

Educational Project: St. Lambert Elementary 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
Improve the success rate of all students with IEPs of Saint-Lambert Elementary	➤ Improve Mathematical Comprehension	➤ Improve the use of resources by students ➤ Increase students' ability to demonstrate relevant processes
	➤ Improve the use of reading strategies by students	➤ Student use of reading strategies as per a common scale

Educational Project: St. Lambert Elementary Annual Report – November 2022

OBJECTIVE	Improve the use of resources by students			
INDICATOR	June results for competency 2 (Uses mathematical reasoning) in mathematics of all students with an IEP.			
TARGET	By June 2023, 70% of IEP students will achieve a 70% for the competency 2 Uses mathematical reasoning for the end of year report card			
ACTIONS UNDERTAKEN	➤ Development and integration of math-based games			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Year end results 2021/2022 school year			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
60%	NON-AVAILABLE	69%	58%	
REFLECTION ON ACTIONS AND RESULTS				
<p>The number of students obtaining 70% or above has dropped by 11% from the end of 2021. Our mid year results from April 2022 saw 61% of students with an IEP achieving our threshold of 70% or higher in competency 2. Except for what increasingly appears to be a slightly inflated set of data from the pandemic period, our results have remained relatively consistent.</p> <p>Students with an IEP had an average of 72% in competency 2 based on end of year results, compared to an average of 85% by those students without an IEP. This is a relatively significant discrepancy that warrants examination and reflection on what further actions can be taken to bridge this gap.</p> <p>The return of more professional development opportunities will hopefully enable us to integrate more strategies and practices that can better meet the diverse needs of our students.</p> <p>The number of students achieving 60% or higher with an IEP rose to 88%, an increase of 4% over the past 2 years. While falling short of our 70% benchmark, we are seeing more and more students with IEPs experiencing success in mathematical reasoning.</p> <p>Within our student population without an IEP, success rates remain extremely high with 93% achieving 70% or higher, and 98% achieving a passing grade of 60%.</p> <p>What the data indicates is that we have been able to maintain a relatively high success rate through a difficult period of time, and that a focus on diverse teaching methods and the integration of math based games has a positive impact on student success rates in this competency.</p>				

Educational Project: St. Lambert Elementary Annual Report – November 2022

OBJECTIVE	Increase students' ability to demonstrate relevant processes			
INDICATOR	June results for competency 1 (Solves a situational problem) in mathematics of all students with an IEP.			
TARGET	By June 2023, 67% of IEP students will achieve a 70% for the competency 1 (Solves a situational problem) for the end of year report card			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Purchase and application of math games ➤ Use of manipulatives ➤ Release time for teachers ➤ Collaboration between grade levels 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ End of year results 2021/2022 School Year			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
57%	NON-AVAILABLE	52%	54%	
REFLECTION ON ACTIONS AND RESULTS				
<p>54% of students with an IEP achieved the threshold of 70% when it came to solving situational problems. This represents a 2% increase from the previous year, but still 3% below the pre-pandemic number. The original threshold that was set for this competency was to have 67% of students achieve a grade of 70% or higher. The 3% difference from competency 2 is representative of historical discrepancies between student grades in these two competencies.</p> <p>Teachers have witnessed both anecdotally and empirically that students struggle more with Math competency 1, and these struggles are amplified for most students possessing an IEP. The number of students reaching the 70% threshold has remained relatively consistent over the course of the past 3 years.</p> <p>We have seen a more significant drop in the number of students with an IEP achieving 60% or higher when compared to previous years. The final results from the 2021/2022 school year saw 77% of students with an IEP achieve 60% or higher, compared to 86% of students with an IEP from the previous year. This again could be attributed to slightly inflated grades that we have seen across the board from this same period of time.</p> <p>If we step back and look at the overall student population (including IEP students) 82% are attaining grades of 70% or higher, and 92% are receiving grades that exceed 60%.</p> <p>Overall success rates remain high, but further efforts are required to improve the ability of IEP students to successfully navigate situational problems in Mathematics.</p>				

Educational Project: St. Lambert Elementary Annual Report – November 2022

OBJECTIVE	Improve the use of reading strategies by students				
INDICATOR	June results for reading in both ELA and FSL of all students with an IEP.				
TARGET	By June 2023, 55% of IEP students will achieve a 70% in competency 2 (reading) in both ELA and FSL for the end of year report card				
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Purchase more books ➤ Adapted Reading Strategies ➤ Online Books ➤ Digital subscriptions ➤ Digital literacy applications 				
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15081				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ End of Year Results 2021/2022				
RESULTS					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
45%	NON-AVAILABLE	45%	53%		
REFLECTION ON ACTIONS AND RESULTS					
<p>We have seen some significant improvement overall in the reading results for both ELA and FSL over the course of the observable data. 53% of students of have an IEP were able to achieve the 70% threshold in a combined average of ELA and FSL. While this is a dip from the mid year grades last year, it still represents an increase of 8% from the previous 3 years.</p> <p>The percentage of students without an IEP receiving grades of 70% or higher was 86%, with nearly 97% of students without an IEP receiving grades of 60% or higher.</p> <p>Using Mesure 15081 this year, we intend to increase available digital resources to our most vulnerable students and increase release time for professional development and collaboration among our ELA, FSL and resource teachers.</p> <p>We will continue to seek out more accessible literature that appeals to the diverse characteristics and interests of our student population.</p> <p>Our resource team in collaboration with teachers and support staff will continue to emphasize early assessments, so that appropriate interventions can be applied as early as possible in a student’s reading development.</p> <p>Our teachers and resource teams are continuing to share information and collaborate to target needs within both our immersion and English streams.</p>					