

Educational Project: Royal Charles 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
Student writing proficiency	➤ Improve student writing competency	<ul style="list-style-type: none"> ➤ Increase the writing proficiency in ELA and FSL across all grade levels. ➤ Increase the proficiency of boys in writing in English and French to reduce the gap between girls and boys.
Positive School Environment	➤ Increase positive behavior during the school day, including daycare and lunch period.	<ul style="list-style-type: none"> ➤ To maintain the percentage of students with a positive sense of belonging while reducing the gap between boys and girls. ➤ Reduce the number of students sent out of class
	➤ Increase positive behavior during daycare/lunch	<ul style="list-style-type: none"> ➤ Improve the students' perception of the daycare/lunch environment ➤ Reduce the number of students sent to the daycare office

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OBJECTIVE	Increase the writing proficiency in ELA and FSL across all grade levels
INDICATOR	The end of year summary marks in ELA and FSL from grades 1 through 6
TARGET	70 % of students will obtain 70% or higher in writing in both English and French Immersion
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> Journaling, interview writing, writing workshops, peer conferences, writing portfolios, grammaire 3D Exchanges with a published author to learn more about the work of an author Author studies
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	Measure # 15021 – Tutoring (Until June 2022) Measure #15025 – Added % for resource teacher and added support staff for direct intervention in classroom (2021-2022 and 2022-2023) Measure #50761 – Purchasing of more laptops to add to portable labs for student use. (2021-2022 and 2022-2023) Culture à l'école – Author visits for each class- Annie Groovie (2021-2022) Measure # 15230- Poetry Anthology Cycle 3 project (2021-2022) Measure # 30810 – Tech Measure for personal laptops for special needs to increase access to assistive technology (2021-2022 and 2022-2023)
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> End of year report card for writing competency

RESULTS

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
50%	N/A	48%	64.55%	

REFLECTION ON ACTIONS AND RESULTS

Teachers focused on the learning to be prioritized at the elementary level for the 2021-2022 School Year in the Context of the Pandemic for the writing competency. Our focus on writing proficiency has been defined as a student attaining 70% or higher in ELA/FSL.

Teachers engage in professional conversations around student needs and progress with resource teacher and tutors. The tutors who supported students in the 2021-2022 school year, are teachers and support staff who know the needs of our students well. Homeroom teachers were asked to identify specific students to offer this extra support.

Added laptops have allowed for more access to assistive technology for students with special needs.

The 2021-2022 school year interventions have targeted our students who were not obtaining 70% or higher. 2021-2022 results of 65% indicate an increase of students obtaining 70% or higher (compared to 62% in 2021-2022 and 48% in 2020-2021) in writing proficiency in ELA and FSL across all grade levels.

To continue to increase these results, the school team will reflect with the RSB Language Proficiency team to learn more about methods to foster student engagement and develop strong writing skills and mindset.

		70%+ Eng		70%+ FR		70%+ Both	
All Girls	60	53	88%	46	77%	42	70%
All boys	50	38	76%	35	70%	29	58%
All	110	91	83%	81	74%	71	65%

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OBJECTIVE	Increase the proficiency of boys in writing in English and French to reduce the gap between girls and boys			
INDICATOR	Gap in proficiency of end of year report card mark for writing in English and French (Grades 1-6):			
TARGET	Reduce the gap by 10%			
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> Journaling, interview writing, writing workshops, peer conferences, writing portfolios, grammaire 3D Exchanges with a published author to learn more about the work of an author Author studies 			
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	Measure # 15021 – Tutoring (Until June 2022) Measure #15025 – Added % for resource teacher and added support staff for direct intervention in classroom (2021-2022 and 2022-2023) Measure #50761 – Purchasing of more laptops to add to portable labs for student use. (2021-2022 and 2022-2023) Culture a l'école – Author visits for each class- Annie Groovie (2021-2022) Measure # 15230- Poetry Anthology Cycle 3 project (2021-2022) Measure # 30810 – Tech Measure for personal laptops for special needs to increase access to assistive technology (2021-2022 and 2022-2023)			
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<ul style="list-style-type: none"> End of year report card for writing competency 			
RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
29%	N/A	28%	12%	
REFLECTION ON ACTIONS AND RESULTS				

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Teachers focused on the learning to be prioritized at the elementary school level for the 2021-2022 school year for the writing competency. The end of year gap between girls and boys is at 12% in 2021-2022 compared to 28% at the end of the year in 2020-2021. The target goal was achieved, as reflected in the results for the 2021-2022 school year.

The added support staff for students, the use of assistive technology, the increase resource support as well as use of the tutoring measure contributed to meeting the needs of the students and that of boys struggling with writing.

To maintain a reduction in the gap of proficiency, the school team will continue to reflect with the RSB Language Proficiency team to learn more about methods to foster student engagement and develop strong writing skills and mindset.

Royal Charles School									
2021-2022 Final Summary Results - Writing									
		70%+ Eng			70%+ FR		70%+ Both		
Girls	Grade 1	13	12	92%	10	77%	10	77%	
	Grade 2	8	6	75%	5	63%	4	50%	
	Grade 3	13	12	92%	10	77%	9	69%	
	Grade 4	8	8	100%	5	63%	5	63%	
	Grade 5	7	5	71%	6	86%	4	57%	
	Grade 6	11	10	91%	10	91%	10	91%	
	All Girls	60	53	88%	46	77%	42	70%	
Boys	Grade 1	10	8	80%	6	60%	6	60%	
	Grade 2	10	7	70%	8	80%	6	60%	
	Grade 3	7	5	71%	3	43%	2	29%	
	Grade 4	4	4	100%	2	50%	2	50%	
	Grade 5	9	7	78%	9	100%	7	78%	
	Grade 6	10	7	70%	7	70%	6	60%	Gap
	All boys	50	38	76%	35	70%	29	58%	12%
All	Gr. 1 total	23	20	87%	16	70%	16	70%	
	Gr. 2 total	18	13	72%	13	72%	10	56%	
	Gr. 3 total	20	17	85%	13	65%	11	55%	
	Gr. 4 total	12	12	100%	7	58%	7	58%	
	Gr. 5 total	16	12	75%	15	94%	11	69%	
	Gr. 6 total	21	17	81%	17	81%	16	76%	
	All	110	91	83%	81	74%	71	65%	

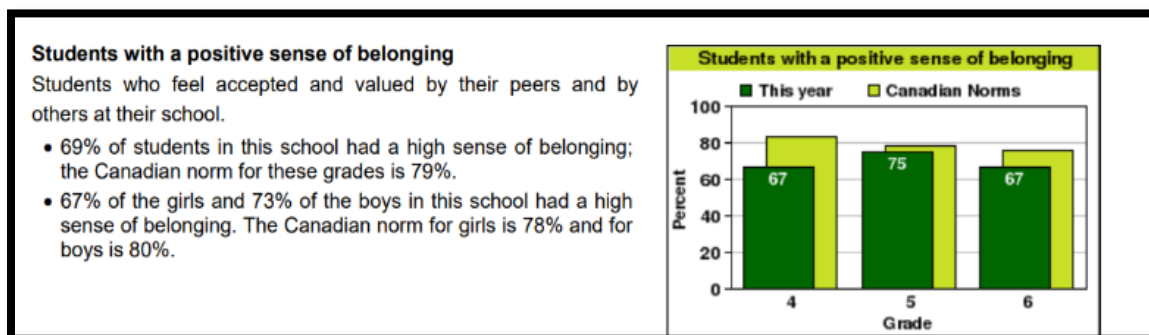
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OBJECTIVE	To maintain the percentage of students with a positive sense of belonging while reducing the gap between girls and boys
INDICATOR	“Our School” student survey (sense of belonging section for grades 4,5,6)
TARGET	To decrease the gap to 10% or less
ACTIONS UNDERTAKEN	<ul style="list-style-type: none"> Monthly assemblies to launch and celebrate trait of the month. Proactive approach to intervention – OASIS time SSIAA participation School Mascot Initiative supported by PPO
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	Measure 15025 – added SET and attendant time Measure 15025 – added Phys Ed teacher time in order to create time in schedule for added sport related opportunities.
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	➤ Our School Survey

RESULTS

2018-2019	2019-2020	2020-2021	2021-2022	2022-
85% overall		68% overall	69% overall	

2021-2022 Our School survey was conducted in May 2022 with grade 4, 5 and 6 students. The results below reflect the question concerning the percentage of students with a positive sense of belonging.



As a team, staff focus on proactive interventions to foster sense of belonging at school. The team nurtures trusting relationships with students by establishing check ins for students in needs, celebrating successes and developing plans for students who need added support for short- or long-term periods. There is a lot of emphasis placed on highlighting positive behaviours in the classrooms and at the office. Our monthly assemblies and themes have created meaningful moments where we come together and foster our sense of belonging.

Since this is a small school, grade 4 was added to the OurSchool survey for the 2021-2022 survey. Adding these students allowed for a better representation of the student population.