

2020-21

Annual School Development Report

Jakeman All Grade

200-089

151 Main Street

P.O. Box 70

Trout River, NL A0K 5P0

Principal: Shelley Coleman / Assistant Principal: Kelly Pevie



The mission statement of Jakeman All Grade School is to develop independent lifelong learners who will become productive citizens of a changing world by providing every student with a positive and dynamic educational experience.

Overview of School

Our School Community

Jakeman All Grade is part of the Newfoundland and Labrador English School District, Western Region. Jakeman All Grade currently has an enrollment of 75 students and offers Grades Kindergarten to Level III. We are a multigrade school, with the following classroom configurations: K/1, 2/3/4 , 5/6 , 7, 8/9, and Level I/II/III.

In 2020-21, Jakeman had a total of 10.75 educational staff, which included classroom teacher (7.5 units), administration (1 unit), guidance (0.25 units), student assistant (6.25 hours), IRT (1.0 units), Reading Specialist (0.25 units), and a Teacher Librarian. We also have District support at the school; a Speech Language Pathologist, Educational Psychologist and program specialist as required. We have regular communication and contact with our Director of Schools to support school development.

Key Highlights/Special Projects

This year, 2020-21 has been a different year as we navigated the challenges of a world wide pandemic, but the school continued to maintain a sense of normalcy throughout the year as we were able to have all students attend school in cohorts for the whole year, except for a two week online break in February due to some province wide virus spread. Students have been involved in a variety of academic, and community projects, including the Roots of Empathy Program. These

initiatives have allowed for the continued building of a positive school community and to provide engaging opportunities for our students. Jakeman All Grade aims to create twenty-first century learners who are productive citizens, and these opportunities promote that value. We are excited to have students this year participate in; Skilled Trades community projects, Parks Canada Events, Western Health sessions, Running Club and Volleyball, and a Oceans Day cleanup event.

In line with our active living goals there were class hikes, snowshoes, cross-country skiing, and outdoor play time, as well as outdoor classes and learning whenever possible due to the pandemic. Our Breakfast Club program and School Milk program offered additional healthy snacks and alternatives in a grab and go fashion. The students at Jakeman this year participated in a variety of curricular and non-curricular activities; Winter Carnival, Holiday Celebrations, and class excursions as well as regular school spirit activities.

Partnerships

We are pleased to report the partnerships we have developed and maintained at Jakeman All Grade School enrich the lives of our students and teachers. We continue to offer a nutritious breakfast to our students through the help of Kids Eat Smart Foundation and the School Milk Program. Regular breakfast and special nutritious snacks were provided as well as Fruit and Veggie, and Wellness Days).

The Town of Trout River Recreation Committee is a major supporter of school sponsored initiatives. Their donations have contributed to programming and the overall quality of activities offered to students. The Trout River Lions Club and the Royal Canadian Legion can always be counted on for funding for special events. Hann's Confectionary is a major

supporter of the ongoing development of the Freedom Playground. NorPen Status of Women also helped fund our Breakfast Program throughout the year as well as our Violence Prevention Lunch and Learn. The PTA organized some fundraisers for school materials, and special events for students. Their donations allowed the school to purchase books and magazines for the library learning commons as well as deep learning materials for teachers, and wood working materials for our skilled trades program. Parks Canada continued to be a worthwhile partner in learning and salmon conservation and stewardship. Brilliant Labs also contributed towards funding for deep learning, technology and student engagement. The Western Regional Wellness Coalition also supplied us with a \$1000 grant to purchase new snowshoes for our littlest students so that they could enjoy our beautiful community throughout the winter.

The partnership with Western Health has been extremely beneficial to student and teacher overall well-being. Andy Nichols and Allison Carpenter planned to run more wellness programs, however, COVID-19 and Western Health staff turnover prevented this from happening. We continued our work as an inter-agency group with Western Health, and had sessions delivered on the topics of Cannabis, Consent and Violence Prevention. The mandate of the group centered around creating a safe, caring and informed school community that supports student healthy growth and development. Our Qalipu partnership also went forward this year with virtual sessions where our students in grades 5 and 6 were able to connect with indigenos practices of wellness.

Strategic Issue/Goal: Wellness and Positive Relationships

Objective: To increase wellness and positive relationships in the school community. Improving relationships between staff, between staff and students, between staff and parents, between students, and between school and community.

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

The Performance Measurement Data outcomes 2.1 - 2.7 and 3.1 and 3.4 indicated room for improvement. These data pieces point to the school development determinant of Wellness and Positive Relationships. Other evidence supported this finding as families, staff and students have noted room for increased positive school climate and lower student engagement. For example, when the school had their annual community clean up, only 3 out of 22 senior high students attended. Staff often note that when they plan something that is outside the classroom, students will not attend.

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

The 2020-2021 year was a year of learning, yet some evidence was the staff comradery that was observed and the decrease in R360 reports for our high school students. Our most improved junior high student this year was evidence to this fact. This was a student who had many office referrals and strained relationships with many staff, but with time, many conversations and some understanding this student turned things around and finished out the year in a wonderful place. The staff voted him most improved student of the year.

Staff engaged in Professional Development around several topics that would help engage students and increase wellness in our school community and also put a lot of work into connecting with each other and students:

- **Deep Learning Cohort**
- **Assessment Practices Cohort**
- **Shared book study small group on staff (Michael Fullen’s Deep Learning)**
- **Blended Learning**
- **Student brain breaks and activities**
- **Staff Calendar Activity**
- **Roots of Empathy**
- **Yoga Classes offered to students during lunch**
- **Chess Club offered during lunch to students**
- **Collaboration with Violence Prevention West**
- **Collaboration with Western Health for student talks on drug safety**

It was a good start to addressing the wellness and positive relationships in our school community. IN addition to this we were able to meet with School Council twice and were able to connect with two parents to support us with monthly grab and go warm breakfasts.

Next Steps...

We will continue to work on two school development goals around Wellness and Positive Relationships and Assessment practices. We hope to continue building on partnerships with Western Health and other external partners. Our PL days will be focused on promoting DL practices to increase student engagement (eg. coding - Makey Makey, Spheros).

Strategic Issue/ Goal: Assessment Practices

**Objective:
Assessment Practices**

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

Our PMF data, outcomes 3.1 and 3.2, indicate that school engagement and teacher expectations were both low. This highlights the need to increase student engagement through a different approach. We are committed to working with staff to ensure new pedagogical practices around Deep Learning are employed to increase student engagement.

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

We have made good progress around promoting Deep Learning in our classrooms; teachers are encouraged to collaborate and this was evident in a few projects this year (eg. Salmon Conservation in Grade 5/6 with partnerships with Parks Canada and many teachers collaborating in cross-curricular learning AND a junior/senior high project around the prevention of violence whereby every student from grades 7-12 created a poster to highlight a message on this topic).

Next Steps:

Book study on Essential Assessment; UDL

Continued learning around Deep Learning (Administrator certification)

Building on our knowledge of Coding and applying for resources through Brilliant Labs funding