

# Educational Project: Terry Fox 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. Consequently, 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
Narrowing the success rate between boys and girls in Mathematics	➤ Close the gap between boys and girls in Grade 6 at Terry Fox	➤ To increase the success rate of boys C1 (Solving a Situational Problem)
	➤ Improve results in Grade 6 – Math C2	➤ To increase the overall success rate in C2 (Using Mathematical Reasoning)
Feeling Safe at School	➤ Increase student sense of safety at school	➤ Increase the percentage of students who feel safe at school and decrease those who report being bullied or excluded (Grades 4 to 6)

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<b>OBJECTIVE</b>	To increase the success rate of boys C1 (Solving a Situational Problem)			
<b>INDICATOR</b>	The Grade 6 Final Exam C1 (Situational Problem)			
<b>TARGET</b>	To narrow the gap in success rate from 15% (2017-2018) to 5% in 2022			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Last year, hired “Building Blocks Tutorials” for after school tutorials – 6 sessions planned but only did 3 due to shut down</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15015			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Use PM Benchmarks to establish strengths and weaknesses in comprehension</li> <li>➤ Start with Grade 5 evaluations and work on student weaknesses</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>64%</b>	<b>DATA NOT AVAILABLE</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<ul style="list-style-type: none"> <li>➤ We acknowledge that there is a gap between boys’ and girls’ results in C1. However, after much reflection, it has been determined that due to class sizes and population, this objective/target is not one that is appropriate or attainable</li> <li>➤ Since there are usually between 19 and 25 students in Grade 6 every year, one student that fails or is successful will skew our results too radically</li> <li>➤ Subsequently, we have decided as a school success team to focus on success in English C2 literacy</li> <li>➤ We would like to see the C2 final results go from a 75% class average to an 85% average so that it matches the C1 class average</li> </ul>				

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<b>OBJECTIVE</b>		To increase the overall success rate in C2 (Using Mathematical Reasoning)		
<b>INDICATOR</b>		The Grade 6 Final Exam C2		
<b>TARGET</b>		To increase the success rate in C2 from 61.5% in 2017-2018 to 75% in 2022		
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ Last year, hired “Building Blocks Tutorials” for after school tutorials – 6 sessions planned but only did 3 due to shut down.</li> <li>➤ Preparing the students in Grade 5 for success in Grade 6;</li> <li>➤ Recuperation at Lunch 3 times a week</li> </ul>		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # 15015		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		<ul style="list-style-type: none"> <li>➤ End of year evaluations; comparing ongoing evaluations from Grade 5 and Grade 6</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>65%</b>	DATA NOT AVAILABLE			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<ul style="list-style-type: none"> <li>➤ Looping with the same students has helped, sharing and expanding the idea of “Growth Mindset”</li> <li>➤ Success application 65%; Mastery Booklet 53%</li> <li>➤ Last year, members of the School Success Team attended the RTI conference in late October. Throughout the year, we began sharing the RTI model with the staff including the “reverse model” of resource help. We did not have the opportunity to implement these ideas but will do so as we move forward.</li> <li>➤ Steps were taken at the beginning of last year and progress was being made. We believe that we are on the right track with this but we need more time to execute our strategies</li> </ul>				

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<b>OBJECTIVE</b>		Increase the percentage of students who feel safe at school and decrease those who report being bullied or excluded (Grades 4 to 6)		
<b>INDICATOR</b>		Results in OurSchool Survey – Feeling Safe at School / Bullying and Exclusion		
<b>TARGET</b>		Surpass the National average of students feeling safe in school in 3 years (Currently 22% below National Average)		
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ Kindness week; Heroes of the month, random acts of kindness; class collaborations; guardian angels at recess; school-wide project;</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>➤ Tabulating the results and establishing if there is an increase in the number of students feel state</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>48%</b>	DATA NOT AVAILABLE			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<ul style="list-style-type: none"> <li>➤ Create our own survey and using similar language found in the “OurSchool” Survey to maintain consistency</li> <li>➤ Use a survey at all Grade levels and adapt it so that our younger students can also participate</li> <li>➤ Ensure that we are targeting the appropriate parts of the OurSchool survey. This part is important because anecdotally, it would seem that our students feel happy and safe at school. However, the results of the survey do not show this.</li> </ul>				