

## Educational Project: Cedar Street Elementary School Annual Report – November 2022

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 a worldwide pandemic. This health crisis disrupted our actions and interventions as well as our data collection.

In **2021-2022**, teaching and learning continued to be impacted by COVID-19. However, with our students' well-being and success a central preoccupation, we continued to focus on those aspects that might move us forward. Through this **annual report** for the 2021-2022 school year, we provide reflection on the **actions** undertaken for each of the objectives identified by our school team, as well as present available **results**. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

### Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Literacy Proficiency for all Students	➤ Reading Skills	➤ To improve Reading skills
	➤ Writing Skills	➤ To improve writing results at end of Cycle 3
	➤ Social Emotional Literacy Skills	➤ To ensure the well-being of all students and their sense of safety at school.

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<b>OBJECTIVE</b>		To improve reading skills (Competency 2)		
<b>INDICATOR</b>		Result at the end of Cycle 1		
<b>TARGET</b>		87% of students with a level 4 according to scales of competence rubric for Cycle 1 (80 % = at level/thorough – The student mobilizes the full range of resources: he/she performs the tasks correctly) at the end of Cycle 1 by end of 2020-2021.		
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ Small group instructions</li> <li>➤ Focus on early literacy through daily resource sessions</li> <li>➤ Use of Soundprints as whole classroom instruction</li> <li>➤ Use of Lively Letters to develop phonological awareness</li> </ul>		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # 15025		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		<ul style="list-style-type: none"> <li>➤ Letter recognition and sound assessments for all grade one students</li> <li>➤ Running records (reading assessments) – by resource teacher</li> <li>➤ Leveled readers for students with tracked progression</li> </ul>		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<p><b>NO DATA REGARDING RUNNING RECORDS</b></p>	<p>WINTER 2020 Cycle 1</p> <p><b>Speed</b> 36% Below Level 64% At level 0% Above</p> <p><b>Word Accuracy</b> 27% Below Level 68% At Level 5% Above level</p>	<p><b>TERM 1</b> <b>AVERAGE 74.9</b> <b>SUCCESS RATE 88%</b></p> <p><b>TERM 3</b> <b>AVERAGE 75.8</b> <b>SUCCESS RATE 94%</b></p>	<p><b>TERM 1: AVERAGE 74.5%</b> <b>SUCCESS RATE</b> 86% OF STUDENTS OBTAINING 60% OR HIGHER 45% OF STUDENTS OBTAINING 80% OR HIGHER</p> <p><b>TERM 2: AVERAGE 79%</b> <b>SUCCESS RATE</b> 95% OF STUDENTS OBTAINING 60% OR HIGHER 45% OF STUDENTS OBTAINING 80% OR HIGHER</p>	
REFLECTION ON ACTIONS AND RESULTS				
<p>In the last few years, there has been a pedagogical shift in the hours of FSL given in cycle 1 to allow for greater exposure to the English language. One hour of French was removed to increase the English Language of Instruction by an extra hour due to the needs. 83% of Cedar students are from Francophone families living in a French environment. Our students are second language learners in a mother tongue program where most of them are only exposed to the English language at school. The reality of our community is that there are very few anglophone services available to enrich and/or support their learning.</p> <p>Our cycle 1 team has shifted from using Soundprints to utilizing The Science of Reading for a greater consistency. Our Cycle 1 and Cycle 2 teachers/school team are also working closely together to close the gap. Upon further reflection, we realize that moving forward we will need to adjust our future targets to reflect what the research suggests about second language acquisition rates. The team has also reflected on the impact of the difficulties due to COVID. We realize that the 2018-19 cohort are the last students who have experienced a regular uninterrupted school year. The following years students were isolated in a French environment due to the pandemic which did not contribute to them developing their vocabulary and conversational skills.</p>				

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<b>OBJECTIVE</b>		To improve Writing Results in ELA at end of Cycle 3 Writing skills		
<b>INDICATOR</b>		Number of cycle 3 students who achieve level 4 according to scales of competence rubric for Cycle 3 (80% = at level/thorough - The student mobilizes the full range of resources: he/she performs the tasks correctly) based on report card success rate at the end of cycle 3 in ELA		
<b>TARGET</b>		85% by 2022 ELA		
<b>ACTIONS UNDERTAKEN</b>		<ul style="list-style-type: none"> <li>➤ Essential Skills focus</li> <li>➤ Cycle and cross cycle team meetings to identify key points to work on in Grade 4 and 5 to prepare for Grade 6</li> <li>➤ Writers workshop in ELA (with model writing)</li> <li>➤ Focus on a variety of different Genre</li> <li>➤ Buddy Reading/Literature circles</li> <li>➤ Teacher lessons: semantic phrasing, using sensory details, paragraphing, sentence structure, hooking your reader, literary elements, grammar/semantics...</li> <li>➤ Tutoring sessions to focus on specific writing skills</li> </ul>		
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>		MEASURE # 15104 (LIVRES JEUNESSE) # 15025 (SEUIL MINIMAL)		
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>		<ul style="list-style-type: none"> <li>➤ Writing portfolios (samples for each student)</li> <li>➤ Running records (in conjunction with resource teacher)</li> <li>➤ Comparative student samples</li> </ul>		
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>72.4%</b>	<b>86%</b>  THIS RESULT IS BASED ON THE FIRST TWO TERMS AS DURING PANDEMIC TERM 3 WAS A PASS/FAIL	<b>TERM 1</b> <b>AVERAGE 78.5 %</b> <b>SUCCESS RATE 100%</b> <b>TERM 2</b> <b>AVERAGE 81%</b> <b>SUCCESS RATE 100%</b>	<b>TERM 1</b> <b>AVERAGE 77.9%</b> <u>SUCCESS RATE</u> 95% OF STUDENTS OBTAINING 60% OR HIGHER 57% OF STUDENTS OBTAINING 80% OR HIGHER  <b>TERM 2</b> <b>AVERAGE 77%</b> <u>SUCCESS RATE</u> 94% % OF STUDENTS OBTAINING 60% OR HIGHER 42% % OF STUDENTS OBTAINING 80% OR HIGHER	
REFLECTION ON ACTIONS AND RESULTS				
<p>2021-2022 was the return of Ministerial Exams after 3 years. For the 2021-22 grade 6 cohort of students, we do not have data for end of cycle 2 to allow for a clear comparison of their progression. When looking at the results of last year, we must account for the impact of a lot of school missed due to the pandemic, covid regulations and the increased anxiety stemming from their inability to be present in class during instructional time.</p>				

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The cycle 3 team is working together to develop common rubrics and evaluation. Cycle 3 and Cycle 2 teachers are working together to bridge the gaps between the cycles. The teachers are trying to offer grades 4-5-6 students, opportunities for enrichment and consolidation through workshops and centers.

<b>OBJECTIVE</b>	<b>All students feel Safe at school</b>			
<b>INDICATOR</b>	Survey results of students regarding their sense of well-being and safety at school			
<b>TARGET</b>	75% of students will have a sense of well-being and a feeling of safety at school in all cycles by the end of 2022 (in 2017-2018, average of 60% in Cycle 3)			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ school readiness camp in August (Cycle 3)</li> <li>➤ Workshops offered by our community officer</li> <li>➤ Workshops offered by l'arc-en-ciel</li> <li>➤ New lines and equipment for outdoor play</li> <li>➤ Weekly school walks</li> <li>➤ School spirit days</li> <li>➤ Staff greeting students every morning upon class entry</li> <li>➤ Daily check-ins for targeted students</li> <li>➤ Theater: Upendo (C'est non à l'intimidation)</li> <li>➤ Cycle 2 &amp; 3 – outings to SEPAQ (foster well-being and belonging)</li> <li>➤ Collaborative workshops by Athletics Academy for entire school (June 2022 – wrap up)</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE # 15021 v4 (SORTIE EN PLEIN AIR)</b> <b>#15031 (PREVENTION A LA VIOLENCE)</b> <b>#15029 (COUR D'ÉCOLE)</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ classroom discussions with guided questions/topics</li> <li>➤ OurSchool Survey</li> <li>➤ Survey students (how to make our school a more inviting place/ what would contribute to their sense of belonging and Safety)</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>73% OF CYCLE 3 STUDENTS</b>	<b>N/A</b>	<b>48% OF CYCLE 3 STUDENTS</b>	<b>IN CYCLE 3 40% OF GIRLS 52% OF BOYS</b>	
<b>REFLECTION ON ACTIONS AND RESULTS</b>				
<p>When looking at our survey results, 27% of girls and 19 % of boys do not feel safe at school. The difference between 27% to 40% for girls and 19-52% for boys, the gap represents those who did not have an opinion on the topic. This creates very skewed results. Upon further analysis, we have decided that we will have only one moderator for the survey this year (due to the difficulty and the nature of the questions as well as to allow students to have a better understanding of the impact of their answers). This will allow for a uniform delivery of the survey and the opportunity for students to ask questions. It was noted that indicators affecting the result of the level of students feeling safe/unsafe varied (seen a fight, heard of a fight at school, heard someone make a threat, had something stolen...)</p>				

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From April to June of 2022 (and moving into the 22-23 school year), we had collectively chosen to work on the following ideas:

- Cross cycle teams to encourage school spirit and collaboration (special activity)
- Weekly school walks
- Establishing more concrete morning greetings from all staff members
- Rebuilding home and school relationships after Covid (developing a greater sense of collaboration amongst the community)

These initiatives have proven to be successful and maintained. Families are joining us weekly for morning walks and in-school activities to foster a closer home and school connection.