

# Educational Project: Courtland Park International 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
<b>Reading Proficiency for all students in English and in French Imm.</b>	<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>

## Educational Project: Courtland Park International School Mid-Year Report – April 2021

<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>	<ul style="list-style-type: none"> <li>➤ Suspended this year as library is closed due to pandemic situation. Encouraging students to read classroom books when they are inside for split recess. Also trained students again on SORA to encourage e-reading at school and at home.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # LIBRARY BOOK MESURE 22100			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Registration data sheet to keep record of students going to Open Library.</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>266 STUDENTS VISITS</b>	<b>N/A</b>		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p><b>*THIS OBJECTIVE IS ON STANDBY SINCE WE NEEDED TO CLOSE THE LIBRARY BECAUSE OF PANDEMIC. MEANWHILE, WE ARE OFFERING STUDENTS THE OPTION OF READING ON SORA AND GIVE ACCESS TO CLASSROOM LIBRARY DURING RECESSES.</b></p> <p>WE ARE WAITING FOR LIBRARY CONSULTANTS RESULTS IN REGARDS TO THE USE OF SORA LIBRARY BY OUR STUDENTS AS WE PROMOTE THE USE OF ELECTRONIC BOOKS WHILE OUR SCHOOL LIBRARY IS CLOSED DUE TO PANDEMIC.</p>				

## Educational Project: Courtland Park International School Mid-Year Report – April 2021

<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 accurately by 2022			
<b>ACTIONS UNDERTAKEN</b>	➤ Bench Mark testing in English and GB+ in French			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	Mesure école inspirante (livres gradués)			
<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>	<b>84% (97.5% ACC. IN BOTH LANGUAGES)</b>	<b>78% (98% ACC. IN BOTH LANGUAGES)</b>		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p>Upon review of the results, we have decided to change the value of reporting by using the real % of students reading accurately rather than the average of accuracy. This way we are extracting data in connection with our target.</p> <p>Since our students have been home for 6 months during spring confinement, we understand that the mechanism of reading suffered even though our parents did well in supporting their children at home.</p> <p><b>Also, we are taking a closer look into our assessment tool to ensure that our results measure the objective set forth.</b></p> <p>In September, we will integrate the value of fluidity as it will give us more information on the impact on reading comprehension.</p> <p>*The SST team decided to look at the result of cycles 2 and 3 as cycle 1 is still working on literacy basic skills such as the mechanism of reading and phonological awareness.</p>				

## Educational Project: Courtland Park International School Mid-Year Report – April 2021

<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>	➤ Using reading response once a week as a strategy/Establishing a common strategy per Grade level				
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # 15025 30% MORE RESOURCE TO SUPPORT READING IN ENGLISH TUTORING MESURE TO SUPPORT EN. AND FRENCH				
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	➤ Report card results in C2+reading results in MEES exams in Grade 6				
<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	55%	53%			
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>					
<p>The SST reflected on the reason of falling behind in reading and we agree that the pandemic situation had a significant impact on students results in reading. The Fall 2020 was devoted to work on re-enforcing reading skills and we think that we will see an improvement when we re-assess our students in June 2021.</p> <p>*The SST team decided to look at the result of cycles 2 and 3 as cycle 1 is still working on literacy basic skills such as the mechanism of reading and phonological awareness.</p>					