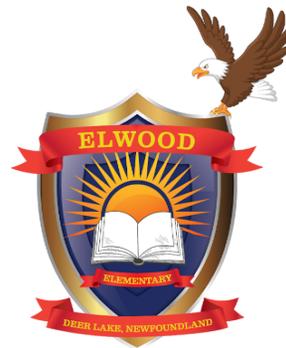


# 2020-21 Annual School Development Report

## Elwood Elementary



### At Elwood Elementary We Believe ...

**Everyone deserves to learn in a safe, caring and inclusive environment.**

**Everyone can learn in their own way, at their own pace.**

**Everyone should be active participants in their own learning.**

**Learning should be authentic and engaging for all learners.**

**Learning can be demonstrated in many ways.**

**Everyone in our school community is learning together.**

**Strategic Issue:** Teachers need to continue as learners to further enhance instructional design.

Question: How do we grow as *Teachers as Learners* and shift our instructional design?

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

*We realized this was a strategic issue through staff discussions and review of both internal and external data (PMF Report, School Development Surveys (students, staff and parents), anecdotal evidence, RTL Data, School Conditions Rubric - Staff analysis, Deep Learning Progressions (Critical Thinking and Character)- Staff analysis, Lead team analysis of data and rubrics). It was evident that more teacher learning was needed around the Character competency.*

## **DATA:**

### **School Development Surveys (2020-21):**

#### **Student Surveys:**

##### **Grade 3 &4:**

Student Engagement: 64.3% of our grade 3s and 4s are reporting they are engaged in their learning.

Rigorous Expectations: 69.8% of grade 3s and 4s are reporting they feel their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

School Climate: 73.4% of grade 3s and 4s are reporting they feel positive about the overall social and learning climate of the school.

School belonging: 66% of our grade 3s and 4s are reporting they feel that they are valued members of our school community.

School Safety: 55.9 % of our grade 3s and 4s are feeling safe while at school.

[Note: **Student Engagement and School Belonging** results concern us. Although as staff, we feel that covid protocols, and not being able to do as much outside of cohorts in the way of project based learning with peers from other classes, played a part in this result. Prior to covid our students were sharing lots of learning spaces across all grade levels.

**School Safety** continues to be a concern for staff given that we have a high number of students not feeling safe. When we did analyze this, we concluded that there are many factors which led to students feeling unsafe, and sharing the bathroom with the older students continues to be an issue for many of our students. Also, as indicated in our violence risk assessment, we do have children who at times are aggressive, requiring interventions.

##### **Grade 5:**

**Valuing of Schooling:** 69.3% of grade five students reported that they value school. This was interesting given that 97.3 % reported that it was important for them to do well in school, while 83.8% said they think that school will be useful to them in the future. However, only 36.5% indicated that they use ideas from school in their daily lives, while only 59.5% reported that they are interested in school.

Note: As a staff, we recognize the importance of continuing our learning in the six global competencies to implement strategies in our every day teaching practices to increase students skill set in these competencies and to provide learning opportunities and engagement for all.

**Learning Strategies:** 68% of our grade fives reported that they deliberately use strategies to manage their own learning. However, in this section only 44.6% of these same students say when they get stuck learning something new, they are likely to try to learn it in a different way. Again, we feel as we continue to dig deeper into the six global competencies, we will learn strategies to implement into our everyday learning environments to help students increase their skill set in this area.

**-Teacher surveys:**

**Professional Learning:** 80.6% of staff feel that they are supported in their learning as a teacher at the school; however, only 60% of staff feel that the PL opportunities available to them are valuable. The admin team recognizes the importance of teacher voice and choice, and going forward will continue to encourage teachers to identify in their PLJs their learning needs. We will continue to make every effort to provide the learning opportunities to best meet the needs of the individual teachers as outlined in their PLJs.

**-Parent surveys** (125 students were represented out of 400):

**Family Support:** Parents reported the amount of academic and social support that they provide their child with outside of school is at 79.3%, with 71.8% reporting that they know how their child is doing socially at school. 98.8% report that they have conversations with their child about what their class is learning at school.

**Family Engagement & Barriers to Engagement :** The results were gravely affected by the Covid restrictions in place. Prior to covid restrictions, there was a high degree of parents visible at the school for various things from meetings to volunteering.

**PMF data (2020-21):**

**Outcome 3: The education system is responsive to student’s strengths and needs.**

**Indicator 3.1 Percentage of Students who are engaged**

59.0% of students feel engaged at school. This greatly concerns us as a staff. When we dug a little deeper into the data we discovered that 6.2% do not enjoy their classes / 16.9% enjoy a few of their classes / 27.7% enjoy about half of their classes / 26.7% enjoy most of their classes, while 23.1% enjoy all of their classes. As a school team, we would like to see that number higher. We feel by continuing our learning with our strategic issue, teachers/staff will continue to enhance their instructional practices in the universal classrooms, to provide the best possible support/interventions through UDL and RTLs when students are just not getting a

particular outcome/skill.

**Outcome 3: The education system is responsive to student’s strengths and needs.**

**Indicator 3.2 Percentage of students who believe teachers hold them to high expectations**

70.5 % (Males: 69.8% and 72.1%) of the responses from students to questions in this scale were positive.

When we dug deeper into the details we discovered 4.1% of students indicated that their teachers do not have high expectations of them / 3.6% indicate slightly high expectations / 21.0 somewhat high expectations / 44.1% feel that their teachers have quite high expectations of them as a learner/ 27.2% feel that their teachers have an extremely high expectation of them as a learner.

**Indicator 3.3: Percentage of teachers who are confident in their teaching**

73.2% of the responses from teachers to questions in this scale were positive.

-13.6% slightly confident (previous year: 14.8%) and 4.5% not confident at all that they can help our school’s most challenging students to learn. *As a school team we recognize this is an area where we will need to support these teachers and to get the PL needed.*

-The results for the question, How thoroughly do you feel that you know all the content you need to teach are: Slightly Confident: 0.0% (Previous year: 3.7%) / Somewhat confident: 18.2% (Previous year: 11.1%)/ Quite Thoroughly: 31.8% (Previous year: 51.9%) / Extremely Thoroughly: 50.0% (Previous year: 33.3%)

-The results for the questions, When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try are: Somewhat easily: 13.6% (Previous year: 29.6%) / Quite Easily: 63.6% (Previous year: 48.1%) / Extremely Easily: 22.7% )Previous year: 22.6%)

-The results for the question, How confident are you that you can engage students who typically are not motivated are: Slightly Confident: 4.5% (Previous year: 14.8%) / Somewhat confident: 36.4% (Previous year: 29.6%) / Quite Confident: 54.5% (Previous year: 55.6%) / Extremely confident: 4.5% (Previous year: 0.0%)

-The results for the question, How confident are you that you can meet the learning needs of your most advanced students? Slightly confident are: 4.5% (Previous year: 7.7%), Somewhat confident: 31.8% (Previous year: 29.6%/ Quite Confident: 40.9\$ (Previous year: 50.0%) / Extremely confident: 22.7% (Previous year: 15.4%)

**Outcome 2: Students Experience a safe, caring, and inclusive environment**

**Indicator 2-3: Percentage of families who report a positive school climate**

86.3% of the responses (125) from **families** to this question in this scale were very positive.

-4.8% indicated their child(ren) enjoy school a little bit / 14.5% feel their child(ren) somewhat enjoy going to school / 54% feel their child(ren)ts enjoy going to school quite a bit / 26.6% feel their child(ren)s enjoy going to school a tremendous amount.

-5.7% feel the classroom lessons are motivating / 16.3% feel that they are somewhat motivating / 58.5% feel they are quite

motivating, while 18.7% feel they are extremely motivating.

-2.5% feel the school's system of evaluating students is very unfair / 0.8% feel it is somewhat unfair / 1.6% feel it is slightly unfair / 7.4 neither fair or unfair / 3.3% slightly fair / 32.0% somewhat fair, while 52.55 feel it is very fair.

-Another interesting piece of data coming from this outcome: 2.5% feel that staff have respect for their students / 6.6% feel somewhat respect / 42.6% feel teachers have quite a bit of respect, while 48.4% feel teachers have a tremendous amount of respect for students.

### **RTL data:**

-RTLs are indicating that students are having difficulty with writing. One strategy which is often used is using technology to assist with getting ideas on paper, whether through Google Read and Write or Speech to Text. Teachers are requesting professional learning around leveraging technology to support students, and teaching their students to use the technology themselves. Teachers as learners of the technology will impact interventions and universal instruction.

-RTLs indicate that students are struggling with basic reading skills, and often lack the beginning Phonological Awareness (PA) necessary for the learning progression towards developing reading fluency. Teachers as learners of these skills, including aspects of the science of reading, will further enhance instructional practices in PA, both through interventions and universal instruction.

-RTLs in SEL indicate that a percentage of our students require interventions in social and emotional learning, with specific emphasis on focusing attention and controlling behaviours. Teachers as learners of The Zones of Regulation may enhance interventions as well as universal social and emotional classroom support and instructional practice.

### **Learning Progressions Rubric Review**

#### **TLT's analysis of the School Learning Progressions: Learning Progression: Critical Thinking**

Early primary teachers felt students are mostly emerging in all dimensions strictly based on their level of development, but as is in most groups, there are those that would be developing in some areas. Most of our Grade four to five students are hovering between developing and accelerating. There are exceptions on both ends; however, looking at it from a holistic view, we felt that most fit somewhere between the two. The biggest challenge is students transferring the skills learned to help them solve problems without being prompted or to ask/formulate their own questions. Next step is to continue to provide learning experiences to further develop critical thinking in all age groups going forward. For more analysis of this progression please refer to our School Development Plan.

#### **TLT's analysis of the School Learning Progressions: Learning Progression: Character**

The feedback from all TLTs on this Learning Progression (in the four dimensions) suggest that our students fall between emerging and developing with some students being limited while others are accelerating. Again, the general feeling is that most students get frustrated, and give up too easily (Grit, tenacity, perseverance and resilience). Students need a lot of support to deal with setbacks,

and to not give up. This is an area of focus going forward as we continue to provide experiences to build this skill. The TLTs feel that building character is critical to students being successful in school and in life. This will be our focus for the 2021-22 school year to incorporate character building activities/lessons into our daily instruction in the universal classroom. For more analysis of this progression please refer to our School Development Plan.

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

We are continuing to address our strategic issue which is “How do we grow as *Teachers as Learners* and shift our instructional design” to better engage all learners at Elwood Elementary. We analyzed data in relation to how students and teachers felt they were positioned to go deeper with their every day learning experiences for their students. We assessed our school using the School Conditions Rubric to determine evidence as to where we felt as teachers / learners we were in relation to Deep learning. Overall, the general consensus is, as a school, we are **emerging**. As well, we used the Learning Progressions Rubrics (Character and Critical Thinking) to determine where our students are in these competencies. As a staff, after reviewing the Character Progression, we feel this would be our focus area this year given we are **emerging to accelerating**, with some classes / students at **developing**. It was noted that a number of activities, to promote empathy and acts of kindness are being done, as well as having Mrs. Wight (Guidance Counselor) go into the classrooms to further promote kindness, empathy, and friendship through conversations and presentations, but the students are not applying the skills being taught / modelled to them in their learning environment, both structured and unstructured settings.

All teaching staff were provided with the opportunity to become members of the NPDL Hub to explore and to do some self directed learning. As well, our lead deep learning team participated in PL with the New Pedagogies for Deep Learning Group. This is helping us to further build staff competencies and staff efficacy around Deep Learning structures and to enable teachers to have more autonomy when delving into Deep Learning Pedagogies in the classroom.

At our school we continue to provide rich learning experiences, both in the classroom/school and the outside, for our students. Our primary teachers provide multiple opportunities for inquiry based learning through the Play Based Approach. Our elementary teachers are increasing their inquiry based learning opportunities for their students through a center's approach and STEM activities. All of our classrooms have flexible seating and many have created calming spaces within their classrooms for students to avail of. We continue to showcase all of the wonderful things that are happening at our school through our social

media platforms (Facebook and Twitter). We send home multiple communications to parents through our school wide email as well as a monthly newsletter with information and highlights of things happening at school.

### **Next Steps...**

Staff is committed to our “Big Rock” and we see ourselves as continuous learners to further enhance instructional design at Elwood Elementary. As a staff, we will continue to engage in an evidence based decision making process as we continue to learn and grow together. We will continue to use the tools (Rubrics) in the NPDL Hub to plan for further learning and growing together as a school team to increase student choice and voice as well as develop their independence as learners.

Through analysis of data (School Development surveys/PMF/School data) and Learning Conditions Rubrics, conversations and observations), we have determined to continue our learning on the **Character** competency for the upcoming year, 2021-22.

**Rationale** for determining our focus area for this year :

*“Teachers and parents must work together to ensure that young people develop character traits capable of making them productive and self-confident adults. Doing so helps them achieve success in all areas of their lives, now and in the future. Character building activities foster the development of ethical and responsible behavior by teaching individuals about the good values they should have. It teaches the values associated with: Caring about other people, honesty, responsibility, and other important traits necessary for upstanding citizens.”*

### **Indicators of success:**

Some of the benefits of character building: may be more concerned about others, may be more skilled at resolving interpersonal conflicts, may become more helpful and cooperative, less discipline referrals, better academic performance, less absenteeism, an increase in taking care of personal and school property, and fewer incidences of aggressive behavior.

Going forward, we will develop activities and lessons and implement them into our every day instruction/ assessment practices and learning environment for our students to increase their character building in the four dimensions: Self-directed learners with a proactive stance toward life and learning to learn / Grit, tenacity, perseverance, and resilience / Empathy, compassion, and integrity in action / and Leveraging digital.

We have a Deep Learning Core Team established, as well as a School Development Team consisting of the Deep Learning members and admin team that is committed to deepening our learning around this competency as well as the tools available to us in the NPDL Hub. Team members are more aware and more prepared to lead in conversation and in modelling Deep Learning to their grade levels as well as to the whole school.

We will continue to learn and grow together as a staff to gain a better understanding of our focus area as well as collaboratively work together to help students further develop their skills and increase engagement in everyday learning experiences for our students. We are excited for the learning journey we are on as a staff, and excited for the school wide shift to deepening our every day learning experiences for all students as we further enhance our instructional design at Elwood Elementary.

The entire Elwood Elementary school community (students, staff, parents, and community partnerships) is to be commended for their dedication and commitment as we strive together for excellence at Elwood Elementary. As well, we want to thank our Director of Schools, Mr. Paul Rose, for his unwavering support. We truly appreciate everything Mr. Rose does to help us be the best that we can be at Elwood Elementary.