

Educational Project: Heritage Regional High School 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 continued to be impacted by COVID-19. However, with our students' well-being and success being a central preoccupation, we continued to focus on the aspects that would help move us forward.

In this mid-year report, we provide a brief update on **actions** undertaken this far in the 2021-2022 school year. 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 achievement in courses required for graduation	➤ AT-RISK STUDENTS	➤ Decrease the number of at-risk students (50%-70%) in sec. 4 general studies (History, Science, and Math).
	➤ FOSTER SKILLS THAT SUPPORT SUCCESS IN HISTORY	➤ To increase student achievement in sec. 4 History.
	➤ PROFICIENCY IN READING	➤ Increase student language proficiency in the reading competencies in FSL and ELA (C2 mark), in sec. 5.

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OBJECTIVE	Decrease the number of at-risk students (50%-70%) in sec. 4 general studies (History, Science, and Math).			
INDICATOR	The number of at-risk students (50%-70% in two or more identified subjects) in sec. 4 general studies.			
TARGET	10% decrease in the number of at-risk students in sec. 4 general studies, by 2022.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly tutoring sessions on Zoom (evenings). ➤ Teacher recuperation periods at lunch. ➤ Measure funds to provide 20% resource in sec. 4 HIS, SCI, and Math CST. ➤ Sharing the “at-risk” list with the teachers and support staff that work with these students. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # 016-3-23321-130 (Tutoring) MESURE # 016-3-24225-130 (Resource)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by our TOS. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
39%	31%	MID = 44%	MID = 43%	
		END = 27%	END = TBD	
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • LIKE LAST YEAR, THE ONLINE TUTORING OPTIONS HAVE ENABLED STUDENTS TO ATTEND MORE EASILY. WE CONTINUE TO NOTICE AN INCREASE IN THE NUMBER OF STUDENTS USING THIS SERVICE. • NOW THAT WE ARE BACK TO A YEAR WITH FORMAL MEES EXAMINATIONS, WE ARE STARTING TO EXPERIENCE THE GAP OF LEARNING/KNOWLEDGE THAT IS A RESULT OF THE PANDEMIC INTERRUPTIONS. 				

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OBJECTIVE		To increase student achievement in sec. 4 History.		
INDICATOR		Sec. 4 student success rate in sec. 4 History (Final Grade).		
TARGET		Increase by 5% the sec. 4 History overall results, by 2022.		
ACTIONS UNDERTAKEN		<ul style="list-style-type: none"> ➤ Weekly tutoring sessions on Zoom (evenings). ➤ Mesure funds used to provide a 20% resource teacher. ➤ Blended teacher approach for the sec. 4 resource group. 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MESURE # 016-3-23321-130 (Tutoring) MESURE # 016-3-24225-130 (Resource)		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by our TOS. 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
86.9% SUCCESS RATE	98.3%SUCCESSRATE	MID = 75% SR	MID = 81% SR	
		END = 95% SR	END = TBD	
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • WITH THE RETURN OF THE MEES EXAM THIS YEAR, STUDENTS ARE MORE STRESSED AND ANXIOUS. IN TURN, THIS COULD HAVE AN IMPACT ON THEIR OVERALL PERFORMANCE. 				

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OBJECTIVE		Increase student language proficiency in the reading competencies in FSL (de base & enrichi) and ELA (C2 mark), in sec. 5.		
INDICATOR		Number of sec. 5 students achieving language proficiency (70% or more) in the reading competencies in FSL (de base & enrichi) and ELA at the end of the year.		
TARGET		Increase by 5% (see C2 summary mark) by 2022.		
ACTIONS UNDERTAKEN		<ul style="list-style-type: none"> ➤ Weekly tutoring sessions on Zoom (evenings). ➤ Soutien Linguistique is in place until June this year. 		
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)		MESURE # 016-3-23321-130 (Tutoring)		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		<ul style="list-style-type: none"> ➤ At-risk filters done mid-year by our TOS. 		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
54.9% PROFICIENT	55.7% PROFICIENT	MID = 53%	MID = 68.4%	
		END = 68.6%	END = TBD	
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • NOW THAT WE ARE BACK TO A FULL-TIME (FACE TO FACE) MODEL OF LEARNING, TEACHERS ARE EXPERIENCING DIFFICULTY WITH STUDENTS RESPECTING ASSIGNMENT DEADLINES OR EVEN SUBMITTING COMPLETED WORK. THEREFORE, IT IS DIFFICULT FOR TEACHERS TO HAVE AN ACCURATE PORTRAIT OF STUDENT ABILITIES AND PROFICIENCY. IT IS HARDER FOR THEM TO TRACK, WITH CONFIDENCE THAT IT DEMONSTRATES A STUDENT’S FULL POTENTIAL. 				