

Educational Project: William Latter 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 of students	➤ Students feeling safe at school	<ul style="list-style-type: none"> ➤ Increase the number of students feeling safe at school ➤ Promote a positive learning environment ➤ Decrease the number of students experiencing school related anxiety
	➤ Student success in writing both languages	➤ Reduce the gender gap in writing in French and English

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OBJECTIVE	Increase the number of students feeling safe at school			
INDICATOR	Our School Survey results (Cycle 3)/adapted school survey (cycles 1 & 2)			
TARGET	Increase by 10% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ As a school we will be moving ahead with Zones of Regulation next year. We will use the rest of the year to familiarize ourselves with the program and then begin to use it next year ➤ We are also diversifying our library, classroom libraries and learning resources by purchasing multi-cultural resources in order to increase the visibility of all of our students and better meet the needs of the ECR curriculum. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022, 15031			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Using the Our School survey, which is done in the spring, the school uses 2 of the answers provided from the survey. The first results are taken from the 2018-2019 school year, but the survey was not done in the spring.</p> <ul style="list-style-type: none"> • 43% of students felt safe attending the school; the Canadian norm for these grades is 64%. • 46% of the girls and 39% of the boys felt safe attending the school. The Canadian norm for girls is 65% and for boys is 63%. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
43%	N/A			
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>THIS YEAR HAS POSED A CHALLENGE UNLIKE ANY YEARS I HAVE EXPERIENCED, AND THE SAME CAN BE SAID FOR THE STAFF AND THE STUDENTS. WHILE ALL NECESSARY, THE ADJUSTMENTS AND CHANGES REQUIRED TO KEEP EVERYONE IN THE BUILDING SAFE HAVE POSED SIGNIFICANT CHALLENGES TO THE WAY WE SUPPORT THE STUDENTS. TYPICALLY, MANY SUPPORTS OFFERED STUDENTS WOULD HAVE BEEN IN GROUPS, WHICH WE HAVE NOT BEEN ABLE TO DO. THE SCHOOL WAS SET UP FOR ACTIVITIES STUDENTS COULD DO IN THE HALLWAYS, WHICH ARE NO LONGER POSSIBLE DUE TO COVID RESTRICTIONS. THERE ARE GROWING CONFLICTS BETWEEN STUDENTS AS THEY HAVE BEEN TOGETHER SINCE THE START OF THE YEAR AND REMAIN TOGETHER AT ALL TIMES, IN DAYCARE AND IN SCHOOL.</p> <p>THIS BEING SAID WE ARE FORTUNATE TO HAVE THE FABULOUS STAFF WE DO THAT HAS CONTINUED TO SUPPORT THE STUDENTS TO THE BEST OF THEIR ABILITY. AS WE HAD SOME FUNDS REMAINING IN OUR MESURE 15025 WE HAVE ADDED MORE ATTENDANT HOURS TO HELP SUPPORT THE STUDENTS AS THE YEAR WINDS DOWN. SURVEY WILL BE DONE THIS YEAR</p>				

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OBJECTIVE	Promote a positive learning environment			
INDICATOR	Our School Survey results (cycle 3)/adapted School survey (cycle 1 & 2)			
TARGET	Increase by 10% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ As a school we will be moving ahead with Zones of Regulation next year. We will use the rest of the year to familiarize ourselves with the program and then begin to use it next year ➤ We are also diversifying our library, classroom libraries and learning resources by purchasing multi-cultural resources in order to increase the visibility of all of our students and better meet the needs of the ECR curriculum. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022, 15031			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Using the Our School survey, which is done in the spring, the school uses 2 of the answers provided from the survey. The first results are taken from the 2018-2019 school year, but the survey was not done in the spring of 2020. The results below are from the spring of 2019.</p> <ul style="list-style-type: none"> • In this school, students rated disciplinary climate of the classroom 5.7 out of 10; the Canadian norm for these grades is 6.7. • In this school, disciplinary climate of the classroom was rated 5.9 out of 10 by girls and 5.6 out of 10 by boys. The Canadian norm for girls is 6.7 and for boys is 6.7. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
5.7	N/A			
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>THIS YEAR HAS POSED A CHALLENGE UNLIKE ANY YEARS I HAVE EXPERIENCED, AND THE SAME CAN BE SAID FOR THE STAFF AND THE STUDENTS. WHILE ALL NECESSARY, THE ADJUSTMENTS AND CHANGES REQUIRED TO KEEP EVERYONE IN THE BUILDING SAFE HAVE POSED SIGNIFICANT CHALLENGES TO THE WAY WE SUPPORT THE STUDENTS. TYPICALLY, MANY SUPPORTS OFFERED STUDENTS WOULD HAVE BEEN IN GROUPS, WHICH WE HAVE NOT BEEN ABLE TO DO. THE SCHOOL WAS SET UP FOR ACTIVITIES STUDENTS COULD DO IN THE HALLWAYS, WHICH ARE NO LONGER POSSIBLE DUE TO COVID RESTRICTIONS. THERE ARE GROWING CONFLICTS BETWEEN STUDENTS AS THEY HAVE BEEN TOGETHER SINCE THE START OF THE YEAR AND REMAIN TOGETHER AT ALL TIMES, IN DAYCARE AND IN SCHOOL.</p> <p>THIS BEING SAID WE ARE FORTUNATE TO HAVE THE FABULOUS STAFF WE DO THAT HAS CONTINUED TO SUPPORT THE STUDENTS TO THE BEST OF THEIR ABILITY. AS WE HAD SOME FUNDS REMAINING IN OUR MESURE 15025 WE HAVE ADDED MORE ATTENDANT HOURS TO HELP SUPPORT THE STUDENTS AS THE YEAR WINDS DOWN. SURVEY WILL BE DONE THIS YEAR.</p>				

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OBJECTIVE	Decrease the number of students experiencing school related anxiety			
INDICATOR	Percentage of students showing signs of anxiety at school			
TARGET	Decrease by 5% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ As a school we will be moving ahead with Zones of Regulation next year. We will use the rest of the year to familiarize ourselves with the program and then begin to use it next year ➤ We are also diversifying our library, classroom libraries and learning resources by purchasing multi-cultural resources in order to increase the visibility of all of our students and better meet the needs of the ECR curriculum. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15022, 15031			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Using the Our School survey, which is done in the spring, the school uses 2 of the answers provided from the survey. The first results are taken from the 2018-2019 school year, but the survey was not done in the spring of 2020. The results below are from the spring of 2019.</p> <ul style="list-style-type: none"> • 19% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%. • 33% of the girls and 9% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 27% and for boys is 18%. 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
19%	N/A			
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>THIS YEAR HAS POSED A CHALLENGE UNLIKE ANY YEARS I HAVE EXPERIENCED, AND THE SAME CAN BE SAID FOR THE STAFF AND THE STUDENTS. WHILE ALL NECESSARY, THE ADJUSTMENTS AND CHANGES REQUIRED TO KEEP EVERYONE IN THE BUILDING SAFE HAVE POSED SIGNIFICANT CHALLENGES TO THE WAY WE SUPPORT THE STUDENTS. TYPICALLY, MANY SUPPORTS OFFERED STUDENTS WOULD HAVE BEEN IN GROUPS, WHICH WE HAVE NOT BEEN ABLE TO DO. THE SCHOOL WAS SET UP FOR ACTIVITIES STUDENTS COULD DO IN THE HALLWAYS, WHICH ARE NO LONGER POSSIBLE DUE TO COVID RESTRICTIONS. THERE ARE GROWING CONFLICTS BETWEEN STUDENTS AS THEY HAVE BEEN TOGETHER SINCE THE START OF THE YEAR AND REMAIN TOGETHER AT ALL TIMES, IN DAYCARE AND IN SCHOOL.</p> <p>THIS BEING SAID WE ARE FORTUNATE TO HAVE THE FABULOUS STAFF WE DO THAT HAS CONTINUED TO SUPPORT THE STUDENTS TO THE BEST OF THEIR ABILITY. AS WE HAD SOME FUNDS REMAINING IN OUR MESURE 15025 WE HAVE ADDED MORE ATTENDANT HOURS TO HELP SUPPORT THE STUDENTS AS THE YEAR WINDS DOWN. SURVEY WILL BE DONE THIS YEAR</p>				

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OBJECTIVE	Reduce the gender gap in writing in French and English			
INDICATOR	End of cycle results			
TARGET	Decrease by 5% by 2024			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ We now have all classrooms using Writer's Workshop. ➤ During December and January PED teachers met in cycle groups to discuss lessons, progress and to ply further lessons 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15230			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ For the 2019-2020 school year, the writing samples were not collected as planned. As a result we did not have data for writing. What I have done for this year is put in the average Language Arts (French and English) 3rd competency (writing) for the year. The data for the 2018-2019 is the gender difference for the combined averages of French and English Language Arts. ➤ For girls the average was 77.3% ➤ For boys the average was 75% 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2.3%	N/A			
MID-YEAR REFLECTION AND ADJUSTMENTS				
<p>AFTER THE FIRST REPORT IN JANUARY, WE HAD THE FOLLOWING RESULTS:</p> <p>GIRLS – 77.1</p> <p>BOYS 73.2</p> <p>AS A SCHOOL WE REALLY STARTED WORKING WITH THE WRITERS' WORKSHOP IN THE NEW YEAR SO WILL BE INTERESTING TO SEE THE IMPACT THAT THE PROGRAM MAY HAVE. SOME OF THE STAFF THAT I HAVE SPOKEN TO ABOUT THE PROGRAM SEEM QUITE PLEASED WITH THE PROGRAM.</p>				