

2020-21 Annual School Development Report

CORNER BROOK INTERMEDIATE



Strategic Issue: A shift in assessment practice is required to provide more opportunities for meaningful student engagement.

Learning Question: As teachers as learners, how do we shift our assessment practice to provide more opportunities for meaningful student engagement?

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

- Anecdotal data from students, staff and families
- School Development Surveys
 - Students
 - Staff
 - Families
- PMF Report
 - Students
 - Staff
 - Families
- Anecdotal data
- Summary of responses from the guiding questions on the “Assessment” Determinant and the “Teachers as Learners” Determinant.
- Review 360 data
- School Conditions Rubric (Hub) [Ongoing]
 - Engage DH to engage teachers to complete
 - Where are we? Beginning? Emerging? Some Depts might be in different ‘spots’ at this time
- Learning Progressions / Dimensions [Ongoing]
 - Engage Leadership Team and work through the various Departments/Dept Heads
 - Where are we? Where are our students on these learning progressions/dimensions?

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

We continue to see greater coherence and understanding of Deep Learning among many teachers. They are incorporating newly acquired strategies in their classrooms with this approach to instruction and assessment.

Despite only a few months since we started this recent SDP, there have been noticeable Deep Learning lessons delivered in all subject areas which have led to enhanced student engagement.

Thanks to several innovative teachers, this appears to have had a wonderful start at CBI. We continue to have many questions as we navigate this learning journey together.

- Students are expressing excitement about makerspace activities.
- Average student output is reaching a deeper level than when they used to complete typical representing activities.
- Students are expressing excitement, enthusiasm about learning, especially reluctant students.
- Teachers are stepping outside their comfort zone; engaging as learners with the students.
- Staff is gaining a deeper pedagogical knowledge and a 'road map' on how to incorporate Project Based Learning into their year plan.
- Students are accomplishing representing and writing outcomes in video games (Minecraft, roblox, etc) and having fun doing so. Leveraging digital.
- The average ELA student is more confident and comfortable sharing work with their peers.
- Teachers are learning more about these platforms and meeting students where they are.
- Administration participating in PL with admin from other schools (Cohort)
- Standards Based Assessment Team
- Relevant PL for all staff; focus on members of our Leadership Team.
- Dept Heads to ensure the Action Plans from our school's SDP are the guiding principles at their regular department planning meetings.

Despite our brief time on this new SDP, teacher "buy-in" appears to be quite high and growing regularly. We will continue to

build upon the strength and leadership of those teachers who have embraced innovative assessment and instruction practices that align with Deep Learning. Continue to provide Social Emotional Learning PL and support. We have planned a staff-wide PL on Trauma Informed Practices to increase awareness among staff.

Next Steps...

- Continue to promote the Six Cs / Four Elements of Deep Learning with the goal of enhancing Student Engagement for All.
- Empower teachers to develop instructional and assessment strategies that provide feedback.
- Provide PL to support all staff and in particular those Department Heads who want to move toward Standards Based Grading.
- Collaborate with all staff on the “**Learning Progressions Rubric**” to help focus our SDP.
- Collaborate with all staff on the “**School Conditions Rubric**” to help focus our SDP.