

## Educational Project: Harold Napper 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 Reading Proficiency	➤ Reading Fluency and Accuracy	➤ Improve students' reading fluency and accuracy in English and French
	➤ High level of language proficiency	➤ Increase % of the 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 the % of student reporting a positive sense of belonging in comparison to the Canadian norm ➤ Increase the number of students feeling safe at school

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<b>OBJECTIVE</b>		<b>Improve students' reading fluency and accuracy in English and French</b>		
<b>INDICATOR</b>		Student results on running records		
<b>TARGET</b>		At least 75% of students reading at level at end of cycle		
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ Running Records to attain data on reading fluency and accuracy were conducted at each grade level (except grade one French immersion).</li> <li>➤ Reading activities between grade levels</li> <li>➤ Reading books were sent home at the cycle one regularly to promote reading at home.</li> <li>➤ Razkids, an online platform, was purchased to promote reading fluency and accuracy for the students in the English program.</li> <li>➤ An online program was purchased for cycle one Immersion teachers so that they can get thematic grade appropriate texts for their students to promote reading fluency an accuracy.</li> <li>➤ Teachers were hired to team teach in class and provide support to strengthen the students' literacy development.</li> </ul>		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # 15025		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		<ul style="list-style-type: none"> <li>➤ Baseline data (2020-2021) was attained on a sample group of students from each homeroom class (3 – 6 students per class were selected by the teacher).</li> <li>➤ Students were tracked and followed in November/ April- 2021-2022; new grade one students were added.</li> <li>➤ Reading Assessment tools used: English program -PM Benchmarks ; Immersion Program -GB+</li> </ul>		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
N/A	<b>BASELINE NOT ESTABLISHED</b>	78% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OF HIGHER FOR READING FLUENCY.	*Nov. 2021 RESULTS- 45% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OR HIGHER FOR READING FLUENCY.	

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		66% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OR HIGHER HAVE AN ACCURACY RATE OF 95% OR HIGHER.	* NOV. 2021- 64% OF THE STUDENTS SAMPLED HAVE A READING ACCURACY RATE OF 95% OR HIGHER.
<p><b>RESULTS FROM THE APRIL MID YEAR REPORT EP_HAROLD NAPPER_APRIL 2022 INDICATE THAT THE STUDENT SAMPLE SIZE DECREASED FROM 157 TO 55 STUDENTS. SEVERAL FACTORS ACCOUNT FOR THE DECLINE IN THE SAMPLE SIZE:</b></p> <ul style="list-style-type: none"> <li>➤ DATA WAS NOT COLLECTED TO MEASURE GRADE ONE IMMERSION -STUDENT FLUENCY AND ACCURACY</li> <li>➤ SEVERAL STUDENTS ARE NO LONGER ATTENDING HN FOR 2021-2022.</li> <li>➤ Given the change in the administrative team, our school team has reviewed the objective. We have discovered inconsistencies in the data and will not be able to report for the 2021-2022 end of year Educational Project. This objective will be examined further in the next Educational Project to determine whether it will be maintained or modified.</li> </ul>			

<b>OBJECTIVE</b>	Increase the number of students with an IEP who achieve at least 70% in both ELA and FSL
<b>INDICATOR</b>	Grade six report card final global results in ELA and FSL
<b>TARGET</b>	65% of IEP students at grade six achieve at least 70% or greater in both ELA and FSL
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Hired additional teachers with mesure funds to teach FSL and ELA. This enabled HR teachers to be released to provide in class co-teaching/ team teaching.</li> </ul>

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		➤ FSL and ELA Resource teachers focused primarily on students with IEPs.		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		<b>MEASURE # 15023</b>		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		<ul style="list-style-type: none"> <li>➤ Grade five results on the report card in all competencies for ELA and FSL</li> <li>➤ Overall global report card marks in ELA and FSL for grade five to track student progress for grade 6.</li> <li>➤ Grade six students with an IEP/final report card global result in ELA and FSL.</li> </ul>		
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 FSL BASED ON THEIR OVERALL REPORT CARD MARK	<b>NO DATA WAS AVAILABLE DUE TO THE PANDEMIC</b>	70% OF GRADE SIX STUDENTS WITH AN IEP ACHIEVED 70% OR ABOVE IN ELA AND FSL BASED ON THEIR OVERALL REPORT CARD MARK.	82.61% OF GRADE SIX STUDENTS WITH AN IEP ACHIEVED 70% OR ABOVE IN ELA AND FSL BASED ON THEIR OVERALL REPORT CARD MARK	
<p>MESURE FUNDS WERE USED TO HIRE ADDITIONAL TEACHING STAFF TO SUPPORT ELA/ FSL FOR STUDENTS IN THE IMMERSION/ ENGLISH PROGRAM.</p> <p>STUDENTS WITH IEPs RECEIVED INCREASED RESOURCE SUPPORT.</p> <p>STUDENTS WITH IEPS RECEIVED GREATER ADAPTATION SUPPORT (CO-TEACHING, SMALL GROUP INSTRUCTION).</p> <p>HOMEROOM TEACHERS HAD AN OPPORTUNITY TO WORK MORE CLOSELY WITH STUDENTS AND TEACHERS WERE ABLE TO CREATE VERTICAL ALIGNMENT BY TEACHING STUDENTS THAT THEY WOULD TEACH THE FOLLOWING SCHOOL YEAR.</p>				

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<b>OBJECTIVE</b>	Increase or maintain students' positive sense of belonging in comparison to the Canadian norm			
<b>INDICATOR</b>	Our School Survey			
<b>TARGET</b>	84% of students or higher state they have a positive sense of belonging			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Maintained the Kindness Club initiatives and Kindness Assemblies were done via the intercom.</li> <li>➤ Maintained the HN 3R Assemblies via Zoom for cycle 3, in individual classrooms for cycles 1 &amp; 2.</li> <li>➤ Introduced a Spirit Day each month.</li> <li>➤ Created a new school logo (HN Dragon) to be used for promotional items such as a hoodie to sell to families.</li> <li>➤ Organized community fundraising events to create a sense of positivity and value.</li> <li>➤ Used FB to celebrate school and cultural events.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE #			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Our School Survey was completed by grade 4-6 students (conducted once in the Spring of 2022)</li> <li>➤</li> </ul>			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>79% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER</b>	<b>NO DATA WAS AVAILABLE DUE TO THE PANDEMIC</b>	<b>73% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER</b>	<b>67% OF STUDENTS IN GRADES 4, 5, AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER.</b>	
<b>REFLECTION ON ACTIONS AND RESULTS</b>				
<p>THE STUDENTS IN GRADE 4, 5, 6, REPORT A DECREASE IN THEIR SENSE OF BELONGING. THESE RESULTS DEMONSTRATE THAT THE STUDENTS HAVE BEEN NEGATIVELY IMPACTED BY THE TRAUMA OF THE NECESSARY PROTECTIVE RESTRICTIONS THAT WERE PUT IN PLACE BY PUBLIC HEALTH. DESPITE THE CONSTRAINTS OF THE PANDEMIC, THE STAFF ADAPTED AND MAINTAINED THE TRADITIONS OF KINDNESS/ 3R ASSEMBLIES. 85% OF STUDENTS REPORTED A POSITIVE RELATIONSHIP WITH FRIENDS THAT THEY CAN TRUST AND WHO ENCOURAGE THEM TO MAKE POSITIVE CHOICES.</p> <ul style="list-style-type: none"> <li>• LAUNCHED COMMUNITY BASED FUNDRAISING TO GIVE BACK (I.E. CHARITABLE EVENTS INCLUDE TAB COLLECTION FOR THE RONALD McDONALD HOUSE, UKRAINIAN RELIEF DROP OFF, MOUSTACHE DAY FOR PROSTATE CANCER)</li> </ul>				

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AT LEAST ONE SPIRIT DAY WAS CELEBRATED EACH MONTH BASED ON VARIOUS THEMES.

THE SCHOOL THEME: HAROLD NAPPER C'EST MA PLACE; I BELONG! THE STAFF ORGANIZED SEVERAL ACTIVITIES TO CELEBRATE SCHOOL AND CULTURAL EVENTS.

A TEACHER ACTIVELY LED AND MAINTAINED THE SCHOOL'S FACEBOOK PAGE.

AN UPDATED SPORT LOGO WAS CREATED AND WILL BE USED TO PROMOTE A SENSE OF BELONGING AND SCHOOL PRIDE.

<b>OBJECTIVE</b>	<b>Increase the number of students feeling safe at school</b>			
<b>INDICATOR</b>	Our School Survey			
<b>TARGET</b>	At least 68% more of the students surveyed feel safe at school as well as coming and going to and from school.			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Increased technician support was provided through the use of mesure funds.</li> <li>➤ Funds were used to hire a counselor in academic training.</li> <li>➤ Increased staff visibility through the use of vests while on supervision.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15022 &amp; 15025</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Students were encouraged to seek an adult to help them problem solve.</li> <li>➤ The Pit Stop offered a sheltered lunch/ recess as well as social skills groups and conflict resolution groups.</li> <li>➤ Breathe workshops were offered to students in grade</li> <li>➤ Daily check ins were done to support specific students.</li> </ul>			
<b>RESULTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>53% OF STUDENTS IN GRADE 4, 5 AND 6 FEEL SAFE AT SCHOOL</b>	<b>NO DATA WAS AVAILABLE DUE TO THE PANDEMIC</b>	<b>55% OF STUDENTS IN GRADE 4, 5, 6 FEEL SAFE AT SCHOOL</b>	<b>53% OF STUDENTS IN GRADES 4, 5, 6 FEEL SAFE AT SCHOOL</b>	

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### REFLECTION ON ACTIONS AND RESULTS

- 27% OF THE STUDENTS REPORT A MODERATE TO HIGH SENSE OF ANXIETY. THE SCHOOL TEAM PROVIDED SIX WORKSHOP SESSIONS ON STRESS AND ANXIETY MANAGEMENT TO STUDENTS IN GRADE THREE AND FOUR. THESE WORKSHOPS WERE VERY POSITIVELY RECEIVED BY BOTH STUDENTS AND STAFF.
- A STRESS AND ANXIETY MANAGEMENT WORKSHOP WAS OFFERED ON ZOOM TO ALL FAMILIES.
- A TRAINING WORKSHOP ON ZONES OF REGULATION WAS PROVIDED FOR TECHNICIANS AND SELECT STAFF WHO PILOTED THE ZONES OF REGULATION.
- THE PANDEMIC HAS CONTINUED TO IMPACT EVERYONE'S SOCIAL AND EMOTIONAL WELL-BEING. IT IS IMPERATIVE THAT WE TARGET HEALTH AND WELL-BEING MEASURES TO SUPPORT STUDENTS, FAMILIES, AND STAFF AS WE TRANSITION BEYOND THE PANDEMIC.