

# 2020-21 Annual School Development Report

St. Joseph's Elementary



*St. Joseph's Elementary is dedicated to fostering a welcoming, respectful, and caring school community. We strive to achieve our fullest potential by providing a collaborative, interactive, and stimulating approach to education that is inclusive to all learners. At SJE we celebrate the successes of all within a safe and healthy learning environment.*

## *Introduction*

Despite the challenges of Covid-19, St. Joseph's Elementary is pleased to provide our stakeholders and the public this copy of our Annual School Report for the 2020-2021 school year. This report has been produced under the new provincial model of School Development.

In 2019-2020, SJE staff operated under a revised school plan for that year under the old model. Much of the work was completed through Professional Learning Communities whose focus was instruction and assessment for the 21st Century Learner and an introduction to Deep Learning philosophy and practices.

In 2020-2021, SJE staff received ongoing professional learning of the school development under the new provincial model. Much of this learning took place at each staff meeting where a learning block was a part of each agenda facilitated by the principal. In the fall of the same year, the school assembled a new lead school development team that worked with staff to develop a new plan for SJE under this new model.

During staff meetings, school close outs for professional learning and lead team cohort days, SJE staff celebrated the achievements of our past school plans and began the work on our new plan. After some self reflection activities, all determinants of the new model were reviewed and guiding questions were used to bring staff into valid data-based decisions of our main strategic issues. Staff not only engaged in conversations around PMF data and report cards, but also listened to the voices of our students through jamboard activities to which they contributed.

The main critical issues for SJE were identified under the determinants of Wellness & Positive Relationships and Evidence-based Decisions. In October of 2020, the lead team gathered all staff strategic input for these issues and developed the plan. In the winter of 2021, the staff once more reviewed the plan and added final recommendations. By March 2021, the plan began implementation. A year end summary is provided in this document of progress and challenges last school year.

In September 2021, this new plan will guide our school and we look forward to the positive changes it will bring. The lead team and staff will chart progress and make necessary adjustments as needed within the school year. This plan will be shared to all school stakeholders.

**Strategic Issue:** To promote and encourage wellness and positive relationships in the school for students and staff.

**Evidence used to identify strategic issue:**

Staff concern of pandemic and negative effects on physical and mental well being of school community

Concern of physical health of students (staff, school council dialogue)

Concern of mental well-being of students (covid, staff concerns, school council concerns)

Lack of competencies of SEL and digital literacy being taught

Family involvement decrease due to pandemic

R360 data shows trend in decline of social skills

PMF data on bullying and student voice through jamboard feedback

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
Complete school health assessment in Comprehensive School health Framework to gauge school health & identify concerns and strategies for improvement.	Admin, PE teacher	June 2021	Assessment was complete and findings presented to stakeholders.
Establish Active School expectations, routines, and programs in the school.	Admin, PE teacher	September 2021	Step Out for 15 - Record/tracking of physical activity (tracking sheets); every class is supporting daily physical activity of students
Professional learning opportunities for staff related to health and well-being.	Admin; guidance; SI itinerant	September 2021	PL was offered to staff. Overall greater staff efficacy(confidence) related to teaching and supporting better mental well-being for students.
Refine and implement a program relating to SEL (character education).	SI Team	September 2021	Program chosen early in the year and implemented consistently throughout the school year. Overall school morale is more positive and less conflict between students (Less 360 reports).
Utilizing guidance counsellor and safe and	Admin	September	Guidance counsellor time is utilized where possible to

caring schools itinerant for chances to learn and practice SEL.		<b>2021</b>	implement classroom/student SEL programs. Itinerant is used to implement SEL programs. Overall school morale is more positive and less conflict between students (Less 360 reports).
Implement a healthy eating initiative to support and encourage overall student health (breakfast program, healthy eating club).	<b>School Council, Staff, Admin, KES</b>	<b>January 2021</b>	Program chosen early in the year and implemented consistently throughout the school year. Program is operating into the new school year.
Put an emphasis on fitness components of the phys ed curriculum school wide.	<b>PE teachers</b>	<b>September 2021</b>	Students are more physically capable of performing fitness activities during the school day.
Offer more opportunity for physical activity at lunchtime and after school for students.	<b>All staff and Admin, volunteers</b>	<b>September 2021</b>	In keeping with covid guidelines and policies the school will give opportunities for physical activity through Play 4 Fun, Primary Achievement, Participation Nation and more school-based clubs
Schedule relevant digital literacy lessons on a regular basis.	<b>Admin, SI Team, Staff</b>	<b>September 2021</b>	Staff work together to select a relevant digital literacy program, or compile relevant lessons to create an individualized program Scheduled in a school calendar Students are more aware of their digital footprint Students relate to the relevant digital literacy lessons and use this new knowledge in their everyday lives
Continue to communicate important information regarding student health and well-being to parents.	<b>SI team, Admin</b>	<b>September 2021</b>	Communication is made through class groups/emails/phone calls and families are kept up to date with ongoing school initiatives, and student progress and needs.

### Support Plan

Professional Learning Time Required	Financial Support Required
<b>Staff PL sessions through school based sub allocations PI time during close outs with guidance and SI itinerant</b>	KES - \$1000.00 start up funds PE equipment - increase funding x \$1000.00 for resources

## Year-End Summary

Progress on strategic issue	Next Steps
<ol style="list-style-type: none"><li>1. Teachers are concerned about well-being and health of children but are unsure of stepping outside appropriate boundaries.</li><li>2. Digital literacy lessons have been sent out, but not always relevant to children in 2021. These lessons need to be covered more regularly.</li><li>3. Students in elementary are offered lunchtime sports now, however still nothing for primary students.</li><li>4. KES is being implemented now for all students to avail of.</li><li>5. Active school expectations have been established</li><li>6. Guidance counsellor and safe and caring itinerant have been utilized.</li></ol>	<ol style="list-style-type: none"><li>1. Expectations of what teachers should and should not communicate to parents needs to be presented clearly.</li><li>2. Staff (or school board) needs to explore lessons that are more relevant to current issues students are facing in their digital world.</li><li>3. Primary students need to be offered some sort of extra physical activity throughout the school day (recess or lunch time). Duty this year has restricted staff from offering these things, as well as cohorting issues.</li><li>4. Teachers will encourage students to take part in KES each morning, as well as encourage participation/support from parents and outside volunteers. Parents/teachers need to work together to explore healthy lunch ideas for students; this is an area that desperately needs work.</li><li>5. Provide more PL opportunities for staff to be able to provide learning opportunities that promote mental well-being for students and staff</li><li>6. Continue emphasis on fitness</li><li>7. Continue to utilize guidance counselor and SIS itinerant to promote SEL, Restorative Justice practices, etc., as both proactive and reactive measures in the classroom</li><li>8. Look more closely at duty schedules after COVID restrictions ease or change to see what possibilities there are to allow for extra curricular physical activity at lunch time.</li></ol>

**Strategic Issue: To ensure school based teams are established to review, analyze and interpret data to provide an organized plan for learning.**

**Evidence used to identify strategic issue:**

- Phase 3 RTL policies, expectations and changes required to school practices
- Struggling students identified in school assessments - (report cards, BEV, benchmark reading assessments, early reading assessments, formative assessments, etc.)
- Patterns of behaviour identified in Review 360 Reports
- Patterns of attendance issues
- Some possible bullying concerns identified in Performance Measurement Framework Provincial Assessments

<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Evidence of Effectiveness</b>
Ensure TLT meetings are scheduled on a regular basis.	Admin & RTL Team	September 2020-June 2021	Meetings are scheduled on the staff calendar and occur regularly.
All staff will receive PD on how to develop and use RTL forms effectively.	Admin, RS. IRT	September 2020-June 2021	Schedule PD sessions with a program specialist. All teachers come to TLT meetings prepared with collected data on their forms. TLT meetings are productive goal oriented sessions.
Ensure a variety of assessments are completed to guide teaching and learning (differentiate assessments).	Teaching Staff	September 2020-June 2021	Students are being given a variety of ways to demonstrate their learning in the classroom. Lessons accommodate various needs of students.
Ensure TLTs are organized to create effective and efficient programming.	Admin & TLTs	September 2020-June 2021	TLT meetings have established norms, every teacher contributes, meetings meet established goals.
Leadership opportunities for teachers to share their best practices in staff meetings or professional development sessions.	Admin & Staff	September 2020-June 2021	Scheduled sharing sessions at the beginning of staff meetings. Teachers are given the opportunity to lead a session

			during a staff meeting or a PD session.
The Safe and Inclusive Team will have more regular scheduled meetings.	Admin & SI Team	September 2021-2022	SI team will meet monthly
The Safe and Inclusive School Team will review the attendance policy of NLESD with all staff.	SI Team	September 2021	Policy is reviewed early in the year. Last staff meeting of every term consists of attendance follow ups.
Safe and Inclusive School Team will review, analyze and interpret school attendance data at the end of every term.	SI Team	November, March, May 2022	Attendance data is reviewed and presented to staff for action 3x per year by team.
School will address all attendance issues.	SI team, teachers, Admin	September 2021-June 2022	Attendance policy is followed and actioned; Consult guidance counsellor for support data shows an increase in student attendance
Safe and Inclusive School Team will review behavioral/bullying protocol expectations with staff and students.	SI Team	September 2021	Matrix behavior is reviewed with stakeholders Bullying protocol is reviewed with staff
Safe and Inclusive School Team will review, analyze and interpret R360 data each term.	SI Team	November 2021, March, May 2022	R360 data is reviewed and presented to staff for action 3x per year by team

**Support Plan**

Professional Learning Time Required	Financial Support Required
All Phase 3 PL Sessions Staff Meeting time and leave time for leadership opportunities PL time at school level as per district policy PL time allocation for SJE	

## Year-End Summary

Progress on strategic issue	Next Steps
<ol style="list-style-type: none"><li>1. TLT meetings have been scheduled on a regular basis</li><li>2. PD has been completed for TLT</li><li>3. Bullying protocol has been reviewed with all staff</li><li>4. R360 is used to track behavior</li><li>5. Have been addressing and intervening in some specific attendance issues at the school. Team was created and some interventions were set into motion.</li><li>6. Safe and Inclusive Schools Team is currently not meeting on a frequent basis. Reminders of expectations are not frequent but have been covered.</li><li>7. Teachers are given opportunities to share and discuss their own practices at both staff meetings and professional sessions, but teachers do not always volunteer. In an informal environment, our staff continuously shares resources and ideas with each other.</li><li>8. We currently use our own professional judgement to ensure accurate and varied assessments are used for each child's individual needs within their classroom. Differentiated assessment is ongoing.</li></ol>	<ol style="list-style-type: none"><li>1. Continue to schedule TLT meetings on a regular basis</li><li>2. More PD and time to work with the forms and how to effectively and efficiently fill out the forms</li><li>3. Continue to differentiate assessment practices and take advantage of PD opportunities that offer assessment practices</li><li>4. Continue to offer leadership opportunities and staff can share best practices</li><li>5. SI team meetings need to be scheduled regularly (to review attendance policy etc.)</li><li>6. R360 needs to be used more regularly by all staff. Expectations of R360 can be reviewed with staff and examples of behaviours to be entered</li><li>7. Bullying protocol and expectation should be reviewed regularly</li><li>8. R360 needs to be reviewed and analyzed</li><li>9. Emphasize responsibility of team members to check calendar regularly to ensure they are aware and prepared for meeting</li><li>10. Need more professional learning in order to effectively complete RTL forms, especially with specific goal-setting.</li><li>11. Continue to update RTL forms regularly based on evidence of student progress instead of waiting for each meeting time.</li></ol>