

## Educational Project: Boucherville Elementary School Mid-Year Report – April 2021

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 interrupted our actions and interventions as well as our data collection.

In **2020-2021**, 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 2020-2021 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
Social and Emotional Well-being for all students	<ul style="list-style-type: none"> <li>➤ To improve self-regulation skills for our at-risk students</li> <li>➤ To improve growth mindset in academic experiences</li> </ul>	<ul style="list-style-type: none"> <li>➤ To increase the percentage of our students who can identify their emotions and are able to self-regulate</li> <li>➤ To reduce the percentage of our students feeling anxious</li> </ul>
Reading Comprehension for all students	<ul style="list-style-type: none"> <li>➤ To improve reading comprehension skills of all media in both English and French</li> </ul>	<ul style="list-style-type: none"> <li>➤ To increase the percentage of our students in the language proficiency rate in the Competency 2 summary mark for both English and French</li> </ul>

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<b>OBJECTIVE</b>	To increase the percentage of our students who can identify their emotions and are able to self-regulate			
<b>INDICATOR</b>	Percentage of students able to identify self-regulation strategies in OURSCHOOL Survey			
<b>TARGET</b>	Higher than 60% of students by 2023			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Training on emotions and ways to deal with them</li> <li>➤ check-in system</li> <li>➤ Oasis Room</li> <li>➤ use of calming tools/corner in classrooms</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MESURE 15025			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ More self-regulation training</li> <li>➤ Emotions wall in all classrooms with same vocabulary across the cycles</li> <li>➤ Bring back yoga classes</li> <li>➤ Creation of groups to help resolve conflicts and build friendships</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>
N/A	N/A	<b>TBD</b> SURVEY WILL BE CONDUCTED IN MAY		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p><b>OUR STUDENTS HAVE FACED A LOT OF TURMOIL IN THE PAST YEAR. A HIGH NUMBER OF STUDENTS HAVE BEEN DEALING WITH MANY EMOTIONS AND YET, THEY HAVE BEEN STRUGGLING WITH BEING ABLE TO NAME THEIR EMOTIONS AND FIND STRATEGIES TO SELF-REGULATE.</b></p> <p><b>CONFLICT RESOLUTION REMAINS A CHALLENGE FOR MANY STUDENTS.</b></p> <p><b>DEALING WITH FRUSTRATIONS WITHOUT USING VIOLENCE OR OTHER AGGRESSIVE BEHAVIOURS IS STILL AN ISSUE FOR A FEW OF OUR STUDENTS.</b></p> <p><b>THE SERVICES OF OUR SPECIAL EDUCATION TECHNICIAN AND OUR ATTENDANTS HAVE BEEN HIGHLY SOLICITED IN THE PAST YEAR. OUR TEACHERS HAVE NOTED A HIGH NUMBER OF INTERVENTIONS NEEDING TO BE HAD BEFORE STUDENTS CAN BE READY/AVAILABLE TO LEARN. THESE ARE OBSERVATIONS, NOT CONCRETE DATA. HOWEVER, THEY ARE CLEAR INDICATORS THAT OUR STUDENTS NEED HELP IN THIS AREA IF THEY ARE TO SUCCEED EMOTIONALLY, SOCIALLY AND ACADEMICALLY.</b></p>				

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<b>OBJECTIVE</b>	To reduce the percentage of our students feeling anxious			
<b>INDICATOR</b>	Percentage of students			
<b>TARGET</b>	20% of student population by 2023			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Providing regular check-ins for vulnerable students</li> <li>➤ Anxiety training for all students</li> <li>➤ Anxiety Prevention workshop for parents</li> <li>➤ House System and School Spirit days to build a sense of belonging and work on growth mindset through regular challenges</li> <li>➤ Increases supervisors during recess</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MESURE 15031, 15029 & 15022			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Continue actions above</li> <li>➤ Collaborate with parents and refer to outside community services for more support</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>26% OF STUDENTS (GRADES 4, 5 &amp; 6) BASELINE</b>	N/A	TBD SURVEY WILL BE CONDUCTED IN MAY		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p><b>OUR SCHOOL COMMUNITY IS COMPRISED OF VERY HIGH ACHIEVING FAMILIES WHO WANT THE BEST FOR THEIR CHILDREN AND WHO SET HIGH ACADEMIC STANDARDS FOR THEM. AS POSITIVE AS THIS IS, IT ALSO BRINGS FORTH A LEVEL OF PERFORMANCE ANXIETY THAT IS PRESENT WITH MANY OF OUR STUDENTS.</b></p> <p><b>THE PANDEMIC HAS INTRODUCED OUR STUDENTS TO A DIFFERENT LEVEL OF STRESS IN THE PAST YEAR. MANY HAVE FEARS ABOUT BEING SICK; ABOUT LOSS, DEATH AND SOLITUDE; AS WELL AS ABOUT THE POSSIBILITY OF OUR SCHOOL CLOSING AGAIN. MANY ARE MOURNING THE SCHOOL SETTING THEY ONCE KNEW NOT SO LONG AGO, THE SPORTS AND/OR OTHER EXTRA-CURRICULAR ACTIVITIES THEY NEEDED TO RELEASE SOME TENSIONS, AND THEY ARE STRUGGLING WITH BEING SURROUNDING BY ADULTS THEY DON'T KNOW WITHOUT A MASK.</b></p> <p><b>BEFORE FOCUSING ON THE RESULTS, WE MUST PUT ALL OF OUR ENERGY, OUR COLLECTIVE EFFORTS AND HEARTS TO ENSURE THAT OUR STUDENTS FEEL AS SAFE AS POSSIBLE. WE ARE FORESEEING A RISE OF ANXIETY FROM OUR SURVEY RESULTS DUE TO THE OBVIOUS CRISIS, AND SO OUR PRIORITY WILL BE TO CONTINUE TO ADDRESS THIS MATTER.</b></p>				

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<b>OBJECTIVE</b>	To increase the percentage of our students in the language proficiency rate in the Competency 2 summary mark for both English and French			
<b>INDICATOR</b>	The C2 mark on the report card			
<b>TARGET</b>	Increase the language proficiency rate to 80% by 2023 (70% and above)			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ PM Benchmark evaluations to situate reading comprehension levels</li> <li>➤ Reading comprehension collection of fiction and non-fiction texts provided to all levels starting in grade 1</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MESURE 15024, 15025 & 15021			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Identification of students at risk</li> <li>➤ Conducting reading comprehension assessments in both languages</li> <li>➤ Implementation of reading workshops</li> <li>➤ Introduction to Lively Letters Program in Kindergarten and Grade 1</li> <li>➤ Conducting a Parent Literacy Workshop</li> <li>➤ Prepare summer package to help reduce summer slide</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>
79% OF CYCLE 2 & 3 STUDENTS	N/A	77% OF CYCLE 2 & 3 STUDENTS		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p><b>SINCE 2017, THE CORE SUCCESS RATE OF OUR STUDENTS OBTAINING 60% OR HIGHER IN ALL 3 CORE COURSES (ENGLISH, FRENCH AND MATH) HAS ALWAYS BEEN VERY CLOSE TO 100%, HENCE THE REASON TO SET HIGHER STANDARDS FOR OUR STUDENT POPULATION.</b></p> <p><b>THIS YEAR'S TERM ONE RESULTS FOR ALL OF OUR STUDENTS SHOWS THAT 96% OF OUR STUDENTS ACHIEVED SUCCESS BUT ONLY 95 OUT OF 124 STUDENTS HAD A MARK HIGHER THAN 70% IN THE C2 COMPETENCY FOR ALL THREE SUBJECTS.</b></p> <p><b>THESE RESULTS SHOW A SLIGHT DECREASE IN LANGUAGE PROFICIENCY. HOWEVER, CONSIDERING THAT OUR STUDENTS HAD NOT BEEN IN SCHOOL FOR OVER 6 MONTHS BEFORE THE START OF THIS SCHOOL YEAR LEADS US TO CONCLUDE THAT THERE IS A GAP IN THEIR LEARNING BUT IT IS STILL REALISTIC FOR US TO MAINTAIN OUR GOAL.</b></p>				