

Educational Project: Royal Charles 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
Student writing proficiency	➤ Improve student writing competency	<ul style="list-style-type: none"> ➤ Increase the average writing mark in ELA and FSL across all grade levels ➤ Reduce the achievement gap between boys and girls in English and French
Positive School Environment	➤ Increase positive behavior during the school day	<ul style="list-style-type: none"> ➤ Improve the students' perception of the learning environment ➤ Reduce the number of students sent out of class
	➤ Increase positive behavior during daycare/lunch	<ul style="list-style-type: none"> ➤ Improve the students' perception of the daycare/lunch environment ➤ Reduce the number of students sent to the daycare office

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OBJECTIVE	Increase the average writing mark in ELA and FSL across all grade levels			
INDICATOR	End of year writing task (GR 1 to 6)			
TARGET	Establish baseline June 2019 and target a 4 (Thorough competency: 75 to 85%) with the goal of increasing scores by 10% annually			
ACTIONS UNDERTAKEN	➤ First student writing samples collected and reviewed			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 RESOURCE TEACHER INCREASED FROM 56% TO 100% & 15103 ADDITIONS TO THE SCHOOL LIBRARY AND CLASSROOM LIBRARIES			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Report card results			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SEE BELOW	N/A	SEE BELOW		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>FEWER CLASS HOURS FROM MARCH TO JUNE MEANT RELYING ON PARENTAL COLLABORATION SO PROGRESS WAS SLOWED FOR STUDENTS WHO RECEIVED LESS HOME SUPPORT. GENERALLY LESS ACCESS TO READING MATERIALS. END OF YEAR RESULTS FOR 2019-2020 NOT AVAILABLE DUE TO COVID SHUTDOWN. INCREASED USE OF SORA APP WAS BENEFICIAL.</p> <p>2018-2019 GR 6: 60%+ ELA 89.5% FR 86.5% 75%+ ELA 41.5% FR 51%</p> <p>2020-2021 GR 6 : 60%+ ELA 86.5% FR 77% 75%+ ELA 34.5% FR 42.5%</p>				

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OBJECTIVE	Reduce the achievement gap between boys and girls in English and French			
INDICATOR	End of year report card mark			
TARGET	Reduce the gap to 5% maximum and maintain			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Added “boy friendly” titles to our book collection. Added e-readers to the library setup 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15103			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Report card results 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SEE BELOW	N/A	SEE BELOW		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>MARCH 13, 2020 SHUTDOWN. DISTANCE LEARNING HAD A NEGATIVE IMPACT ON PROGRESS. FEWER CLASS HOURS BETWEEN MARCH AND JUNE RELYING ON PARENTAL COLLABORATION. NOT MUCH PROGRESS FOR STUDENTS WITHOUT SUPPORT AT HOME. GENERALLY BOYS WERE LESS ENGAGED IN ONLINE LEARNING. END OF YEAR RESULTS FOR 2019-2020 NOT AVAILABLE DUE TO COVID SHUTDOWN. INCREASED USE OF SORA APP WAS BENEFICIAL.</p> <p>2018-2019 GR6: 60%+ ELA GENDER GAP 9% FR GENDER GAP 15% <i>IN FAVOUR OF GIRLS</i> 75%+ ELA GENDER GAP 45% FR GENDER GAP 26% <i>IN FAVOUR OF GIRLS</i></p> <p>2020-2021 GR6: 60%+ ELA GENDER GAP 3% FR GENDER GAP 4% <i>IN FAVOUR OF GIRLS</i> 75%+ ELA GENDER GAP 27% FR GENDER GAP 19% <i>IN FAVOUR OF GIRLS</i></p>				

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OBJECTIVE	Improve the students' perception of the learning environment			
INDICATOR	"OurSchool" student survey (Cycle 3) In-house student survey (Cycle 1, 2 & 3)			
TARGET	Increase from 6.6/10 to Canadian norms the number of students who report a positive learning environment on the "OurSchool" survey			
ACTIONS UNDERTAKEN	➤ Oasis room created and put in use			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 TECHNICIAN HOURS INCREASED TO 35/WEEK, ATTENDANT HOURS INCREASED TO 25/WEEK. 15031 MATERIALS FOR OASIS ROOM			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Logbook in oasis room / log book in principal's office			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	6.6/10	6.0/10		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>SECURITY VESTS DISTRIBUTED TO ALL ADULTS TO MAKE THEM EASILY IDENTIFIABLE ON THE PLAYGROUND. INTERACTIVE HALLWAY NOT INSTALLED DUE TO PANDEMIC RESTRICTIONS. STABLE ADULT PRESENCE (BEHAVIOUR TECH) HAS HELPED. IDENTIFIED STUDENTS HAVE RECEIVED SUPPORT</p> <p>THE PANDEMIC HAS HAD A MAJOR IMPACT ON OUR GRADE 6 CLASS IN PARTICULAR, AND THE STRESS AND ANXIETY RELATED TO COVID-19 RESTRICTIONS HAS TAKEN A TOLL ON THESE STUDENTS. THE OVERALL RESULTS OF THE OURSCHOOL SURVEY REFLECT THIS REALITY, AND THE RESPONSES PROVIDED BY THE GRADE 5 AND GRADE 6 STUDENTS REFLECT DIFFERENT REALITIES. IN ADDITION, THE OURSCHOOL SURVEY ASKS STUDENTS TO EVALUATE THEIR RELATIONSHIPS WITH THE ADULTS IN THE SCHOOL IN VERY GENERAL TERMS AND SOME STUDENTS REPORTED THAT THEY WERE UNSURE OF HOW TO ANSWER SINCE THEIR RELATIONSHIPS WITH ALL THE DIFFERENT ADULTS IN THE SCHOOL CANNOT BE CHARACTERIZED BY A SINGLE DESCRIPTOR.</p> <p>OUR IN-SCHOOL SURVEY OF CYCLE 1 STUDENTS REVEALS A HIGH LEVEL OF SATISFACTION WITH THE LEARNING ENVIRONMENT, AS OVER 75% OF STUDENTS REPORT THAT TEACHERS ARE FAIR, CELEBRATE THEIR SUCCESSES AND CLASSROOM RULES ARE FOLLOWED.</p> <p>OUR IN-SCHOOL SURVEY OF CYCLE 2 STUDENTS ALSO REVEALS A HIGH LEVEL OF SATISFACTION WITH THE LEARNING ENVIRONMENT WITH ALL STUDENTS GIVING A RATING OF 4/5 OR ABOVE</p>				

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OBJECTIVE	Reduce the number of students sent out of class			
INDICATOR	The number of tracking sheets			
TARGET	Establish baseline by June 2019 and reduce by 20% annually in subsequent years			
ACTIONS UNDERTAKEN	➤ 63 hours of SET/ATT put in place. Classes equipped with a “quiet corner” Staff training undertaken on Sept 25, 2019			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 & 15031			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Tracking sheets not in use - replaced by logbook			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>INTERACTIVE HALLWAY NOT INSTALLED AS PLANNED DUE TO SHUT DOWN AND PREPARATION OF THE SCHOOL TO MAINTAIN DISTANCES BETWEEN STUDENT “BUBBLES” OASIS ROOM WAS USED LESS AS IT WAS TRANSFORMED INTO OUR COVID QUARANTINE ROOM. INCREASE TO FOUR FULL TIME SUPPORT PERSONNEL (3 ATTENDANTS AND 1 BEHAVIOUR TECH) WHO WORK BOTH IN THE CLASSROOMS AND ON THE PLAYGROUND HAVE HAD A VERY POSITIVE EFFECT WITH STUDENTS REQUIRING EXTRA SUPPORT AND THE OVERALL CLASSROOM ENVIRONMENTS. FOR PARTICULAR STUDENTS, PROBELMATIC TIMES OF THE DAY WERE IDENTIFIED AND A CHECK IN SYSTEM WAS INITIATED. OVERALL THERE WERE FEWER INCIDENTS BUT CERTAIN STUDENTS REQUIRED MULTIPLE INTERVENTIONS AND STRATEGIES: DAILY CHECK-INS, DAILY TRACKING SHEETS, SEVERAL PARENT MEETINGS. ONE STUDENT CHANGED CLASSES TO IMPROVE THE CLASS DYNAMIC.</p>				

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OBJECTIVE	Improve the students' perception of the daycare/lunch environment			
INDICATOR	In-house student survey (Cycle 1, 2 & 3)			
TARGET	Establish baseline June 2019 and increase the number of students who report a positive daycare/lunch environment to a score of 7/10			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ SET and ATT added to the playground supervision. Easily visible security vests provided to staff so that children could easily identify them. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Log in in daycare and oasis room 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>IN CYCLE THREE, STUDENTS WERE FREQUENTLY PROVIDED ALTERNATE PLACES TO EACH LUNCH WITH A STAFF MEMBER. CYCLE ONE, 15% OF STUDENTS REPORTED THAT CLASSROOM RULES WERE RESPECTED DURING LUNCH TIME. CYCLE TWO GAVE A 3/5 RATING WHEN ASKED TO ASSESS STUDENT BEHAVIOUR DURING LUNCHTIME. STAFFING WAS INCREASED TO ALLOW FOR ONE ADULT PER CLASSROOM. STUDENTS EAT THEIR LUNCHES IN THE CLASSROOMS. ADULT SUPERVISION ON THE PLAYGROUND WAS INCREASED.</p> <p>LUNCH TIME WALKING CLUB WHICH RESPECTED CLASS BUBBLES PERMITTED GROUPS OF STUDENTS TO LEAVE THE SCHOOL AND GO WALKING WITH ADULT SUPERVISION.</p>				

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OBJECTIVE	Reduce the number of students sent to the daycare office			
INDICATOR	The number of tracking sheets			
TARGET	Establish baseline by June 2019 and reduce by 20% annually in subsequent years.			
ACTIONS UNDERTAKEN	➤ SET and ATT added to playground supervision			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Logbook in daycare office			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>SUPPORT STAFF ENGAGED TO ASSIST WITH THE TRANSITION FROM THE REGULAR SCHOOL DAY TO THE END OF DAY DAYCARE PERIOD. DAYCARE REGISTRATIONS REDUCED BY 36%. OVERALL THERE WERE FEWER INCIDENTS HOWEVER CERTAIN STUDENTS REQUIRED MULTIPLE INTERVENTIONS: PARENTS INFORMED, DAYCARE ROUTINES CHANGED, SOME STAFF REASSIGNED TO FACILITATE STUENT MANAGEMENT. ONE STUDENT HAD DAYCARE PRIVILEGES REMOVED FOLLOWING MULTIPLE INTERVENTIONS/WARNINGS/COMMUNICATIONS WITH PARENTS.</p>				