

Educational Project: Mount Bruno 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
Physical and Psychological Well-Being	➤ Support the development of students' social-emotional well-being	➤ To increase students' sense of well being at school
Achievement in Literacy	➤ Improve students' critical thinking skills in response to texts and different forms of media	<ul style="list-style-type: none"> ➤ Develop the students' reading strategies across all cycles, subject areas and languages ➤ Increase student engagement in literacy ➤ Increase students' oral communication skills

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OBJECTIVE	To increase students' sense of well being at school			
INDICATOR	Elementary (grades 4, 5, 6) student responses obtained from OurSchool Survey using the "Feeling Safe at School"			
TARGET	At least 85% in that measure			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ IMPLEMENT AND MAKE LINKS TO THE SIX PILLARS OF CHARACTER IN THE CURRICULUM AND SCHOOL WIDE ACTIVITIES ➤ MOOZOOM PROGRAM PURCHASED AND TAUGHT THROUGH ERC. ➤ TO INCREASE PROFESSIONAL DEVELOPMENT OPPORTUNITIES RELATED TO STUDENT WELL-BEING AND ACHIEVEMENT: WORKSHOPS OFFERED BY CEBM, MONTHLY MEETINGS WITH SUPPORT STAFF AND BOOK CLUB: RECLAIMING OUR STUDENTS, PROFESSIONALS FROM THE SB COMING IN TO OFFER SUPPORT FOR TEACHERS, SUPPORT STAFF AND DAYCARE AND ACTIVITIES IN CLASS ➤ CONTINUING TO IMPLEMENT A MORE PROACTIVE APPROACH OF SUPERVISION AND INTERVENTION FOR THE WHOLE SCHOOL ➤ TRAIN CYCLE 3 STUDENTS TO PRESENT NEW GAMES AND ACTIVITIES TO PLAY AT RECESS ➤ OFFER DIFFERENT WORKSHOPS/ACTIVITIES AND PRESENTATIONS GEARED TOWARDS WELL BEING: SELF-ESTEEM/CONFIDENCE, DIGITAL FOOTPRINT, VIDEO GAMES, ADOPT SAFE HABITS, TRANSITION TO HS, DIVERSITY & INCLUSION, HOUSE LEAGUE, SPORTS, CODE CLUB, ETC. ➤ IDENTIFY AND OFFER TUTORING TO STUDENTS IN NEED 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15104, 15012, 15021, 15022, 15023, 15025, 15029, 15230, 15171			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ CELEBRATION ASSEMBLIES FOR EVERY PILLAR ➤ DISCUSSIONS DURING CYCLE MEETINGS AND STAFF MEETINGS ➤ BINDER CONTAINING THE LIST OF STUDENTS USING THE HIVE AND WHY ➤ CONTINUE TO WORK WITH DIFFERENT PROFESSIONALS FROM THE SB TO IMPLEMENT STRATEGIES AND IMPROVE OUR HIVE ROOM. ➤ PD OPPORTUNITIES OFFERED THROUGH CEBM & SB ➤ CONTINUE TO WORK WITH OUR DISCIPLINE & ABAV COMMITTEE ON OUR MORE PROACTIVE WAY TO SUPERVISE AND INTERVENE WITH STUDENTS – REMINDERS THROUGH WAG AND DISCUSSIONS WITH STAFF ➤ DIFFERENT WORKSHOPS/ACTIVITIES AND PRESENTATIONS OFFERED TO STUDENTS AND PARENTS ➤ GETTING THE MOOZOOM PROGRAM FOR ALL STUDENTS/TEACHERS – THROUGH OUR ERC PROGRAM AS WELL AS OUR HIVE AND DAYCARE. ➤ TRAIN AND SUPERVISE STUDENTS TO TEACH GAMES/ACTIVITIES 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
66%	N/A	53%	60%	

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REFLECTION ON ACTIONS AND RESULTS

COMING OUT OF THE PANDEMIC, WE ARE OBSERVING AN INCREASE IN THE PERCENTAGE OF STUDENTS FEELING WELL AT SCHOOL. WE ARE HAPPY TO REPORT THAT OFFERING MORE ACTIVITIES/WORKSHOPS GEARED TOWARDS SELF-ESTEEM/CONFIDENCE, DIGITAL FOOTPRINT, VIDEO GAMES, ADOPTING SAFE HABITS, TRANSITIONING TO HS, DIVERSITY & INCLUSION AS WELL AS HOUSE LEAGUE, SPORTS, AND CLUBS SUCH AS CODE CLUB TO ONLY NAME THESE HAVE A GREAT IMPACT ON OUR STUDENTS. PARTNERING UP WITH DIFFERENT INDIVIDUALS/ORGANIZATIONS SUCH AS CLSC, SHINE, SPAL, MISSING CHILDREN'S NETWORK, PAUL KARWATSKY, NINA SEGALOWITZ IS ALLOWING US TO OFFER AND SUPPORT OUR STUDENTS THROUGH MANY THINGS THEY ARE FACING. AS A RESULT, WE NOTICE THAT 77% OF OUR STUDENTS PARTICIPATED IN SPORTS COMPARED TO 72% THE PRIOR YEAR. OUR SENSE OF BELONGING ALSO WENT UP FROM 69% TO 75%. WE FEEL LIKE OUR INITIATIVES ARE IMPACTING OUR STUDENTS IN THE RIGHT WAY THEREFORE WE WILL CONTINUE TO OFFER THEM AND LOOK INTO VARYING SOME OF THEM.

TO MAKE SURE OUR STUDENTS ARE AVAILABLE TO LEARN, WE ARE ALSO USING OUR AIDE ALIMENTAIRE MESURE TO FEED SOME OF OUR STUDENTS WHEN THEY ARE IN SCHOOL. WE OFFER DIFFERENT SNACKS, LUNCHES AND PAY FOR PIZZA DAYS FOR SOME FAMILIES IN NEED.

ONCE AGAIN THIS YEAR, WE ARE USING THE MOOZOOM PROGRAM THROUGH OUR ERC COURSES TO INTRODUCE AND DISCUSS MANY TOPICS RELATED TO WELL BEING AT SCHOOL. WE ARE ALSO HIGHLIGHTING AND PROMOTING DIVERSITY & INCLUSION, POSITIVE SELF IMAGE, RESPECT, GIVING BACK, ETC. THROUGH DIFFERENT DAYS/ACTIVITIES. FOR EXAMPLE, ORANGE SHIRT DAY, TERRY FOX, SOCKTOBER, REMEMBRANCE DAY, PINK SHIRT DAY, FUNDRAISERS FOR LEUCAN AND DONATIONS FOR THE CHRISTMAS BASKET AND AUTISM AWARENESS DAY. DAYCARE PROMOTING COMMUNITY INVOLVEMENT BY INCLUDING OUR SAINT-BRUNO MAYOR TO TAKE PART IN GIVING BACK TO OUR SAINT- BRUNO COMMUNITY THROUGH "CENTRE D'ACTION BÉNÉVOLE" SUPPORTED BY THE RVCLC. OUR STUDENTS AWARENESS AND INVOLVEMENT IN THESE DIFFERENT ACTIVITIES/DAYS ARE A PRIORITY AS IT ALLOWS THEM TO OPEN UP TO MANY DIFFERENT REALITIES, VISIONS AND VIEWS.

WE FEEL THAT MANY OF THESE STRATEGIES MENTIONED ABOVE HAVE HAD AN IMPACT ON OUR LEVEL OF ANXIETY AT SCHOOL THAT WENT FROM 31% LAST YEAR TO 22% THIS YEAR.

THROUGH EMAILS, WEEKLY WAG (WEEK AT A GLANCE) AND MEETINGS, WE ARE PROMOTING DIFFERENT OPPORTUNITIES TO ATTEND WORKSHOPS FOR ALL STAFF MEMBERS. THE SUPPORT STAFF IS MEETING ON A MONTHLY BASIS TO DISCUSS STUDENTS WELL BEING AND INTERVENTIONS AS WELL AS TO CONTINUE MANY DISCUSSIONS ABOUT THE BOOK RECLAIMING OUR STUDENTS OR OTHER TOPICS. MANY SUPPORT STAFF MEMBERS AND I HAVE GONE TO CEBM PRESENTATIONS AND THE DAYCARE HAS BEEN INVOLVED IN MANY SB TRAINING AS WELL. THIS YEAR, WE ARE FOCUSING SOME OF OUR MEETINGS ON SUPPORTING OUR ASD STUDENTS, BUT ALSO ON THE RTI MODEL, ATTACHMENT AND TRAUMA INFORMED INTERVENTIONS.

WE ARE CONTINUING TO INFORM OUR PARENTS ABOUT THE DIFFERENT INITIATIVES HELD AT SCHOOL AND BETTER DEFINING BULLYING VS CONFLICTS WHEN SITUATIONS OCCUR. WE WILL SEND LETTERS HOME FROM THE COMMUNITY POLICE OFFICER AFTER PRESENTATIONS THAT EXPLAINED WHAT WAS DISCUSSED WITH OUR STUDENTS. FOR OUR K4 PARENTS, THROUGH THE VOLET PARENTS, WE ARE, THIS YEAR AGAIN, OFFERING DIFFERENT PRESENTATIONS BRUSHING ON TOPICS FROM DEVELOPMENT TO BEHAVIOR.

AS SUPPORT STAFF, HOMEROOM TEACHERS, DAYCARE AND THE OFFICE CONTINUE TO COMMUNICATE WHEN THERE IS A PROBLEMATIC SITUATION, WE ARE ABLE TO KEEP PARENTS AND STUDENTS INFORMED WHEN THEY REPORT A SITUATION AND DO PROPER FOLLOW UP. OUR EFFORTS COULD EXPLAIN WHY OUR PERCENTAGE OF STUDENTS WITH POSITIVE RELATIONSHIPS WENT FROM 82% TO 84% THIS YEAR. WE HAVE ALSO NOTICED A DECREASED OF 7% IN OUR STUDENTS SAYING THEY WERE VICTIMS OF BULLYING AND EXCLUSION (28% TO 21%) AND AN INCREASE OF 7% FOR OUR STUDENTS FEELING SAFE AT SCHOOL AS WRITTEN IN OUR RESULTS ABOVE.

WE WILL CONTINUE TO PUT OUR EFFORTS INTO MAKING OUR STUDENTS FEEL SAFE, WELL AND HAVE A SENSE OF ADVOCACY.

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OBJECTIVE	Develop the students' reading strategies across all cycles, subject areas and languages			
INDICATOR	Results in Competency 2 (Reading) in the report card at the end of cycle 2 in French Second Language (FSL) and English Language Arts (ELA)			
TARGET	75% of our students will achieve at least Thorough level of competency (76% and above) in both ELA and FSL in Competency 2 (Reading) at the end of cycle 2			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ CONTINUE TO USE THE PROFESSIONAL DEVELOPMENT RECEIVED ON READING STRATEGIES ➤ USE AND UPDATE CURRICULUM PLANNING FOR CONTINUUM OF READING STRATEGIES TO ALLOW CONTINUITY ACROSS THE CYCLES ➤ USE AND UPDATE COMMON EVALUATIONS WHEN POSSIBLE ➤ USE CYCLE MEETINGS TO DISCUSS AND SHARE EVALUATION TOOLS 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15021, 15025, 15103, 15104, 15182, 15186, 15230			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ TEACHERS PARTICIPATION IN VARIOUS RELATED PD OPPORTUNITIES ➤ MEETING AT THE BEGINNING OF THE SCHOOL YEAR TO DISCUSS PD GOALS FOR THE SCHOOL YEAR ➤ FOCUS ON USING AND UPGRADING CURRICULUM MAPPING DURING CYCLE MEETINGS ➤ READING LEVEL TESTING ➤ USING/SHARING EVALUATION TOOLS 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
36.1%	N/A	45.2%	38%	
REFLECTION ON ACTIONS AND RESULTS				
<p>OUR RESULTS FOR THIS GOAL CONTINUE TO BE LOWER THAN WE WOULD HOPE FOR. WE FEEL THAT THE FLUCTUATION IS PARTLY DUE TO THE DIFFERENT COHORTS, BUT THIS YEAR, WE KNOW THAT THE COVID PANDEMIC HAD A BIG IMPACT AS WELL ON OUR STUDENTS. THEIR LEARNING WAS MUCH AFFECTED BY THE PANDEMIC AND ALTHOUGH THE SCHOOL TEAM WORKED VERY HARD TO BUILD AND OFFER GREAT ONLINE TEACHING, WE REALIZE THAT IS WAS NOT COMPARABLE TO IN-PERSON TEACHING. THIS COHORT IS ALSO, LIKE LAST YEAR'S, A COHORT WITH MANY ACADEMIC AND BEHAVIORAL NEEDS, CLEARLY, THAT IMPACTED OUR STUDENTS LEARNING AND MARKS.</p> <p>AFTER TERM 1 OF THE 2021-2022 SCHOOL YEAR, OUR RESULTS SHOWED THAT 69% OF OUR GRADE 4 STUDENTS WERE ATTAINING 76% OR MORE IN ENGLISH AND 50% IN FRENCH. FOR TERM 2, OUR RESULTS WENT DOWN IN ENGLISH TO 44% BUT STAYED THE SAME IN FRENCH. WHEN WE LOOK AT BOTH LANGUAGES, OUR RESULTS WENT FROM 31% TO 34%. THOSE SCORES, ALTHOUGH BELOW OUR GOAL ARE REPRESENTATIVE OF THE DIFFICULTIES OUR STUDENTS IN THIS COHORT HAVE BEEN EXPERIENCING BEFORE AND SINCE THE PANDEMIC STARTED. THIS COHORT HAS SHOWN TO HAVE GREAT</p>				

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ACADEMIC AND BEHAVIORAL DIFFICULTIES. WE HAVE IMPLEMENTED MANY STRATEGIES AND PUT IN PLACE RESOURCES TO SUPPORT THEM.

WHEN WE LOOK CLOSELY AT THIS COHORT, WE SEE THAT WE ARE LOOKING AT A COHORT THAT WAS IN GRADE 2 WHEN THE COVID PANDEMIC HIT. THEY WERE NOT ABLE TO SOLIDIFY THE BASE THEY HAD BUILT IN GRADE ONE AS OUR SCHOOLS WERE CLOSED FOR MANY WEEKS BEFORE WE HAD TO TEACH ONLINE. THEREFORE, WE HAVE BEEN PUTTING A LOT OF FOCUS AND TIME ON READING STRATEGIES, COMPREHENSION AND FLUENCY THROUGH CLASSROOM TEACHING, RESOURCE AND TUTORING. WE CONTINUE TO ENCOURAGE OUR FAMILIES TO READ DAILY IN FRENCH AND IN ENGLISH AS WELL AS MANY OF THESE STUDENTS ARE MUCH MORE INTO SPORTS THAN READING.

IN APRIL, WE ASSESSED OUR STUDENTS IN READING IN ORDER TO GET A GOOD PICTURE OF OUR STUDENTS' NEEDS. THESE ASSESSMENTS ARE USED TO SCREEN STUDENTS WITH DIFFICULTIES IN DECODING AND FLUENCY WHICH WOULD INTERFERE WITH COMPREHENSION DURING INDEPENDENT READING. DURING CYCLE MEETINGS, WE CONTINUE TO SHARE/BUILD COMMON ASSESSMENTS AND WE DISCUSS THE DIFFERENT NEEDS AND INTERVENTIONS THAT NEED TO BE DONE UNTIL THE END OF THE YEAR TO SEE STUDENTS PROGRESS. AS WELL, WE ARE PURSUING OUR CURRICULUM MAPPING AND OUR COMMON ASSESSMENTS PLANNING IN ORDER TO BETTER FOCUS OUR INTERVENTIONS. WE ARE ALSO TAKING A LOOK AT THE DIFFERENT READING STRATEGIES THAT ARE BEING TAUGHT AND WHEN.

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OBJECTIVE	Increase student engagement in literacy			
INDICATOR	Number of students' positive responses when asked if students enjoy reading (OurSchool Survey)			
TARGET	90% of positive student responses (grades 4, 5 and 6)			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ OFFER DAILY OPPORTUNITIES TO READ IN CLASS AND PROMOTE READING THROUGH SCHOOL WIDE ACTIVITIES ➤ OFFER A VARIETY OF QUALITY BOOKS IN CLASSROOMS AND AT THE LIBRARY ➤ CONTINUE TO UPDATE THE PHYSICAL SET UP OF THE LIBRARY AND/OR CLASSROOMS AND SHOW OFF BOOKS ➤ OFFER DIFFERENT ACTIVITIES WITH AUTHORS/ILLUSTRATORS ➤ PLAN READING WEEK WITH DIFFERENT ACTIVITIES TO ENCOURAGE READING AND THE LOVE OF READING ➤ OFFER BOOK FAIR TO PARENTS ➤ DAYCARE IMPLEMENTED THE "GREAT BOOK GIVEAWAY!" OVER ONE HUNDRED FREE BOOKS AND COUNTING FOR STUDENTS TO TAKE HOME AND READ. 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15103, 15104, 15182, 15186, 15230			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> ➤ PRESENCE OF DAILY READING ➤ READING WEEK COMMITTEE WORKING ON SCHOOL WIDE ACTIVITIES ➤ LIST OF BOOKS PURCHASED FOR THE LIBRARY AS WELL AS AUTHORS/ILLUSTRATORS INVITED FOR VISITS 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
85%	N/A	N/A	N/A	
REFLECTION ON ACTIONS AND RESULTS				
<p>UNFORTUNATELY, WE HAD SOME ISSUES WITH OURSCHOOL SURVEY AND ALTHOUGH WE REACHED OUT TO THEIR SERVICES, WE WERE UNABLE TO ADD OUR QUESTION. THAT BEING SAID, WE DO HAVE DATA THAT TELLS US THAT 82% OF OUR STUDENTS READ MORE THAN 30 MINUTES A DAY WHICH MEANS THAT OUR STUDENTS ENJOY READING EVEN WHEN THEY ARE AWAY FROM SCHOOL. WE ARE HAPPY TO SEE THAT IT ONLY HAS GONE DOWN A FEW PERCENTAGES (5%) SINCE LAST YEAR, ESPECIALLY WHEN WE KNOW THAT MOST ACTIVITIES/SPORTS HAVE STARTED AGAIN AND THAT THIS COHORT IS A "SPORTY" ONE.</p> <p>WHEN WE LOOK AT OUR SURVEY, WE CAN ALSO SEE THAT 78% OF OUR STUDENTS SAY THEY EASILY UNDERSTAND MOST TEXTS. THIS IS IMPORTANT INFORMATION THAT TELLS US THAT OUR FOCUS ON READING STRATEGIES AS WELL AS READING FOR FUN IS HAVING A POSITIVE IMPACT ON OUR STUDENTS.</p>				

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THIS YEAR AGAIN, WITH THE SUPPORT OF OUR LIBRARIANS, WE WILL CONTINUE PURCHASING A VARIETY OF BOOKS THAT WILL BE AVAILABLE IN OUR SCHOOL LIBRARY. WE ARE LOOKING AT DIVERSIFYING OUR OFFER AS WELL AS ACQUIRING BOOKS ON WELL BEING, SELF ESTEEM, INCLUSION & DIVERSITY TO ALIGN WITH OUR FIRST GOAL. TEACHERS WILL ALSO BE ABLE TO ORDER SOME BOOKS FOR THEIR CLASSROOMS USING MESURE MONEY. WE ARE CONTINUING TO INVITE AUTHORS/ILLUSTRATORS THROUGH ZOOM OR IN PERSON USING ÉCOLE INSPIRANTE, LA CULTURE À L'ÉCOLE, SORTIES CULTURELLES AND OUR RVCLC. OUR READING WEEK IN THE SPRING ALLOWS US TO PRESENT DIFFERENT ACTIVITIES AND PRIZES PROMOTING READING IN AND OUT OF SCHOOL. WE ARE ALSO PREPARING TWO BOOK FAIRS FOR PARENTS TO ALLOW THEM TO PURCHASE BOOKS AT A REASONABLE PRICE AND AT THE SAME TIME, RAISE MONEY TO BUY BOOKS FOR OUR SCHOOL. DAYCARE IS CONTINUING WITH THEIR INITIATIVE AS WELL.

WE FEEL THE NEED TO CONTINUE PROMOTING READING FOR FUN AS IT IS NOT SOMETHING THAT COMES NATURALLY TO ALL STUDENTS, BUT IT HAS A DIRECT IMPACT ON COMPREHENSION FOR MANY.

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OBJECTIVE	Increase students' oral communication skills				
INDICATOR	Results in Competency 1 (Communication) in ELA and FSL in the report card				
TARGET	85% of our students will achieve at least Thorough level of competency at the end of cycle 2 (76% and above)				
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> ➤ PD ON TALK MOVES AND TALKING TO LEARN – 2 SESSIONS IN 2022 ➤ CREATE MORE OPPORTUNITIES FOR STUDENTS TO TALK IN CLASS ➤ USE THE TOOLS TAUGHT DURING THE PD SESSIONS 				
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # 15021, 15025, 15230				
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ DISCUSSIONS AND REPORTS DONE DURING CYCLE AND STAFF MEETINGS				
RESULTS					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	61.1%	N/A	41,9%	41%	
REFLECTION ON ACTIONS AND RESULTS					
<p>WITH THE END OF YEAR RESULTS, WE NOTICE THAT 41% OF OUR STUDENTS ARE ACHIEVING THOROUGH LEVEL OF COMPETENCY. THAT PERCENTAGE IS SIMILAR TO LAST YEAR BUT LOWER THAN 2018-2019. THAT CAN BE EXPLAINED BY THE FACT THAT OUR COHORT IN 2018-2019 WAS A STRONG ONE ACADEMICALLY. LAST YEAR'S COHORT WAS SIMILAR TO THE 2020-2021 COHORT. THEY HAVE HIGH ACADEMIC AND SOCIAL-EMOTIONAL NEEDS. THROUGH DIFFERENT INTERVENTIONS, WE ARE TRYING TO MEET THEIR MANY NEEDS IN ORDER TO HAVE THEM MORE AVAILABLE FOR LEARNING. THIS COHORT, WAS ALSO THE ONE THAT WAS IN GRADE 2 WHEN THE SCHOOL CLOSURES OCCURRED THEREFORE, THEY DIDN'T GET THE IN-PERSON INTERACTIONS THAT WERE NEEDED AS WELL AS THEY DID NOT HAVE MANY INTERACTIONS WITH OTHERS AS WE WERE IN SHUT DOWN.</p> <p>AT THE END OF TERM 1, WE WERE ABLE TO SEE THAT 34% OF OUR STUDENTS REACHED 76% OR HIGHER FOR ELA AND FRENCH WHICH IS MUCH BELOW OUR INITIAL GOAL. IF WE LOOK AT ONLY ELA, WE ARE AT 44%. FOR FRENCH, WE REACHED 56% FOR BOTH GROUPS. ALTHOUGH OUR PERCENTAGES ARE SLIGHTLY LOWER THAN LAST YEAR, WE CAN NOTICE THAT MANY STUDENTS ARE REACHING OUR GOAL, BUT ONLY IN ONE OF THE LANGUAGES. FOR TERM 2, RESULTS ARE THE SAME EXCEPT OUR RESULT IN FRENCH HAS GONE UP BY 3%. WE ARE RETHINKING OUR INITIAL GOAL AS WE FEEL IT MAY HAVE BEEN TOO HIGH FOR BOTH LANGUAGES.</p> <p>AT THIS MOMENT, WE HAVE PUT IN PLACE DIFFERENT STRATEGIES AND ACTIONS TO HELP US GET CLOSER TO OUR GOAL. WE ARE OFFERING TUTORING AND MANY STUDENTS ARE WORKING WITH THE RESOURCE TEACHER. SINCE LAST CHRISTMAS, WE HAVE HAD A FEW NEW STUDENTS THAT REGISTERED TO OUR SCHOOL FROM FOREIGN COUNTRIES AND THESE STUDENTS DID NOT SPEAK FRENCH. HOPEFULLY, THE INITIATIVES MENTIONED ABOVE AND THE CONTINUATION OF OUR SOUTIEN LINGUISTIQUE WILL HELP US BOOST THESE STUDENTS' KNOWLEDGE OF FRENCH WHICH OBVIOUSLY IMPACT OUR RESULTS.</p> <p>DURING PARENT MEETINGS, WE ALSO ENCOURAGE PARENTS TO SIGN THEIR CHILDREN UP FOR ACTIVITIES WHERE THEY CAN INTERACT WITH OTHERS IN EITHER OR BOTH LANGUAGES. ALSO, SINCE WE HAD OUR 2 WORKSHOPS ON TALK MOVES AND TALKING TO LEARN WE HAVE IMPLEMENTED THE TOOLS THAT WERE PRESENTED TO ALLOW BETTER INTERACTIONS BETWEEN OUR STUDENTS.</p> <p>DURING CYCLE MEETINGS, WE WILL CONTINUE TO WORK ON USING AND UPDATING COMMON EVALUATIONS AND EVALUATION TOOLS TO ALIGN OUR PRACTICES IN ALL CYCLES.</p> <p>THIS YEAR, FOUR DAYCARE PEDAGOGICAL DAYS WITH 'LET'S TALK SCIENCE – MCGILL UNIVERISTY" HAVE ALSO BEEN PLANNED PROMOTING OPPORTUNITIES FOR DISCUSSIONS IN ENGLISH OR FRENCH.</p>					