

## Educational Project: Mountainview 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
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

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<b>OBJECTIVE</b>	To improve oral competency development
<b>INDICATOR</b>	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
<b>TARGET</b>	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.
<b>ACTIONS CURRENTLY UNDERWAY</b>	<ul style="list-style-type: none"> <li>➤ <b>TURN &amp; TALK</b></li> <li>➤ <b>ROLL A TALK</b></li> <li>➤ <b>MATH PROBLEM SOLUTING DISCUSSION</b></li> </ul>
<b>ACTIONS COMPLETED</b>	➤
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15025</b> <b>USE: RESOURCE TEACHER TO HELP STUDENTS WITH DIFFICULTY</b>
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>- <b>TRACKING SHEET</b></li> <li>- <b>LISTENING</b></li> <li>- <b>OBSERVATION GRID</b></li> </ul>
<b>ADDITIONAL COMMENTS</b>	<b>WE HAVE DONE THE ACTIONS THAT NEEDED A FOLLOW UP IN NOVEMBER 2019 OR JANUARY 2020. THEY ARE ACTIONS DONE ON A REGULAR BASIS.</b>

<b>OBJECTIVE</b>	To improve reading competency development
<b>INDICATOR</b>	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
<b>TARGET</b>	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
<b>ACTIONS CURRENTLY UNDERWAY</b>	<ul style="list-style-type: none"> <li>➤ <b>READING RESPONSE WITH SAME BOOK ENG./FR.</b></li> <li>➤ <b>ORAL READING RESPONSE</b></li> <li>➤ <b>SHORT READING RESPONSE</b></li> <li>➤ <b>COLLABORATION PROFS ENG./FR PAR NIVEAU POUR PROJET COMMUN</b></li> </ul>
<b>ACTIONS COMPLETED</b>	➤
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15025</b> <b>USE: RESOURCE TEACHER FOR STUDENTS WHO PRESENT DIFFICULTY IN THIS AREA</b>

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<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>- RUBRIC</li> <li>- LISTENING</li> <li>- OBSERVATION GRID</li> <li>- PLANNING/EVALUATION SHEET</li> </ul>
<b>ADDITIONAL COMMENTS</b>	<b>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. NOT ENOUGH TO BE RELEVANT SO FAR.</b>

<b>OBJECTIVE</b>	<b>To improve writing competency development</b>
<b>INDICATOR</b>	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
<b>TARGET</b>	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
<b>ACTIONS CURRENTLY UNDERWAY</b>	<ul style="list-style-type: none"> <li>➤ <b>COLLABORATION BETWEEN FR./ENG. TEACHERS FOR COMMON PROJECT</b></li> <li>➤ <b>COMMON EVOLUTIONAY GRID</b></li> </ul>
<b>ACTIONS COMPLETED</b>	➤
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15025 USE: RESOURCE TEACHER FOR STUDENTS EXPERIENCING DIFFICULTY IN THIS AREA</b>
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>- EVALUATION GRID</li> <li>- PLANNING/EVALUATION SHEET</li> </ul>
<b>ADDITIONAL COMMENTS</b>	- <b>AS PER THE COMMON EVOLUTIONARY CORRECTION GRID, IT IS IN PROGRESS BUT IT'S NOT CONSISTENT BETWEEN PROGRAMS OR GRADE LEVEL.</b>