

## Educational Project: St. Lawrence 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
A safe and Caring School for Everyone	➤ To develop/maintain a safe and caring school environment	<ul style="list-style-type: none"> <li>➤ To increase student safety at school</li> <li>➤ To develop student's positive character traits</li> </ul>
Increasing Reading Proficiency in All Students	➤ To implement reading strategies to interact with text in both languages	➤ To know and use reading strategies

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<b>OBJECTIVE</b>	<b>To increase student safety at school</b>			
<b>INDICATOR</b>	Student's Feeling Safe Indicator on OurSchool Survey			
<b>TARGET</b>	65 points on 100 for student perception regarding safe school			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Increased support from Special Education Technicians</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15025</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Number of students receiving support from SET (class support, check-ins, individual support)</li> <li>➤ Number of clubs and alternate activities being offered to students by group</li> <li>➤ Number of incidences leading to suspension (in-school or other). Data found in AVAB report</li> <li>➤ The main tracking means is the OurSchool Survey which will occur in May 2021</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>59.3</b>	<b>N\A</b>	<b>AVAILABLE IN JUNE 2021</b>		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p>THIS YEAR, GIVEN THE MEASURES TAKEN TO REDUCE THE TRANSMISSION OF COVID, WE HAVE OBSERVED POSITIVE AND NEGATIVE IMPACTS.</p> <p>ON THE POSITIVE SIDE, WE HAVE SEEN A REDUCTION IN PHYSICAL ALTERCATIONS BETWEEN STUDENTS AT RECESS MOMENTS SINCE STUDENTS REMAIN IN THEIR GROUPS (AWAY FROM OTHERS). THIS IS ESPECIALLY TRUE SINCE THEY SPEND MULTIPLE RECESSES SUPERVISED BY THEIR HOMEROOM TEACHER. IN ADDITION, STUDENTS DO NOT LINGER AT TRANSITION MOMENTS. THEY NEED TO EFFICIENTLY TRAVEL IN AND OUT OF THE SCHOOL OR CLASSROOM UNDER STRICT PARAMETERS.</p> <p>ON THE FLIP SIDE, STUDENTS ARE FACED WITH MANY SOCIAL-EMOTIONAL CHALLENGES FROM BEING ISOLATED FROM OTHERS AND BEING WITH THE SAME STUDENTS ALL THE TIME. AS SUCH, TO SUPPORT THEM, WE HAVE IMPLEMENTED EXTRA SPECIAL EDUCATION TECHNICIAN SUPPORT. THE LATTER SPEND LESS TIME GIVING STUDENTS DETENTIONS AND MORE TIME PROVIDING SUPPORT IN THE FORM OF ALTERNATE RECESS/LUNCH, GAMES WITH PEERS, CHECK-INS, WHOLE CLASS SUPPORT AS WELL AS ONE ON ONE SUPPORT. THIS WAY WE ARE ABLE TO WORK ON SOCIAL SKILLS IN A POSITIVE MANNER. WE ARE ALSO ABLE TO PREVENT PROBLEMATIC SITUATIONS OR CONFLICTS BETWEEN STUDENTS. STUDENTS ARE FEELING SAFER SINCE SOME STUDENTS ARE BEING REMOVED FROM THE GROUP FOR ALTERNATE ACTIVITIES.</p>				

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<b>OBJECTIVE</b>	<b>To develop student's positive character traits</b>			
<b>INDICATOR</b>	The Student's Positive Relationships Indicator in OurSchool Survey			
<b>TARGET</b>	Rate of 95 points on 100 related to student positive relationships			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Continued emphasis on the behaviours highlighted in the Pillars of Character Development Program</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15230</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Number of stars being awarded to students</li> <li>➤ N/A-The main tracking means is the OurSchool Survey which will occur in May 2021</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>72 POINTS (THREE YEAR AVERAGE)</b>	<b>N\A</b>	<b>SURVEY WILL BE IN MAY 2021</b>		
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>				
<p>CONTINUED WORK WITH THE STUDENTS EMPHASIZING THE BEHAVIOURS ASSOCIATED WITH THE 6 PILLARS OF CHARACTER DEVELOPMENT PROGRAM. WE HAVE FOCUSED ON CARING (EMPATHY), RESPONSIBILITY, RESPECT AND CITIZENSHIP SINCE THE START OF THE SCHOOL YEAR. THERE HAVE BEEN STARS GIVEN TO STUDENTS FOR GOOD BEHAVIOUR AS WELL AS AWARD CERTIFICATES GIVEN TO THE TOP STUDENT IN EACH GROUP DURING SCHOOL VIRTUAL ASSEMBLIES. THE NUMBER OF STARS WAS NOT TABULATED AS LAST YEAR. LAST YEAR, A BOARD WAS ACCESSIBLE TO ALL TO WRITE IN THE STUDENT'S NAME IN A STAR WHEN A PAPER STAR WAS AWARDED TO A STUDENT. GIVEN THIS YEAR'S HYGIENE CONCERNS, WE OPTED OUT OF THIS METHOD.</p> <p>OUR SCHOOL TEAM HAS GROWING CONCERNS REGARDING THE MENTAL HEALTH OF OUR STUDENTS. THIS CONCERN IS SHARED BY ALL RSB SCHOOLS. WE WILL BE TAKING PART IN THE BOARD WIDE PROFESSIONAL DEVELOPMENT INITIATIVE DEVELOPED AROUND THE BOOK: <i>RECLAIMING OUR STUDENTS-WHY CHILDREN ARE MORE ANXIOUS, AGGRESSIVE AND SHUT DOWN THAN EVER AND WHAT WE CAN DO ABOUT IT.</i></p> <p>WE ARE ALSO CONCERNED ABOUT THE EASE OF ACCESS TO SOCIAL MEDIA, ONLINE GAMING AND INTERNET WHICH AFFECT POSITIVE SOCIAL RELATIONSHIPS AND FEELINGS OF SELF-WORTH. STUDENTS ARE ACCESSING INAPPROPRIATE LANGUAGE AND SUBJECT MATTER. WE HAVE OBSERVED A RISE IN CONFLICTS RELATED TO ACTIVITY ON SOCIAL MEDIA AS WELL AS INCREASED ANXIETY AND LOW SELF-ESTEEM. WE HAVE OFFERED WORKSHOPS TO PARENTS AND STUDENTS ON THESE TOPICS BUT OUR EFFORTS ARE NOT IMPACTFUL ENOUGH.</p>				

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

<b>OBJECTIVE</b>		<b>To know and use reading strategies</b>				
<b>INDICATOR</b>		Student's reading competency result on a common assessment				
<b>TARGET</b>		70% of students scoring a level 4 or more (80-84%)				
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ Development of common activities, strategies and assessments in cycle one</li> <li>➤ Receiving support to address ELA to Immersion students in cycle one</li> </ul>				
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		<b>MEASURE # 15230</b>				
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		➤ N/A-The main tracking means are the results on the June ELA exam. However, due to the pandemic, it did not occur in June 2020.				
<b>RESULTS</b>						
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>		
<b>40% OF STUDENTS SCORED LEVEL 4 OR HIGHER</b>	<b>N/A</b>	<b>64% TERM 1</b>				
<b>MID-YEAR REFLECTION AND ADJUSTMENTS</b>						
<ul style="list-style-type: none"> <li>• DATA SHOWS THAT 64% OF GRADE 6 STUDENTS ARE SCORING A LEVEL 4 OR HIGHER FOR COMPETENCY 2 IN ELA. HOWEVER, ACROSS ALL GRADES, 73% OF STUDENTS HAVE SHOWN A LEVEL 4 OR HIGHER FOR THIS COMPETENCY IN ELA (THE DECLINE OCCURS IN CYCLE THREE).</li> <li>• DATA SHOWS THAT 71% OF GRADE 6 STUDENTS ARE SCORING A LEVEL 4 OR HIGHER FOR COMPETENCY 2 IN FSL (BASE). HOWEVER, ACROSS ALL GRADES, 77% OF STUDENTS HAVE SHOWN A LEVEL 4 OR HIGHER FOR THIS COMPETENCY IN FSL (BASE).</li> <li>• DATA SHOWS THAT 74% OF GRADE 6 STUDENTS ARE SCORING A LEVEL 4 OR HIGHER FOR COMPETENCY 2 IN FSL IMMERSION. HOWEVER, ACROSS ALL GRADES, 71% OF STUDENTS HAVE SHOWN A LEVEL 4 OR HIGHER FOR THIS COMPETENCY IN FSL IMMERSION.</li> </ul> <p>THE DATA INDICATES THAT THE 70% TARGET IS NOT ATTAINED IN GRADE 6 ELA. THIS LED TO REFLECTION AND REMEDIATION. TO ADDRESS THE CHALLENGES OF TEACHING ELA TO IMMERSION STUDENTS IN CYCLE ONE, WE HAVE RECEIVED THE SUPPORT OF EDUCATIONAL SERVICES CONSULTANTS TO WORK WITH OUR TEACHERS (CYCLE ONE FIRST AND THEN ACROSS THE CYCLES) TO REMEDIATE THE PROBLEM. TEACHERS WILL BE ENGAGED IN CURRICULUM MAPPING AND SHARING OF BEST PRACTICES TO IMPROVE READING AND WRITING. THIS WILL IMPROVE CONTINUITY ACROSS THE CYCLES AND ADDRESS THE CHALLENGES IMMERSION STUDENTS EXPERIENCE IN CYCLE THREE ELA.</p> <p>THE CYCLE ONE TEAM IS IN A TRIAL PERIOD. THEY ARE IMPLEMENTING THE COMMON ACTIVITIES, STRATEGIES AND ASSESSMENTS THEY PLANNED TOGETHER LAST SPRING. THEY SHALL RECAP AT THE END OF THE SCHOOL YEAR AND READJUST. THE IMPLEMENTATION CYCLE (PLAN-IMPLEMENT-ADJUST) WILL CONTINUE.</p> <p>THE CYCLE TWO TEAM WILL BEGIN THEIR PLANNING PROCESS IN JUNE 2021.</p>						