

Educational Project: Boucherville Elementary School Annual Report – November 2022

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 a worldwide pandemic. This health crisis disrupted our actions and interventions as well as our data collection.

In **2021-2022**, 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 those aspects that might move us forward. Through this **annual report** for the 2021-2022 school year, 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
Social and Emotional Well-being for all students	<ul style="list-style-type: none"> ➤ To improve self-regulation skills for our at-risk students ➤ To improve growth mindset in academic experiences 	<ul style="list-style-type: none"> ➤ To increase the percentage of our students who can identify their emotions and are able to self-regulate ➤ To reduce the percentage of our students feeling anxious
Reading Comprehension for all students	<ul style="list-style-type: none"> ➤ To improve reading comprehension skills of all media in both English and French 	<ul style="list-style-type: none"> ➤ To increase the percentage of our students in the language proficiency rate in the Competency 2 summary mark for both English and French

Educational Project: Boucherville Elementary School Annual Report – November 2022

OBJECTIVE	To improve the number of at-risk students who can identify their emotions and are able to self-regulate				
INDICATOR	To be determined				
TARGET	To be determined				
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Training on emotions and ways to deal with them ➤ Check-in system with Special Education Technician ➤ Oasis Room ➤ Use of calming tools/corner in classrooms 				
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # 15025 and MESURE # 15029				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Emotions wall in all classrooms with same vocabulary across the cycles (TO COME in 2022) ➤ Self-regulation training for staff and students ➤ Brain breaks and calming strategies in each class ➤ Creation of groups to help resolve conflicts and build friendships with SET 				
RESULTS					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
N/A	N/A	N/A	N/A		
REFLECTION ON ACTIONS AND RESULTS					
<p>As stated in the April, mid-year report, after consultation with Education Services, we have decided to suspend this objective given its difficulty to measure progress.</p> <p>The above objective, target, and indicator were suspended in March of 2022, because of the ongoing reflection over the past 5 years relating to the issue of self-regulation. Many actions have been taken thus far to help our at-risk clientele and our general student population. Our aim is to increase the number of initiatives stemming from the seeds that were planted through the various activities done in the past, and we can add the inauguration of a self-regulation program that began last August 2022 for all of BES. At this time, we will continue working towards finding a better measure and clarifying our objective for self-regulation. This will allow the school team to further its reflection as we start developing our new Educational Project in 2023.</p>					

Educational Project: Boucherville Elementary School Annual Report – November 2022

OBJECTIVE	To reduce the percentage of our students expressing feelings of anxiety			
INDICATOR	Percentage of students in grade 4, 5 and 6 expressing feelings of anxiety in the OURSURVEY			
TARGET	Reduce to 20%, the percentage of students feeling anxious by 2023			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Providing regular check-ins for vulnerable students ➤ Anxiety Prevention workshop for parents ➤ House System and School Spirit days to build a sense of belonging and work on growth mindset through regular challenges ➤ Increased supervisors during recess 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # 15025, 15022, 15029			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Continue actions above ➤ Zones of Regulation training and tools ➤ Collaborate with parents and refer to outside community services for more support 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
26% OF STUDENTS BASELINE	N/A	30% OF STUDENTS	31% OF STUDENTS	
REFLECTION ON ACTIONS AND RESULTS				
<p>Due to the extenuating circumstances of the pandemic situation, our school was not surprised with the data presented in the last survey. It was to be expected that our goal will be harder to attain than initially anticipated considering the difficult and unprecedented situation our students have been facing for over two years, but we were hoping that the percentage would have decreased (at least below 30%) due to a variety of different factors, fewer class closures; the removal of class bubbles, allowing students to see more friends, and the return of extra-curricular sports and activities to name a few. However, this was not the case. In fact, the alarming data lies within the girls who have expressed feeling anxious. 42% of the girls and 17% of the boys at BES expressed having moderate to high levels of anxiety, whereas the Canadian norm for girls is 26% and for boys is 18%. We will continue to do everything we can to make our school a safe place for our students and will continue to bring forth initiatives to help them feel less anxious. We are very aware that a child who is not emotionally available to learn will not experience academic success. This must continue to be a top priority for all our stakeholders.</p>				

Educational Project: Boucherville Elementary School Annual Report – November 2022

OBJECTIVE	To increase the percentage of Cycle 2 and 3 students Reading at a proficiency level for both English and French (combined)
INDICATOR	The combined C2 mark of ELA and FSL on the report card
TARGET	Increase the reading proficiency rate of our Cycle 2 and 3 students to 80% by 2023
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Identification of students at risk ➤ Implementation of reading workshops ➤ Introduction to Lively Letters Program in K & 1 ➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # 15021, 15024, 15025 and 15157
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ PM Benchmarks, GB+ ➤ Reading comprehension collection of fiction and non-fiction texts provided to all levels starting in grade 1

RESULTS

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
79% OF CYCLE 2 & 3 STUDENTS (FSL report)	N/A	78% OF CYCLE 2 & 3 STUDENTS (FSL report)	76% OF CYCLE 2 & 3 STUDENTS (immersion)	

REFLECTION ON ACTIONS AND RESULTS

Even though the numbers have dropped, there are a few factors to be considered in our analysis of the situation that can help us conclude the good standing of BES:

*As stated in the mid-year report, the main difference that must be considered is the level of French that was evaluated/analyzed for the past year as opposed to the previous years. For the first time, our report card mark reflects the French as a second language (immersion) criteria for evaluation as opposed to the criteria for French as a second language (de base).

*The results from our students went up by 2% from the Term 1 results of last year.

*101 students out of 133 obtained more than 70% in both English and French. Of the 32 remaining students, ____ scored at a proficiency level in reading for one of the two languages. ____ of the 133 students failed in one of the two languages with marks between 50 and 59%. This was in French.

Proficiency rates (70% or more) Grade 6 2021-2022										
School	English		French		Math		Language (70% in French & Engl)		Core subjects (70% in all 3 subjects)	
	English	Immer	English	Immer	English	Immer	English	Immer	English	Immer
Boucherville	100%		87%		97%		87%		87%	
Average / RSB overall	81%	88%	71%	88%	71%	82%	63%	82%	55%	73%

We will continue to monitor and support our at-risk students closely; to focus on reading fluency and comprehension at all levels; work towards improving our goal through a variety of new initiatives.