

Educational Project: Harold Napper Annual Report- November 2023

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.

Through this **annual report** for the 2022-2023 school year, the final year of this Educational Project, 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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OBJECTIVE	Improve students' reading fluency and accuracy in English and French			
INDICATOR	Student results on the end of year report cards.			
TARGET	At least 75% of students reading at level at the end of year			
	<ul style="list-style-type: none"> ➤ Response To Intervention (RTI) ➤ Common Cycle team planning time. ➤ Hire ELA & FLS specialists. ➤ After school tutoring 			
	MEASURE # 15025 MINIMUM THRESHOLD TO HIRE TEACHING STAFF MEASURE # 15021 V. 1			
	<ul style="list-style-type: none"> ➤ Regular assessments ➤ Resource Teachers/Orthopedagogues ➤ GB+ /PM Benchmarks 			
N/A	BASELINE NOT ESTABLISHED	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.	End year results (all grades) indicate that 72% of students were proficient (70% and above) in competency 2 -Reading in both languages of instruction (English and French).
		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.	NE sample groups were not clearly identified.

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Orientation: Reading Fluency: Student reading proficiency in both languages was identified as a challenge at Harold Napper. The objective identified was to improve the students' reading fluency and accuracy in English and French. PM Benchmark and GB+ were identified tools to track the students' accuracy and fluency. Running Records were also identified for the purpose of documenting progress in fluency/accuracy and planning the next steps for intervention. Running Records, however, were not consistently used and therefore were discontinued. There were limitations to the tracking tools identified (lack of precision of the student sample – number of students and grades; assessments were stopped because of Covid and did not resume; time-consuming, use and analysis). We therefore altered the target and indicator to focus on results at the end of the year language proficiency, specifically in competency 2 reading (70% and above in both languages of instruction on report card competency 2 – Reading).

-2022 results indicate that 72% of all students obtained Language proficiency in both languages of instruction in Competency 2 (Reading). Measures were used to hire additional teaching staff to implement Response to Intervention and hire teachers to provide after school tutoring to individual students. The purpose of RTI is to identify struggling students early on and give them the support they need to improve their skill set for success. The teachers then use targeted interventions to support students.

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OBJECTIVE		Increase the number of students with an IEP who achieve at least 70% in both ELA and FSL		
INDICATOR		Grade six report card final global results in ELA and FSL		
TARGET		65% of IEP students at grade six achieve at least 70% or greater in both ELA and FSL		
ACTIONS UNDERTAKEN		<ul style="list-style-type: none"> ➤ Co-teaching ➤ RTI ➤ Resource teachers/Orthopédagogues ➤ Tutoring after school (measure 15021) 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MEASURE # 15025; 15021 V.1		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ Regular in class assessments ➤ End of term & year report cards 		
REFLECTION ON ACTIONS AND 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	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC	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	54.55 % of Grade six students with an IEP achieved 70% or above in ELA and FSL based on their overall report card results.
<p>The objective to improve the language proficiency rate of grade six students with an IEP was not achieved. This objective will continue to be monitored in the 2023-2027 Educational Project to track the success of the students with an IEP.</p>				

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OBJECTIVE	Increase or maintain students' positive sense of belonging in comparison to the Canadian norm				
INDICATOR	Our School Survey				
TARGET	84% of students or higher state they have a positive sense of belonging				
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ SEL activities; Administer the Our School Survey ➤ Focus on Preventative actions to maintain a safe and caring school environment. 				
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15029 COUR VIVANTES; 15022 BIEN-ÊTRE				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Kindness Club ; Sports; ➤ Oasis – Emotional Regulation - Technicians/Focus Groups; Guest speakers; 3 R Assemblies ➤ SEL workshops ➤ Additions to the school yard (repair of the ballons-paires, basketball nets, buying winter toys, etc.) 				
RESULTS					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
79% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC	73% OF STUDENTS IN GRADES 4, 5 AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER	67% OF STUDENTS IN GRADES 4, 5, AND 6 FELT THEY HAD A POSITIVE SENSE OF BELONGING AT HAROLD NAPPER.	71% of students in grades 4, 5, 6 felt they had a positive sense of belonging at Harold Napper.	
REFLECTION ON ACTIONS AND RESULTS					
<ul style="list-style-type: none"> - 71% of students at Harold Napper had a high sense of belonging whereas the Canadian norm was 79%. This indicates that we need continue to be intentional about the actions to help used to increase students' sense of belonging at school by inviting guest speakers, presentations about diversity, inclusion, and student initiatives. - Kindness Club and SSIAA gave students to make meaningful connections with others who have common interests. - The Oasis provided students with an alternative space during lunch and recess to socialize. - Cycle 3 students helping in our kindergarten classes (morning in the k yard, lunch monitors & bus buddies) feel responsible and proud. These meaningful interactions contribute to increase their sense of belonging. 					

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OBJECTIVE	Increase the number of students feeling safe at school				
INDICATOR	Our School Survey				
TARGET	At least 68% more of the students surveyed feel safe at school as well as coming and going to and from school.				
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Intervened/Monitored bus safety by intervening to reported Incident Reports from bus drivers/ verbal reports from students and or parents. ➤ Lining up & seating in the by grade levels, designated seats in some buses. ➤ Daily positive reinforcement ➤ Adult supervision in changing rooms ➤ Increasing staff members on duty at recess (attendants & technicians) ➤ Sheltered recesses for some students at the Oasis. ➤ Maintaining zones in the school yard ➤ Guest speakers for online safety (community police officer, SHINE) & Fred l'imprudent for our K students 				
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022; 15061; 15029; 15231				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Daily check in with bus drivers and greeting students as they arrived by bus. ➤ Focus Group ➤ Monitoring Teams platform (blocking the chat option for a group students). 				
RESULTS					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
53% OF STUDENTS IN GRADE 4, 5 AND 6 FEEL SAFE AT SCHOOL	NO DATA WAS AVAILABLE DUE TO THE PANDEMIC	55% OF STUDENTS IN GRADE 4, 5, 6 FEEL SAFE AT SCHOOL	53% OF STUDENTS IN GRADES 4, 5, 6 FEEL SAFE AT SCHOOL	51% of students in grades 4, 5, and 6 feel safe at school as coming/going	

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REFLECTION ON ACTIONS AND RESULTS

51% of students reported feeling safe at school as well as going and coming to/from school. This is below the Canadian norm of 65%. Students report the school bus and the gym locker room, and recess as the key areas where they do not feel safe. A significant number of issues were also related to cyberbullying. We will be intentional about implementing strategies to prevent any forms of bullying and violence as well as focus on interventions to bring about change in behaviours (TELUS, SHINE). We will prioritize this objective through increased supervision/visibility (purchase vests) in the school yard and changing rooms; bus monitoring through check-ins, line order for boarding the bus and designated seating.