

Educational Project: Heritage Regional High School 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.

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
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 2023.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly tutoring online assistance program (Oct 2022- June 2023) ➤ At-risk students met with in April and guided to support including afterschool homework assistance, Learn Quebec and lunchtime help ➤ Measure money used to provide 20% resource teacher in sec 4 History, Mathematics and Science sec 4 all year ➤ Additional measure money used to provide resource teacher from April-June 2023 for all subjects ➤ January exam prep weekend online sessions ➤ Sharing the 'at-risk' identified students with teachers and techs and attendants terms 1 and 2 to better work with these specific students 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	<p>MESURE # 016-3-23321-130 (ONLINE TUTORING) MESURE # 016-3-24225-130 (RESOURCE) MESURE # 016-3-23140-182 (IEP)</p>			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ At-risk filters throughout the year provided by the TOS ➤ Monitoring of afterschool homework assistance attendance 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
39%	31%	MID = 44%	MID= 43%	MID = 39.4% (UNDER 50-70% = 20%)
		END = 27%	END= 18.5%	END=37.7% (UNDER 50-70% = 20%)

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REFLECTION ON ACTIONS AND RESULTS

- **THE ONLINE TUTORING OPTION CONTINUES TO ALLOW STUDENTS OPPORTUNITIES TO DROP IN TO ASK QUESTIONS WHEN THEY DO NOT UNDERSTAND SOME OF THE MATERIAL COVERED. WE ALSO OFFERED WEEKEND INTENSIVE TUTORING SESSIONS ONLINE TO PREPARE STUDENTS FOR THE MINISTRY EXAMS.**
- **WE PUBLICIZE THIS ONLINE HELP WHICH TAKES PLACE OUTSIDE SCHOOL HOURS TO PARENTS IN THE HOPES THAT THEY ALSO ENCOURAGE STUDENTS TO SEEK ACADEMIC SUPPORT**
- **THE FACT STUDENTS HAVE OPTIONS TO SEEK ADDITIONAL SUPPORT EITHER LIVE AT LUNCH, OR ONLINE IN THE EVENINGS AND/OR WEEKEND IS WELL RECEIVED**
- **FROM THE RESULTS WE NOTICE THAT THE 49% AND UNDER STAYED THE SAME (NO MOVEMENT). WE TAKE THIS AS AN INDICATOR THAT WE NEED TO CONTINUE TO FOCUS OUR ACADEMIC RESOURCES ON AT-RISK STUDENTS.**
- **IT DOES SEEM THAT WITH THE ADDITIONAL HELP PROVIDED IN THE SECOND HALF OF THE YEAR, A POSITIVE IMPACT WAS THE RESULT WITH A REDUCTION IN STUDENTS BEING IN THE AT-RISK ZONE BY 1.7%.**
- **ALMOST DOUBLE THE NUMBER OF STUDENTS FROM THE PREVIOUS YEAR, ENDED UP IN THE AT-RISK ZONE AT THE END OF THE YEAR. THIS IS DESPITE HAVING BROUGHT BACK MID-YEAR EXAMS FOR THE FIRST TIME IN 5 YEARS**
- **IT SHOULD BE NOTED THAT ALTHOUGH SECONDARY 4 MATH AND SCIENCE WERE MODERATED LAST YEAR, THIS YEAR HISTORY JOINED IN THE MODERATION. THIS ADDED VARIABLE COULD ACCOUNT FOR THE SIGNIFICANT JUMP IN AT RISK STUDENTS AT YEAR END COMPARED TO THE SAME TIME LAST YEAR.**
- **WE HOPE TO UTILIZE POWERBI TO BETTER UNDERSTAND TRENDS AND SEE WHAT ACTIONS IN PLACE ARE HAVING AN IMPACT AS OPPOSED TO THE ONES HAVING LESS SO OF AN IMPACT**

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 2023.
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly online evening tutoring sessions ➤ Measure funds to provide a 20% resource teacher specific to secondary 4 history ➤ Blended teacher approach for the secondary 4 resource group ➤ Practice ministry exam session prior to the complementary exam ➤ Co-teaching opportunities from April to June 2023
MEASURE MONIES DEDICATED TO THIS OBJECTIVE	MESURE # 016-3-23321-130 (TUTORING)

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(IF APPLICABLE)		MESURE # 016-3-24225-130 (RESOURCE)		
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		➤ At-risk filters done at each end of term 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	MID = 63.5%
		END = 95% SR	END=77.5% SR	END= 70.6%
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> • THIS WAS THE FIRST TIME THESE STUDENTS WROTE A MODERATED HISTORY FINAL EXAM SINCE JUNE 2019 • A SIGNIFICANT INCREASE WAS NOTED FROM MID-YEAR TO END OF YEAR, WITH 7.1% OF STUDENTS GETTING THEMSELVES TO THE SUCCESSFUL SIZE OF HISTORY COMPARED TO WHERE THEY WERE MID-YEAR. THIS INCREASE IN SUCCESS DURING THE YEAR COULD BE ATTRIBUTED TO STUDENTS HAVING BEEN EXPOSED TO A MIDYEAR EXAM, TO STUDENTS ATTENDING ONLINE PREPARATORY COURSES OFFERED OR TO THE INTENSE EXAM PREPARATION OF THE HISTORY TEACHERS • IT SHOULD BE STATED THAT A SIGNIFICANT MODERATION FACTOR WAS NOTED IN CERTAIN GROUPS AND THIS WILL BE SOMETHING WE CLOSELY LOOK AT WITH THE DEPARTMENT, USING POWERBI IN THE COMING SCHOOL YEAR 				

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 2023.
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Weekly online evening tutoring sessions ➤ Additional mesure money used to provide resource teacher from April-June 2022 for FSL and ELA ➤ Soutien Linguistic was in place all year, including June
MEASURE MONIES DEDICATED TO THIS OBJECTIVE	MESURE # 016-3-23321-130 (TUTORING) MESURE # 016-9-73006-161 (SOUTIEN LINGUISTIQUE)

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(IF APPLICABLE)				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)		➤ At-risk filters done each term 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%	MID = 53.4%
		END = 68.6%	END=56.7%	END=46.7%
REFLECTION ON ACTIONS AND RESULTS				
<ul style="list-style-type: none"> LOTS OF TIME WAS SPENT BY THE TEACHERS OF FRENCH AND ENGLISH TO PREPARE THEM FOR EXAMS READING INITIATIVES ARE BEING PROMOTED WITH THE BATTLE OF THE BOOKS IT IS EVIDENT THAT THERE IS A DROP IN READING PROFICIENCY DURING THE SCHOOL YEAR AND COMPARED TO THE YEAR PRIOR. BOTH THIS YEAR AND LAST, MINISTRY EXAMS TOOK PLACE AND SHOW THAT THE READING COMPETENCY OF STUDENTS IS IMPACTED. GIVEN THAT THE MARKING IS BLIND, AND SEVERAL TEACHERS IN THE FRENCH DEPARTMENT ARE NEW, A SESSION WITH THE MINISTRY WAS ATTENDED BY ALL WHO WILL FACE A MINISTRY EXAM IN JUNE IN FRENCH TO BETTER UNDERSTAND THE EVALUATION INDICATORS AND CRITERIA. WE HOPE TO HAVE A SIMILAR SESSION WITH THE ELA TEACHERS 				