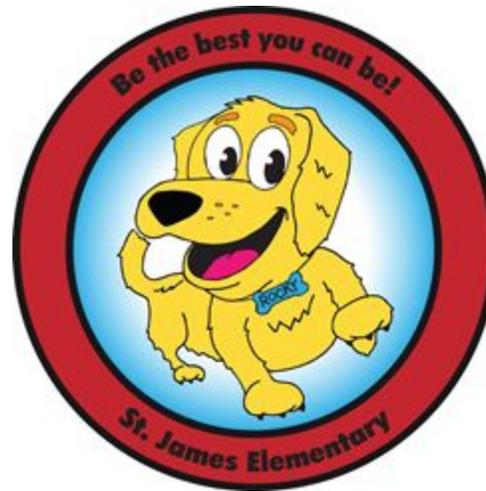# 2019-20
Annual School Development Report

It is the vision of St. James' Elementary that all students entrusted to our care will develop as well-rounded individuals with inquiring minds, healthy bodies; respect for the environment; a caring attitude and a desire to be productive citizens in an adult world.

Strategic Issue/Goal: Optimal Learning Environments

Objective:
To create classrooms where ALL students are engaged and learning

How did you know this was a Strategic Issue/Objective? What evidence did you have?

Evidence used to identify strategic issue:
- review of teacher-written action plans from former SD plan
- review of teacher PLPs
- direct observations during walk-throughs identified gaps in achieving optimum/flexible spaces
- readiness of teachers to request items to create optimal environments
- PMF data results from students and their families (about 30% response from families) indicated a gap in the desire to learn in different ways and in actual experiences

Year end Summary of Progress. What evidence do you have to support this progress?
- LRT & RS support staff and students in the creation of STEAM Room and Dream Room (Learning Commons)
  - *rooms are actually developed and are used regularly; we purchased paint and furniture as well as learning devices and materials, games and art/building supplies*

- LRT & RS support staff and students in the utilization of STEAM Room and Dream Room (Learning Commons)
  - *this was achieved and is quite successful in its use by staff and students even during these restricted times; students have learned to film using the green screen App Do-Ink, they have learned about structures and building using the lego wall and much more in the STEAM room; the Dream Room has become a space for reading and writing and small group learning*
  - *both are used to promote the concepts of UDL/UDI - teaching to the edges; just not to the degree that we would like to see.*

- LRT & RS support staff and students in the creation of flexible spaces in the classroom areas
  - *Both LRT and RS have assisted teachers with flexible spaces within the classroom although it has become much more confined this year*
  - *Students are engaged in multiple learning activities in multiple settings but its not quite consistent enough to be considered school-wide yet*

- Creation of Genius Hour for self-directed student learning
  - *This began in small steps in Grade 6 but we are planning, with our Deep Learning Cohort, to action this strategy in more depth this year; however I feel that we were a bit short-sighted upon completion of the NPDL PL this fall. I do believe and hope that our school team participation in the NPDL work this winter/spring will lead to a more school-wide approach to deepening the learning for students in a more fluid way, rather than a weekly event or other sort of add-on that won't lead to much buy-in.*

- Inventory of student interests to identify mentors required and to create groups if needed
  - *this began in small steps in Grade 6 but we are planning, with our Deep Learning Cohort, to action this strategy in more depth this year*
  - *In Grade 5 and 6, students worked on several projects that involved creative exploration of ways to represent learning/knowledge (green screen videos, dioramas, building little houses with electricity, slideshows)*
  - *we saw some creative projects in Kindergarten as well that were completed with family support but nevertheless got the children excited to talk about what they learned or did*
  - *the Grade 5s did painting with a local artist*
  - *having the LRT role assigned to our school was a huge part of the success here*

- In-House PL wrt UDI and UDL using NLESD designated PL days as well as school-based discretionary leave
  - *we started but have so much more to do since the shutdown last spring; the NPDL Cohort will support this over time*

- Online Learning PL assists with teacher efficacy for a potential online learning environment wrt the global pandemic
  - *somewhat achieved*
  - *there is a greater number of staff demonstrating use of Google Classroom and its tools to connect and*

communicate with students and families (Wells, Ingram, Anderson, Massie, Short, Anderson, Scott, Furlong, Kettle)

- In the case of online learning teachers are provided with the tools/technology required to teach efficiently and effectively
    - *achieved - NLESD provided lap-tops to all teaching staff*

- In the case of online learning students are provided with the tools/technology required to teach efficiently and effectively if they are not readily available at home
    - *we have implemented a process in advance of any final decision to ascertain who needs the devices if this scenario should occur*

Next Steps...
- **PMF data results from students and their families (about 30% response from families) indicated a gap in the desire to learn in different ways and in actual experiences**

Our next step here is to move in the direction of a Deep Learning Cohort who will learn first and then lead their colleagues to make the changes to current practice without it being considered an add-on.

- **review of teacher PLPs**

Teachers' PLPs will reflect the strategies necessary to incorporate the new pedagogies of Deep Learning.
Teacher PLPs will also reflect the gaps or focus areas discerned by our BEV Table data in the areas of writing (Gr. 1, 2, 3, 4, 5, 6), listening(Gr. 2,4), reading (Gr.2, 5, 6), and number (Gr. 2).
Clearly writing is still a focus area for grades 1-6 and has been since my arrival in 2007. Despite all of our efforts (and they have been numerous), we have still not made significant gains to effectively and significantly improve the writing skills of ALL students.

- **Common Preps for TLTs**

These will continue with our new plan of agenda creation prior to the meeting period so that we stay on track with data review and interventions discussions geared towards UDI/UDL

- **Discretionary Leave Time for side-by-side work with LRT and RS**

We will use this time for our NPDL cohort which includes the LRT and RS this year in order to supplement their learning time

- **Close-out days**

We will continue to maximize our time on these days for teacher learning and building collective efficacy in the area of UDL with specific focus on deepening our student learning experiences

- **PL with Allison Tucker/Patricia Edwards for RS re UDL/Assessment**

Vickie and Melissa are members of an Assessment Cohort and Vickie is working with Allison Tucker regarding the teaching of reading. They will continue with these activities.

- **Devote time to teacher learning and collegial sharing time**

Always the purpose of Staff Meetings

Walkthroughs will be the source of teacher-efficacy building in that admin team will share what they've observed, highlight where they observed it and invite staff to ask for time to visit and observe for themselves or to have the teacher visit their classroom to demonstrate or co-teach

- **For 2020-21 we will work with staff to develop goals and objectives around Instructional Practice and Assessment Practice from an Optimal Learning Environments starting point**

Strategic Issue/ Goal:

Objective:

How did you know this was a Strategic Issue/Objective? What evidence did you have?

Year end Summary of Progress. What evidence do you have to support this progress?

Next Steps:

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