

Educational Project: Mountainview 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
Proficiency in English and French	➤ Oral competency development	➤ To improve oral competency development
	➤ Reading competency development	➤ To improve reading competency development
	➤ Writing competency development	➤ To improve writing competency development

Educational Project: Mountainview Annual Report – November 2020

OBJECTIVE	To improve oral competency development			
INDICATOR	The results in Competency 1 (Uses language to communicate and learn, communicates in French) in ELA and FSL- de base et immersion - on final report card from gr. 1 to gr. 6			
TARGET	70% of our students will have 75% and up in ELA and 90% of our students will have 75% and up in FSL (de base et immersion) for Comp. 1 in Final report card for all grade levels.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ TURN & TALK ➤ ROLL A TALK ➤ MATH PROBLEM SOLUTING DISCUSSION 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 USE: RESOURCE TEACHER TO HELP STUDENTS WITH DIFFICULTY			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> - TRACKING SHEET - LISTENING - OBSERVATION GRID 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
75% OF OUR STUDENTS HAD 75% AND UP ON THE FINAL REPORT CARD FOR ALL GRADE LEVELS IN ELA.	NE: UNABLE TO REPORT DUE TO PANDEMIC FOR THE FINAL REPORT CARD.			
REFLECTION ON ACTION AND RESULTS				
<p>WE HAVE DONE THE ACTIONS THAT NEEDED A FOLLOW UP FROM NOVEMBER 2019 TO NOVEMBER 2020. THEY ARE ACTIONS DONE ON A REGULAR BASIS. THE RESULTS OF 2018-2019 DOESN'T REFLECT THE ACTIONS TAKEN IN THE SCHOOL YEAR 2019-2020.</p> <p>WHEN WE TAKE A LOOK AT THE RESULTS, WE CAN SEE THAT WE HAVE NOT ONLY ATTAINED THE GOAL FOR 2022, BUT SURPASSED IT BY 5%. WE ALSO HAVE PUT ON EMPHASIS ON HAVING SCHOOL WIDE ACTIVITIES IN ENGLISH. WHEN WE LOOK CLOSELY AT THE BREAKDOWN OF THE RESULTS, WE CAN SEE THAT OUR FRANCOPHONE POPULATION IS STRUGGLING WITH THE ORAL COMPETENCY IN THE LOWER GRADES, ESPECIALLY IN THE IMMERSION PROGRAM (55.5% IN GRADE 1 AND 38% IN GRADE 2). AT THIS AGE, THEY ARE ACQUIRING THE LANGUAGE COMPONENT.</p> <p>WE DID NOT REPORT OF THE FSL % OF STUDENTS WHO ATTAINED 75% AND UP. BUT WE NOTICE THAT THERE WAS A DECREASE OF THE %. IS THIS LINK TO THE INCREASE OF THE ELA RESULTS? 83% COMPARED TO 87% FROM 2017-2018 TO 2018-2019. ALSO, THERE IS A BIG GAP OF 12% BETWEEN THE STUDENTS IN THE ENGLISH PROGRAM AND IMMERSION PROGRAM.</p>				

Educational Project: Mountainview Annual Report – November 2020

OBJECTIVE	To improve reading competency development			
INDICATOR	The results in Competency 2 (Reads/listens to spoken, written and media texts, Understands oral and written texts in French) in ELA and FSL – de base et immersion – on final report card from gr. 1 to gr. 6			
TARGET	77% of our students will have 70% and up in ELA and 80% of our students will have 70% and up in FSL (de base et immersion) for Comp. 2 in Final report card for all grade levels			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ READING RESPONSE WITH SAME BOOK ENG./FR. ➤ ORAL READING RESPONSE ➤ SHORT READING RESPONSE ➤ COLLABORATION PROFS ENG./FR PAR NIVEAU POUR PROJET COMMUN 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 USE: RESOURCE TEACHER FOR STUDENTS WHO PRESENT DIFFICULTY IN THIS AREA			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ RUBRIC ➤ LISTENING ➤ OBSERVATION GRID ➤ PLANNING/EVALUATION SHEET 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
76.5% OF OUR STUDENT POPULATION HAVE 70% AND UP IN THE FINAL REPORT CARD IN ELA.	NE: UNABLE TO REPORT DUE TO PANDEMIC FOR THE FINAL REPORT CARD.			
REFLECTION ON ACTION AND RESULTS				
<p>FROM NOVEMBER 2019 TO NOVEMBER 2020, WE HAVE PUT EMPHASIS ON THE COMMON PROJECT PER GRADE LEVEL. THE PD FOR TEACHERS FOR THE 4 AREAS OF READING HAS BEEN DONE ONLY FOR A FEW TEACHERS. WE HAD A TRAINING DAY SESSION ON TEACHING IN BOTH LANGUAGES IN DECEMBER 2019, WITH MCGILL AND BISHOPS PROFESSIONAL IN THE AREA OF TEACHING AND LEARNING IN BOTH LANGUAGES. TEACHERS HAVE BEEN PAIRED BY GRADE LEVEL AND PLANNED A COMMON PROJECT WHERE STUDENTS WERE ASSESSED ON THE TOPIC. SOME PROJECTS NEVER HAPPENED DUE TO THE PANDEMIC. IN SOME GRADE LEVELS, THERE WAS A READING RESPONSE WITH THE SAME BOOK FR./ENG.</p> <p>THERE IS AN INCREASE IN THE RESULTS FROM 2017-2018, AND WE HAVE MISSED OUR 2022 GOAL BY .5%.</p>				

Educational Project: Mountainview Annual Report – November 2020

OBJECTIVE	To improve writing competency development			
INDICATOR	The results in Competency 3 (Produces written and media texts, Produces oral and written texts in French) in ELA and FSL - de base et immersion – on final report card from gr. 1 to gr. 6			
TARGET	68% of our students will have 70% and up in ELA and 84% of our students will have 70% and up in FSL (de base et immersion) for Comp. 3 in Final report card for all grade levels			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ COLLABORATION BETWEEN FR./ENG. TEACHERS FOR COMMON PROJECT ➤ COMMON EVOLUTIONAY GRID 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 USE: RESOURCE TEACHER FOR STUDENTS EXPERIENCING DIFFICULTY IN THIS AREA			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ EVALUATION GRID ➤ PLANNING/EVALUATION SHEET 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
71% OF THE STUDENTS HAVE A 70% AND UP IN THE FINAL REPORT CARD IN ELA.	NE: UNABLE TO REPORT DUE TO PANDEMIC FOR THE FINAL REPORT CARD.			
REFLECTION ON ACTION AND RESULTS				
<p>AS PER THE COMMON EVOLUTIONARY CORRECTION GRID, IT IS IN PROGRESS BUT IT'S NOT CONSISTENT BETWEEN PROGRAMS OR GRADE LEVEL. WE HAVE TAKEN SOME ACTIONS FROM NOVEMBER 2019 TO NOVEMBER 2020, SUCH AS THE COLLABORATION BETWEEN TEACHERS IN BOTH PROGRAMS, AT THE SAME GRADE LEVEL, FOR A COMMON PROJECT. THE WRITING COMPETENCY WAS INVOLVED. UNFORTUNATELY, SOME OF THE PROJECTS DID NOT HAPPEN, OR WERE UNFINISHED DUE TO PANDEMIC. BUT THE PROJECTS THAT WERE DONE, STUDENTS HAD MORE COMPREHENSION OF THE LINK BETWEEN FRENCH AND ENGLISH.</p> <p>THE GAP BETWEEN PROGRAMS IS 10% (76% FOR ENGLISH PROGRAM, 66% FOR IMMERSION PROGRAM). IN GENERAL, AS THE STUDENTS GROW, THE GAP IS DECREASING. STUDENTS HAVE MORE SUBJECTS IN ENGLISH IN CYCLE 2 AND 3. IN CYCLE 3, THEY HAVE ABOUT 50-50 SUBJECTS' TAUGHT IN ENGLISH AND FRENCH, IN ORDER TO GET OUR FRANCOPHONE POPULATION READY FOR HIGH SCHOOL AT RIVERSIDE SCHOOL BOARD.</p>				