



Educational Project: Cedar Street 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
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.



Educational Project: Cedar Street Elementary School Mid-Year Report – April 2021

OBJECTIVE	To improve reading skills (Competency 1)			
INDICATOR	Result at the end on Cycle 1			
TARGET	87% of students with a level 4 (at level – The student mobilizes the full range of resources: he/she performs the tasks correctly) at the end of Cycle 1 by end of 2020-2021.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Focus on essential skills, ➤ Cycle team meetings and cross cycle meeting ➤ Sound prints training ➤ Daily 5 (Play 5 in K) ➤ Stability of teachers ➤ Sora and tumble books (additional reading resources) ➤ Reading A-Z ➤ Use of common tools and vocabulary across cycles ➤ Theatre performance workshops 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE 15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ RUNNING RECORD FOR EACH CHILD AT THE END OF CYCLE 2			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
NO DATA REGARDING RUNNING RECORDS	WINTER 2020 Cycle 1 Speed 36% Below Level 64% At level 0% Above Word Accuracy 27% Below Level 68% At Level 5% Above level	FALL 2020 RESULT 81% WINTER 2020 RESULT 91%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>Longer first term allowed teachers to feel more confident in their marks...more time to teach more time for evaluations.</p> <p>Longer term also allowed time for review and have time for them to build their skills.</p> <p>Students were less anxious because the evaluations were spread over time.</p> <p>Additional training days and variety of subjects allowed teachers to improve their practice</p>				



Educational Project: Cedar Street Elementary School Mid-Year Report – April 2021

Additional training days meant teachers did not have to take time away from students to pursue Professional Development therefore there was a greater consistency for students

In the future it would be beneficial to have greater consistency in our resource teacher staffing and organization of services.

Based on our First term results at the end of cycle 1 for Competency 1- we are on target to reach our target – Current group success rate is 94%

Also, running records taken at the end of Sept. average result was 81% and rose according to our winter running record result to 91%

OBJECTIVE	To improve Writing Results in ELA at end of Cycle 3 Writing skills
INDICATOR	Number of cycle 3 students who achieve level 4 (at Level - The student mobilizes the full range of resources: he/she performs the tasks correctly)based on report card success rate at the end of cycle 3.
TARGET	85% by 2022
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Essential Skills focus ➤ Cycle and cross cycle team meetings to identify key points to work on in Grade 4 and 5 to prepare for Grade 6 ➤ Writers workshop in FSL & ELA ➤ Learn workshops for Digital Story telling ➤ Focus on a variety of different Genre ➤ Semantic Parsing Cycle 2 ➤ Brain Frames/Brain storming Cycle 2 ➤ Cycle 2 Novel Studies to support Cycle 3 ➤ Buddy Reading/Literature circles
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE 15025
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ WRITING SAMPLES FOR EACH STUDENT ➤ COMPARATIVE STUDENT RESULT BY YEAR ➤ COMPETENCY 2 YEAR END RESULTS CYCLE 3



Educational Project: Cedar Street Elementary School Mid-Year Report – April 2021

RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
72.4%	86% THIS RESULT IS BASED ON THE FIRST TWO TERMS AS DURING PANDEMIC TERM 3 WAS A PASS/FAIL	TERM 1 SUCCESS RATE 100%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>Longer first term allowed teachers to feel more confident in their marks...more time to teach more time for evaluations.</p> <p>Longer term also allowed time for review and have time for them to build their skills.</p> <p>Students were less anxious because the evaluations were spread over time.</p> <p>Additional training days and variety of subjects allowed teachers to improve their practice</p> <p>Additional training days meant teachers did not have to take time away from students to pursue Professional development therefore there was a greater consistency for students</p> <p>No pressure of ministry exams allows teacher to really focus on student needs rather than teaching to prepare for the exam</p> <p>Based on our term 1 reports, we are on track towards our target with a group result on Competency 3 of 100% success rate</p>				



Educational Project: Cedar Street Elementary School Mid-Year Report – April 2021

OBJECTIVE	To ensure the well-being of all students and their sense of safety at school			
INDICATOR	Survey results of students regarding their sense of well-being and safety at school			
TARGET	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)			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Our School Survey – recently conducted with Cycle 3 students. Will have results for our final report ➤ Due to Covid-19 more adult supervision therefore transitions more organized ➤ Due to Covid-19 more consistency of supervision ➤ Frequent check in's by Technician ➤ 2 lunch times divides numbers therefore students easier to monitor ➤ More bucket filling assemblies-supports creation of a positive environment ➤ Zoom assemblies more structured ➤ Due to Covid-19 not using lockers made it easier to monitor students ➤ Students now go directly on the bus ➤ Teachers now escort their group out and in. This has eliminated hallway problems therefore fewer social issues to be dealt with on the return to class ➤ Students calmer when they arrive in class, more ready to start working ➤ Not changing for Gym – usually conflicts occur when student groups were changing ➤ Social distancing limits possibility of physical contact between students ➤ Using Mosaik for documenting student behavior helps us track and intervene for specific behaviours ➤ Virtual NSC 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE 15025 MESURE 15029			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ ACTION COMPLETE OR INCOMPLETE ➤ SURVEY 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
58% FEEL SAFE	N/A			



Educational Project: Cedar Street Elementary School

Mid-Year Report – April 2021

MID-YEAR REFLECTION AND ADJUSTMENTS

- RECESS ZONES DIFFICULT AS IN SOME CASES STUDENTS CAN'T BE WITH THEIR FRIENDS. THEY ARE ALWAYS STUCK IN THEIR BUBBLE. CONFLICTS ARISE BECAUSE STUDENTS ARE FED UP WITH EACH OTHER
- STUDENTS ARE HAPPY TO BE BACK AT SCHOOL. THEY FEEL THEY BELONG, ARE PART OF A GROUP, ARE TAKEN CARE OF
- NEED TO CREATE SURVEY FOR CYCLE 1 & 2 TO HAVE RESULTS FOR THIS OBJECTIVE
- WE NEED TO RESEARCH HOW WE CAN COORDINATE SERVICES FROM CLC TO SUPPORT THIS OBJECTIVE
- WE NEED TO GATHER DATA FROM NURTURING SUPPORT CENTRE
- WE DO NOT YET HAVE DATA TO SUPPORT OUR SUCCESS HOWEVER ADDITIONAL SUPERVISION AND SUPPORT IN PLACE THIS YEAR AS WELL AS THE NEED FOR CLASS BUBBLES MAY HAVE HAD A POSITIVE EFFECT ON OUR RESULTS