

Educational Project: John Adam Memorial 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
Talk to Learn	➤ To improve Oral Communication Skills (Talk for Learning)	➤ Improve oral communication competency in English
	➤ Math Talk	➤ To improve student achievement in Math
Global Student Wellness	➤ Improve students' sense of safety at school	➤ To maintain a 5% positive difference to the Canadian norms for all the components of our *Wellness Score.

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OBJECTIVE		Improve oral communication competency in English and French		
INDICATOR		End of Cycle 3 Report Card (c1 ELA & FSL)		
TARGET		Attain an 85% Group Average for C1 (ELA &FSL) mark		
ACTIONS UNDERTAKEN		<ul style="list-style-type: none"> ➤ Common norms & Curriculum Mapping ➤ “Morning Talks” sessions ➤ Increased opportunities for Talk to Learn (TtL) ➤ Use of monthly themes to encourage (TtL) 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MEASURE # 15021, 15025, 15230		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ Improved quality & involvement in Morning Talks ➤ Term Report Cards ➤ Anecdotal reports – Classroom discussion ➤ Common Planning Time – Establish Shared Essentials & common assessments. 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
80%ELA *COMBINED 83.3% FSL *COMBINED	NA	TERM 1 79.9% ELA *COMBINED 84.3% FSL *COMBINED		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>* The results are calculated by collecting the ELA & FSL average for the English Stream & Immersion stream students combined as separate cohorts.</p> <p>Every term, we now collate the results in ELA & FSL and then proceed with the following steps:</p> <ul style="list-style-type: none"> - Analyze results in common spares per cycle - Meet with our Student Support Team (SWAT) & establish class intervention plans (LEARN Quebec & in-school tutoring & targeted pull-out support. - We are also working on a Family-Aide document to provide parents with targeted interventions that can be done at home. <p>For the teaching staff, here is our yearly plan for this Objective:</p> <ul style="list-style-type: none"> - sep-oct = Shared spares working on Learning Essentials - Nov-mar = Tier 2 interventions for our SWAT team, best practices, common planning & assessments & student accountability. - Mar-Jun = reporting on measures taken, prep for end of year evals. - For Special Needs Committee, hold more meetings so to adapt to changing needs. 				

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OBJECTIVE	To improve student achievement in Math			
INDICATOR	End of year Summary Results (Global Mark)			
TARGET	80% Group average in Summary Report (Global Mark) for grade 6			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Common norms & Curriculum Mapping ➤ “Morning Talks” sessions ➤ Increased opportunities for Math Talk and Manipulatives ➤ Outdoor Education for real-life use of Math 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15021, 15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Term Results ➤ Weekly Common Spares for teachers to review student progress. ➤ Common Assessments ➤ Class Portrait document 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
GLOBAL 74.9%	N/A	GLOBAL 79.9%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>Even though we are using the Grade 6 Term results as our benchmark, we also collate the term results for all grades.</p> <p>The same strategies described in Objective 1 are also used for this objective.</p> <p>One additional action we have undertaken this year (for objective 1 & 2) was to create a Class Portrait document. This document highlights multiple elements ranging from academic to behavioural as well as social-emotional per class. We can then classify and organize targeted support not solely per class but by pocket of needs (i.e. organize a multi-grade student support group). This allows us to offer a more diverse student support service. Obviously with Covid safety guidelines, we have been limited by class for now.</p>				

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OBJECTIVE	To maintain a 5% positive difference to the Canadian norms for all the components of our *Wellness Score.											
INDICATOR	OurSchool Survey (Anxiety, Sense of Belonging & Positive Relationships)											
TARGET	Baseline OurSchool Survey 2017 Reduce the gap by 5% between boys and girls (Anxiety)											
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Student Voice committee ➤ Multiple school sense of belonging events ➤ SWAT student support team initiatives ➤ Social Justice & Race relation sensitization 											
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022, 15023, 15024, 15025											
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ OurSCHOOL Survey ➤ Student Voice Feedback 											
RESULTS												
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023								
RESULTS BELOW	NA	APRIL-MAY 2021										
MID-YEAR REFLECTION AND ADJUSTMENTS												
<p>The original objective was to decrease the gap on our *Wellness Score results between boys and girls. We realized that a reduction of the gap was not a proper target.</p> <p>It is for that reason we have replaced our original objective (To decrease the gap between boys and girls with regard to wellness) with the following: To maintain a 5% positive difference to the Canadian norms for all the components of our *Wellness Score.</p> <p>*Wellness Score (①Sense of Belonging, ②Positive Relationships and ③ Anxiety levels).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">2017/2018</td> <td style="width: 50%; padding: 5px;">2018/2019</td> </tr> <tr> <td style="padding: 5px;">① 72% (65% Girls / 79% Boys – 12% gap)</td> <td style="padding: 5px;">① 86% (80% Girls / 94% Boys- 14% gap)</td> </tr> <tr> <td style="padding: 5px;">② 83% (80% Girls / 87% Boys – 7% gap)</td> <td style="padding: 5px;">② 92% (92% Girls / 92% Boys – 0% gap)</td> </tr> <tr> <td style="padding: 5px;">③ 25% (32% Girls / 18% Boys – 14% gap)</td> <td style="padding: 5px;">③ 22% (34% Girls / 6% Boys – 28% gap)</td> </tr> </table> <p>In our reflection & discussion following the results from the OurSchool Survey, we will heavily consider the gender gap in establishing our actions.</p> <p>In April-May 2021, the OurSCHOOL Survey results will be used. We will also be addressing Social Justice issues in the future so to</p>					2017/2018	2018/2019	① 72% (65% Girls / 79% Boys – 12% gap)	① 86% (80% Girls / 94% Boys- 14% gap)	② 83% (80% Girls / 87% Boys – 7% gap)	② 92% (92% Girls / 92% Boys – 0% gap)	③ 25% (32% Girls / 18% Boys – 14% gap)	③ 22% (34% Girls / 6% Boys – 28% gap)
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