

Educational Project: John Adam Memorial 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
Talk to Learn	➤ To improve Oral Communication Skills (Talk for Learning)	➤ Improve oral communication competency in English & French
	➤ 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) ➤ iHour (Discussions surrounding student interests) ➤ Network of Knowledge ➤ Moozoom platform for talk opportunities 		
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 held at SHARED SPARE Meetings ➤ Common Planning Time – Establish Shared Essentials & common assessments. ➤ Class Portrait document 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
80%ELA *COMBINED 83.3% FSL *COMBINED	NA	79.5% ELA *COMBINED 81.2% FSL *COMBINED	76.6% ELA *COMBINED 80.8% FSL *COMBINED	
REFLECTION ON ACTIONS AND RESULTS				
<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 updating our Family-Aide document to provide parents with targeted interventions that can be done at home. - *Discussion about better supporting parents at home are being held with the School Success Team <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. 				

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- For Special Needs Committee, hold more meetings so to adapt to changing needs.

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 ➤ Occupational Therapy at younger grades to work on motor skills. ➤ Understanding and exploring the context for Word Problems <small>(to be at the forefront of our next Educational Project)</small> 					
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 81.7%	GLOBAL 80.9%			
REFLECTION ON ACTIONS AND RESULTS						
<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 indicators 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.</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 ➤ Social Emotional Learning initiatives ➤ Moozoom surveys will be used prior to OurSchool Survey ➤ After school SEL sessions 																								
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TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ OurSCHOOL Survey ➤ Student Voice Feedback ➤ JAM FAM (Family Aide Memoire resource) 																								
RESULTS																									
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023																					
RESULTS BELOW	NA	RESULTS BELOW	RESULTS BELOW																						
REFLECTION ON ACTIONS AND RESULTS																									
<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;"> <thead> <tr> <th style="width: 33%;">2017/2018</th> <th style="width: 33%;">2020-2021</th> <th style="width: 33%;">2021-2022</th> </tr> </thead> <tbody> <tr> <td>① 72% (65% Girls / 79% Boys – 12% gap)</td> <td>① 75% (72% Girls / 77% Boys- 2% gap)</td> <td>① 79% (71% Girls / 89% Boys- 18% gap)</td> </tr> <tr> <td>② 83% (80% Girls / 87% Boys – 7% gap)</td> <td>② 83% (80% Girls / 87% Boys – 7% gap)</td> <td>Cdn Norm = 75%G / 79%B</td> </tr> <tr> <td>③ 25% (32% Girls / 18% Boys – 14% gap)</td> <td>③ 34% (47% Girls / 20% Boys – 27% gap)</td> <td>② 71% (76% Girls / 71% Boys – 5% gap)</td> </tr> <tr> <td></td> <td></td> <td>Cdn Norm = 87%G / 81%B</td> </tr> <tr> <td></td> <td></td> <td>③ 26% (44% Girls / 6% Boys – 38% gap)</td> </tr> <tr> <td></td> <td></td> <td>Cdn Norm = 27%G / 18%B</td> </tr> </tbody> </table>					2017/2018	2020-2021	2021-2022	① 72% (65% Girls / 79% Boys – 12% gap)	① 75% (72% Girls / 77% Boys- 2% gap)	① 79% (71% Girls / 89% Boys- 18% gap)	② 83% (80% Girls / 87% Boys – 7% gap)	② 83% (80% Girls / 87% Boys – 7% gap)	Cdn Norm = 75%G / 79%B	③ 25% (32% Girls / 18% Boys – 14% gap)	③ 34% (47% Girls / 20% Boys – 27% gap)	② 71% (76% Girls / 71% Boys – 5% gap)			Cdn Norm = 87%G / 81%B			③ 26% (44% Girls / 6% Boys – 38% gap)			Cdn Norm = 27%G / 18%B
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<p>More in-class discussions will be held to clarify anxiety and offer support to students who need.</p> <p>For Sense of Belonging as well as Anxiety Levels, we have deviated on a negative trend away from the Canadian Norm. For that reason, we have introduced (2021-2022 Academic Year) multiple Social-Emotional Learning initiatives.</p>																									