

Educational Project: Good Shepherd 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
Communication across the curriculum: Talk to Learn	<ul style="list-style-type: none"> ➤ Oral expression across all subjects 	<ul style="list-style-type: none"> ➤ To improve the students' abilities to engage in meaningful conversations
Developing resiliency and social-emotional and Health and Well-being for all students	<ul style="list-style-type: none"> ➤ Improving student mental health and well-being through Social Emotional Learning (SEL) with Mindfulness and Growth Mindset ➤ Engaging in Social Emotional Learning 	<ul style="list-style-type: none"> ➤ To reduce visible anxiety and stress in the student population ➤ To increase students' positive sense of belonging

Educational Project: Good Shepherd School Mid-Year Report – April 2021

OBJECTIVE	To Increase the percentage of students achieving at least 70% or above in both ELA and FSL on the final global results (Grade 6 MEES examinations and report cards).			
INDICATOR	The percentage of students at the end-of-each-cycle (grade 2, 4, 6) who achieve 70% or above on the term 2 report card in both English and French.			
TARGET	To increase the percentage of grade 6 students by 10 % to 42.1% who achieve at least 70% or above in both ELA and FSL on the final global results on the Term 3 report card.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Cycle team teachers collaborated during common planning time to share best practices. ➤ Invited Educational Services professionals to meet with staff to dialogue about the portrait of language proficiency at GSS. A Compass point tool was shared with the staff to create a common understanding of everyone’s perspective on this topic. Staff were asked to complete the Compass and return it to the principal. ➤ Activities integrated to promote students’ appreciation for French i.e. “Bonne Nouvelle”. ➤ School wide Reading Month Activities ➤ FSL/ ELA encouraged to collaborate to support the acquisition of vocabulary in French and English. ➤ School encouraged Parents and students to register for tutoring with LEARN QUEBEC. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MESURE # M :15230-ECOLE INSPIRANTE M :15186 – SORTIE SCOLAIRE CULTURAL M :15012-AIDE ALIMENTAIRE M : 15021 – TUTORING M : 15022- MINIMUM THRESHOLD			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Strategies -Support vocabulary development in English and French. Pre-teach English/ French vocabulary knowledge through reading comprehension and fluency. 			
OVERALL GRADE 6 LANGUAGE PROFICIENCY RATE RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
32.1%	NOT AVAILABLE			
MID-YEAR REFLECTION AND ADJUSTMENTS				

Educational Project: Good Shepherd School Mid-Year Report – April 2021

GOOD SHEPHERD HAS A DIVERSE SCHOOL POPULATION THAT REPRESENTS MANY CULTURAL GROUPS. EACH YEAR WE WELCOME STUDENTS FROM A RANGE OF INTERNATIONAL COUNTRIES WHO ATTEND SCHOOL. THERE IS ALSO A SIGNIFICANT NUMBER OF STUDENTS WITH SPECIAL NEEDS ARE ALL GRADE LEVELS.

DUE TO THE COVID-19 SITUATION, THE SCHOOL TEAM HAD TO MAKE THE NECESSARY ADJUSTMENTS TO ENSURE SAFETY. CYCLE TEAMS MET DURING WEEKLY COMMON PLANNING TIME. THE STUDENTS WERE RESTRICTED IN THEIR MOVEMENT AROUND THE SCHOOL AND THEREFORE COULD NOT GO TO THE FSL SPECIALISTS CLASSROOMS. THE FSL SPECIALIST MOVED FROM HOMEROOM TO HOMEROOM AND NEEDED TO SHARED LIMITED SPACE WITH THE HOMEROOM TEACHERS (VISUALS IN BOTH LANGUAGES).

AN COMMON RUBRIC WAS NOT USED CONSISTENTLY TO TRACK STUDENT PROGRESS ON LANGUAGE PROFICIENCY. FURTHER ADJUSTMENTS ARE NEEDED. TERM 2 (2020-2021- TERM 1) REPORT CARD MARKS WILL BE UTILIZED TO GAGE STUDENTS' LANGUAGE PROFICIENCY IN BOTH ENGLISH AND FRENCH.

AN EMPHASIS NEEDS TO BE PLACED ON PARENTAL INVOLVEMENT TO SUPPORT THE APPRECIATION OF BOTH LANGUAGES AND THE IMPORTANCE OF BEING BILINGUAL.

STEPS HAVE BEEN TAKEN TO INTEGRATE FRENCH THROUGHOUT THE SCHOOL ON A DAILY BASIS (EXAMPLES OF ADULTS TRYING TO SPEAK FRENCH AS BEST THEY CAN (SHOWING A GROWTH MINDSET; THAT IT IS OKAY TO MAKE MISTAKES, EMPHASIS ON THE IMPORTANCE OF THE SECOND AND THIRD LANGUAGE, INCLUDE FRENCH SONGS AND POEMS IN KINDERGARTEN).

FOCUS ON USING MESURES IN 2021-2022 BUDGET TO INCREASE RESOURCE TO INCLUDE ADAPTATION SCOLAIRE IN FRENCH.

OBJECTIVE	To reduce visible anxiety and stress in the student population
INDICATOR	Results from Our School Survey
TARGET	To reduce by 7% from 22% to 15% the percentage of grade 4 to 6 students that are experiencing moderate to high levels of anxiety by 2022
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Mindful Morning Message ➤ Social Emotional Learning (SEL); zones of regulations; classroom meetings (peer- ➤ Virtual Fieldtrips ➤ Virtual whole school/inter class presentations ➤ Teambuilding Activities
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # M: 15029 COURS ECOLE VIVANTE M: 15022 WELLNESS M : 15230 ECOLE INSPIRANTE M : 15186 SORTIE ECOLE CULTUREL

Educational Project: Good Shepherd School Mid-Year Report – April 2021

TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ % of students who actively take part in clubs and activities. Feedback from students/ staff about calm interactions during unstructured times. Monitor the number of students who report feelings of anxiety.			
RESULTS OF GRADES 4, 5, 6 VISIBLE ANXIETY AND STRESS ON OUR SCHOOL SURVEY				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
22%	NOT AVAILABLE	28%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>DUE TO THE COVID-19 GUIDELINES, WE WERE UNABLE TO OFFER A VARIETY OF LUNCH TIME CLUBS AND ACTIVITIES. THIS RESULTED IN STUDENTS FEELING RESTRICTED TO INTERACT ONLY WITH THE STUDENTS IN THEIR CLASS BUBBLE. ONLY 35% OF STOOK PART IN THE CLUBS OFFERED IN CLASS. GSS SCHOOL-WIDE SPIRIT DAYS, SOCIAL EMOTIONAL (SEL) ACTIVITIES, DAILY-CHECK-INS, MENTORING, AND MORNING MINDFULNESS MOMENTS WERE USED TO HELP STUDENTS GAIN STRATEGIES TO OVERCOME ANXIETY. IN CLASS BUBBLE ACTIVITIES WERE OFFERED (LANYARDS FOR MASKS, KNITTING...).</p> <p>THE PANDEMIC HELPS TO EXPLAIN WHY THERE IS A 6% INCREASE IN STUDENTS REPORTING A MODERATE TO HIGH LEVELS OF ANXIETY.</p> <p>THROUGHOUT THE SCHOOL YEAR, THE SCHOOL TEAM MODELLED CARE, POSITIVITY, CARE, EMPATHY, AND HOPEFULNESS.</p>				

Educational Project: Good Shepherd School Mid-Year Report – April 2021

OBJECTIVE	To increase students' positive sense of belonging
INDICATOR	Percentage of students reporting a positive sense of belonging results on Our School Survey
TARGET	To increase by 10% the percentage of students who report a positive sense of belonging by 2022
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Kindness workshops ➤ School wide days ➤ Virtual assemblies ➤ Transition art project done by grade 6 students with support from a local artist ➤ Girls Group with grade 6 students ➤ Class bubble clubs
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # M: 15022 WELLNESS M: 15230 ECOLE INSPIRANTE M: 15029 COURS ECOLE VIVANTE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Tracking the number of students who participate in school clubs and activities. The percentage of students who indicate a positive relationship and feeling safe attending school on Our School survey; Daily Check ins with key adults. Teachers greeting students at the door by name.

RESULTS OF GRADE 4, 5, 6 SENSE OF BELONGING OUTCOME ON OUR SCHOOL SURVEY

2018-2019	2019-2020	2020-2021	2021-2022	2022-023
69%	NOT AVAILABLE	61%		

MID-YEAR REFLECTION AND ADJUSTMENTS

ONCE AGAIN, THE PANDEMIC MAY HELP EXPLAIN WHY THERE IS DIP IN THE STUDENTS' SENSE OF BELONGING. DESPITE THE CHALLENGES OF THE PANDEMIC, WE WERE ABLE TO SUPPORT THE SOCIAL-EMOTIONAL WELL-BEING OF OUR STUDENTS, FAMILIES, AND STAFF BY BEING RESPONSIVE AND FORGING STRONG CONNECTIONS. AS A RESULT OF COVID, THERE HAVE BEEN LIMITED ACTIVITIES AND WE DID NOT ATTEND FIELDTRIPS. THE STUDENTS

Educational Project: Good Shepherd School Mid-Year Report – April 2021

REPORT THAT THEY HAVE MANY CONFLICTS WITH THEIR PEERS IN THE CLASS. WE STRIVE TO CREATE A POSITIVE LEARNING CLIMATE AT GSS WHERE THE EXPECTATIONS AND RULES ARE CLEAR.

PERSONALIZED/ INDIVIDUAL MEETING AND CHECK INS WERE DONE BY CONSISTENT ADULTS
STUDENTS WERE GIVEN A SAFE SPACE/ BRAIN BREAK IN THE TECHNICIANS' ROOM AS NEEDED.
PERSONAL WRITING JOURNALS AVAILABLE IN THE TECHNICIANS ROOM.