

Educational Project: Mount Bruno 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
Physical and Psychological Well-Being	➤ Support the development of students' social-emotional well-being	➤ To increase students' sense of well being at school
Achievement in Literacy	➤ Improve students' critical thinking skills in response to texts and different forms of media	<ul style="list-style-type: none"> ➤ Develop the students' reading strategies across all cycles, subject areas and languages ➤ Increase student engagement in literacy ➤ Increase students' oral communication skills

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OBJECTIVE	To increase students' sense of well being at school			
INDICATOR	Elementary (grades 4, 5, 6) student responses obtained from OurSchool Survey using the "Feeling Safe at School"			
TARGET	At least 85% in that measure			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ IMPLEMENT AND MAKE LINKS TO THE SIX PILLARS OF CHARACTER IN THE CURRICULUM AND SCHOOL WIDE ACTIVITIES ➤ TO INCREASE PROFESSIONAL DEVELOPMENT OPPORTUNITIES RELATED TO STUDENT WELL-BEING AND ACHIEVEMENT: WORKSHOP ON ANXIETY DURING THE PED DAYS IN AUGUST ➤ WE ARE CURRENTLY DEVELOPING A MORE PROACTIVE APPROACH OF SUPERVISION AND INTERVENTION FOR THE WHOLE SCHOOL THROUGH OUR ABAV/DISCIPLINE COMMITTEE 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15029 (ALLOW MORE SUPERVISION DURING RECESS AND DECREASE CONFLICTS), # 15025 (ADDED TECHNICIAN HOURS TO RUN THE HIVE ALLOWING FOR CONFLICT RESOLUTION, SOCIAL SKILLS, HS TRANSITION, SELF-REGULATION TOOLS & SPACE TO TALK), # 15230 PURCHASE OF MATERIAL/TOOLS: MATERIAL FOR THE HIVE, BOOK FOR EMOTIONAL DEVELOPMENT AND CONFLICT RESOLUTION, POSTERS FOR BRAIN BREAKS.			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ CELEBRATION ASSEMBLIES FOR EVERY PILLAR ➤ DISCUSSIONS DURING CYCLE MEETINGS AND STAFF MEETINGS ➤ BINDER CONTAINING THE LIST OF STUDENTS USING THE HIVE AND WHY ➤ JOINED THE NSF GROUP TO PURSUE PD WITH THEM. ➤ PD ABOUT ANXIETY WITH PSYCHOEDUCATOR ISABELLE CYR ➤ CREATED A DISCIPLINE & ABAV COMMITTEE TO WORK ON A MORE PROACTIVE WAY TO SUPERVISE AND INTERVENE WITH STUDENTS ➤ OFFERING DIFFERENT WORKSHOPS TO STUDENTS AND PARENTS 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
66%	N/A	53%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
DUE TO THE PANDEMIC SITUATION, THE RESULTS OF OURSCHOOL SURVEY REFLECTS A MORE ANXIOUS STATE OF MIND OF OUR STUDENTS AND WITH REASON. IN OURSCHOOL SURVEY, WE ASKED THEM IF THE EVENTS OF THE LAST YEAR HAD CAUSED MORE STRESS/ANXIETY AND 75% OF OUR STUDENTS ANSWERED YES. WHEN ASKED ABOUT FEELING SAFE AT				

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SCHOOL, WE NOTICE A DECREASE IN OUR ANSWERS. 53% OF OUR STUDENTS FEEL SAFE ATTENDING SCHOOL. WE ARE BELOW THE 65% CANADIAN NORM, BUT WE UNDERSTAND THAT WITH THE PANDEMIC, THE NEW RULES IN PLACE THIS YEAR AND THE ANXIETY THAT IT ALL CAUSES, OUR STUDENTS ARE FEELING LESS SAFE COMING, BEING AND LEAVING SCHOOL. WE, AS A SCHOOL, HAVE STILL PUT IN PLACE DIFFERENT ACTIVITIES, STRATEGIES, WORKSHOPS TO HELP OUR STUDENTS FEEL SAFE AT AS WELL AS GOING TO AND FROM SCHOOL. WE STARTED THE YEAR IN AUGUST WITH A WORKSHOP WITH AN PSYCHOEDUCATOR ON ANXIETY DURING THE PANDEMIC. THIS WORKSHOP GAVE US TIPS AND STRATEGIES TO HELP US IDENTIFY ANXIETY IN STUDENTS, PREVENT IT WITH DIFFERENT METHODS (MINDFULNESS, BRAIN BREAKS, YOGA, ETC.), BUT ALSO HELP STUDENTS DEAL WITH THEIR STRESS/ANXIETY. WE ARE NOW EXPLORING DIFFERENT ALTERNATIVES WITH OUR NEW MESURE WELL-BEING TO FIND NEW WAYS TO SUPPORT OUR STUDENTS.

SO FAR, WE HAVE OFFERED SESSIONS FOR GRADE 4 TO 6 THROUGH THE CLSC ON TRANSITIONING TO HS, SOCIAL MEDIA AND VIDEO GAMES. WE HAVE ALSO OFFERED OUR CYCLE 3 STUDENTS A SESSION WITH THE MISSING CHILDREN NETWORK THAT TARGETED SELF-ESTEEM, HEALTHY RELATIONSHIPS, INDEPENDENCE AND EMPOWERMENT. COMING SOON, WE WILL HAVE A TELUS WORKSHOP CALLED WISE THAT IS DESIGNED TO HELP STUDENTS LEARN HOW TO BE A GOOD DIGITAL CITIZEN AND KEEP THEIR DIGITAL FOOTPRINT CLEAN. ALL OF THESE WORKSHOPS ALLOW US TO BETTER EDUCATE AND PREPARE OUR STUDENTS FOR SITUATIONS THAT MAY AFFECT THEM IN AND OUT OF SCHOOL.

THROUGH OUR HIVE, WE HAVE ALSO SET UP DIFFERENT WAYS TO SUPPORT OUR STUDENTS. OUR TECHNICIANS WILL SEE AND HELP STUDENTS THROUGH DIFFICULT FAMILY SITUATIONS, CONFLICT RESOLUTIONS, SOCIAL DIFFICULTIES, ETC.

WE HAVE ALSO IMPLEMENTED REFLECTION SHEETS THAT THE PRINCIPAL OR TECHNICIANS OVERSEE WITH STUDENTS SENT TO THE OFFICE. THESE ARE USED AS A STRATEGY TO MAKE STUDENTS REFLECT ON THEIR ACTIONS, MAKE THEM ACCOUNTABLE AND TOGETHER WORK ON OTHER SOLUTIONS THAT COULD BE USED IF THE SITUATION WAS TO OCCUR AGAIN. THESE SHEETS ARE SENT HOME IN ORDER FOR PARENTS TO BE AWARE OF THE DIFFERENT SITUATIONS AS WELL.

WE ARE CONTINUING TO AIM ACTIONS TO SUPPORT OUR CHOICE OF INDICATOR ALONG WITH OUR ABAV TEAM.

WE ARE STILL CONSIDERING THE OTHER INDICATORS WHEN CHOOSING OUR ACTIONS. FOR THE INDICATOR SENSE OF BELONGING, WE NOW SITS AT 69% OF STUDENTS HAVING A HIGH SENSE OF BELONGING, WHICH IS BELOW THE CANADIAN NORM. WE REALIZE THAT WITH THE INABILITY TO HOLD CLUBS IN PERSON, TO HAVE LUNCH TIME ACTIVITIES AND OUR HOUSE PROGRAM, OUR STUDENTS ARE MORE AFFECTED. WE HAVE PUT IN PLACE DIFFERENT VIRTUAL ACTIVITIES AND POSTED ON SOCIAL MEDIA TO TRY AND IMPROVE OUR SENSE OF BELONGING: ASSEMBLIES, PILLARS AWARDS, SPECIAL DANCES FOR HALLOWEEN AND CHRISTMAS, CHALLENGE TO WALK TO TOKYO THROUGH PHYSICAL ACTIVITIES, TALENT SHOWS, AND WE ARE NOW WORKING ON USING OUR ON BOUGE AU CUBE MESURE TO SHOW STUDENTS DIFFERENT NEW GAMES TO PLAY DURING RECESS.

WHEN WE LOOK AT THE LAST INDICATOR, ADVOCACY AT SCHOOL, WE FEEL AS WE ARE NOT REACHING A LEVEL THAT IS SATISFACTORY TO US. STUDENTS RATED ADVOCACY AT SCHOOL 5.8 OUT OF 10; THE CANADIAN NORM FOR THESE GRADES IS 6.4. THERE IS NOT A BIG GENDER GAP ALTHOUGH GIRLS ARE RATING LOWER THAN BOYS COMPARED TO THE CANADIAN NORM. THEREFORE, WE ARE STILL WORKING TOWARDS IMPROVING THIS GOAL AS WELL THROUGH OUR DISCIPLINE & ABAV COMMITTEE. WE ARE WORKING ON DIFFERENT WAYS TO MAKE SURE STUDENTS KNOW WHERE THE ADULTS ARE, BUT MOST IMPORTANTLY THAT WE ARE HERE FOR THEM, TO SUPPORT, GUIDE AND HELP THEM.

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OBJECTIVE	Develop the students' reading strategies across all cycles, subject areas and languages			
INDICATOR	Results in Competency 2 (Reading) in the report card at the end of cycle 2 in French Second Language (FSL) and English Language Arts (ELA)			
TARGET	75% of our students will achieve at least Thorough level of competency (76% and above) in both ELA and FSL in Competency 2 (Reading) at the end of cycle 2			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ TARGETED PROFESSIONAL DEVELOPMENT ON READING STRATEGIES ➤ DEVELOP CURRICULUM PLANNING FOR CONTINUUM OF READING STRATEGIES TO ALLOW CONTINUITY ACROSS THE CYCLES ➤ DEVELOP COMMON EVALUATIONS WHEN POSSIBLE 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15103, # 15104, # 15182, # 15186 & # 15230 PURCHASE OF BOOKS, ORGANIZE DIFFERENT AUTHOR VISITS AND/OR PROJECTS			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ SCHOOL-BASED PED-DAY TARGETING LITERACY ON DEC. 7TH (WAS CANCELLED LAST YEAR DUE TO COVID) ➤ TEACHERS CURRENTLY PARTICIPATING IN VARIOUS RELATED PD OPPORTUNITIES ➤ FOCUS ON CREATING CURRICULUM MAPPING DURING CYCLE MEETINGS ➤ READING LEVEL TESTING 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
36.1%	N/A	45.2%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>THIS YEAR, DUE TO THE PANDEMIC, THERE WILL BE NO MINISTRY EXAM, THEREFORE WE ARE BASING OUR NUMBERS ON STUDENTS RECEIVING 76% OR MORE IN <u>BOTH</u> ELA AND FSL IN READING (COMPETENCY 2) IN TERM 1 OF GRADE 4. 14 OUT OF 31 OF OUR STUDENTS, WHICH MEANS 45.2% REACHED THAT GOAL. ALSO, WE CAN LOOK AT THE TERM 1 MARK AVERAGES. IN FSL, WE HAVE AN AVERAGE OF 76% AND 78% FOR BOTH CLASSES IN THE COMPETENCY 2 WHICH IS UNDERSTAND ORAL AND WRITTEN TEXTS IN FRENCH. IN ENGLISH, WE HAVE AN AVERAGE OF 77% AND 79% FOR THE SAME GRADE 4 CLASSES. THESE RESULTS TELL US THAT OUR STUDENTS ARE DOING WELL, BUT THERE IS STILL ROOM FOR IMPROVEMENT.</p> <p>WE WILL CONTINUE OUR CYCLE MEETINGS IN ORDER TO CREATE OUR CURRICULUM MAPPING AND DEVELOPING COMMON EVALUATIONS. DURING OUR SCHOOL-BASED PED-DAY, WE WORKED ON DIFFERENT LITERACY TOPICS ALONG WITH THE</p>				

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ELA, FSL AND MATH CONSULTANTS FROM THE SCHOOL BOARD. WE DISCUSSED EVALUATIONS AND TOOK TIME TO IMPLEMENT ONE TYPE OF FORMATIVE EVALUATION IN OUR TEACHING WHICH ALLOWED US TO SEE THE IMPACT ON OUR STUDENTS AND WE DECIDED THAT IT WOULD BE IMPORTANT MOVING FORWARD TO INCLUDE IT IN OUR WAYS OF EVALUATING. THE MATH CONSULTANT PRESENTED THE LEARNING TRAJECTORY TOOL WHICH WE USED TO PLAN A READING ACTIVITY. A MONTH LATER, WE RECONVENED AND DISCUSSED HOW USEFUL THE TOOL WAS AND HOW IT ALLOWED TEACHERS TO BETTER PLAN THEIR EVALUATIONS, BUT ALSO THE TYPE USED DURING THE LEARNING TRAJECTORY. WE WILL INTEGRATE THIS TOOL WHEN POSSIBLE IN OUR TEACHING PLANIFICATION.

OBJECTIVE	Increase student engagement in literacy			
INDICATOR	Number of students' positive responses when asked if students enjoy reading (OurSchool Survey)			
TARGET	90% of positive student responses (grades 4, 5 and 6)			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ OFFER DAILY OPPORTUNITIES TO READ IN CLASS AND PROMOTE READING THROUGH SCHOOL WIDE ACTIVITIES ➤ OFFER A VARIETY OF QUALITY BOOKS IN CLASSROOMS AND AT THE LIBRARY ➤ CHANGE THE PHYSICAL SET UP OF THE LIBRARY AND/OR CLASSROOMS ➤ OFFER DIFFERENT ACTIVITIES WITH AUTHORS ➤ PLAN READING WEEK WITH DIFFERENT ACTIVITIES TO ENCOURAGE READING AND THE LOVE OF READING 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15103, # 15104, # 15182, # 15186 & # 15230 PURCHASE OF BOOKS, ORGANIZE DIFFERENT AUTHOR VISITS AND/OR PROJECTS			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ PRESENCE OF DAILY READING ➤ READING WEEK COMMITTEE WORKING ON SCHOOL WIDE ACTIVITIES ➤ PLAN AND PROJECT FOR THE LIBRARY ARE UNDERWAY 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
85%	N/A	N/A		

MID-YEAR REFLECTION AND ADJUSTMENTS

WE ARE UNABLE TO COMPARE THE DATA AS THE QUESTION FROM 2019 WAS NOT IN THE SURVEY THIS YEAR. WE WILL MAKE SURE TO ADD IT AGAIN NEXT YEAR TO ALLOW US TO COMPARE.

IF WE LOOK AT THE DATA FROM OURSCHOOL SURVEY'S QUESTION ABOUT READING FOR FUN, WE NOTICE THAT IN APRIL 2019, 78% OF OUR STUDENT POPULATION READ MORE THAN 30 MINUTES A DAY FOR FUN. THIS YEAR, WE REACHED 87% READING BETWEEN 30 MINUTES TO MORE THAN 2 HRS A DAY FOR FUN. WE ARE NOTICING THAT OUR TIME, ENERGY AND

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MONEY SPENT INTO PROMOTING READING FOR FUN HAS HAD AN IMPACT THIS YEAR. OF COURSE, WE ALSO REALIZE THAT THE PANDEMIC COULD HAVE HAD A POSITIVE INFLUENCE ON READING AS WELL SINCE STUDENTS ARE NOT ALLOWED TO PLAY WITH OTHERS ONCE AT HOME AND THERE ARE NOT SPORTS/ACTIVITIES BEING OFFERED THIS YEAR.

THAT BEING SAID, WE ARE STILL PURCHASING NEW BOOKS ON A YEARLY BASIS FOR OUR LIBRARY AND OUR CLASSROOMS. THIS YEAR, WE PURCHASED SERIES OF BOOKS IN FRENCH FOR LEARNERS IN ORDER TO OFFER DIFFERENT LEVELS AND MORE DIVERSITY TO OUR CYCLE ONE STUDENTS. WE HAVE ALSO APPLIED FOR A GRANT THROUGH MEPEC TO RECEIVE REFERENCE BOOKS FOR TEACHERS ON READING. MANY TEACHERS HAVE RECEIVED THE VISIT OF AN AUTHOR OR ILLUSTRATORS THROUGH OUR CITY LIBRARY, LA CULTURE À L'ÉCOLE OR OUR RVCLC. THESE ACTIVITIES REINFORCE OUR MESSAGE TO OUR STUDENTS THAT READING IS FUN AND IMPORTANT! LASTLY, WE ARE HOLDING A READING WEEK WITH MULTIPLE PROPOSED ACTIVITIES AND PRIZES TO PROMOTE READING IN AND OUT OF SCHOOL. ALL OF THESE HAVE A POSITIVE IMPACT ON OUR STUDENT POPULATION AND WE FEEL THAT WE ARE CONTINUING TO MOVE FORWARD IN OUR OBJECTIVE.

WE ARE ALSO DISCUSSING WHICH STRATEGIES TO PRIORITIZE AFTER ASSESSING OUR STUDENTS WITH 2 DIFFERENT TOOLS, ONE IN ENGLISH, ONE IN FRENCH AND AT TWO DIFFERENT TIMES OF THE YEAR, THE BEGINNING AND SPRING. THESE ASSESSMENTS ARE USED TO SCREEN STUDENTS WITH DIFFICULTIES IN DECODING AND FLUENCY WHICH WOULD INTERFERE WITH COMPREHENSION DURING INDEPENDENT READING. WITH THE RESULTS, OUR RESOURCE TEACHER DOES A CLASS PROFILE THAT IS SHARED WITH THE TEACHER/CYCLE, WE LOOK AT THEM AND THE STUDENTS MARKS AND DISCUSS THE DIFFERENT NEEDS OF THE STUDENTS AND WE DEVELOP A GAME PLAN FOR THE STUDENTS. WE TRY TO OFFER COMMON ASSESSMENTS TO OUR STUDENTS AS WELL IN ORDER TO BE ABLE TO COMPARE OUR STUDENTS PROFILES. THE GREATEST STRENGTH OF THIS EXERCISE IS TO GIVE THE TEACHER AN EXTERNAL POINT OF VIEW ON THE WHOLE CLASS FOR DECODING AND FLUENCY.

OBJECTIVE	Increase students' oral communication skills			
INDICATOR	Results in Competency 1 (Communication) in ELA and FSL in the report card			
TARGET	85% of our students will achieve at least Thorough level of competency at the end of cycle 2 (76% and above)			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ OFFER PD ON TALK MOVES AND TALKING TO LEARN ➤ CREATE MORE OPPORTUNITIES FOR STUDENTS TO TALK IN CLASS 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15230 (PURCHASE OF BOOKS: TALKING TO LEARN IN BOTH LANGUAGES)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ DISCUSSIONS AND REPORTS DONE DURING CYCLE AND STAFF MEETINGS			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
61.1%	N/A	41,9%		

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MID-YEAR REFLECTION AND ADJUSTMENTS

SINCE WE ARE UNABLE TO HAVE DATA FROM END OF YEAR EVALUATIONS, WE ARE USING DATA FROM OUR TERM 1 MARKS. WE ARE LOOKING AT THE NUMBER OF STUDENTS WHO RECEIVED 76% OR MORE IN BOTH ELA AND FSL IN COMMUNICATION (COMPETENCY 1) IN TERM 1 OF GRADE 4. OBVIOUSLY, THESE MARKS COME AFTER A PROLONGED PERIOD OF DISTANCE LEARNING LAST YEAR IN THE SPRING AND A BEGINNING OF THE YEAR WHERE WE WERE CATCHING UP. WE ARE NOT SURPRISED THAT OUR MARKS WERE LOWER AS WE USUALLY HAVE THE FULL YEAR TO WORK ON THE COMMUNICATION COMPETENCY.

WE ARE CONTINUING TO PRESENT DIFFERENT OPPORTUNITIES TO COMMUNICATE TO OUR STUDENTS IN ALL LEVELS. WE ARE PAIRING UP WITH THE ELA CONSULTANT TO GO THROUGH TALK MOVES AND TALKING TO LEARN. WE WERE FINALLY ABLE TO PURCHASE THE BOOK TALKING TO LEARN IN BOTH ENGLISH AND FRENCH AS THEY WERE SOLD OUT.

WE WANT TO HELP TEACHERS FACILITATE THE PROGRESSION OF A DISCUSSION ON DIFFERENT TOPICS AMONGST STUDENTS WITHOUT BEING THE ONE DOING ALL THE TALKING. WE WANT TO HELP OUR STUDENTS SPEAK, ACTIVELY LISTEN, AND BUILD ON EACH OTHERS' IDEAS BY USING SENTENCE STEMS TO SCAFFOLD CLASSROOM DISCUSSIONS. WE WILL CONTINUE TO ADDRESS THIS TOPIC DURING OUR STAFF AND CYCLE MEETINGS.