Educational Project: St. Lawrence
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
A safe and Caring School for Everyone	➤ To develop/maintain a safe and caring school environment	➤ To increase student safety at school ➤ To develop student's positive character traits
Increasing Reading Proficiency in All Students	➤ To implement reading strategies to interact with text in both languages	➤ To know and use reading strategies

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OBJECTIVE	To increase student safety at school
INDICATOR	Student's Feeling Safe Indicator on OurSchool Survey
TARGET	65 points on 100 for student perception regarding safe school
ACTIONS UNDERTAKEN	➢ Increased support from Special Education Technicians (individual and group) ➢ Sessions for students and parents by outside partners via the CLC and the Régie intermunicipale de police Roussillon ➢ Tiered intervention plan for incidences
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15023, 15025 AND 15230
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➢ Number of students receiving support from SET (class support, check-ins, individual support) ➢ Number of clubs and alternate activities being offered to students ➢ Number of incidences leading to suspension (in-school or other) ➢ The main tracking means is the OurSchool Survey

RESULTS				
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
59.3 POINTS	**N\A**	**49 POINTS**	**51 POINTS**	

REFLECTION ON ACTIONS AND RESULTS

OBSERVATIONS:

THE TARGET IS STILL NOT ATTAINED.

A 2 POINT GAIN CAN BE OBSERVED COMPARED TO 2020-2021.

51% OF STUDENTS FELT SAFE ATTENDING SCHOOL; THE CANADIAN NORM IS 65%.

56% OF GIRLS FELT SAFE IN COMPARISON TO 49% OF BOYS.

ACROSS LEVELS, 53% OF GRADE 4, 55% OF GRADE 5 AND 46% OF GRADE 6 STUDENTS FELT SAFE.

THERE IS A CONSIDERABLE DROP IN FEELINGS OF SAFETY AMONG GRADE 6 STUDENTS.

REFLECTION AND ACTION:

WE HYPOTHESIZE THAT THE DROP IN THE SENSE OF SAFETY AT THE GRADE 6 LEVEL IS DUE TO THE INCREASE IN CYBER-INTIMIDATION. STUDENTS ARE VERY CONNECTED TO SOCIAL MEDIA AND INCREASINGLY SO FROM GRADE 4 TO 6.

WE HAD A FEW INCIDENCES OF THIS TYPE OF INTIMIDATION IN GRADE 6 AND OTHER FORMS TOO. WE CONTINUE TO MONITOR CLOSELY, BUILD CONNECTIONS BETWEEN CARING ADULTS AND STUDENTS AS WELL AS OFFER SESSIONS TO STUDENTS AND PARENTS ON THE TOPIC. FOR EXAMPLE, THE PREVENTION PROGRAMS OFFERED BY THE RÉGIE INTERMUNICIPALE DE POLICE ROUSSILLON AND OTHER PARTNERS SUCH AS TELUS.

WE HYPOTHESIZE THAT BOYS ARE FEELING LESS SAFE THAN GIRLS DUE TO THE INCREASED THREAT OF PHYSICAL INTIMIDATION. TO COUNTER THIS, WE CONTINUE TO OFFER ALTERNATE ACTIVITIES DURING RECESSES AT SCHOOL SUCH AS SPORTS (BOUGE AU CUBE) AND CLUBS TO ENGAGE THE STUDENTS IN ACTIVITIES OTHER THAN LOITERING IN THE SCHOOL YARD.

ADDITIONALLY, FOR THE 2022-2023 SCHOOL YEAR, WE HAVE PURCHASED A LICENSE FOR THE MOOZOOM PLATFORM. IT IS AN INTERACTIVE PLATFORM THAT HELPS YOUNG PEOPLE DEVELOP SOCIO-EMOTIONAL SKILLS. AS PART OF OUR ABAV PLAN, WE HAVE PRE-SELECTED THEMES FOR THE SCHOOL YEAR AND HAVE SUPPORTED TEACHERS IN THE DELIVERY OF THE PROGRAM. WE WILL BE PARTNERING THIS WITH OUR PILLARS OF POSITIVE CHARACTER TRAIT PROGRAM.

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OBJECTIVE	To develop student's positive character traits
INDICATOR	The Student's Positive Relationships Indicator in OurSchool Survey
TARGET	Rate of 95 points on 100 related to student positive relationships
ACTIONS UNDERTAKEN	➤ Implementation of the Pillars of Positive Character Trait program (awarding stars, now bees, and certificates during assemblies as well as recognizing efforts) ➤ Implementation of the Toolbox strategies for Kindergarten and Cycle 1 students (e.g. emotion recognition and regulation as well as conflict resolution strategies) ➤ Continued efforts by caring adults (e.g. SETs) in offering activities to develop social skills
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 AND 15230
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Number of awarded stars (bees) ➤ OurSchool Survey results on a set of questions

RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
72 POINTS (THREE YEAR AVERAGE)	N\A	83 POINTS	86 POINTS	

REFLECTION ON ACTIONS AND RESULTS

OBSERVATIONS:

86% OF STUDENTS HAD POSITIVE RELATIONSHIPS; THE CANADIAN NORM FOR THESE GRADES IS 84%.

87% OF GIRLS AND 84% OF BOYS HAD POSITIVE RELATIONSHIPS

THE HIGHEST SCORE WAS FOUND AMONG GRADE 5 STUDENTS (89%).

REFLECTION AND ACTION:

THESE RESULTS INDICATE THAT WE SHOULD CONTINUES OUR EFFORTS WITH OUR SUPPORT PROGRAMS SUCH AS PILLARS, MOOZOOM (AS DESCRIBED IN THE PREVIOUS SECTION) AND RECESS ACTIVITIES (SPORTS, CLUBS AND SOCIAL GROUPS).

WE WILL INCREASE OUR FOCUS ON DIVERSITY, EQUITY AND INCLUSION TO IMPROVE STUDENT SOCIO-EMOTIONAL WELL-BEING AT SCHOOL.

WE CONTINUE TO BELIEVE THAT A 95 POINT TARGET IS UNREALISTIC.

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OBJECTIVE	To know and use reading strategies
INDICATOR	Student's reading competency result on a common assessment (End of Year Results ELA Grade 6 Competency 2)
TARGET	70% of students scoring a level 4 or more (80-84%)
ACTIONS UNDERTAKEN	➢ Cycle 1 team planning for common reading strategies and assessment. ➢ Cycle 1 ELA to Immersion students planned strategies and curriculum map ➢ Continued support to students with special needs to use of assistive technology ➢ Completion of boy literacy actions ➢ Tutoring to targeted students (after school and during class time for increased support)
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 30810 (FOR ASSISTIVE TECHNOLOGY TOOLS), MEASURE # 15103 (BOY LITERATURE) AND MEASURE # 15230 (ÉCOLE INSPIRANTE), MEASURE# 15021 (TUTORING)
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➢ The tracking means was the end of year results (June 2022) for ELA Competency 2.

RESULTS				
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
40% OF STUDENTS SCORED LEVEL 4 OR HIGHER	**N/A**	**50%**	**55%**	

REFLECTION ON ACTIONS AND RESULTS

OBSERVATIONS:

THE TARGET IS STILL NOT ATTAINED.

55% OF STUDENTS ATTAINED A LEVEL 4 OR HIGHER FOR ELA COMPETENCY 2 (80% OR HIGHER FOR THE SUMMARY RESULTS OF END OF THE YEAR RESULT)

WE OBSERVE A STEADY INCREASE IN THE END OF YEAR ELA RESULTS FOR COMPETENCY 2 RESULTS.

49% OF STUDENTS ATTAINED A LEVEL 4 OR HIGHER FOR THE ELA COMPETENCY 2 MINISTRY EXAM WHICH MEANS THAT THERE ARE STILL 51% OF STUDENTS THAT CANNOT ATTAIN A GRADE OF 80% AND ABOVE.

REFLECTION AND ACTIONS:

WE CONTINUE TO USE COMMON READING STRATEGIES IN FRENCH IMMERSION AND ELA (CROSS-OVER EFFECT).

WE LAUNCHED TUTORING EFFORTS USING THE MEASURE 15021. IT WAS MOSTLY DONE AFTER SCHOOL BY LOCAL AND EXTERNAL TUTORS. ALL THE FUNDS WERE USED. FOR THE 2022-2023 SCHOOL YEAR, WE WILL CONCENTRATE OUR EFFORTS ON CLASS TIME TUTORING SUPPORT FOR OUR VULNERABLE STUDENTS.

GIVEN THE TEACHER SHORTAGE LAST SCHOOL YEAR, WE STILL HAVEN'T BEEN ABLE TO CREATE THE CYCLE 2 ELA TO IMMERSION STUDENTS CURRICULUM MAP. IT WILL BE A FOCUS FOR 2022-2023.

AS READING AND WRITING COME HAND IN HAND, WE WILL CONTINUE THE EFFORTS WITH WRITING CENTERS IN CYCLE 2 AND 3.

WE ARE GLAD TO BE ABLE TO RETURN TO SCHOOL SUCCESS TEAM MEETINGS IN 2022-2023. WE WILL CONTINUE TO USE DATA TO GUIDE OUR ACTIONS.