

Educational Project: Harold Napper Annual Report-October 2021

Our Educational Project 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 until 2023. It also provides the indicators that allow us to concretely observe our progress towards the attainment of our targets within the set objectives. An Action Plan was also designed by our team to support this Educational Project, detailing the strategies and tools through which we are addressing the chosen priorities, measuring progress and achieving our 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 the **2020-2021** school year, teaching and learning continued to be impacted by COVID-19. However, with our students' well-being and success a central preoccupation, we continued to focus on moving forward. Through this annual report, we provide reflection on the **actions** undertaken for each of the objectives identified by our school team, as well as present available **results**. 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 Reading Proficiency	➤ Reading Fluency and Accuracy	➤ Improve students' reading fluency and accuracy in English and French
	➤ High level of language proficiency	➤ Increase students with an IEP achieving at least 70% in both ELA and FSL
Safe and Caring Environment	➤ Students feel accepted and valued by their peers and others at their school	➤ Increase or maintain student positive sense of belonging to the Canadian norm ➤ Increase the number of students feeling safe at school

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OBJECTIVE		Improve students' reading fluency and accuracy in English and French		
INDICATOR		Student results on running records		
TARGET		At least 75% of students reading at level at end of cycle		
ACTIONS UNDERTAKEN		<ul style="list-style-type: none"> ➤ Running records were conducted by each homeroom teacher to establish a baseline of data on reading fluency and accuracy 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MEASURE		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ Teachers agreed to establish a baseline of data on student's fluency and accuracy. ➤ Baseline was a sampling of students from each homeroom class. The sampling was intended to reflect the range of student reading fluency in each homeroom class. ➤ The sample size used was a minimum of 3-6 students per homeroom. ➤ English program teachers used PM Benchmarks reading assessment resource to collect the information of students' reading fluency and accuracy. ➤ Immersion program teachers used GB+ reading assessment resource to collect the information on students' fluency and accuracy. ➤ Running records were conducted on the sample size in February, March, April 2021 ➤ Parents have been encouraged to attend the literacy workshop offered by educational consultants (we sent it as an email to all parents and placed it in our weekly bulletin for two weeks prior to the workshop) 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
N/A	BASELINE NOT ESTABLISHED	<p>78% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OF HIGHER FOR READING FLUENCY.</p> <p>66% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OR HIGHER HAVE AN</p>		

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		ACCURACY RATE OF 95% OR HIGHER.		
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • WE HAVE MADE THE DECISION TO MAINTAIN THE REFLECTIONS BELOW • 157 STUDENTS FROM GRADES ONE TO SIX AND THEIR RUNNING RECORD SCORES WERE USED FOR OUR DATA. • THE STUDENTS CAME FROM THE TWO PROGRAMS WE OFFER: 29 STUDENTS FROM THE ENGLISH STREAM AND 128 STUDENTS FROM THE FRENCH IMMERSION STREAM • SAMPLE SIZE: THE STUDENTS SELECTED REPRESENT APPROXIMATELY 30% OF OUR STUDENT POPULATION • THIS SAMPLE SIZE WAS SELECTED TO ALLOW US TO CREATE A BENCHMARK FOR DATA PURPOSES AND BEGIN A PROFESSIONAL DIALOGUE AMONGST THE TEACHERS • THE SAMPLE SIZE WAS DETERMINED BY THE HOMEROOM TEACHERS AND RESOURCE TEACHERS COLLABORATING TO SELECT 3-6 STUDENTS PER HOMEROOM THAT THE TEACHERS BELIEVED WERE AT LEVEL, AS WELL AS EXPERIENCING DIFFICULTY. • THE RUNNING RECORDS WERE CONDUCTED IN THE SPRING • IT IS OUR INTENTION TO CONTINUE TO USE THIS SAMPLE SIZE NEXT ACADEMIC SCHOOL YEAR • NEW TEACHERS WILL BE INFORMED AS TO WHICH STUDENTS WERE PART OF THE SAMPLE SIZE SO THAT THE SAME STUDENTS CAN BE TRACKED AND CONTINUE TO BE PART OF THE DATA • THROUGH STAFF DISCUSSION WE WOULD LIKE TO CONDUCT AT LEAST TWO RUNNING RECORD ASSESSMENTS EACH ACADEMIC SCHOOL YEAR. THEY WOULD BE CONDUCTED IN THE FALL AND SPRING TO HELP TRACK STUDENT GROWTH. • AFTER REVIEWING THE DATA, THE STAFF CONTINUES TO BELIEVE LITERACY TO BE OUR PRIMARY FOCUS FOR THE EDUCATIONAL PROJECT BUT THE SPECIFIC ASPECT OF LITERACY DIFFERS DEPENDING ON WHICH STREAM (ENGLISH OR IMMERSION) THE STUDENT IS FOLLOWING. <ul style="list-style-type: none"> ○ ENGLISH STREAM TEACHERS CONCLUDED THEY NEED TO IMPLEMENT FURTHER STRATEGIES IN THEIR INDIVIDUAL CLASSROOMS AND ACROSS THE GRADE LEVELS TO IMPROVE READING ACCURACY AND FLUENCY ○ IMMERSION STREAM TEACHERS CONCLUDED TEACHERS THEY NEED TO IMPLEMENT STRATEGIES IN THEIR INDIVIDUAL CLASSROOMS AND ACROSS THE GRADE LEVELS TO IMPROVE STUDENT VOCABULARY AND READING COMPREHENSION 				

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OBJECTIVE		Increase the number of students with an IEP who achieve at least 70% in both ELA and FSL		
INDICATOR		Grade six report card final global results in ELA and FSL		
TARGET		65% of IEP students at grade six achieve at least 70% or greater in both ELA and FSL		
ACTIONS UNDERTAKEN		<ul style="list-style-type: none"> ➤ Used measure money to hire additional teachers to teach FSL and ELA to release homeroom teachers to support their colleagues in a “Teacher-Supporting-Teacher” resource model. 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MEASURE # 15025		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ Grade five results on the report card in all competencies for ELA and FSL. ➤ Overall global report card mark in ELA and FSL for grade five to ensure we are on track for grade six. ➤ Grade six students with an IEP and their report card final global result in ELA and FSL 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
68% OF GRADE SIX STUDENTS WITH AN IEP ACHIEVED 70% OR ABOVE IN ELA AND FLS BASED ON THEIR OVERALL REPORT CARD MARK	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC	70% OF GRADE SIX STUDENTS WITH AN IEP ACHIEVED 70% OR ABOVE IN ELA AND FSL BASED ON THEIR OVERALL REPORT CARD MARK.		
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • MEASURE MONEY WAS USED TO ENGAGE ADDITIONAL TEACHERS TO TEACH ELA TO IMMERSION STREAM STUDENTS OR FSL TO ENGLISH STREAM STUDENTS, THUS ALLOWING THE HOMEROOM TEACHERS TO HAVE PERIODS OF RESOURCE <ul style="list-style-type: none"> ○ IEP STUDENTS ARE RECEIVING INCREASED RESOURCE SUPPORT DUE TO THIS MODEL ○ THIS MODEL HAS ALLOWED FOR GREATER TEACHING ADAPTATIONS TO SUPPORT IEP STUDENTS (I.E. CO-TEACHING, SMALL GROUP INSTRUCTION) • FOR THE 2021-2022 ACADEMIC YEAR WE INTEND TO USE OUR ALLOCATED MEASURE MONEY TO CONTINUE THIS MODEL OF TEACHER SUPPORTING TEACHER. TEACHERS BELIEVE IN THIS MODEL AND FEEL IT HELPS THE ACADEMIC ACHIEVEMENT OF THE STUDENTS OF HAROLD NAPPER • ALTHOUGH ALL COMPETENCIES IN ELA AND FSL WERE COVERED WE ACKNOWLEDGE THAT THE GLOBAL COVID-19 PANDEMIC ALTERED TEACHING AND A FOCUS WAS PLACED ON ESSENTIALS OF LEARNING 				

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OBJECTIVE	Increase or maintain student positive sense of belonging to the Canadian norm			
INDICATOR	Our School Survey			
TARGET	84% of students or higher state they have a positive sense of belonging			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Maintained Kindness Assemblies (via school intercom) ➤ Maintained Harold Napper's 3R (Respect; Responsibility and Readiness of Work) assemblies (via Zoom for cycle 3, in individual classrooms for cycles 1 & 2) ➤ Introduced a Spirit Day each month 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Our school survey administered to grades four, five and six students. ➤ Survey conducted once a year in Spring 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
79% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC	73% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER		
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • STAFF WERE DISAPPOINTED WITH THE RESULTS AS WE WANTED TO SEE AN INCREASE, HOWEVER, THE GLOBAL COVID-19 PANDEMIC HAS PRESENTED OBSTACLES IN IMPLEMENTING SPECIFIC ACTIONS AT HAROLD NAPPER TO IMPROVE STUDENTS' POSITIVE SENSE OF BELONGING. • THE SANTÉ PUBLIC GUIDELINES DID NOT PERMIT ANY EXTRA CURRICULAR ACTIVITIES OR STUDENT GATHERINGS • THE RIVERSIDE SCHOOL BOARD ALSO NOTED A SIGNIFICANT DIP WITH THE GLOBAL STUDENT RESPONSE TO THIS QUESTION WHERE 69% OF STUDENTS IN THE BOARD TAKING THIS SURVEY STATED THEY HAVE A POSITIVE SENSE OF BELONGING • THE STAFF WAS INCREDIBLY CREATIVE IN COMING UP WITH IDEAS TO BOLSTER STUDENT MORALE DURING THIS FIRST FULL YEAR OF SCHOOLING WHILE DEALING WITH A GLOBAL PANDEMIC. • WE ARE WONDERING IF STUDENTS BEING GROUPED IN "CLASSROOM BUBBLES" IS HELPING THEM FEEL CLOSER TO A GROUP OF STUDENTS. 				

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- AT THE END OF THE SCHOOL YEAR WE EXPLORED THE POSSIBILITY OF STRUCTURING OUR OUTDOOR RECESS DIFFERENTLY.
- ALTHOUGH SANTE PUBLIQUE MANDATES NO SCHOOL ASSEMBLIES, WE FOUND WAYS TO CONTINUE WITH THE INITIATIVES TO PROMOTE STUDENTS' POSITIVE SENSE OF BELONGING (I.E. ADMINISTRATION GOING CLASS TO CLASS, ADMINISTRATION ZOOMING INTO CLASSROOMS, USING THE INTERCOM, ETC.)
- WE ALSO FOUND A CREATIVE WAY TO CELEBRATE OUR GRADUATES RESPECTING THE SANTE PUBLIQUE MEASURES (I.E. GRADUATION PARADE, ADMINISTRATIVE CHALLENGE FUNDRAISER, GRADUATION WEEK)
- THE NEW KINDERGARTEN PARENTS AND STUDENTS (JUNE 2020) WERE ALSO WELCOMED IN A DRIVE-BY MEET AND GREET WITH KINDERGARTEN STAFF, LETTERS TO THE NEW STUDENTS IN THE MAIL, AND A ZOOM WELCOME WORKSHOP FOR PARENTS BY ADMINISTRATION.
- A PRESENTATION WAS MADE TO THE STUDENTS IN GRADE FOUR AND FIVE SHARING THE RESULTS OF THIS SURVEY TO GET FURTHER FEEDBACK FROM THEM
- DURING THE PLANNING FOR THE 2021-2022 SCHOOL YEAR, STAFF CHOSE A SCHOOL THEM E BASED ON THIS OBJECTIVE: HAROLD NAPPER C'EST MA PLACE, I BELONG.
 - ACTIVITIES ARE PLANED THROUGHOUT THE YEAR AND WILL BE SUMMARIZED IN FUTURE REPORT

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OBJECTIVE	Increase the number of students feeling safe at school			
INDICATOR	Our School Survey			
TARGET	At least 68% or more of the students surveyed feel safe at school			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ During this pandemic we implemented safety measures that were primarily visual to help students better understand the safety protocols ➤ We used measure money to increase support to students via behavior technicians and a counselor in academic training. ➤ We provided a six-session stress and anxiety management workshop to students in grades four and five (via zoom sessions) ➤ We provided a stress and anxiety management workshop in the evening to all families and students of Harold Napper 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Our School Survey administered to students in grade 4, 5 and 6. ➤ Our technicians in Pit-Stop collect evidence of student interventions through anecdotal notes, reflection sheets and GPI tracking (tracking means) ➤ Our technicians in Pit Stop run social skills groups and conflict-resolution groups. ➤ Students Individualized Education Plans track goals and differentiation strategies being used (behavioral/social-emotional) 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
53% OF STUDENTS IN GRADE 4, 5 AND 6 FEEL SAFE AT SCHOOL	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC	55% OF STUDENTS IN GRADE 4, 5, 6 FEEL SAFE AT SCHOOL		
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • WE ACKNOWLEDGE THAT WE DID NOT MEET OUR TARGET AND ONLY HAD AN INCREASE OF 2% OF STUDENTS IN GRADE 4, 5, 6 FEELING SAFE AT SCHOOL SINCE 2018-2019 				

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- AS A STAFF WE SHARED AND REFLECTED UPON THE SPECIFIC QUESTIONS THAT GENERATED THE OUR SCHOOL SURVEY PERCENTAGE RESULTS OF STUDENTS FEELING SAFE AT SCHOOL. TEACHERS WERE PROVIDED WITH THE LIST OF QUESTIONS FROM THE SURVEY ALONG WITH THE BROKEN-DOWN RESULTS BY GRADE LEVEL AND GENDER.
- AS A SCHOOL WE HAVE TAKEN STRIDES TO REDUCE BULLYING OVER THE PAST THREE ACADEMIC SCHOOL YEARS. WE HAVE SEEN A STATISTICAL DROP OF 10% OF STUDENTS STATING THEY WERE VICTIMS OF BULLYING (PHYSICAL; SOCIAL; VERBAL OR OVER THE INTERNET). WE ARE NOW, 2020-2021, BELOW THE CANADIAN NORM OF 28% OF STUDENTS REPORTING INCIDENTS OF BULLYING WITH 26%.
- WHEN THE RESULTS ARE FURTHER BROKEN DOWN BY GENDER, WE SEE A DROP IN BULLYING FOR GIRLS AND A SIGNIFICANT STATISTICAL DROP FOR BOYS:
 - 2018-2019: 22% OF GIRLS STATED THEY WERE VICTIMS OF BULLYING AND IN 2020-2021: 19% OF GIRLS REPORTED THEY WERE VICTIMS
 - 2018-2019: 45% OF BOYS STATED THEY WERE VICTIMS OF BULLYING AND IN 2020-2021: 32% OF BOYS REPORTED THEY WERE VICTIMS
- WE SEE LESS CONFLICT THAN IN PREVIOUS YEARS AMONGST STUDENTS ON THE PLAYGROUND (STAFF IS WONDERING IF THAT IS CONNECTED TO THE FACT THAT ALL STUDENTS PLAY IN DESIGNATED PLAY ZONES DUE TO THE GOVERNMENTAL GUIDELINES RELATED TO COVID).
- LIVING THROUGH A GLOBAL PANDEMIC HAS INCREASED EVERYONE'S SENSE OF STRESS AND ANXIETY ABOUT THEIR PERSONAL SAFETY. STUDENTS WORRYING CAN BE CARRIED OVER TO SCHOOL (I.E. WHAT THEY SEE ON THE NEWS, FAMILIES WHO GET SICK, SEEING STUDENTS WHO DO NOT WEAR THEIR MASK CORRECTLY).
- THE FEELING SAFE AT SCHOOL SECTIONS OF THE TELL THEM FROM ME SURVEY IS CLOSELY LINKED TO THE ANXIETY AND BULLYING SECTIONS OF THE SURVEY. WE FELT IT NECESSARY TO REFLECT ON THIS ASPECT AS FEELING "SAFE" AT SCHOOL CAN BE INTERPRETED AS STUDENTS NOT FEELING SAFE DUE TO THEIR LEVELS OF ANXIOUSNESS.
- THE RIVERSIDE SCHOOL BOARD ALSO NOTED A STATISTICAL CHANGE TO HOW STUDENTS WITHIN THE BOARD RESPONDED TO THIS SURVEY QUESTION. ONLY 50% OF RIVERSIDE SCHOOL BOARD STUDENTS RESPONDED THEY FELT SAFE ATTENDING SCHOOL
- MEASURE MONIES WERE USED TO INCREASE SUPPORT FOR STUDENTS REQUIRING 1 ON 1 SUPPORT DUE TO THEIR ANXIETIES (NOT FEELING SAFE AT SCHOOL)
- WHEN WE LOOK AT THE TELL THEM FROM ME STUDENT SURVEY FROM THIS YEAR, 27% OF STUDENTS REPORTED THEY HAD MODERATE TO HIGH LEVELS OF ANXIETY WHEREAS THE CANADIAN NORM FOR THIS AGE GROUP IS 22%. OUR 2021 RESULTS IS AN INCREASE OF 3% FROM 2019 WHEN 24% OF STUDENTS STATED THEY HAD MODERATE TO HIGH LEVELS OF ANXIETY
- THE STAFF BELIEVE THE ANXIETY LEVEL OF STUDENTS HAS HAD A NEGATIVE IMPACT ON THIS PARTICULAR OBJECTIVE.
- FOR THAT REASON, WE FOUND A PROGRAM ENTITLED BREATHE (STRESS AND ANXIETY MANAGEMENT WORKSHOP) THAT WE ARE OFFERING TO SEVERAL CLASSROOMS TO PROVIDE SOME HELP AND TRAINING IN THE AREA OF STRESS MANAGEMENT.
- WE SHARED THE HN TELL THEM FROM ME RESULTS WITH OUR STUDENTS IN GRADES 4, AND 5 TO SEE THEIR REACTION AND RECEIVE THEIR FEEDBACK