

## Educational Project: Cedar Street Elementary School Annual Report – November 2020

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 in the best interest of our students and their ongoing success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress and achieve our objectives.

As stated in our mid-year report in December 2019, 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 interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing covid-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. As a consequence, we cannot fully report on our progress towards attaining set targets. Through this annual report, we therefore reflect on the 2019-2020 school year within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. 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
Literacy Proficiency for all Students	➤ Reading Skills	➤ To improve Reading skills
	➤ Writing Skills	➤ To improve writing results at end of Cycle 3
	➤ Social Emotional Literacy Skills	➤ To ensure the well-being of all students and their sense of safety at school.

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<b>OBJECTIVE</b>		To improve reading skills		
<b>INDICATOR</b>		Result at the end on Cycle 1		
<b>TARGET</b>		87% of students with a level 4 (at level) at the end of Cycle 1 by end of 2020-2021		
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ <b>IDENTIFY THE ESSENTIAL SKILLS FOR READING</b></li> <li>➤ <b>PRESENT A VARIETY OF TEXTS IN MULTIPLE WAYS FOCUSING ON SCIENCE BASED THEMES</b></li> <li>➤ <b>SMALL GROUP WORK, CONFERENCING</b></li> <li>➤ <b>PROMOTE THE JOY OF READING</b></li> </ul>		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # 15025, 15104		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		➤ <b>RUNNING RECORD FOR EACH CHILD AT THE END OF CYCLE 2</b>		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<p><b>No DATA REGARDING RUNNING RECORDS</b></p>	<p>WINTER 2020 Cycle 1 <b>Speed</b> 36% Below Level 64% At level 0% Above <b>Word Accuracy</b> 27% Below Level 68% At Level 5% Above level</p>	<p>FALL 2020 Cycle 1 <b>Speed</b> 56% Below Level 44% At level 0% Above <b>Word Accuracy</b> 75% Below Level 13% At Level 12% Above level</p> <p>WINTER 2020 Cycle 2 <b>Speed</b> 62% Below Level 33% At level 5% Above <b>Word Accuracy</b> 22% Below Level 47% At Level 31% Above level</p> <p>FALL 2020</p>		

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		<b>Speed</b> 42% (Below Level) 48% (At level) 10% Above <b>Word Accuracy</b> 29% (Below Level)    54% (At Level)    17% (Above level)		
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### REFLECTION ON ACTION AND RESULTS

UNFORTUNATELY WE DO NOT HAVE DATA REGARDING THE PERCENTAGE OF STUDENTS AT LEVEL FOR 2018-2019. AS A RESULT OUR BASELINE IS THE RESULTS OF RUNNING RECORDS PERFORMED AND COLLECTED FOR CYCLE 1 IN FEBRUARY 2019 PRIOR TO THE COVID-19 CONFINEMENT.

IN SEPTEMBER ON OUR RETURN RUNNING RECORDS WERE PERFORMED IN CYCLE 1 AND FOR THE BEGINNING OF CYCLE 2 WE ARE THEREFORE ABLE TO SEE RESULTS BOTH BY STUDENT GROUP AND BY CYCLE. THESE RESULTS WILL GIVE US VALUABLE DATA TO DIRECT OUR PRACTICE TO IMPROVE STUDENT PERFORMANCE.

WHAT WE SEE FROM THIS DATA IS THAT THERE HAS BEEN A SIGNIFICANT DECLINE IN STUDENT ACHIEVEMENT IN CYCLE 1 FROM FEBRUARY UNTIL SEPTEMBER PARTICULARLY WITH REGARD TO WORD ACCURACY. WE WOULD ASSUME THAT THIS DECLINE IS A RESULT OF LACK OF ACADEMIC STIMULATION AND CONSOLIDATION OF LEARNING DURING THE CONFINEMENT PERIOD AND WILL PRESUMABLY SEE BETTER PERFORMANCE AS WE MOVE FORWARD.

WE ALSO SEE THAT THE SAME DECLINE IS TRUE NOT ONLY BY CYCLE BUT BY STUDENT GROUP.

REGARDLESS OF THESE RESULTS WE BELIEVE THAT THE ACTIONS WE HAD IDENTIFIED WILL SERVE TO IMPROVE OUR FUTURE RESULTS AND WILL CONTINUE TO FOLLOW THE SAME PROCEDURE

-CYCLE 1 ESSENTIAL SKILLS IDENTIFIED, SOUNDPRINTS, SMALL GROUP AND CONFERENCING, DAILY FIVE, SHARING, BOOK FAIR,

THE ACTIONS WE UNDERTOOK WERE EFFECTIVE. HAD WE HAD A COMPLETE YEAR WE BELIEVE WE WOULD HAVE HAD GREATER SUCCESS. WE NEED TO PROMOTE STUDENTS READING AT HOME/READING FOR PLEASURE.

TEACHERS OBSERVE THAT STUDENTS WHO PARTICIPATED REGULARLY IN ON LINE LEARNING AND COMPLETED ACTIVITIES AND WORK PROVIDED DURING CONFINEMENT ARE NOT AS FAR BEHIND AND EXHIBIT MORE STAMINA.

<b>OBJECTIVE</b>	To improve Writing Results at end of Cycle 3
<b>INDICATOR</b>	Number of cycle 3 students who achieve level 4 (at Level)
<b>TARGET</b>	85% by 2022
<b>ACTIONS UNDERTAKEN</b>	➤ <b>IDENTIFY THE ESSENTIAL SKILLS FOR WRITING</b>

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	<ul style="list-style-type: none"> <li>➤ <b>DEVELOPING COMMON EDITING TOOLS AND TERMINOLOGY ACROSS EACH CYCLE</b></li> <li>➤ <b>SMALL GROUP WORK AND CONFERENCING</b></li> <li>➤ <b>WRITING FOR A PURPOSE</b></li> <li>➤ <b>IN 2020-2021 WE WILL BEGIN EVALUATING WRITING SAMPLES BASED ON WRITING CONTINUUM DEVELOPED BY LYNN SENEAL</b></li> </ul>				
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15025, 15211				
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ <b>WRITING SAMPLES FOR EACH STUDENT</b></li> <li>➤ <b>COMPARATIVE STUDENT RESULT BY YEAR</b></li> <li>➤ <b>COMPETENCY 2 YEAR END RESULTS CYCLE 3</b></li> </ul>				
<b>RESULTS</b>					
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	
<b>72.4%</b>	<b>75%</b>				
<b>REFLECTION ON ACTION AND RESULTS</b>					
<p>AS WE DID NOT COLLECT WRITING SAMPLES FOR DATA WE ARE FOCUSING ON CYCLE 3 WRITING COMPETENCY 1 FOR RESULTS TO THIS POINT. BEGINNING OF FALL 2020 WE WILL BEGIN COLLECTING SAMPLES AND EVALUATING THESE SAMPLES BASED ON WRITING CONTINUUM DEVELOPED BY LYNN SENEAL</p> <p>DID NOT COMPLETE DEVELOPMENT OF COMMON EDITING TOOLS, TO BE DEVELOPED OVER 2020-2021</p> <p><b>ESSENTIAL SKILLS COMPLETE AND OTHERS COMPLETE</b></p> <p><b>THE ACTIONS WE HAVE IDENTIFIED WE FEEL ARE VALUABLE, EFFECTIVE AND PLAN CONTINUE WITH THESE ACTIONS IN 2020-2021</b></p> <p><b>TEACHERS OBSERVE THAT STUDENTS ARE WEAK IN WRITING AS MANY ARE THINKING IN FRENCH AND WRITING IN ENGLISH. WE WILL RESEARCH STRATEGIES TO HELP US OVERCOME THIS OBSTACLE.</b></p>					

<b>OBJECTIVE</b>	To ensure the well-being of all students and their sense of safety at school
<b>INDICATOR</b>	Survey results of students regarding their sense of well-being and safety at school
<b>TARGET</b>	75% of students will have a sense of well-being and a feeling of safety at school in all cycles by the end of 2022 (in 2017-2018, average of 60% in Cycle 3)

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<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ <b>IDENTIFY AREAS OF CONCERN</b></li> <li>➤ <b>TO COMMUNICATE AND IMPLEMENT COMMON AND CLEAR SOCIAL EXPECTATIONS TO ENTIRE SCHOOL COMMUNITY</b></li> <li>➤ <b>TO IMPLEMENT AND MAINTAIN STRUCTURES TO ENSURE STUDENTS SENSE OF BELONG AND SAFETY (WELL-BEING) SOME STRUCTURES IMPLEMENTS</b></li> </ul>		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # <b>15025, 15023, 15031, 15230</b>		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		<ul style="list-style-type: none"> <li>➤ <b>ACTION COMPLETE OR INCOMPLETE</b></li> <li>➤ <b>SURVEY</b></li> </ul>		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
58% FEEL SAFE	N/A			
REFLECTION ON ACTION AND RESULTS				
<p>DUE TO THE CLOSURE OF SCHOOL IN MARCH OF 2020, WE WERE UNABLE TO ADEQUATELY TRACK OR SURVEY THE PROGRESS OF THIS OBJECTIVE. AS A RESULT WE ARE UNABLE TO PROVIDE ACCURATE DATA FOR 2019-2020 SCHOOL YEAR.</p> <p>IF WE LOOK AT THE RESULTS OF 2018-19 AS A BASELINE WE WILL MOVE FORWARD WITH THIS OBJECTIVE FOR 2020-21</p> <p>OUR SURVEY REVEALS THE FOLLOWING RESULTS AT THE END OF CYCLE 3 2018-2019:</p> <ul style="list-style-type: none"> <li>➤ STUDENTS WITH A POSITIVE SENSE OF BELONGING – 76%</li> <li>➤ STUDENTS WITH POSITIVE RELATIONSHIPS – 77%</li> <li>➤ STUDENTS WITH MODERATE TO HIGH LEVELS OF ANXIETY – 31%</li> <li>➤ STUDENTS WHO FEEL SAFE ATTENDING SCHOOL – 58%</li> <li>➤ STUDENTS REPORTING TO BE SUBJECT TO PHYSICAL, SOCIAL, VERBAL OR INTERNET BULLYING – 28%</li> <li>➤ STUDENTS WHO FEEL THEY HAVE SOMEONE WHO ADVOCATES FOR THEM IN SCHOOL – 68%</li> </ul> <p>Our school Survey only gives us results for cycle 3, without using other means we cannot report on Cycle 1&amp;2. We will therefore be developing surveys for Cycle 1 and 2 in order to collect data for all three cycles in the future.</p> <p>We also need to more clearly define or break down the meaning of “sense of well-being” in order to accurately assess this objective.</p>				



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