

Educational Project: Heritage Regional High School Mid-Year Report – April 2021

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 is 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 chosen to prioritize. It also provides the indicators that allow us to concretely observe our progress towards the attainment of our targets within the set objectives.

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.

In 2020-2021, teaching and learning continue to be impacted by COVID-19. However, with our students' well-being and success a central preoccupation, we continue to focus on those aspects that may move us forward. In this mid-year report, we provide a brief update on **actions** undertaken this far in the 2020-2021 school year, within this current, unique context. We also include any **adjustments** that have been made to enhance and track student success in the designated areas.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Student achievement in courses required for graduation	➤ AT-RISK STUDENTS	➤ Decrease the number of at-risk students (50%-70%) in sec. 4 general studies (History, Science, and Math).
	➤ FOSTER SKILLS THAT SUPPORT SUCCESS IN HISTORY	➤ To increase student achievement in sec. 4 History.
	➤ PROFICIENCY IN READING	➤ Increase student language proficiency in the reading competencies in FSL and ELA (C2 mark), in sec. 5.

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OBJECTIVE	Decrease the number of at-risk students (50%-70%) in sec. 4 general studies (History, Science, and Math).			
INDICATOR	The number of at-risk students (50%-70% in two or more identified subjects) in sec. 4 general studies.			
TARGET	10% decrease in the number of at-risk students in sec. 4 general studies, by 2022.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly homework assistance program (Oct. 2020 – June 2021). ➤ Set at-risk students up with LEARN Quebec tutoring. ➤ Measure money used to provide a 20% resource teacher in each of the identified subjects. ➤ Students with an IEP met with their IEP coordinators to specifically discuss the subjects they are at-risk in and brainstorm ways to seek support. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 016-3-24225-130			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by TOS. ➤ At-risk filters done by RSB Data Team 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
39%	31%	44%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • ALL OF THE IDENTIFIED SUBJECTS ARE AFFECTED BY THE IMPOSED HYBRID-MODEL, WHICH WAS PUT IN PLACE IN OCTOBER 2020 DUE TO THE PANDEMIC. • STUDENTS AND TEACHERS HAVE NEEDED TO ADAPT AS A RESULT. • DUE TO THE PANDEMIC, TEACHER RECUPERATION PERIODS HAVE BEEN EMBEDDED INTO PERIOD 4 THIS YEAR, WHICH UNFORTUNATELY LIMITS ITS EFFECTIVENESS. • THE HOMEWORK ASSISTANCE PROGRAM HAS AN INCREASED ATTENDANCE RATE THIS YEAR. MORE STUDENTS ARE ABLE TO ATTEND BECAUSE IT IS DONE VIRTUALLY. 				

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OBJECTIVE	To increase student achievement in sec. 4 History.			
INDICATOR	Sec. 4 student success rate in sec. 4 History (Final Grade).			
TARGET	Increase by 5% the sec. 4 History overall results, by 2022.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly homework assistance program (Oct. 2020 – June 2021). ➤ Set at-risk students up with LEARN Quebec tutoring. ➤ Measure money used to provide a 20% resource teacher. ➤ Blended teacher approach for the sec. 4 resource group and one general studies group. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 016-3-24225-130			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ <i>Sous La Loupe</i> reading assessment results (previous year). ➤ Sec. 3 prototype exam item analysis. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
86.9% SUCCESS RATE	98.3%SUCCESSRATE	75%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • WITH THE IMPOSED HYBRID-MODEL, WHICH WAS PUT IN PLACE IN OCTOBER 2020 DUE TO THE PANDEMIC, OUR PLANNED RESOURCE HAD TO TAKE ON A NEW FORMAT (ONLINE). FOR SOME, THIS HAS BEEN EXTREMELY BENEFICIAL. FOR OTHERS, IT CREATES A LACK OF FOCUS, WHICH IS NOT IDEAL. • WITH NO MEES EXAM THIS YEAR, SOME STUDENTS ARE CONCERNED ABOUT NOT HAVING A “TARGET” TO AIM FOR AT THE END OF THE YEAR. OTHERS ARE MORE MOTIVATED AND FEEL LESS STRESS IN RELATION TO THE EXAM BEING REMOVED. 				

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OBJECTIVE	Increase student language proficiency in the reading competencies in FSL (de base & enrichi) and ELA (C2 mark), in sec. 5.			
INDICATOR	Number of sec. 5 students achieving language proficiency (70% or more) in the reading competencies in FSL (de base & enrichi) and ELA at the end of the year.			
TARGET	Increase by 5% (see C2 summary mark) by 2022.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly homework assistance program (Oct. 2020 – June 2021). ➤ Soutien Linguistique 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by TOS. ➤ At-risk filters done by RSB Data Team (overall). 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
54.9% PROFICIENT	55.7% PROFICIENT	53%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • WITH THE IMPOSED HYBRID-MODEL, WHICH WAS PUT IN PLACE IN OCTOBER 2020 DUE TO THE PANDEMIC, IT IS DIFFICULT FOR TEACHERS TO MONITOR THE LEVEL ENGAGEMENT WHEN READING IS DONE ONLINE. (EX: CAMERAS OFF, DISTRACTIONS, ETC.). 				