

2020-21
Annual School Development Report

Fogo Island Central Academy



School Mission:

Fogo Island Central Academy will strive to create an inclusive and effective learning environment that emphasizes respect and diversity, while promoting pride, achievement, leadership, and student growth.

Preamble

In this section provide an update about the School Development process in your school this year. (Be as specific as possible.)

Commentary to include:

Description of all the learning that has occurred in your school about the new model.

- What learning occurred?
- How did you support the learning? (individual/cohorts/Code 77 days/other)
- Who was involved?

Description of all work completed with the new model

- reviewed all/some of the determinants
- reviewed data/guiding questions associated with the determinants
- completed review of the determinants and identified strategic issues
- identified actions associated with the strategic issues
- provide an update on actions implemented

If still working from previous model, provide an update on progress of action plans and plans for next steps around starting the new process

- Determinants were presented at our first staff meeting. Have been incorporated throughout the year in *Hawk's Nest* (our weekly staff newsletters). Educators were asked to use the determinants as part of their own professional learning throughout the year.
- Staff participated in PL during May 2021 - "Noticings and Wonderings" for the new model were discussed. A thorough review of each determinant and sharing circle followed - utilizing the evidence that was collected in the PMF (2019/2020), At-Risk/Failing Students (7-12), BEV Tables (K-6, 7-12), and teacher observations. Identifying possible strategic issues, these include: *Collective Efficacy, Instructional Practices, Assessment Practices, and Wellness and Positive Relationships*
- Teachers were provided with time to develop their own *Personal Growth Plans* as part of Professional Learning opportunities during school-wide closeouts.
- Members of the Leadership Team as well as identified *learning leaders* in the school reviewed Staff, Family and Student voice surveys which were conducted during the Spring (2021).
- Several student-centered groups have been sustained or created to allow for student-lead school initiatives (Student Leadership, Gender & Sexuality Alliance, Mental Health and Wellness Committee)

Strategic Issue/ Goal:

Educator and student wellness has been significantly impacted by Covid19 protocols, changes to school-based and district evaluation policies, and a perceived lack of respect for the integrity and dignity of all. (Wellness and Positive Relationships & Optimal Learning Environments) /

To foster a safe, caring and inclusive school climate that promotes learning and engagement for all.

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

Evidence used to identify strategic issue:

As part of a series of consultations with students, educators and family members, participants were asked what issues needed to be addressed in our school which would promote school improvement and engagement. Overwhelmingly, themes of *respect/dignity, accountability (for learning) and socioemotional learning for all* appeared in responses. Within this data, participants argue for greater student and teacher accountability, while building relationships and promoting engagement.

| Teachers/Educators | Families | Students |
|--|--|--|
| <p>Question: What expectations/supports should be established for all students? List as many as you can.”</p> <p>Sample Responses:</p> <ul style="list-style-type: none"> • <i>“Handing assigned work in extremely late and poorly done Students should put an honest effort into their work and get their assignments in on time.”</i> • <i>“Attendance needs to be prioritized - students should be held accountable for work missed when out of school; Students should be held accountable when they leave school/class without permission”</i> • <i>“Provide ALL our students with relationship-based rituals (greetings, check-ins), common language to discuss</i> | <p>Question: What expectations/supports should be established for ALL families/students (parents & guardians)? List as many as you can.”</p> <p>Sample Responses:</p> <ul style="list-style-type: none"> • <i>“Respectful interactions that allow for back and forth Input from both sides. Disrespect or abuse will not be tolerated from either side”</i> • <i>“Involve parents in any disciplinary action to create more continuity between school and home environment and allow for their input”</i> • <i>“Respect for education and teachers starts at home. Children hear their parents talking about the school system/teachers and that carries over</i> | <p>Question: What comments or suggestions to have?</p> <p>Sample Responses:</p> <ul style="list-style-type: none"> • <i>“Stop making us have double math and double English all the time we can’t learn anything if the teachers are trying to cram a lot of stuff in our heads we needs time to prosses it and understand having double maybe tripled periods is only hurting out education not helping them”</i> • <i>“I think teachers should be more open and understanding about someone that is struggling with their work or just struggling mentally with having the motivation to do anything in school.”</i> • <i>“Do less notes and a bit more things that</i> |

self awareness and self regulation, school-wide approach to social-emotional learning, coaching to support capacity around lagging skills."

Question: What expectations/supports should be established for all staff? List as many as you can."

Sample Responses:

- *"Teachers need to lead by example and get to class on time, not use their phone in class for non class related things, dress properly, treat the students with respect and remove the student when needing to talk to them about private matters have high expectations for our students and hold them to it."*
- *"Routine, predictable structure that is consistent in ALL grades, regulated adults who can handle others' emotions, accountability, a movement from lesson planning to lesson designing with collaborative partnerships within our school community (adequately addressing the learning needs will inherently diminish the behavioral outbursts), consistent messaging/handling from administration when dealing with accelerated behavioral referrals."*

into their own opinions and attitudes at school"

- *"There needs to be discipline when rules are broken or another students right are violated but it needs to be fair and the same for ALL students with no favouritism. Create an environment where students can work out their issues together (supervised or course) not a he-said-she-said."*
- *"The teachers need to regain their authority and respect from the students but not in punitive ways. Respect is earned not gained."*
- *"Students need to feel safe and respected in their school environment. They need to feel heard and valued. They have opinions and thoughts that deserve to be heard and can have great value"*

Students are expected to follow the rules set out by the school and there should be consequences if they don't. Bring back detention where they have to do EXTRA work when being punished, not less by being sent home or sitting in the office cubicle"

interest everyone in the classroom."

- *"Make it more fun and honestly just have more energy(like crack a joke every now and then or something), because i'm not going to want to learn if i'm being taught by a contrary teacher that got no energy or the subject we're talking about is too boring"*
- *"One lesson I can think about is the passion project because I really felt engaged because I was making something I really liked what I was at by make something done."*

This data is also consistent with *School Development Survey* results (2021) which indicate that our *Teacher-Student Relationships*, while still better than provincial numbers, identifies a large portion of our population who feel disconnected from their teachers - Whereby approximately 33% of our students responded negatively to questions regarding connections made between educators and our learners. This information is available in the table below.

TEACHER-STUDENT RELATIONSHIPS - How strong the social connection is between teachers and students.

| | | | | | | |
|--|------|------|------|------|------|------|
| How many of your teachers are respectful towards you? | 6.5 | 6.5 | 87.1 | 16.5 | 13.9 | 69.7 |
| If you were upset in class, how many of your teachers would be concerned? | 35.5 | 6.5 | 58.1 | 32.6 | 17.8 | 49.7 |
| If you came back to visit this school three years from now, how many of your teachers would be excited to see you? | 38.7 | 12.9 | 48.4 | 41.9 | 21.4 | 36.6 |
| When your teachers ask how you are doing, how many of them are really interested in your answer? | 35.5 | 19.4 | 45.2 | 39.7 | 23.8 | 36.5 |
| How many of your teachers would you be excited to have again in the future? | 32.3 | 25.8 | 41.9 | 38.3 | 23.6 | 38.1 |

TEACHER-STUDENT RELATIONSHIPS

SCHOOL



PROVINCE



In addition, many students indicated that they were often distracted by others when they were engaged in their school work; where nearly **60% of Grade 3 - 4 participants responded that the actions of others disrupted their learning while they were at school.**

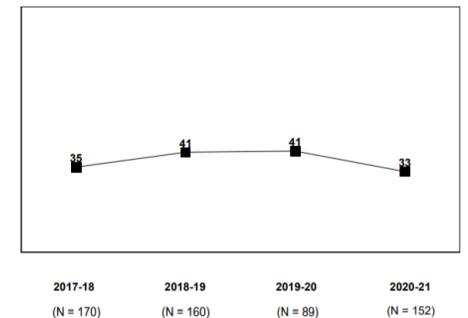
SCHOOL CLIMATE - Perceptions of the overall social and learning climate of the school.

| | | | | | | |
|--|------|------|------|------|------|------|
| How positive or negative does your school feel for you? | 4.2 | 20.8 | 75.0 | 6.7 | 10.4 | 82.9 |
| How fair or unfair are the rules for the students at your school? | 4.2 | 12.5 | 83.3 | 10.1 | 6.6 | 83.3 |
| At your school, how much do the actions of other students disrupt or help your learning? | 58.3 | 8.3 | 33.3 | 36.6 | 15.5 | 47.9 |
| How often do your teachers seem excited to be teaching your class? | 0.0 | 12.5 | 87.5 | 5.2 | 9.8 | 84.9 |

In addition to this, school engagement for our students has hit a four year low - with only 33% of survey participants recording positive responses to questions as part of our *Performance Measurement Framework* (PMF) for 2021. Within this data, the following statements hold true:

- Over 60% of all students are **not quite** or **extremely** interested in the learning opportunities at school
- Nearly 90% do **not frequently** or **quite often** talk about school at home
- Over 60% reported their peers **not** being **quite** or **always interested** in participating in school activities/learning opportunities

Trend Data



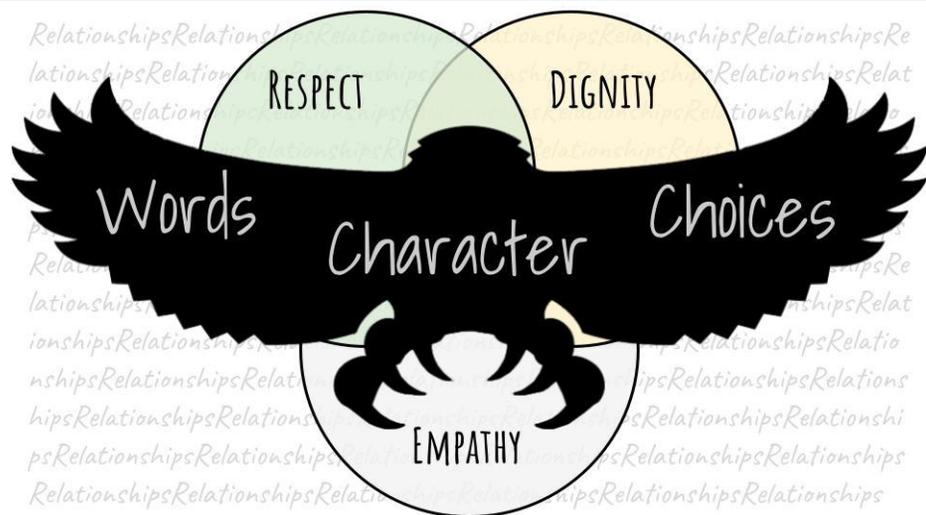
Year End Summary of Progress

Whereas the educators and staff at Fogo Island Central Academy were engaged in collecting and analyzing data throughout the 2020/2021 school year, many actionable items to address our strategic issue were on hold to be implemented in the 2021/2022 school year. Presently, the following action items have been identified:

- Reimagining the school *code of conduct* to create greater consistency and cohesion between all grade levels (clarify student, staff and family expectations) - with an intentional focus on *relationships* and *restorative practices*
- Allow opportunities for student voice in the classroom in the design of learning opportunities and assessments.
- Design and implement a localized, coherent system of accountability that consistently and equitably administers consequences for student lateness, inappropriate language, missing/incomplete assessments, device use and attendance (7 - 12 only)
- Focus on student/staff socioemotional learning and relationship building through restorative discipline. Develop a “best practice” approach for all educators by reimagining our school discipline policies (reinforce the Safe & Caring Schools Policy, NLTA Code of Ethics and RJE models for education)
- Create a series of murals related to the *Expectations for All* framework - incorporate school-wide day of activities focusing on school climate and culture. Focus on Connection to Place - Fogo Island culture and heritage
- Create and implement mini-surveys for students that measure indicators related to teacher-student relationships, school climate & culture, and engagement.
- Establish a Data Team for the purposes of implementing responsive interventions

Evidence and Next Steps:

To date, our code of conduct has been reimagined into the *Expectations for All* framework. There are three **pillars** (Respect, Dignity and Empathy for All) to guide our *thinking*, three **domains** to guide our *actions* (Words, Choices and Character), and 20 statements to hold us accountable to each other. This framework has been shared with our families through our school Newsletter, website and email. It also appears in our Family Handbook, and is being discussed among district level teams as an exemplar moving forward with the revision of the *Safe and Caring Schools Policy*. In addition, measures to ensure student accountability have been implemented in our 7 - 12 division, providing clear direction regarding consequences for lateness and inappropriate language. This work will continue throughout term I as we incorporate missing/incomplete work and being prepared for learning.



| RESPECT FOR ALL | DIGNITY FOR ALL | EMPATHY FOR ALL |
|---|---|---|
| EVERYONE IN OUR SCHOOL IS TREATED AS AN EQUAL AND CELEBRATED FOR THEIR DIVERSITY. | EVERYONE IN OUR SCHOOL IS WORTHY OF SUPPORT AND OPPORTUNITIES TO GROW AS A LEARNER. | EVERYONE IN OUR SCHOOL WILL WORK TO UNDERSTAND AND HONOUR THE FEELINGS OF OTHERS. |

We recognize that there is much work left to do as we now incorporate this new model into our school practices. To ensure we have meaningful depth, spread and ownership of this vision and values, the following work needs to continue:

- Posters displaying the framework need to be printed and on display in hallways, classrooms and other learning spaces
- A continued effort to connect this work with families is ongoing - a piece now appears in the Hawk's Landing Newsletter inviting parents to speak with their children about school through this lens
- Our accountability policies need to be reimagined through a Restorative Lens; school level leadership will be working with district Safe and Inclusive itinerants to ensure this work is completed in this school year (drafted date by March 2022)
- The Mural Project is being lead by Mrs. Catherine Hoven - ongoing work that will be completed over the next 3 - 5 years
- Mini-surveys and Data Team still need to be established. The administration will be engaging the School Council in this work.

Strategic Issue/ Goal:

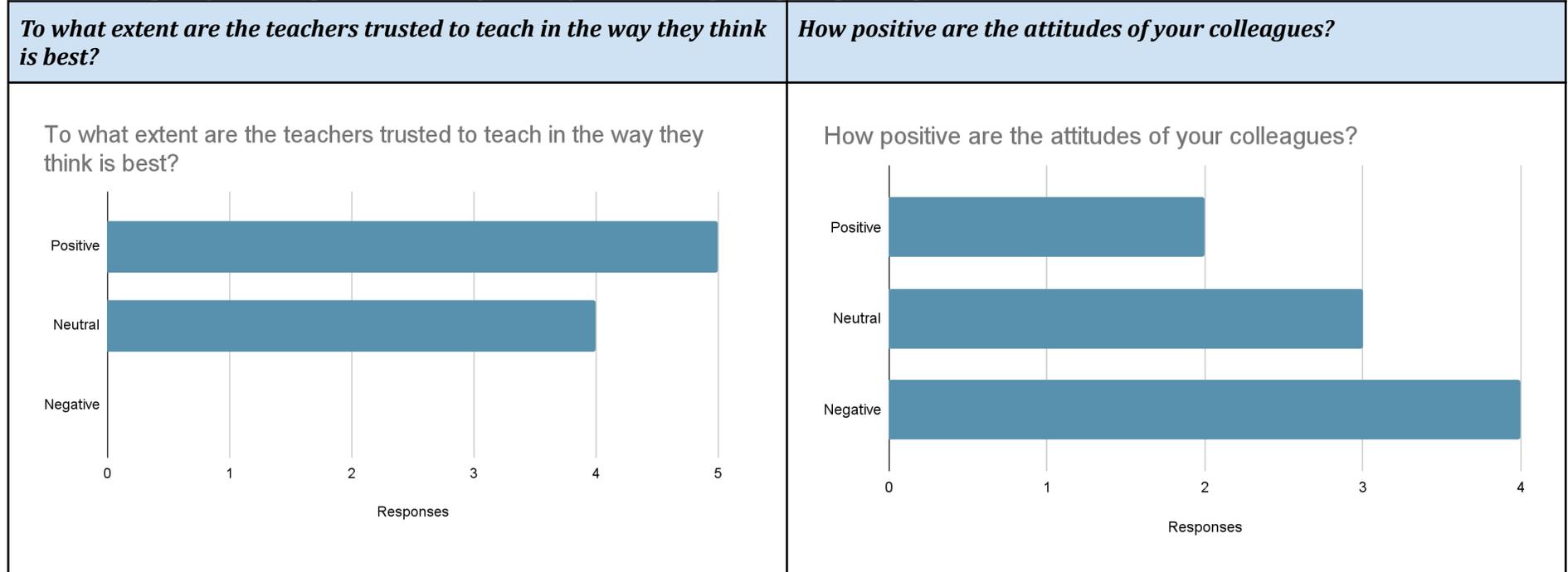
A perceived disjointedness between all stakeholders has created an environment where decisions are often inconsistent, collaborative PL opportunities for learning are weakened, and belief about potential impact and efficacy is reduced. A focus on leadership and teacher/student efficacy is a priority. (Collective Efficacy and Leadership) /

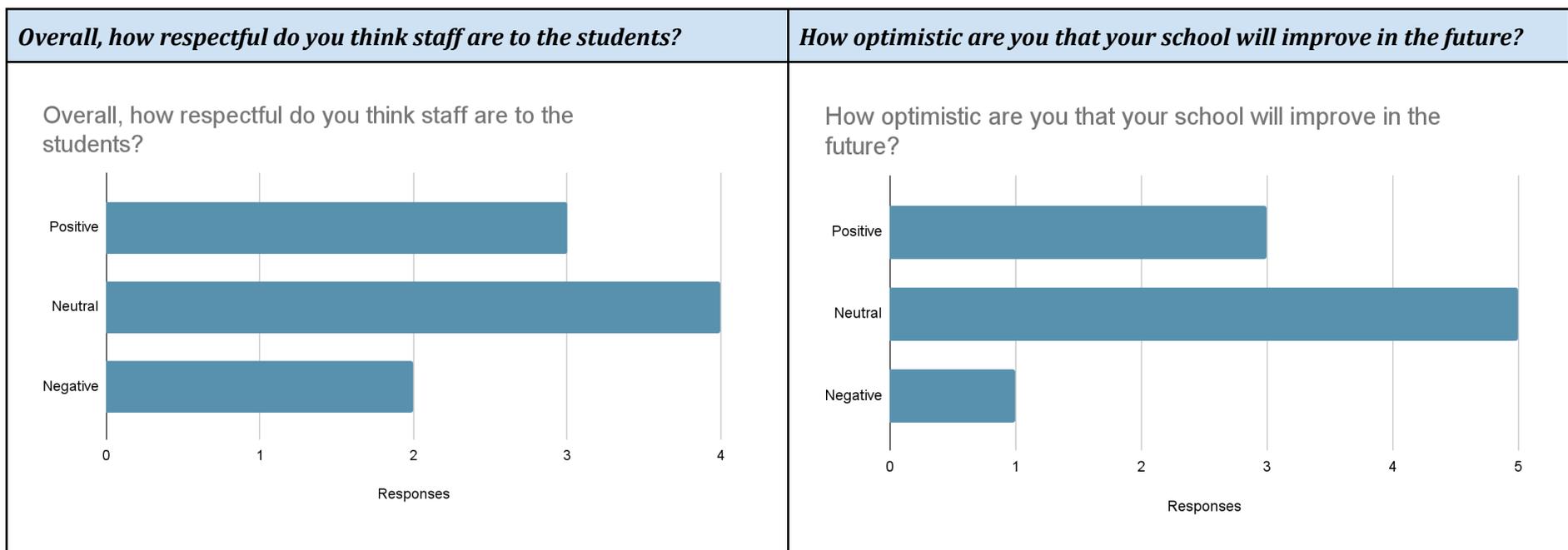
To create a more cohesive, collegial and professional learning environment for our educators, staff, and students (ie. learners)

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

In a collaborative discussion that was facilitated by the Leadership Team, teachers expressed concern regarding a lack of consistency among the educators in the building when it came to teaching practices, student services, discipline issues, and assessment practices. Because of this, many teachers felt as though they were “left to their own devices” or simply “treading water”. When addressing student discipline, examples were provided where they did not “trust” the administration to be able to support them, or help them when holding students accountable for inappropriate behavior. A lack of consistent, focused direction within the building was associated with feelings of frustration and lost hope.

This anecdotal evidence was consistent with PMF Data (2021) that indicated positive responses for a *Positive School Climate* was at **54.4% - a 15.5% decrease from the previous school year**. The data indicates that there is a wide discrepancy between how educators in the building perceive the actions of their colleagues (trust and positive attitude) and only some are expecting things to improve in the future.





This data was again consistent with results from our School Development Survey (2020) in areas related to *Professional Learning* - whereby, overwhelmingly, educators felt they were not being supported in their own growth and lacked input on opportunities provided to them.

PROFESSIONAL LEARNING

| | | | | | | |
|--|------|------|------|------|------|------|
| At your school, how valuable are the available professional development opportunities? | 26.7 | 33.3 | 40.0 | 16.8 | 34.3 | 48.9 |
| How helpful are your co-workers' ideas for improving your work? | 6.7 | 40.0 | 53.3 | 7.5 | 23.7 | 68.7 |
| How much input do you have into individualizing your own professional development opportunities? | 40.0 | 46.7 | 13.3 | 19.0 | 29.9 | 51.1 |
| Through working at your school, how many new strategies for your job have you learned? | 27.3 | 36.4 | 36.4 | 21.0 | 30.8 | 48.2 |
| Overall, how much do you learn from the leaders at your school? | 13.3 | 53.3 | 33.3 | 13.1 | 32.2 | 54.6 |
| How often do your professional development opportunities help you explore new ideas? | 20.0 | 53.3 | 26.7 | 19.3 | 35.3 | 45.4 |
| How relevant have your professional development opportunities been to your work? | 26.7 | 53.3 | 20.0 | 22.7 | 41.9 | 35.4 |
| Overall, how supportive has your school been of your professional growth? | 46.7 | 26.7 | 26.7 | 21.6 | 34.8 | 43.6 |



Specifically, under educators' perception of leadership, two areas of growth were identified - where nearly 25% of respondents indicated that administrators did not have knowledge about what was going on in classrooms, and over 50% of participants responded negatively to the effectiveness of school leaders establishing rules for students that support their learning.

SCHOOL LEADERSHIP - Perceptions of the school leadership's effectiveness.

| | | | | | | |
|--|------|------|------|------|------|------|
| How positive is the tone that school leaders set for the culture of the school? | 15.4 | 7.7 | 76.9 | 8.1 | 15.6 | 76.3 |
| For your school leaders, how important is teacher satisfaction? | 7.7 | 30.8 | 61.5 | 9.4 | 16.6 | 74.0 |
| Overall, how positive is the influence of the school leaders on the quality of your teaching? | 15.4 | 15.4 | 69.2 | 10.0 | 18.4 | 71.5 |
| How effectively do school leaders communicate important information to teachers? | 0.0 | 7.7 | 92.3 | 9.4 | 16.4 | 74.1 |
| How knowledgeable are your school leaders about what is going on in teachers' classrooms? | 23.1 | 15.4 | 61.5 | 10.9 | 21.9 | 67.2 |
| How responsive are school leaders to your feedback? | 7.7 | 15.4 | 76.9 | 9.8 | 18.8 | 71.4 |
| How effective are the school leaders at developing rules for students that support their learning? | 23.1 | 30.8 | 46.2 | 8.2 | 19.4 | 72.4 |
| How clearly do your school leaders identify their expectations for teachers? | 7.7 | 23.1 | 69.2 | 6.5 | 16.2 | 77.3 |
| When the school makes important decisions, how much input do teachers have? | 7.7 | 38.5 | 53.8 | 15.7 | 31.1 | 53.3 |

Correlating with this data, many of our 7 - 12 students reported they are not prepared to meet the most difficult or challenging tasks for their learning. Where over 60% of participants responded that they are not confident in their ability to remember their learning from one year to the next, 40% were not confident that they could learn all the material presented in class, and ~25% were not confident that they could complete all assigned work.

Student Responses (SDP Surveys 2021)

SELF-EFFICACY - How much students believe they can succeed in achieving academic outcomes.

| | | | | | | |
|--|------|------|------|------|------|------|
| How confident are you that you can complete all the work that is assigned in your classes? | 24.2 | 38.5 | 37.4 | 27.8 | 23.8 | 48.4 |
| When complicated ideas are presented in class, how confident are you that you can understand them? | 38.9 | 32.2 | 28.9 | 30.3 | 33.8 | 35.9 |
| How confident are you that you can learn all the material presented in your classes? | 37.4 | 29.7 | 33.0 | 27.3 | 29.8 | 43.0 |
| How confident are you that you can do the hardest work that is assigned in your classes? | 41.6 | 31.5 | 27.0 | 35.4 | 29.2 | 35.4 |
| How confident are you that you will remember what you learned in your current classes, next year? | 63.7 | 23.1 | 13.2 | 55.9 | 27.8 | 16.3 |

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

(As your plan is still fairly new and the school did not have a great deal of time to “action” the work - please add some general comments regarding your anticipated actions / work / focus for June and the 2021-2022 school year.)

Collaborative Planning Time (Intermediate/Secondary)

To ensure that our staff have the opportunity to meet and collaboratively discuss student learning and plan for intervention, *Teaching and Learning Teams (TLTS)* have been formed in the Intermediate/Secondary division based subject. One hour of planning time with a member of our Service Delivery Team has now been embedded in our schedule with a focus on tiering learning opportunities and incorporating the Universal Design for Learning in our lesson planning.

“Go and Grow” Opportunities for Professional Growth

Professional Learning time has been allocated to all teachers to participate in Go & Grow learning - whereby a teacher shadows another and provides feedback on their pedagogical and/or instructional practice. Scheduling for this professional learning will take place throughout the 2021/2022 school year and focus on incorporating the Universal Design for Learning and Tiering into our lesson design.

Accountability and Restorative Discipline

Clear guidelines have been established and distributed to teachers regarding the accountability and consequences for inappropriate language, lateness, and the completion of assigned work. This policy was distributed and enacted as of September 2021 and has been supported by families, staff and students. The administration continues to share information with staff and families on their ongoing efforts to address inappropriate behaviors through a Restorative approach and intends to have a completed policy document by March 2022. A committee will be struck by December 2021 to engage in this work.

Strengthening our Leadership Capacity

An outside agency has been established to support the Leadership Team at Fogo Island Central Academy as they remain responsive to the needs of our students, families and staff. Conferencing with leadership team members began in September of 2021 with the intent to strengthen the collective professional capital of the team as they support all learners.

Next Steps:

(As your plan is still fairly new, please share how you plan to implement and move forward with your focus in September 2021-2022. Feel free to include any insights for learning in this area.)

As we enter into the 2021/2022 school year, the active monitoring of assessment and climate/culture data will become part of our practice. This includes but is not limited to, analyzing and identifying trends in the following areas:

- Academic Data
- Attendance (K - 12)
- Review 360 - Accountability/Discipline Incidents
- Ad hoc SEL Check In's - to be facilitated school wide

The intentional use of data and collaborative conversations will also be integrated into our monthly staff meetings, teaching and learning team meetings, and school council meetings.