

Educational Project: Good Shepherd School Mid-year Report – December 2019

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 on-going 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 2018-2019, our efforts were invested into creating this Educational Project. As well, we devoted time to producing an Action Plan detailing the chosen strategies and tools through which we intend to address the chosen priorities, measure progress and achieve our objectives.

In 2019-2020, this first year of implementation of our Educational Project, we are continuing to adjust our Action Plan. Because we are so early in the implementation process, we do not yet have new data to present and are not yet able to report on our progress towards attaining the targets. Through this mid-year report, we provide a brief update on the **actions** currently under way (or completed) for each of the objectives identified by our school team. We also outline the **means** we are using to **track** both the efficiency of our actions and student progress in the targeted areas.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Communication across the curriculum: Talk to Learn	➤ Oral expression across all subjects	➤ To improve the students' abilities to engage in meaningful conversations
Developing resiliency and social-emotional and Health and Well-being for all students	➤ Improving student mental health and well-being through Social Emotional Learning (SEL) with Mindfulness and Growth Mindset ➤ Engaging in Social Emotional Learning	➤ To reduce visible anxiety and stress in the student population ➤ To increase students' positive sense of belonging

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OBJECTIVE	To improve the students' abilities to engage in meaningful conversations
INDICATOR	Common evaluation tool (rubric) to measure collaborative conversations; student report cards; Lumix
TARGET	Each year, until 2022, bi-yearly, review the results attained from the common rubric to measure/tally progress of students identified with special needs (IEP); Increase by 10% the percentage of students achieving at least 70% or above in both ELA and FSL on the final global results (Grade 6 MEES examinations and report cards).
ACTIONS CURRENTLY UNDERWAY	➤
ACTIONS COMPLETED	➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # USE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	
ADDITIONAL COMMENTS	

OBJECTIVE	To reduce visible anxiety and stress in the student population
INDICATOR	Results from Our School Survey
TARGET	To reduce by 7% the percentage of grade 4 to 6 students that are experiencing moderate to high levels of anxiety by 2022
ACTIONS CURRENTLY UNDERWAY	➤
ACTIONS COMPLETED	➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # USE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	
ADDITIONAL COMMENTS	

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OBJECTIVE	To increase students' positive sense of belonging
INDICATOR	Percentage of students reporting a positive sense of belonging results on Our School Survey
TARGET	To increase by 10% the percentage of students who report a positive sense of belonging by 2022
ACTIONS CURRENTLY UNDERWAY	➤
ACTIONS COMPLETED	➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # USE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	
ADDITIONAL COMMENTS	