

Educational Project: St. Jude 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
Developing reading proficiency for all students	➤ Nourish the love of reading	➤ To increase student appreciation for reading
	➤ Improve reading for meaning	➤ For students to apply reading strategies while reading ➤ To increase the success rates of students with IEPs in reading
Developing resilience and social-emotional well-being for all students	➤ Develop Social and Emotional Learning (SEL) with a Growth Mindset	➤ To increase positive social interactions with others ➤ To understand the five attitudes of Growth Mindset: optimism, perseverance, flexibility, resiliency, empathy

Educational Project: St. Jude Mid-Year Report – April 2021

OBJECTIVE	To increase student appreciation for reading			
INDICATOR	Student perception as per survey			
TARGET	75% of students expressing appreciation for reading			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Let's Read periods ➤ Include reading in virtual assemblies ➤ Dramatic reading presentation for all cycle 2 - <i>Les mots s'animent</i> ➤ Continuing to build libraries throughout the school 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15104 (BOOKS) MEASURE # 15025 (READING/RESOURCE TEACHER) MEASURE # 15182 (CULTURE IN THE SCHOOLS)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Student survey 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
--	NO DATA COLLECTED	(COMING MAY/JUNE)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • SURVEY HAS BEEN CREATED AND WILL BE ADMINISTERED IN MAY WITH ALL STUDENTS (GRADES 1 – 6). WE ARE LOOKING FORWARD TO HAVING OUR BASELINE. • WE CONTINUE TO PROVIDE STUDENTS WITH OPPORTUNITIES TO LISTEN TO MORE STORIES AND SEE ADULTS ENGAGING IN READING (READ ALOUD PERIODS TO REPLACE LIBRARY PERIOD, READING STORIES IN ASSEMBLIES, DRAMATIC READING PRESENTATION) • BOOKS BOUGHT TO INCREASE COLLECTION IN THE OASIS AND FOR CLASSROOM LIBRARIES (INDIGO CERTIFICATES) • GROW AND RENEW SCHOOL LIBRARY COLLECTION – LIBRARY BOOKS BORROWED BY TEACHERS FOR CLASSES TO USE WHILE LIBRARY ROOM IS NOT IN USE. • WHEN WE GO BACK TO LIBRARY PERIODS, THESE WILL INCLUDE READ-ALoud AND DISCUSSION/ACTIVITIES ANIMATED BY THE TEACHER. • THROUGH CULTURE IN THE SCHOOLS FUNDING (MEQ) GRADES 1/2, 2, 3, 3/4 HAD ARTISTS PRESENT IN THE CLASSROOMS (IN FRENCH OR IN ENGLISH) A PERFORMANCE THAT ILLUSTRATED HOW WORDS COME ALIVE (LINKING TO READING AND ENJOYMENT OF READING). • THROUGH OUR COMMUNITY DEVELOPMENT AGENT (CLC) WE WILL BE REACHING OUT TO PEOPLE IN THE COMMUNITY TO COME INTO THE SCHOOL TO READ TO CLASSES NEXT SCHOOL YEAR AND INSPIRE OUR STUDENTS. • WE ARE ALSO WORKING TO IMPROVE OUR STUDENTS READING COMPETENCY BECAUSE WE KNOW THAT STUDENTS APPRECIATE AND ENJOY READING MORE WHEN THEY DO NOT STRUGGLE TO READ. 				

Educational Project: St. Jude Mid-Year Report – April 2021

OBJECTIVE	For students to apply reading strategies while reading			
INDICATOR	Appropriate use of strategies for meaning making			
TARGET	Increase the number of students receiving a mark of 65% or above in reading on the June report card (summary mark) in both French and English by 5% at the end of cycle 3.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ EARLY LITERACY SUPPORT PROJECT (K & GR 1) ➤ GUIDED READING INTERVENTION (GR. 1 & 1/2) ➤ AFTER SCHOOL TUTORING (GR. 4, 5, 6 STUDENTS) ➤ ADDITIONAL RESOURCE TEACHERS 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15011 (EARLY LITERACY TEACHER) MEASURE # 15021 (TUTORING) MEASURE # 15025 (RESOURCE TEACHERS)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Report cards 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
66.7% (30/45)	NOT AVAILABLE	52% (TERM 1)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • THE PROFICIENCY RATE FOR TERM 1 FOR THIS COHORT IS LOWER THAT FOR THE COHORT IN JUNE 2019. THIS WAS NOT UNEXPECTED DUE TO: <ul style="list-style-type: none"> ○ GAPS IN LEARNING CREATED BY THE SCHOOL BEING SHUT DOWN DUE TO THE PANDEMIC LAST YEAR ○ ALIGNMENT OF FSL DE BAS EVALUATION TO PROGRAM EXPECTATIONS <p>79% OF STUDENTS OBTAINED A GRADE OF 65% OR HIGHER FOR ELA. 62% OF STUDENTS OBTAINED A GRADE OF 65% OR HIGHER FOR FSL (DE BAS AND IMMERSION).</p> <p>MANY STUDENTS IN FSL DE BAS ARE NOT MEETING PROGRAM EXPECTATIONS. THIS NEEDS FURTHER INVESTIGATION.</p> • EARLY INTERVENTION IS KEY TO CLOSING GAPS IN READING DEVELOPMENT BEFORE THEY WIDEN. WITH THIS IN MIND, WE HAVE INITIATED TWO PROJECTS THIS YEAR TO BUILD UPON CLASSROOM READING INSTRUCTION AND RESOURCE TEACHER SUPPORT. <ul style="list-style-type: none"> ○ GUIDED READING PROJECT HAS RECENTLY STARTED (APRIL) IN 3 CLASSES. FOR TWO 30-MINUTE PERIODS 4-5 ADULTS (TEACHER, 2-3 RESOURCE TEACHERS AND ATTENDANT) EACH TAKE A SMALL GROUP OF STUDENTS AND PROVIDE GUIDED READING INSTRUCTION AND/OR READING PRACTICE DESIGNED TO SUPPORT STUDENTS AT THEIR INSTRUCTIONAL LEVEL. THE TEACHER FEEDBACK IS VERY POSITIVE. THE STUDENTS ARE HIGHLY ENGAGED AND BEING SUPPORTED WITH READING AT THEIR LEVELS. TEACHERS ARE MEETING TO PLAN, DISCUSS INTERVENTIONS, STUDENT NEEDS AND STUDENT 				

Educational Project: St. Jude Mid-Year Report – April 2021

PROGRESS. WE WILL BE LOOKING AT SCHEDULING RESOURCE SUPPORT TO FACILITATE A SIMILAR INTERVENTION MODEL NEXT YEAR FOR ALL CYCLE 1 CLASSES.

- EMERGENT LITERACY SUPPORT IS BEING PROVIDED TO IDENTIFIED KINDERGARTEN STUDENTS. KINDERGARTEN TEACHERS IDENTIFIED STUDENTS WHO ARE NOT QUITE READY WITH PRE-READING SKILLS AND PROVIDED A SIMPLE SCREENING DOCUMENT TO INDICATE AREAS ATTAINED AND TO BE DEVELOPED. A TEACHER WAS HIRED FOR THREE DAYS/WEEK (APRIL, MAY, JUNE) TO PULL OUT INDIVIDUAL OR PAIRS OF CHILDREN FOR HALF-HOUR SESSIONS. SCHEDULES WERE MADE IN COLLABORATION WITH THE K TEACHERS AND THE RESOURCE TEACHERS ARE PROVIDING MATERIALS AND COLLABORATIVE EXPERTISE TO SUPPORT THE INTERVENTION TEACHER.
- AFTER SCHOOL TUTORING INCLUDES STUDENTS WHO STRUGGLE IN ELA OR FSL. THIS WILL PROVIDE SOME TARGETED INTERVENTION TO HELP THESE STUDENTS BE MORE SUCCESSFUL.
- SUPPORT TEACHERS THROUGH PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO HELP ALIGN FSL DE BAS TEACHING AND ASSESSMENT WITH THE QEP AND FACILITATE EFFECTIVE SECOND-LANGUAGE LEARNING. CREATE A CURRICULUM MAP FOR FSL DE BAS.

Educational Project: St. Jude Mid-Year Report – April 2021

OBJECTIVE	To increase the success rates of students with IEPs in reading			
INDICATOR	Appropriate use of strategies for meaning making by students with an IEP			
TARGET	Increase the number of students with an IEP receiving a mark of 60% or above in reading on the June report card (summary mark) in both French and English by 5% at the end of cycle 3.			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ EARLY LITERACY SUPPORT PROJECT (K & GR 1) ➤ GUIDED READING INTERVENTION (GR. 1 & 1/2) ➤ AFTER SCHOOL TUTORING (GR. 4, 5, 6 STUDENTS) ➤ ADDITIONAL RESOURCE TEACHERS 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15011 (EARLY LITERACY TEACHER) MEASURE # 15021 (TUTORING) MEASURE # 15025 (RESOURCE TEACHERS)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Report cards 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
69.9% (9/13)	NOT AVAILABLE	42%		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • THE PROFICIENCY RATE FOR TERM 1 FOR THIS COHORT IS SIGNIFICANTLY LOWER THAT FOR THE COHORT IN JUNE 2019. 58% OF STUDENTS WITH AN IEP ACHIEVED A GRADE OF 60% OR HIGHER IN THE READING COMPETENCY FOR ELA. 46% OF STUDENTS WITH AN IEP ACHIEVED A GRADE OF 60% OR HIGHER IN THE READING COMPETENCY FOR FSL (DE BAS AND IMMERSION) • MANY STUDENTS IN FSL DE BAS ARE NOT MEETING PROGRAM EXPECTATIONS. THIS NEEDS FURTHER INVESTIGATION. • MISSING A FEW MONTHS OF LEARNING LAST YEAR DUE TO THE PANDEMIC SCHOOL SHUTDOWN WILL PARTICULARLY HAVE IMPACTED MORE VULNERABLE STUDENTS. • AFTER SCHOOL TUTORING INCLUDES STUDENTS WITH AN IEP WHO STRUGGLE IN ELA OR FSL. THIS WILL PROVIDE SOME TARGETED INTERVENTION TO HELP THESE STUDENTS BE MORE SUCCESSFUL. • EARLY LITERACY INITIATIVES (DESCRIBED IN REFLECTION FOR PREVIOUS OBJECTIVE) WILL BENEFIT STUDENTS WITH IEPs 				

Educational Project: St. Jude Mid-Year Report – April 2021

OBJECTIVE	To increase positive social interactions with others			
INDICATOR	Cycle 3 students' report on Our School survey (bullying section)			
TARGET	Reduce student reports of bullying by 7% by 2022			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Social/play groups implemented by technicians for grade 1 and 6. ➤ Attendant support at recesses ➤ Technician/Oasis support 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 (ATTENDANT SUPPORT)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ OurSchool Survey 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
29%	NOT AVAILABLE	(TO COME)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> ● COVID PROTOCOLS HAVE MEANT IMPLEMENTATION OF MEASURES THAT IMPACT SOCIAL INTERACTIONS: <ul style="list-style-type: none"> ○ CLASS BUBBLES HAVE CHANGED THE DYNAMIC OF SOCIAL INTERACTIONS. THERE IS AN ADVANTAGE TO HAVING STUDENTS STAYING IN ONE CLASS GROUP BECAUSE INTERVENTIONS CAN BE DONE MORE EASILY IN A TIMELY WAY AND SOCIAL SUPPORT TO A CLASS IN NEED CAN BE IMPLEMENTED. HOWEVER, WE ARE SEEING SOME FATIGUE WITH STUDENTS BEING LIMITED TO SOCIALIZING WITH THE PEERS ONLY IN THEIR CLASS. ○ RECESS AREAS HAVE BEEN ZONED WITH SUPERVISION AND ADDITIONAL ATTENDANT SUPPORT HAD BEEN PROVIDED WHERE NEEDED. HAVING GROUPS STAY IN ZONES DOES ALLOW FOR BETTER BEING ABLE TO KEEP EYES ON STUDENTS AND INTERVENE QUICKLY. SUPERVISORS ARE MORE ABLE TO DEVELOP FAMILIARITY AND RELATIONSHIPS WITH THEIR GROUP OF STUDENTS <p>THE ADVANTAGES TO THIS SORT OF SCHOOL YARD ORGANIZATION WILL BE FURTHER DISCUSSED AND CONSIDERED WHEN PLANS/PROCEDURES ARE MADE NEXT YEAR. WE ARE LOOKING AT CREATING DIFFERENT ZONES TO REDUCE THE CONCENTRATION OF CHILDREN IN ONE AREA AND TO PROVIDE ENGAGING ENVIRONMENTS FOR EXPLORATION AND PLAY. WE WILL BE REVISITING THE ORGANIZATION OF LUNCH ONCE STUDENTS RETURN TO USING THE CAFETERIA. FEWER STUDENTS IN THE CAFETERIA WILL REDUCE NOISE AND STRESS.</p> <ul style="list-style-type: none"> ● BUSES ARE STILL PROBLEMATIC. WE HAVE TRIED "GOLDEN TICKET" REWARD STRATEGIES SUCCESSFULLY WITH A FEW STUDENTS. HOWEVER, THIS IS NOT SOMETHING WE CAN ASK BUS DRIVERS TO DO WITH MANY STUDENTS. REGULAR TALKS WITH STUDENTS IN CLASS AND FOLLOWING-UP WITH INDIVIDUAL STUDENTS WHEN INCIDENTS OCCUR DO HELP IMPROVE BUS BEHAVIOUR, THOUGH INCIDENTS DO STILL OCCUR. WE CONTINUE TO WORK ON THIS. ● CONFLICT AND ARGUMENTS ARE OFTEN MISLABELLED AS BULLYING. STUDENTS NEED MORE STRATEGIES TO SETTLE DISPUTES AND RESOLVE DISAGREEMENTS BEFORE THEY ESCALATE. SOCIAL GROUPS ALLOW FOR THESE STRATEGIES TO BE PRACTICED IN ACTION AND WE WILL CONTINUE TO IMPLEMENT AND SUPPORT THEM. 				

Educational Project: St. Jude Mid-Year Report – April 2021

OBJECTIVE	To understand the five attitudes of Growth Mindset: optimism, perseverance, flexibility, resilience, empathy			
INDICATOR	Student demonstration of a growth mindset on student surveys			
TARGET	75% of students by 2022 demonstrate elements of growth mindset			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ School-wide virtual assemblies highlighting the core values of growth mindset. ➤ Social play groups facilitated by technicians 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15025 (ADDITIONAL TECHNICIAN HOURS)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ OurSchool survey (additional questions) 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
56% *	NOT AVAILABLE	(TO COME)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<ul style="list-style-type: none"> • THE 2018-2019 RESULT HAS BEEN REVISED (FROM 53% TO 56%) DUE TO AN ERROR MADE IN WHICH THE WRONG RESPONSES WERE SELECTED (QUESTION 1) TO REPRESENT INDICATION OF GROWTH MINDSET. • AS QUESTION 1 IS STATED IN THE NEGATIVE, IT HAD THE POTENTIAL OF BEING CONFUSING FOR STUDENTS AND DID CONFUSE THE ADULTS TABULATING RESULTS. IT WILL BE CHANGED TO BE RESTATED IN THE POSITIVE BUT RETAIN THE SAME MEANING. • CHANGES IN ROUTINES, REGULATIONS AND SOCIALIZING IMPLEMENTED DUE TO THE COVID PANDEMIC HAVE MORE THAN EVER CHALLENGED BOTH STUDENTS AND ADULTS TO PRACTICE OPTIMISM, PERSEVERANCE, FLEXIBILITY, RESILIENCE AND EMPATHY. THIS HAS CREATED BOTH CHALLENGES AND OPPORTUNITIES TO INITIATE DISCUSSIONS AND MODEL GROWTH MINDSET STRATEGIES. • SOCIAL GROUPS, THAT HAVE BEEN IMPLEMENTED, ALLOW FOR STUDENTS TO PRACTICE GROWTH MINDSET STRATEGIES WITH THE SUPPORT OF A TECHNICIAN. 				