

Educational Project: Heritage Regional High 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
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 tutoring online assistance program (Oct 2021-June 2022) ➤ At-risk students met with in March and guided to support including afterschool homework assistance, Learn Quebec and lunchtime help ➤ Measure money used to provide 20% resource teacher in sec 4 History, Mathematics and Science sec 4 all year ➤ Additional mesure money used to provide resource teacher from April-June 2022 for science ➤ Students with an IEP met with their IEP coordinator to specifically discuss the subjects they were identified as at-risk in. The focus of these meetings was to brainstorm concrete ways to seek support for the identified subjects ➤ Sharing the 'at-risk' identified students with teachers and techs and attendants to better work with these specific students 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # 016-3-23321-130 (ONLINE TUTORING) MESURE # 016-3-24225-130 (RESOURCE) MESURE # 016-3-23140-182 (IEP)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ At-risk filters throughout the year provided by the TOS ➤ Monitoring of afterschool homework assistance attendance 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
39%	31%	MID = 44%	MID= 43%	
		END = 27%	END= 18.5%	
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> ● THE ONLINE TUTORING OPTION IS VERY POPULAR. IT ALLOWS FOR STUDENTS TO ATTEND MORE EASILY. THE FACT THAT THEY HAVE OPTIONS TO SEEK ADDITIONAL SUPPORT EITHER LIVE AT LUNCH, OR ONLINE IN THE EVENINGS IS WELL RECEIVED ● THIS WAS THE FIRST TIME STUDENTS HAD TAKEN MINISTRY EXAMS SINCE COVID. THE STAFF SPENT A LOT OF TIME FOCUSING ON PREPARATION FOR SUCH EXAMS. GIVEN THAT THEY WERE WORTH 20%, IT WAS REITERATED TO STUDENTS WHAT MODERATION IS AND HOW REGARDLESS OF THE PERCENTAGE OF THE EXAM WORTH IN MATH OR SCIENCE, THE IMPACT IT MAY HAVE CAN BE SIGNIFICANT ● IT SHOULD BE NOTED THAT THE ABOVE STATISTICS DO NOT INCLUDE THE RESULTS OF STUDENTS WHO WENT TO SUMMER SCHOOL. THEY REFLECT THE JUNE RESULTS WHICH WERE IMPACTED BY TARGETED ACTIONS THROUGHOUT THE SCHOOL YEAR ● GOING FORWARD, BRINGING BACK MID-YEAR EXAMS MIGHT BETTER PREPARE STUDENTS IN JUNE FOR THE TAKING OF EXAMS 				

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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 online evening tutoring sessions ➤ Measure funds to provide a 20% resource teacher specific to secondary 4 history ➤ Blended teacher approach for the secondary 4 resource group ➤ Practice ministry exam session prior to the complementary exam 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MESURE # 016-3-23321-130 (TUTORING) MESURE # 016-3-24225-130 (RESOURCE)		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by our TOS 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
86.9% SUCCESS RATE	98.3%SUCCESSRATE	MID = 75% SR	MID=81% SR	
		END = 95% SR	END=77.5% SR	
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • THIS WAS THE FIRST TIME THESE STUDENTS WROTE A FORMAL HISTORY EXAM. • LOTS OF TIME WAS SPENT BY THE TEACHERS TO PREPARE THEM FOR THIS EXAM • IT IS EVIDENT THAT THE COMPLEMENTARY EXAM HAD A BIG IMPACT ON THE SUCCESS RATE, DESPITE IT ONLY BEING WORTH 20% • AGAIN THE ACTION OF BRINGING BACK MID-YEAR EXAM MAY BE BENEFICIAL IN TERMS OF PREPARATION FOR THE JUNE EXAMS 				

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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 online evening tutoring sessions ➤ Additional mesure money used to provide resource teacher from April-June 2022 for ELA sec 5 ➤ Soutien Linguistic was in place all year, including June 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	<p>MESURE # 016-3-23321-130 (TUTORING)</p> <p>MESURE # 016-9-73006-161 (SOUTIEN LINGUISTIQUE)</p>			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by our TOS 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
54.9% PROFICIENT	55.7% PROFICIENT	MID = 53%	MID=68.4%	
		END = 68.6%	END=56.7%	
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • THIS WAS THE FIRST TIME THESE STUDENTS WROTE A FORMAL MINISTRY EXAM IN THEIR ENTIRE HIGH SCHOOL JOURNEY • LOTS OF TIME WAS SPENT BY THE TEACHERS OF FRENCH AND ENGLISH TO PREPARE THEM FOR THIS EXAM • IT IS EVIDENT THAT THE MINISTRY EXAMS HAD A BIG IMPACT ON THE SUCCESS RATE, DESPITE IT ONLY BEING WORTH 20% • IT IS NOTED THAT COMPARED TO THE LAST YEAR MINISTRY EXAMS WERE HELD (2018-2019), THERE IS A SLIGHT IMPROVEMENT IN PROFICIENCY ALTHOUGH THEN THE EXAM WAS WORTH 50% • BLIND MARKING IN FRENCH TOOK PLACE FOR THE FIRST TIME 				