

Educational Project: Terry Fox 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
Our students are not as successful in English C2 as they are in C1.	➤ Close gap between our English C1 and C2 results	➤ To increase the success rate of student results in C2
Our students are not as Successful in C2 as they are in C1 for Math	➤ Improve results in Grade 6 – Math C2	➤ To increase the overall success rate in C2 (Using Mathematical Reasoning)
Feeling Safe at School	➤ Increase student sense of safety at school	➤ Increase the percentage of students who feel safe at school and decrease those who report being bullied or excluded (Grades 4 to 6)

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OBJECTIVE	To increase the success rate of the final results in C2 English in order to match the C1 class average.			
INDICATOR	The Grade 6 Final English Marks in C2 (Literacy)			
TARGET	We would like to see the C2 final results go from a 75% class average to an 85% average so that it matches the C1 class average			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Start preparing students in Grade 5 with similar evaluation criteria ➤ Have students loop with the teacher from Grade 5 to Grade 6 whenever possible ➤ Tutor our students who are struggling with this 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # : 15011; 15015; 15021; 15025; 30393			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Use PM Benchmarks to establish strengths and weaknesses in comprehension ➤ Start with Grade 5 evaluations and work on student weaknesses 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
64%	76%	74% (TERM 1)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>There is no denying that our students are in a constant state of stress whereby their class bubble can close suddenly. This is something that is shared by students everywhere and not just specifically to our students.</p> <p>Despite this fact, our Grade 6 teacher (Ms. Debbie) has provided the students with ample practice time. Throughout the year, she has emphasized a “Growth mindset” with her students, not only in English but in all subject areas. The students have plenty of opportunities to self-edit, collaborate, and correct their work. The idea is to have the students well-prepared so that they know what to expect at the end of the school year with the final (in-house) evaluations.</p>				

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OBJECTIVE	To increase the overall success rate in C2 (Using Mathematical Reasoning)			
INDICATOR	The Grade 6 Final Exam C2			
TARGET	To increase the success rate in C2 from 61.5% in 2017-2018 to 75% in 2022			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ After School Tutorials ➤ Targeting student weaknesses and putting more emphasis/focus on improving specific skills 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #: 15011; 15015; 15021; 15025; 30393			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ End of year evaluations; comparing ongoing evaluations from Grade 5 and Grade 6 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
65%	82.6%	78.4% (TERM 1)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>Statistics from last year (which we realize must have a very significant asterisk beside them because of the pandemic) showed a dramatic increase and improved results. So far this year, our students are still doing much better than the projected target of 75%. This does not mean that we must be satisfied with the strategies that we have put in place. In fact, at the end of the year, we may have to increase our target rate.</p> <p>Once again, an overall approach of “Growth Mindset” is prevalent in the teaching of Grade 6 Math, and students are encouraged to take risks and to not be afraid to make mistakes. This approach, along with all the strategies and methods that Ms. Debbie has put into place, has fostered more confidence in the students. They are well-prepared for their evaluations and their rate of success proves this.</p>				

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OBJECTIVE	Increase the percentage of students who feel safe at school and decrease those who report being bullied or excluded (Grades 4 to 6)			
INDICATOR	Results in OurSchool Survey – Feeling Safe at School / Bullying and Exclusion			
TARGET	Surpass the National average of students feeling safe in school in 3 years (Currently 22% below National Average)			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ Building “In-house” survey for all Grade levels ➤ Implement suggestions brought forth by our AB/AV committee ➤ Revamping of our “Code of Conduct” ➤ Having a stagière in Leisure studies animating our students at recess once a week ➤ Having more adults supervising lunch and recess 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # : 15011; 15029			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ Tabulating the results and establishing if there is an increase in the number of students who feel safe 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
48%	DATA NOT AVAILABLE	44% (CDN AVG. 65%)		
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>- Our preliminary survey results show us that our students are not feeling safer especially outside of the classroom. There have been many incidents of conflict especially at lunch and at recess time. We can deduce that part of this is because students, staff, and parents are feeling higher levels of stress due to the pandemic.</p> <p>There has also been an increase of incidents between Grade levels, even though the groups are supposed to stay in their bubbles.</p> <p>- The statistic that indicates that 44% of our students feel safe at school is interesting in that it helps us to close the gap on the Canadian average by 1% (22 to 21%). However, we have dropped 4% points from our last survey (48 to 44% of our students feel safe at school). This is a trend that we need to stop and reverse immediately.</p> <p>We will continue to discuss with our students why they do not feel safe at school. It is only when we pinpoint these reasons when we will truly be able to reverse this trend.</p>				