

2020-21
Annual School Development Report

Preamble Section (To be completed by all schools regardless of where are with the new/old process)

Commentary to include:

- Description of all the learning that has occurred in your school about the new model.
 - o All teachers have had the opportunity to identify the strengths and gaps of each determinant.
 - o We reviewed the meaning of each determinant and discussed what this looks like in a school, what would you see if these items are present in a school.
 - o All teaching staff, TLAs and student assistants were involved in this discussion and given the opportunity to identify the strengths and issues that they feel are present in the school.

- Description of all work completed with the new model
 - o All teachers have had the opportunity to identify the strengths and gaps of each determinant.
 - o We reviewed the meaning of each of the seven determinants and had conversations using the guiding questions. We discussed what each looks like in a school, what would you see if these items are present in a school.
 - o All teaching staff, TLAs and student assistants were involved in this discussion and given the opportunity to identify the strengths and issues that they feel are present in the school.
 - o The data review was completed by administration and presented to all staff, this data was then used as a starting point to help us identify the strategic issues. Once completed we identify the action steps to help us attain the goal for this school year.

Strategic Issue/ Goal: Teachers recognize the need to collectively improve on teaching and learning which requires a lifelong learning mindset.

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

22% of students feel engaged

40% of students feel valued members of the school community

Gradebook- heavy assessments with summative assessments and paper/pencil assessments

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

NPDL committee established and PL attended

“I can statements” were developed and implemented in many 7-12 classrooms. However, consistency needs to be improved across all subject and grade levels

I can statements developed, used by teachers but not communicated to students K-6

Student autonomy has greatly increased in areas where teachers implemented their learning regarding the 6Cs

Student engagement has increased where teachers implemented their learning regarding the 6Cs, implemented in many individual subjects

This has not been implemented in 7-12

Math/Sci. practices have diversified (No progress has been made in other progress areas of PL

Next Steps:

Continue to work with NPDL committee and increase staff involvement

Continue to work towards full implementation of “I can statements” K-12

All teachers addressing their personal gaps on the Deep Learning Progression scale

- 6Cs posters to be displayed in all classrooms

Extend projects to be cross-curricular (K-6)

Create, maintain, and schedule collaborative sessions K-12. Schedule blocked time for a collaborative session with sharing & working opportunities K-12
Incorporating all curriculum areas for sharing best practices. Revise PLC structure

Strategic Issue/ To engage systemic, whole school change where SEL is promoted daily

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

Review 360 reports

28% of students felt a positive school climate

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

Very little to no progress on “day-to-day/school-wide” implementation

Being implemented in various subjects, health, religion, and social studies

Very little to no progress on “day-to-day/school-wide” implementation

Implemented in each class but different tools being taught, different language being used

Very little to no progress on “day-to-day/school-wide” implementation

Multiple grade levels have actively participated in recognizing student voice and diversity

Multiple new clubs and activities were developed and implemented regarding the COVID restrictions

amp up Facebook posts number of posts and community interaction increased during the 2020-2021 school year

-classes take on a spirit month idea gr.7 & 8 students completed the interactive bulletin board in the school’s common area/ gr.

11 students organized Halloween dress-up week/ Ordered numerous student texts appropriate to diversified student voice/Gr.

10 Social Studies plan to complete Rainbow benches to promote inclusivity and safe space

- Revamped student awards ceremony to recognize grade levels achievements throughout the year

- 3-6 student council members took turns planning a spirit day for each month (when permitted)

- cross country skiing (5 and 6)

- Harry Potter club (3 - 8)
- Sewing club (4-12)
- online showcase of student awards
- scholar athletes identified in jr high
- Nature Club (2/3)
- Great Kindness Challenge (K-12)
- SEL bulletin board (k-6)
- NED talk, created a NED zone (K-6)

Next Steps:

Build student understanding of 6Cs

School-wide re-culturing based on the 6Cs

Use student-friendly progression charts to identify current realities (September)

Highlight 6Cs in each room with visual display

2.2 Division-wide SEL tools and language

2.2 SEL folder for teachers

2.3 Continue with current practices

- incorporate school-wide practices and make more consistent

2.4 Continue to access virtual presentations and experiences as a common practice

- incorporate extracurricular for K-6
- Digital birthday announcement in hallways