grasp on what we are <b>all</b> doing. This harmonization will allow us to share best practices, better align our student support services and introduce focused interventions for at-risk students.</p> <p>Covid has not allowed us to gather any results for 2019-2020 however, we will review the 1<sup>st</sup> term results. We will be able to see where the needs are and verify if our coordination processes have had an impact on student learning. This will be especially important this year as there will be a gap due to the prolonged school closure.</p>				

## Educational Project: John Adam Memorial Annual Report – November 2020

<b>OBJECTIVE</b>	To decrease the gap between boys and girls with regard to wellness – To maintain a 5% positive difference to the Canadian norms for all the components of our *Wellness Score.				
<b>INDICATOR</b>	OurSchool Survey (Anxiety, Sense of Belonging & Positive Relationships)				
<b>TARGET</b>	Baseline OurSchool Survey 2017 Reduce the gap by 5% between boys and girls (Anxiety)				
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Student Voice committee</li> <li>➤ Multiple school sense of belonging events</li> <li>➤ SWAT student support team initiatives</li> </ul>				
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15025, 15023</b>				
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Our School 2018/2019</li> <li>➤ Student Voice Feedback</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>RESULTS BELOW</b>	<b>NA</b>				
<b>REFLECTION ON ACTION AND RESULTS</b>					
<p>The original objective was to decrease the gap on our *Wellness Score results between boys and girls. We realized that a reduction of the gap was not a proper target.</p> <p>If we take for example the difference between our 2017/18 &amp; 2018/19 results, there was only one decrease in the gap between boys &amp; girls. The increasing of the gap for the other criterion actually reflected an <b>improvement</b>; which is what we actually desire.</p> <p>It is for that reason we have replaced our original objective (<b>To decrease the gap between boys and girls with regard to wellness</b>) with the following: <b>To maintain a 5% positive difference to the Canadian norms for all the components of our *Wellness Score.</b></p> <p>*Wellness Score (①Sense of Belonging, ②Positive Relationships and ③ Anxiety levels).</p>					
2017/2018			2018/2019		
① 72% (65% Girls / 79% Boys – 12% gap)			① 86% (80% Girls / 94% Boys- 14% gap)		
② 83% (80% Girls / 87% Boys – 7% gap)			② 92% (92% Girls / 92% Boys – 0% gap)		
③ 25% (32% Girls / 18% Boys – 14% gap)			③ 22% (34% Girls / 6% Boys – 28% gap)		
<p>In our reflection &amp; discussion following the results from the OurSchool Survey, we will heavily consider the gender gap in establishing our actions.</p>					