

Educational Project: Harold Napper Mid-Year Report- April 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 the worldwide pandemic with which we are still dealing. This health crisis disrupted our actions and interventions as well as our data collection.

In **2021-2022**, teaching and learning continue to be impacted by COVID-19. **However, with our students' well-being and success a central preoccupation, we continue to focus on those aspects that may move us forward.** In this mid-year report, we provide a brief update on actions undertaken this far in the 2021-2022 school year, within this current, unique context. We also include any **adjustments** that have been made to enhance and track student success in the designated 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 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 student positive sense of belonging 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 running records
TARGET	At least 75% of students reading at level at end of cycle
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Running Records were conducted in the Fall at each grade level except grade one French Immersion ➤ Reading activities between grade levels have started with the lifting of COVID restrictions ➤ Reading books at the cycle one level are sent home regularly to promote reading at home ➤ Online program Razkids purchased to promote reading fluency and accuracy for English program students ➤ Online program purchased for cycle one Immersion teachers so that they can get thematic grade appropriate texts for their students to promote reading fluency and accuracy
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Teachers agreed to establish a baseline of data on student's fluency and accuracy ➤ Baseline was a sampling of students from each homeroom class in 2020-2021 ➤ Students tracked in the previous year will be followed again in 2021-2022 along with new students from grade one ➤ The sample size used is a minimum of 3 students per class, selected by the teacher, to a maximum of six students ➤ English program teachers used the PM Benchmarks reading assessment resource to collect the information for students' reading fluency and accuracy ➤ Immersion program teachers used GB+ reading assessment resource to collect the information on students' fluency and accuracy ➤ Student running records were conducted and recorded in November 2021 ➤ A second recording of running record data will be collected in April 2022

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RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
N/A	BASELINE NOT ESTABLISHED	<p>78% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OF HIGHER FOR READING FLUENCY.</p> <p>66% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OR HIGHER HAVE AN ACCURACY RATE OF 95% OR HIGHER.</p>	<p>IN NOVEMBER 2021 - 45% OF THE STUDENTS SAMPLED ARE AT GRADE LEVEL OR HIGHER FOR READING FLUENCY.</p> <p>IN NOVEMBER 2021 – 64% OF THE STUDENTS SAMPLED HAVE A READING ACCURACY RATE OF 95% OR HIGHER</p>	

MID-YEAR REFLECTION AND ADJUSTMENTS

- IN FALL 2021 THE STUDENT SAMPLE SIZE WAS 55 STUDENTS.
- THE SAMPLE SIZE IS DOWN FROM THE ORIGINAL 157 DUE TO THE FOLLOWING FACTORS
 - GRADE ONE IMMERSION TEACHERS DID NOT PROVIDE DATA AS THEY FELT IT TOO DIFFICULT TO ASSESS STUDENT READING FLUENCY AND ACCURACY IN NOVEMBER IN A SECOND LANGUAGE
 - WE HAD TWO TEACHERS ON LONG-TERM LEAVES AND RUNNING RECORDS COULD NOT BE CONDUCTED IN THEIR CLASS
 - WE HAVE ONE LESS STUDENT GROUP FROM LAST YEAR TO DRAW SAMPLE READING RECORDS
 - SEVERAL STUDENTS WHO WERE PART OF THE ORIGINAL SAMPLE GROUP ARE NO LONGER AT HAROLD NAPPER FOR THE 2021-2022 SCHOOL YEAR
- UPON REFLECTION IT IS TOO DIFFICULT TO CONDUCT RUNNING RECORDS OF STUDENTS AT THE GRADE ONE LEVEL, AS THEY ARE ONLY BEGINNING TO EMERGE AS READERS. IF LITERACY CONTINUES TO BE A FOCUS FOR OUR NEXT EDUCATIONAL PROJECT WE WILL EXCLUDE GRADE ONE FROM THE DATA COLLECTION
- THE PERCENTAGE OF STUDENTS READING AT GRADE LEVEL IS LOW BUT EXPECTED SINCE THE STUDENTS HAVE ONLY HAD THREE MONTHS SCHOOLING AT THIS NEW GRADE LEVEL.
- WE FULLY EXPECT THAT THE SUCCESS RATE OF STUDENTS READING AT GRADE LEVEL WILL INCREASE COME THE SPRING
- TEACHERS WILL CONDUCT A SECOND RUNNING RECORD EVALUATION IN THE MONTH OF APRIL.
- THE RESULTS OF THE APRIL RUNNING RECORD WILL PROVIDE TEACHERS WITH VALUABLE INFORMATION ON THE EFFICACY OF LITERACY PRACTICES DURING THE 2021-2022 ACADEMIC YEAR.
- IN APRIL WE WILL INCREASE THE SAMPLE SIZE OF STUDENTS IN THE EVALUATION TO REACH 30% OF OUR STUDENT POPULATION

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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"> ➤ Hired additional teachers with measure money to teach FSL and ELA. This allowed us to release homeroom teachers to support their colleagues and the students in their class ➤ French and English Resource teachers focused their support primarily on IEP students 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Grade five results on the report card in all competencies for ELA and FSL ➤ Overall global report card mark in ELA and FSL for grade five to ensure we are on track for grade six ➤ Grade six students with an IEP and their report card final global result in ELA and FSL ➤ 			
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 FLS 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.	91% OF GRADE SIX STUDENTS WITH AN IEP ACHIEVED 70% OR ABOVE IN ELA AND FSL BASED ON THEIR OVERALL REPORT CARD MARK FOR THE FIRST TERM	
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> ● MEASURE MONEY WAS USED TO ENGAGE ADDITIONAL TEACHERS TO TEACH ELA TO IMMERSION STREAM STUDENTS OR FSL TO ENGLISH STREAM STUDENTS, THUS ALLOWING THE HOMEROOM TEACHERS TO HAVE PERIODS OF RESOURCE TO FURTHER SUPPORT AND STRENGTHEN STUDENT LITERACY AND MATH COMPETENCY <ul style="list-style-type: none"> ○ IEP STUDENTS ARE RECEIVING INCREASED RESOURCE SUPPORT DUE TO THIS MODEL ○ THIS MODEL HAS ALLOWED FOR GREATER TEACHING ADAPTATIONS TO SUPPORT IEP STUDENTS (I.E. CO-TEACHING, SMALL GROUP INSTRUCTION) ○ TEACHERS HAVE THE OPPORTUNITY TO WORK MORE CLOSELY WITH STUDENTS THEY HAVE TAUGHT OR WILL BE TEACHING IN THE FUTURE 				

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- DUE TO THE RELATIVELY SMALL SIZE OF OUR ENGLISH PROGRAM THE TEACHERS COLLECTIVELY WORKED IN DEVELOPING A SCHEDULE IN AUGUST THAT BEST SUPPORTED THEIR STUDENTS IN ACHIEVING ACADEMIC SUCCESS
- WE ARE EXCITED TO SEE OUR RESULTS IMPROVING IN BOTH OUR ENGLISH AND IMMERSION STREAM SINCE WE HAVE BEEN TRACKING IT IN 2018-2019.
- WE HAVE NOT HAD END OF YEAR GRADE SIX EXAMS FOR THE PAST TWO YEARS. THIS YEAR'S DATA FOR OUR ANNUAL REPORT WILL BE INTERESTING SINCE IT WILL INCLUDE EXAM RESULTS FOR THE GRADE SIX STUDENTS.

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OBJECTIVE	Increase or maintain student positive sense of belonging 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"> ➤ Maintained Kindness Assemblies (via school intercom) ➤ Maintained Harold Napper's 3R (Respect; Responsibility and Readiness of Work) assemblies (via Zoom for cycle 3, in individual classrooms for cycles 1 & 2) ➤ Introduced a Spirit Day each month ➤ New school sport logo to be used on promotional items such as a hoodie to sell to families ➤ Organized community fundraising events to bring a sense of positivity and value to what we do at Harold Napper beyond academics ➤ Used our Facebook page extensively this year to celebrate school and cultural events 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Our school survey administered to grades four, five and six students. ➤ Survey conducted once a year in Spring 			
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	NO DATA AVAILABLE AT THIS TIME. DATA WILL BE AVAILABLE FOR ANNUAL REPORT	
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • THE GLOBAL COVID-19 PANDEMIC HAS PRESENTED OBSTACLES IN IMPLEMENTING SPECIFIC ACTIONS AT HAROLD NAPPER TO IMPROVE STUDENTS' POSITIVE SENSE OF BELONGING. • THE SANTÉ PUBLIC GUIDELINES AT THE BEGINNING OF THE YEAR DID NOT PERMIT ANY EXTRA CURRICULAR ACTIVITIES OR STUDENT GATHERINGS. THIS HAS RECENTLY BUT CAUTIOUSLY CHANGED AS OF SPRING 2022 • WE HAVE MAINTAINED OUR SCHOOL TRADITIONS OF KINDNESS ASSEMBLIES AND 3R ASSEMBLIES FOR STUDENTS VIA SCHOOL INTERCOM, IN CLASS CELEBRATIONS OR EVEN VIA ZOOM 				

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- WE HAVE HAD AT LEAST ONE SPIRIT DAY PER MONTH WHEREBY STUDENTS AND STAFF DRESSED UP FOR VARIOUS THEMES
- WITH OUR SCHOOL THEME OF HAROLD NAPPER C'EST MA PLACE, I BELONG THE STAFF ORGANIZED VARIOUS ACTIVITIES TO CELEBRATE A SENSE OF BELONGING FOR EVERYONE
- LAUNCHED COMMUNITY BASED FUNDRAISING TO GIVE BACK (I.E. CHARITABLE EVENTS INCLUDE TAB COLLECTION FOR THE RONALD McDONALD HOUSE, UKRAINIAN RELIEF DROP OFF, MUSTACHE DAY FOR PROSTATE CANCER)
- MURALS AND ART PROJECTS THROUGHOUT THE SCHOOL TO PROMOTE POSITIVE MESSAGES AND A SENSE OF BELONGING
- WE HAD 3 SMALL ASSEMBLIES FOR ST. PATRICK'S DAY THAT INCLUDED TWO IRISH DANCERS MAKING A PRESENTATION TO THE STUDENTS
- WE HAVE HAD A TEACHER ACTIVELY LEAD OUR SCHOOL'S FACEBOOK PAGE WHERE WE MAKE POSTS TO CELEBRATE SCHOOL, CULTURAL EVENTS AND A SENSE OF BELONGING
- AN UPDATED SPORT LOGO FOR HAROLD NAPPER HAS BEEN CREATED AND WILL BE USED ON PROMOTIONAL ITEMS FOR THE STUDENTS TO PURCHASE

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OBJECTIVE	Increase the number of students feeling safe at school			
INDICATOR	Our School Survey			
TARGET	At least 68% or more of the students surveyed feel safe at school			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ We used measure money to increase support to students via behavior technicians and a counselor in academic training. ➤ We provided a six-session stress and anxiety management workshop to students in grades three and four ➤ Staff are wearing high visibility vest while on supervision ➤ We are piloting a program in grade 5 English called, “Zones of Regulation” to support students with their emotional regulation ➤ Special Education Technicians are piloting “Zones of Regulation” in the Pit Stop to support students who visit Pit Stop with need support with emotional regulation 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022 AND 15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Our team lead from our Complementary Services Multi-disciplinary team keeps a record of students obtaining support from the counselor in academic training ➤ Maybe we create a survey for grades 3 and 4 to do regarding the workshop sessions on stress and anxiety? ➤ Zones of Regulation resources are being used in the Pit Stop when needed ➤ Select students with action plans are using Zones of Regulation resources at school. This is recorded in their action plans. 			
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	NO DATA AVAILABLE AT THIS TIME. DATA WILL BE AVAILABLE FOR ANNUAL REPORT	
MID-YEAR REFLECTION AND ADJUSTMENTS				

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- WE ARE PROVIDING THE SIX SESSION STRESS AND ANXIETY WORKSHOP TO STUDENTS IN GRADE THREE AND FOUR
- IN MID-FEBRUARY 2022, VALERIE GRAINE-GRILLINI (SPECIAL EDUCATION TECHNICIAN) INTRODUCED THE “ZONES OF REGULATION” TO THE GRADE 5 ENGLISH CLASS
- ON APRIL 25, VALERIE GRAINE-GRILLINI (SPECIAL EDUCATION TECHNICIAN FROM COMPLEMENTARY SERVICES) IS PROVIDING A TRAINING WORKSHOP FOR TECHNICIANS AND SELECT STAFF WHO ARE PILOTING THE PROGRAM