

## Educational Project: St. Lambert Elementary 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
Improve the success rate of all students with IEPs of Saint-Lambert Elementary	➤ Improve Mathematical Comprehension	<ul style="list-style-type: none"> <li>➤ Improve the use of resources by students</li> <li>➤ Increase students' ability to demonstrate relevant processes</li> </ul>
	➤ Improve the use of reading strategies by students	➤ Student use of reading strategies as per a common scale

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<b>OBJECTIVE</b>		<b>Improve the use of resources by students</b>		
<b>INDICATOR</b>		June results for competency 2 (Uses mathematical reasoning) in mathematics of all students with an IEP.		
<b>TARGET</b>		By June 2023, 70% of IEP students will achieve a 70% for the competency 2 Uses mathematical reasoning for the end of year report card		
<b>ACTIONS UNDERTAKEN</b>		➤ Due to the Covid-19 pandemic, specific actions have not taken place		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # 15025		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		➤ End of year report cards		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>60%</b>	<b>NON-AVAILABLE</b>			
REFLECTION ON ACTION AND RESULTS				
<p>We started to work on the objective: <b>Improve the use of reading strategies by students</b> at the beginning of 2019-2020. We felt as a team the importance of establishing a clear understanding of the reading strategies. It took longer than anticipated. With the confinement, we were not able to address the first 2 objectives <b>Improve the use of resources by students and Increase students' ability to demonstrate relevant processes</b>. Nevertheless, because of our new reality, we had to reflect on our pedagogy. Since last March, we had professional conversations about mathematics. Teachers also explored different interactive platforms. Teachers developed new approaches for students with special needs. The resource teachers have put together resources for parents. This has increased the communication between home and school.</p>				

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<b>OBJECTIVE</b>	<b>Increase students' ability to demonstrate relevant processes</b>			
<b>INDICATOR</b>	June results for competency 1 (Solves a situational problem) in mathematics of all students with an IEP.			
<b>TARGET</b>	By June 2023, 67% of IEP students will achieve a 70% for the competency 1 (Solves a situational problem) for the end of year report card			
<b>ACTIONS UNDERTAKEN</b>	➤ Due to the Covid-19 pandemic, specific actions have not taken place			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15025			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	➤ End of year report cards			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>57%</b>	<b>NON-AVAILABLE</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>We started to work on the objective: <b>Improve the use of reading strategies by students</b> at the beginning of 2019-2020. We felt as a team the importance of establishing a clear understanding of the reading strategies. It took longer than anticipated. With the confinement, we were not able to address the first 2 objectives <b>Improve the use of resources by students and Increase students' ability to demonstrate relevant processes</b>. Nevertheless, because of our new reality, we had to reflect on our pedagogy. Since last March, we had professional conversations about mathematics. Teachers also explored different interactive platforms. Teachers also developed new approaches for students with special needs. The resource teachers have put together resources for parents. This has increased the communication between home and school.</p>				

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<b>OBJECTIVE</b>	<b>Improve the use of reading strategies by students</b>				
<b>INDICATOR</b>	June results for reading in both ELA and FSL of all students with an IEP.				
<b>TARGET</b>	By June 2023, 55% of IEP students will achieve a 70% in competency 2 (reading) in both ELA and FSL for the end of year report card				
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Ongoing discussions re: reading strategies</li> <li>➤ School-based ped day (Fall 2019) focused on reading strategies; a workshop was offered by consultants.</li> <li>➤ Reading strategies notebooks.</li> <li>➤ All teachers received a Reading Power book (Eng and Fr.)</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>➤ Certain teachers have started reading strategies notebooks.</li> <li>➤ Sharing of the different reading strategies activities done by teachers at the Monday meetings.</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>45%</b>	<b>NON-AVAILABLE</b>				
<b>REFLECTION ON ACTION AND RESULTS</b>					
<p>We started to work on the objective: <b>Improve the use of reading strategies by students</b> at the beginning of 2019-2020. We felt as a team the importance of establishing a clear understanding of the reading strategies. It took longer than anticipated. With the distance learning in the spring, teachers had to explore different platforms and resources to work on reading. Teachers went to different workshops offered by the School Board and other organizations. We also had many professional conversations on new ways of teaching reading.</p> <p>Teachers also developed new approaches for students with special needs. The resource teachers have put together resources for parents. This has increased the communication between home and school.</p>					