

# Educational Project: Centennial Regional High 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. 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
Student Engagement	<ul style="list-style-type: none"> <li>➤ To reduce absenteeism</li> <li>➤ To increase student sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>➤ To reduce the absenteeism of students who have been identified as high risk</li> <li>➤ To increase student participation in ECAs</li> </ul>
Language proficiency for all students across the curriculum	<ul style="list-style-type: none"> <li>➤ To improve subject-specific literacy for at-risk students in core subjects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase language proficiency in French and English at the end of Secondary 5 MEES evaluations</li> </ul>

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<b>OBJECTIVE</b>	To reduce the absenteeism of students who have been identified as high risk			
<b>INDICATOR</b>	Number of students identified as high-risk for chronic absenteeism			
<b>TARGET</b>	To reduce the number by 8% by 2022			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Emotional support and encouragement, with follow-up for certain long-term, chronic absentees, using the technician team in E100. Collaboration with the administration and the parents of the targeted students to set objectives to determine the student's needs with their educational reality. There was also an attempt to support these at-risk students with the additional ECAs that were created.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15025			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Daily attendance and reports created.</li> <li>➤ Creation of the chronic high-risk absentee list to allow continued support with these students.</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>143 STUDENTS</b>	<b>N/A</b>			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>INDIVIDUALIZING THE LIST OF ABSENCES HAS ALLOWED THE ADMINISTRATION TO BETTER UNDERSTAND THE NEEDS PRESENTED BY EACH STUDENT ON THE LIST AND CREATE A SPECIFIC PLAN OF ACTION TO INCREASE ATTENDANCE. AT THIS TIME, IN THE 2020 SCHOOL YEAR, ATTENDANCE BY MANY MORE STUDENTS ARE FLUCTUATING DUE TO THE COVID-19 PANDEMIC, THEREFORE THE RESULTS FOR THE 2020-2021 SCHOOL YEAR WILL NOT BE TAKEN INTO CONSIDERATION.</p> <p>WE HAVE NOTED IN OUR CHRONIC ABSENCES LIST THAT MANY OF THESE STUDENTS HAVE EITHER MOVED ON FROM CRHS, BY WAY OF AGE OR RELOCATION. AS WELL, WE HAVE NOTED THAT THOUGH SOME STUDENTS HAVE HIGH NUMBER OF ABSENTEEISM RECORDED EARLY IN THE YEAR, THEY WERE MORE PRESENT AT SCHOOL LATER IN THE 2018-2019 SCHOOL YEAR.</p>				

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<b>OBJECTIVE</b>	To increase student participation in ECAs			
<b>INDICATOR</b>	Number of students who are participating in ECAs			
<b>TARGET</b>	To increase the number of students participating in ECAs, by 10%, by 2022			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Hiring of a coordinator to support the organization and monitoring and promotion of ECAs at CRHS. This person served as an intermediary between the volunteers of these ECAs and the students interested in participating.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15028			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Daily attendance, committee created to brainstorm activities and promotions, cooperation with core teachers to target students to participate in activities, with the creation of an incentive program for core groups who participated in many school activities and events.</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>
N/A	380 STUDENTS			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p><b>THE 2019-2020 SCHOOL YEAR WAS OFF TO A STRONG START AS WE DEVELOPED A CENTRALIZED SYSTEM TO ENCOURAGE STUDENTS TO PARTICIPATE IN THE ECAs AT CRHS. BY EARLY FEBRUARY 2020, OVER ONE THIRD OF THE STUDENT POPULATION WAS ALREADY PARTAKING IN ACTIVITIES OR EVENTS IN THE SCHOOL. NEW ACTIVITIES HAD BEEN PLANNED FOR SPRING 2020, WHICH LIKELY WOULD HAVE GENERATED MORE INTEREST AND PARTICIPATION FROM MORE STUDENTS.</b></p> <p><b>WITH AN INDIVIDUAL OVERSEEING THE COORDINATION AND PROMOTION OF WHAT WAS HAPPENING IN THE BUILDING, THIS ALLOWED A MORE CENTRALIZED SYSTEM. IN FUTURE SCHOOL YEARS, WHEN ACTIVITIES AND EVENTS CAN BE HELD, A COORDINATOR ROLE COULD BE KEY TO ESTABLISHING THE SAME SYSTEM.</b></p>				

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<b>OBJECTIVE</b>	Increase language proficiency in French and English at the end of Secondary 5 MEES evaluations			
<b>INDICATOR</b>	Number of students successfully completing French and English MEES evaluations at the end of Secondary 5 (60% or higher)			
<b>TARGET</b>	To increase the number of students successfully completing French and English MEES evaluations at the end of Secondary 5 by 10% by 2022			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Hiring of a tutor to provide linguistic support through the Soutien Linguistique measure, Resource support in the morning, at lunch and after school by volunteer teachers. Peer tutoring. Resource support in the classroom for specific and targeted students determined by the classroom teacher.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # SOUTIEN, LitCORE (BOARD)</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Tracking of MEES evaluations at the end of the school year.</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>
72.3%	N/A			
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p><b>AWAITING THE JUNE 2021 EVALUATIONS TO CONTINUE TO USE THIS DATA TO COMPARE THE RESULTS TO PREVIOUS YEARS. IN THE MEANTIME, TEACHERS WILL CONTINUE TO PROVIDE TARGETED SUPPORT FOR AT-RISK STUDENTS, EVENING TUTORING, CLASSROOM RESOURCE SUPPORT AND SOON, SOUTIEN LINGUISTIQUE SUPPORT.</b></p>				