Educational Project: St. Mary's 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
Reading proficiency for all students	➢ To improve the reading skills of all students	➢ To increase student engagement in reading ➢ To increase the success rate of students without an IEP in ELA/FSL in the Reading Response component
	➢ To improve the reading skills of students with an IEP in both ELA and FSL	➢ To increase the success rate of students with IEPs in reading ➢ To increase the success rate of all FSL students in reading

Educational Project: St. Mary's School
Annual Report – November 2022

OBJECTIVE	To increase student engagement in reading
INDICATOR	The percentage difference between the Term 1 and Term 3 *Reading Interest Survey* results for kindergarten to Grade 6 students.
TARGET	80% of students surveyed will respond with a 4 or higher on the scale.
ACTIONS UNDERTAKEN	➢ READING CLUBS BY CYCLE ➢ PROMOTION OF ONLINE READING PLATFORMS FOR ALL STUDENTS ➢ UPDATING AND ADDING TO CLASSROOM LIBRARIES. FOCUS ON HAVING BOOKS IN BOTH ENGLISH AND FRENCH, INCLUDING COMMON TITLES.
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15186
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➢ School wide survey

RESULTS				
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
N/A	N/A	68%	66%	

REFLECTION ON ACTIONS AND RESULTS

JUNE 2022 THE DATA GIVEN IS BASED ON A SURVEY THAT TOOK PLACE IN NOVEMBER. NO FOLLOW-UP SURVEY WAS DONE IN JUNE.

STUDENTS WERE ASKED TO COMPLETE THE SAME INTEREST SURVEY THE QUESTION STATED, "HOW DO YOU FEEL ABOUT READING?" THE STUDENTS WERE THEN GIVEN THE OPTION OF CIRCLING ONE OF 5 SMILEY FACE ICONS (I DON'T LIKE IT AT ALL (1), I DON'T LIKE IT (2), I THINK IT'S OK (3), I LIKE IT (4), AND I LOVE IT (5)).

THE SCHOOL AVERAGE IS RESPONDED WITH A 4 OR 5. AN INCREASE OF OUR SCHOOL FEELS THAT THE SURVEY WOULD HAVE YIELDED HIGHER RESULTS HAD THE SURVEYS BEEN COMPLETED AFTER THE READING MONTH INITIATIVES.

DUE TO OUR PEDAGOGICAL DAYS ALL BEING HELD ONLINE, IT WAS DIFFICULT FOR STAFF TO COME TOGETHER TO WORK ON SPECIFIC READING PROJECTS, WHICH HAS DELAYED IN THEIR IMPLEMENTATION.

WE FEEL THAT THE SURVEY WOULD HAVE YIELDED HIGHER RESULTS SHOULD IT HAVE BEEN COMPLETED AT THE END OF THE YEAR.

FUTURE PROJECTS AND INITIATIVES:

- ESTABLISH A LITERACY COMMITTEE
- BUILD ON A SCHOOL-WIDE READING CULTURE THROUGHOUT THE YEAR
- FIND TIME TO WORK IN PARTNERSHIP WITH CYCLE TEAMS TO DEVELOP COMMON THEMES TO FURTHER DEVELOP STUDENT INTEREST. READING COMPETITIONS AND CHALLENGES AT HOME AND AT SCHOOL
- MONTHLY SCHOOLWIDE READING ACTIVITY
- SUGGEST THAT TEACHERS BEGIN THE BOOK A DAY CHALLENGE
- CREATE A PARENT RESOURCE OR PARENT CORNER ON THE SCHOOL WEBSITE THAT SHARE VIDEO CAPSULES EXPLAINING HOW TO ACCESS ONLINE READING PLATFORMS

Educational Project: St. Mary's School
Annual Report – November 2022

OBJECTIVE	To increase the success rate of students without an IEP in ELA in the Reading Response component
INDICATOR	Competency C2 (Reads and listens to spoken, written and media texts) results for end-of-cycle 3 (grade 6) marks on Term 3 report card
ACTIONS UNDERTAKEN	➢ PURCHASE OF BOOKS OF THE SAME TITLE TO PROMOTE COMPETENCY DEVELOPMENT IN BOTH LANGUAGES AND FOSTER TEACHING OF COMMON STRATEGIES. ➢ PURCHASING OF ENGAGING BOOKS TO FOSTER DISCUSSION ➢ IN-CLASS TEACHER MODELING, CONTINUED STUDENT PRACTICE, PLANNING & DISCUSSIONS BY CYCLE TEAMS.
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15015
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➢ Tracking of student progress by gr. 6 ELA teachers (Reading Response) ➢ End of year evaluations

RESULTS				
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
91.6%	**N/A**	**77.78%**	**87%**	

REFLECTION ON ACTIONS AND RESULTS

END OF YEAR:

WE HAVE INCREASED THE SUCCESS RATE OF THIS OBJECTIVE BY APPROXIMATELY 10% WITH A RATE OF 87% AS PER THE END OF YEAR MARKS ON THE REPORT CARDS. AS PER THE FINAL EXAM MARK FOR READING, OUR SUCCESS RATE IS 81%.

Total Number of students English Reading - Grade 6				47
Number of students without an IEP				31
Average grade of students without an IEP				75%

FUTURE PROJECTS AND INITIATIVES:

- ENSURE THAT THE RTI MODEL IS BEING FOLLOWED BY THE ELA TEACHERS FOR THE IMMERSION STUDENTS
- PROMOTE ACTIVITIES SUCH AS DAILY 5
- GROUP STUDENTS BY ABILITY FOR CERTAIN ACTIVITIES TO HELP SCAFFOLD THE RESPONSE PROCESS.
- ENCOURAGE THE TEACHING OF COMMON READING STRATEGIES ACROSS STREAMS
- ENSURE ACCESS TO HI-LO BOOKS FOR BOTH STREAMS
- ENCOURAGE RESPONSE THROUGH ORAL COMMUNICATION AS A FIRST STEP
- FACILITATE THE WRITTEN PART THROUGH SCAFFOLDING, BUT FOCUS ON THE UNDERSTANDING
- ALLOW FOR STUDENTS TO RECORD THEIR RESPONSE OR TO USE SPEECH-TO-TEXT APPLICATIONS TO RECORD THEIR IDEAS PRIOR TO THE WRITTEN COMPONENT.

Educational Project: St. Mary's School
Annual Report – November 2022

OBJECTIVE	To increase the success rate of students with IEPs in reading in ELA.
INDICATOR	Results of grade 6 end-of-cycle ELA (Reading Response) for IEP students
TARGET	90% of students passing by 2022
ACTIONS UNDERTAKEN	➢ RTI Resource Model (large focus on Tier 2 students)
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	**MEASURE # NA**
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➢ Tracking of student progress by gr. 6 ELA teachers (Reading Response), IEP revision, grades on 2 report cards ➢ End of year evaluation results

RESULTS				
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
78.26%	**N/A**	**91.3%**	**63%**	

REFLECTION ON ACTIONS AND RESULTS

END OF YEAR:

WE HAVE EXPERIENCED A DECREASE OF 28.3% IN THE SUCCESS RATE OF STUDENTS WITH AN IEP ACHIEVING A MARK OF 60% OR MORE BASED ON THEIR REPORT CARD MARKS. WHEN LOOKING AT THE EXAM MARKS, THE RATE OF SUCCESS OF THOSE SAME STUDENTS IS 60%.

Total Number of students English Reading - Grade 6				47
Number of students with an IEP				16
Average grade of students with an IEP				63%

FUTURE PROJECTS AND INITIATIVES:

- ENSURE THAT THE RTI MODEL IS BEING FOLLOWED BY THE ELA TEACHERS FOR THE IMMERSION STUDENTS
- PROMOTE ACTIVITIES SUCH AS DAILY 5 OR GROUP STUDENTS BY ABILITY FOR CERTAIN ACTIVITIES TO HELP SCAFFOLD THE RESPONSE PROCESS.
- ENCOURAGE THE TEACHING OF COMMON READING STRATEGIES
- ENSURE THAT BOOKS OF THE SAME TITLE ARE AVAILABLE IN CLASSES TO PROMOTE COMPETENCY DEVELOPMENT IN BOTH LANGUAGES AND FOSTER TEACHING OF COMMON STRATEGIES.
- ACCESS TO HI-LO BOOKS FOR BOTH STREAMS
- ENCOURAGE RESPONSE THROUGH ORAL COMMUNICATION AS A FIRST STEP
- FACILITATE THE WRITTEN PART THROUGH SCAFFOLDING, BUT FOCUS ON THE UNDERSTANDING
- ALLOW FOR STUDENTS TO RECORD THEIR RESPONSE OR TO USE SPEECH-TO-TEXT APPLICATIONS TO RECORD THEIR IDEAS PRIOR TO THE WRITTEN COMPONENT.

Educational Project: St. Mary's School
Annual Report – November 2022

OBJECTIVE	To increase the success rate of all FSL students in reading
INDICATOR	RESULTS OF GRADE 6 END-OF-CYCLE FSL EXAM (COMPRENDRE ET LIRE) FOR ALL STUDENTS.
TARGET	70% of students passing by 2022
ACTIONS UNDERTAKEN	➤ IN-CLASS TEACHER MODELING, CONTINUED STUDENT PRACTICE
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	**MEASURE # NA**
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Tracking of student progress by gr. 6 FSL teachers (Comprendre et Lire), IEP revision, grades on 2 report cards ➤ End of year evaluations

RESULTS				
2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
81.48%	**N/A**	**82.84%**	**70%**	

REFLECTION ON ACTIONS AND RESULTS

END OF YEAR:

DUE TO THE VERY DIFFERENT PROGRAMS THAT MAKE UP THE IMMERSION FRENCH PROGRAM AND FSL, WE MUST LOOK AT EACH STREAM SEPARATELY.

THE AVERAGE RESULTS IS DERIVED THROUGH THE AVERAGE OF THE FSL AND IMMERSION MARKS FOR STUDENTS WITHOUT IEPS AND THE SAME FOR STUDENTS WITHOUT IEPS.

THE DIFFERENCE IN RESULTS IS A REFLECTION OF RETURNING TO OUR PREFERRED INDICATOR OF THE END OF YEAR EVALUATION AS OPPOSED TO THE MARKS ON THE REPORTS CARDS.

STUDENTS WITH IEPS:

IN LOOKING AT STUDENTS IN GRADE 6 WITH IEPS, WE ARE ACHIEVING OUR OBJECTIVE WITH A RATE OF 50% OF STUDENTS IN THE ENGLISH STREAM WITH AN IEP ARE PASSING THE FSL READING COMPONENT AT A RATE OF 50%, WHICH IS IDENTICAL TO THAT IN THE IMMERSION STREAM WITH AN IEP. THIS IS AN AVERAGE DECREASE OF 19.57%.

STUDENTS WITHOUT IEPS:

IN LOOKING AT STUDENT WITHOUT IEPS, WE ARE SURPASSING OUR OBJECTIVE WITH A RATE OF 90%. STUDENTS IN THE ENGLISH STREAM WITHOUT AN IEP ARE PASSING THE FSL READING COMPONENT AT A RATE OF 82%, WHEREAS 100% OF STUDENTS IN THE IMMERSION STREAM WITHOUT AN IEP ARE PASSING THE FRENCH READING COMPONENT.

Total Number of students All French Reading - Grade 6				47
Number of students with an IEP				16
Average grade of students with an IEP				59%
Number of students without an IEP				31
Average grade of students without an IEP				76%

Educational Project: St. Mary's School
Annual Report – November 2022

FUTURE PROJECTS AND INITIATIVES:

- ENSURE THAT THE RTI MODEL IS BEING FOLLOWED BY THE FSL TEACHERS
- PROMOTE ACTIVITIES SUCH AS DAILY 5 OR GROUP STUDENTS BY ABILITY FOR CERTAIN ACTIVITIES TO FURTHER DEVELOP THEIR READING PROFICIENCY.
- ENCOURAGE THE TEACHING OF COMMON READING STRATEGIES
- ACCESS TO HI-LO BOOKS FOR BOTH STREAMS
- ENCOURAGE RESPONSE THROUGH ORAL COMMUNICATION AS A FIRST STEP
- FACILITATE THE WRITTEN PART THROUGH SCAFFOLDING, BUT FOCUS ON THE UNDERSTANDING
- CURRICULUM MAPPING FOR THE FSL PROGRAM.