

# Educational Project: Courtland Park International 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   |
|--|---|--|
| <p><b>Reading Proficiency for all students in English and in French Imm.</b></p> | <ul style="list-style-type: none"> <li>➤ To appreciate Reading – the Love of Reading</li> <li>➤ To improve Reading Skills</li> <li>➤ To Read for Meaning</li> </ul> | <ul style="list-style-type: none"> <li>➤ To increase the use of the library outside of library period</li> <li>➤ To improve reading fluency and accuracy</li> <li>➤ To increase reading comprehension of students through common reading strategies in English and in</li> </ul> |

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| <b>OBJECTIVE</b>  | <b>To increase the use of the library outside of library period</b>         |           |           |           |
|---|---|-----------|-----------|-----------|
| <b>INDICATOR</b>  | Amount of students using the library outside the library period             |           |           |           |
| <b>TARGET</b>   | 20% of our clientele by 2022  |           |           |           |
| <b>ACTIONS UNDERTAKEN</b>   | ➤ Open library during 2 recesses per week (20 students)                     |           |           |           |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>   | <b>MEASURE #</b>  |           |           |           |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>   | ➤ Registration data sheet to keep record of students going to Open Library. |           |           |           |
| RESULTS   |   |           |           |           |
| 2018-2019   | 2019-2020   | 2020-2021 | 2021-2022 | 2022-2023 |
| N/A   | 266 STUDENTS VISITS   |           |           |           |
| REFLECTION ON ACTION AND RESULTS  |   |           |           |           |
| <p>STUDENTS STARTED RIGHT AWAY TO USE THIS SERVICE AND TWO LIBRARY VOLUNTEERS SUPPORTED STUDENTS BY OFFERING THEM OPTIONS: READ ELECTRONIC ENCYCLOPEDIA, E-READING ON E-LIBRARY SORA, PEER READING AND READING TO SELF.</p> <p>*THIS OBJECTIVE IS ON STANDBY SINCE WE NEEDED TO CLOSE THE LIBRARY BECAUSE OF PANDEMIC.</p> <p>MEANWHILE, WE ARE OFFERING STUDENTS THE OPTION OF READING ON SORA AND GIVE ACCESS TO CLASSROOM LIBRARY DURING RECESSES.</p> |   |           |           |           |

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|   |   |                  |                  |                  |
|---|---|------------------|------------------|------------------|
| <b>OBJECTIVE</b>  | <b>To improve reading fluency and accuracy</b>  |                  |                  |                  |
| <b>INDICATOR</b>  | Student results on benchmark texts  |                  |                  |                  |
| <b>TARGET</b>   | 85% of our students will read at level by 2022  |                  |                  |                  |
| <b>ACTIONS UNDERTAKEN</b>   | ➤ Test students reading accuracy and fluency from Gr 2 and up during Fall 2019                            |                  |                  |                  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>   | <b>MEASURE # 15025(INCREASE OF RESOURCE TEACHER %)</b>  |                  |                  |                  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>   | ➤ Collecting data on excel sheet shared on TEAMS CPIS PLC, so that all teaching staff have access to data |                  |                  |                  |
| <b>RESULTS</b>  |   |                  |                  |                  |
| <b>2018-2019</b>  | <b>2019-2020</b>  | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
| <b>N/A</b>  | 96%ACC. FR./97% ACC. EN.  |                  |                  |                  |
| <b>REFLECTION ON ACTION AND RESULTS</b>   |   |                  |                  |                  |
| <p>Since we could not reevaluate fluency and accuracy in June, data will still be kept as reference, but we are currently establishing our baseline by assessing students fluency and accuracy this fall (2020)</p> <p>The value we used for reporting is about ACCURACY.</p> |   |                  |                  |                  |

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|  |   |                  |                  |                  |
|--|---|------------------|------------------|------------------|
| <b>OBJECTIVE</b>   | To increase reading comprehension of students through common reading strategies in English and in French Imm.   |                  |                  |                  |
| <b>INDICATOR</b>   | Student results in C2 in English and in French Imm.   |                  |                  |                  |
| <b>TARGET</b>  | 70% of students obtain 75% (4-) or more in C2 in both English and French Imm. by 2022   |                  |                  |                  |
| <b>ACTIONS UNDERTAKEN</b>  | <ul style="list-style-type: none"> <li>➤ Targeting specific reading strategies per level</li> <li>➤ Weekly reading response to improve comprehension</li> </ul> |                  |                  |                  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>  | MEASURE # 15230 (ÉCOLE INSPIRANTE-CULTURE OF READEERS)  |                  |                  |                  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>  | <ul style="list-style-type: none"> <li>➤ Report card results in C2+reading results in MEES exams in Grade 6</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>N/A</b>   | <b>55%</b>  |                  |                  |                  |
| <b>REFLECTION ON ACTION AND RESULTS</b>  |   |                  |                  |                  |
| <p>Results:<br/>Due to the fact there were no grades given in Term 3, we were not able to compare C2 results at the end of the year to check for competency development.<br/>Our result value for 2019-2020 represents the % cycle 2 &amp; 3 students achieving 75% or more.<br/>We realized that our target of 80% in 2022 was too high and not achievable and we decided to change the target to 70% to be more realistic.</p> <p>Actions:<br/>We will continue to work on common reading strategies in English and French as well as working on weekly response activities. These actions will be even more important this year to support students as they work on consolidating last year's learning and move forward in their current level.</p> |   |                  |                  |                  |