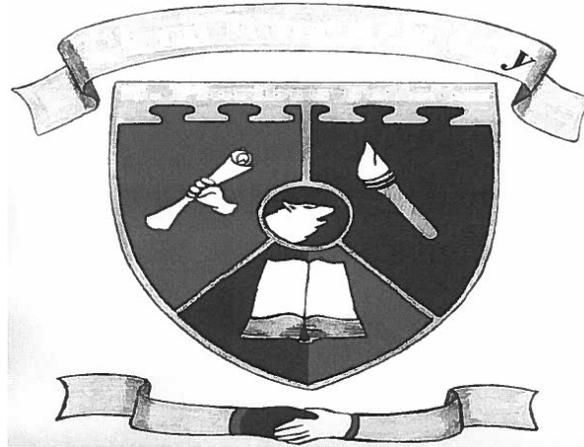


# 2020-21 Annual School Development Report

## Cloud River Academy



### CRA's Vision

The vision of Cloud River Academy is of an environment committed to learning, where everyone recognizes work as necessary for individual student success.

### CRA's Mission

The mission of Cloud River Academy is to have motivated students to apply consistent work ethics within a safe learning environment.

**Strategic Issue: Wellness and Positive Relationships Determinant - An enhanced focus on developing positive relationships and the well-being of all staff and students to allow for the engagement of students in their learning.**

**Strategic Question: How do we as teachers as learners develop positive relationships and the well being of all students and staff in our school community?**

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

This was identified after a staff meeting regarding school development. We felt relationship-building between various stakeholders at the school would help increase the likelihood of teachers and students with mental wellness issues to seek support at the school level. This may also help in reducing the incidences of major behaviors indicated in our PMF data.

**Wellness and Positive Relationships Determinant (Summary of responses to questions):**

- Mental Wellness issues among students
  - We have students struggling daily with emotions - outburst in classes, crying, withdrawing
  - We have students struggling with suicidal thoughts and that have made suicide attempts
    - Have particular groups struggling with SEL that we need outside help with (safe and caring itinerants, CMHA, LG Health) - need help with positive relationships, bullying, sexuality, coping mechanisms. This is affecting academics and overloading guidance.
  - We know that we have kids with trauma that need time to build consistency/trust in relationships, but we are finding this difficult as we have a high turnover in staff and particularly in guidance each year - while we work hard to build relationships, much is lost each September as students have to adjust to new staff
  - We have students who are fearful of coming in to the building that do not meet SA criteria - they still need staff with them throughout the day
- Have students who still are not accepting the ramifications of their online behaviour
- While communication with the home has been maintained throughout the pandemic, direct family engagement within the school has not been happening due to COVID regulations
- We have a large proportion of children in care, including 51 Indigenous students in our school
  - while we have ensured they are included in all school activities, we have lacked specific culturally specific activities
  - this is currently being addressed through the formation of an indigenous alliance group
  - many of these students have experienced trauma and have daily social-emotional issues
  - we often have to contact CSSD for support when guidance is unavailable and there are no trained counsellors in the building

### School Development Surveys:

- After reviewing our school development data, the following items further support the need for relationship building and health/well being:
  - Student suggestions to improve the school:
    - the school could improve on being more quiet and more patient
    - students should respect school property
    - students should stop bullying and spreading rumors
    - cafeteria is overcrowded
  - Instructional staff suggestions to improve the school:
    - Improve the cleanliness of the building
    - classrooms and cafeteria are overcrowded
    - require more space quiet space for SEL needs
    - Improved communication from administration
    - improved communication between staff
    - Provide a budget for individual classrooms
    - Need a full time guidance counsellor
  - Staff reported low feedback on teaching

### PMF Report

- The following data comes from our PMF report:
  - Positive school climate results were intermediate for staff and school safety results for students were intermediate
  - About 66% of our teachers in the previous school year reported a positive school climate and 67.4% of our students report a safe school environment (rated as intermediate in our PMF results). 21% of our students feel that people are often disrespectful to others at our school. We would like to see these numbers improve with support for mental wellness and positive relationship building.
  - 45.2% of reports in Review 360 are classified as major behaviors

### Review 360 data:

- Our review 360 data shows a high prevalence of behaviors that supporting students with more SEL initiatives may help to reduce.
- Incident breakdown:
  - 19% verbal bullying
  - 14% social bullying
  - 25% chronic noncompliance
  - 10% threatening/disrespectful language
  - 33% striking staff

### RTL Data (SEL Pillar)

- Our K-6 RTL data demonstrates a high need for SEL in primary/elementary
- 20% of students in K-6 have SEL needs indicated on RTL forms
- Self confidence/attitudes are suffering with students who are not able to complete work at their grade level
- Students seeing other students struggling with their emotions daily, what effect is it having on them?
- Issues include:
  - self-help skills
  - difficulty expressing emotions
  - violence towards students and staff
  - destructive behaviors
  - movement breaks
  - self-regulation skills
  - outbursts without warning
  - outbursts when overwhelmed
  - frustration
  - impulsiveness
  - anxiety
  - transitioning
  - negativity towards self
  - difficulty in social situations
  - threatening language/behaviors towards peers
- Have academic needs that require assessment, teachers have used all available resources, records show several years of RTL supports, but student attitudes are now changing because they are recognizing that their learning is impacted - leading to more SEL issues. Defeated attitude when they see peers continually having success. Gap is widening as they get older

### Analysis of Learning Progressions

- After a detailed analysis of the Deep Learning Progressions by staff, the following observations provide further evidence to support our goals and place our school in the limited to emerging range, particularly in the Character Dimension:
  - Self-Directed Learners (Limited Evidence)
    - students struggle with brainstorming and coming up with their own ideas
    - teachers often find that students need to be told what they are interested in and what they want to do
    - students often place a lack of importance on making errors
  - Grit, tenacity, perseverance, resilience (Emerging)

- we are seeing an increase in the number of students that are willing to work independently
- Not as many outbursts/SEL issues this year when students are asked to complete tasks
- Empathy/Compassion/Integrity (Limited Evidence)
  - groups of students who do not always have a lot of positive comments towards each other
  - Have students that are afraid to express knowledge because of the reactions of others
  - many students in senior/junior high are at a developmental stage where their critical thinking is focused around evaluating each other
- Leveraging Digital (Emerging)
  - students are beginning to recognize how leveraging digital will help with learning
  - with assistive technology, students are realizing that it is required for success
  - students are finding their own ways to use digital
  - overall increased comfort level with technology

### **Year-end Summary of Progress. What evidence do you have to support this progress? How well did you answer your strategic question?**

Our Staff has designed and created many learning opportunities over the course of this year to support SEL and Deep Learning initiatives:

- We have created an Indigenous Alliance group that meets at least once every cycle and engages in various cultural activities. They also participate regularly in the provincial Indigenous Alliance meetings
- Our school has participated in cultural event days such as Orange Shirt Day
- Teachers are developing reading resources in their classrooms and in the Learning Commons that have Indigenous themes
- Teachers have created SEL classrooms on google classroom that students are using in the classroom
- Noticeable decrease in office referrals
- More positive teacher-student relationships than we have seen in the past
- Teachers making more connections between what students are interested in and curriculum
- Over the past two years, we are noticing students who struggled with work/behavior in elementary who are now more respectful and have improved their work ethic
- Fewer incidents of verbal arguments between teacher/students/admin
- more collaboration occurring in classrooms with less pressure of formal exams
- Restorative practices are being regularly used - even older students are looking forward to talking circles, etc...being linked to curriculum
- Made large investments in sensory items (grant) -
  - Teachers are taking grant/prize money from other sources to purchase more sensory resources for classrooms - flexible seating, fidgets, desk bands, sensory bins - done throughout K-6

- Created a sensory room - not being used solely for discipline, being used voluntarily by students who need SEL support
- Students are recognizing when they need a sensory break (sensory room, walk, fidgets, centers, bouncy bands, bouncy chairs)
- More students using these materials and Other students are accepting of the fact that there are students in their class that need to use these materials
- More of an understanding, students don't usually ask for these materials unless they need it, has not become a distraction, not being abused
- Careers course has created a sensory shop to sell small sensory items to students
- PASS
  - Students have the opportunity to work one on one with teacher
  - A lot of time used for SEL/check-ins, not all about work
- School Development data shows 73.7% of our students felt they have different strategies for learning compared to 54% province
- Indigenous students
  - Enjoy being a part of the group, coming together
  - Providing them with leadership roles, know their being recognized
  - Parents/guardians messaging staff to ask about particular activities the group could do
  - Grants for building komatiks/ seal skin work, soapstone from safe and caring schools and Brilliant labs
  - Teachers are working together to provide the time for this group to happen during the schedule
  - 100% attendance, students continually asking when and what they will be doing next
  - Prior to starting this group, school did what we could to include them in our culture/activities, etc., - students have really embraced the efforts made to include their culture
  - Expanding our indigenous literature resources
  - School is providing an opportunity for family members of children in care who do not live together to see each other during the day
  - Attempting to encourage/ensure older students know resources available to them after high school such as grants for post-secondary, knowing that they have to apply for indigenous status at 18
  - Celebrated World Indigenous People's Day in K-12 (Inuit games, Read-alouds, Beadwork, Smudging, Cooking)
  - Easter Games - Outdoor activities and boil-up
  - Tech classes created 3D prints of feathers for all students for World Indigenous Day and Inukshuks for the Indigenous group
- Literacy group has been active (K-6)
  - bulletin boards around the school based on literacy and school spirit
  - Book Bucks
  - Book character Day
  - Tech classes created 3D prints for the literacy committee
- Many classes participated in learning to grow herbs throughout the building

- Several classes participated in green screen projects with equipment from Brilliant Labs - Snow Globes, COVID news reports
- Classes win 1st and 2nd in NL Hydro's Taking Charge contest through song writing
- coding is occurring across the grades and curriculum, particularly through the use of resources in our Library Learning Commons
- Library Learning Commons has been filled with engaging learning resources such as reading nooks, snap circuits, Light Tables, Light Cubes, Listening center, arts/crafts materials, makey-makey spaces, Squoosh Chairs, My Safe Space Cars, lego wall
- Students are learning to work independently and in groups through the grade levels on research projects of interest to them
- Teachers are regularly taking students outdoors for lessons
- movement is being incorporated into classes such as math
- We celebrated mental health week by providing students with sessions throughout the week on mental and physical well-being
- We hold spirit weeks throughout the year
- We celebrate days such as World Down Syndrome Day to support affected students in our building
- Staff is attending LGTBQ meetings
- Staff participated in ASSIST Training
- Staff participated in AIMS Training

### Next Steps...

- Focus on Character - how can teachers incorporate this aspect of Deep Learning into the classroom and try to move from limited/emerging to higher levels of the Deep Learning rubric
  - PD with Sherra Robinson is planned in December to help staff engage in ways to incorporate this into the classroom and lesson plans
  - As a staff, we have committed to taking time in staff meetings for individuals and groups to present research on character development and how they have incorporated it into lessons to promote learning amongst all staff
- Need to continue to push for expanded guidance services...guidance changes every year
  - Kids with trauma need time to build consistency/trust in relationships
  - Have kids who are talking more with teachers about their backgrounds, personal issues...these relationships are somewhat lost each year as students move on to new teachers, guidance position changes
- Continue to avail of Jordan's Principle
  - Has been a game changer - more consistent classroom support for specific students
  - Still have more students who need to avail of this

- RTL's are demonstrating we have SEL and academic needs that support us availing of this resource even more
- Funds
  - For tv for sensory room to play calming music, visuals
  - Audio system for sensory room
- Continue to have school-wide events such as spirit weeks, book fairs, indigenous events, literacy carnivals
- Continue to plan literacy initiatives every month
- Promote activities such as Genius Hour
- Promote the use of Passion projects
- Continue to leverage digital with the use of apps such as Zorbis, Raz Kids, Epic, and the use of coding tools such as Ozobots, Makey-Makeys
  - Make use of Doodle boards in Primary
- Participate in Green Sprouts and Green Thumbs initiatives
- Continue to Promote our Indigenous alliance and various initiatives around the school. This will include inviting non-indigenous students into the group to provide opportunities for culture sharing
- Encourage classes to participate in the Provincial Indigenous Alliance
- Begin moving to standards based grading in 7-9
- Looking into Mental Health Training for Staff