

2020-21
Annual School Development Report

Conrad Fitzgerald Academy



Preamble Section

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.
 - Fitzgerald Academy determined it was time to move to the new School Development Model.
 - A New School Development Team was formed. We have had a number of teachers leave our school and it was time to reorganize a new team
 - The team spent a full day learning about the new model. In the morning Mr. Fowlow met with the entire new team and we reviewed the new model and spent a great deal of time discussing the seven different determinants. Each member had time to reflect on the determinants and their meaning within the school environment.
 - In the spring of the school year all members of the school had a professional development meeting in which we discussed the new model. During this meeting each member of the team facilitated a small group discussion about the determinants and reflected on their top two choices for our school plan. Chosen determinants had to be based on data and evidence. Each group then presented their choices to the whole group.
 - In the whole group meeting two determinants were selected based on the most selected determinants and on further group discussions.
 - The day that was spent in discussion with teachers and staff was extremely valuable and one of the best open conversations we had throughout the year. We examined all aspects of our school and student life. We moved beyond the surface level items to dig deeper into what issues were affecting student learning and success.
 - The staff decided that two determinants would be enough to work on for our new plan and this would allow us to

have more in depth discussions and plans.

- The two determinants selected were; Assessment Practices and Collective Efficacy.
- It was determined at that time that more discussion and learning would have to occur on Collective Efficacy to gain a better knowledge in order to develop effective objectives and strategies.

Strategic Issue/ Goal: (Use the phrase Strategic Issue if you have transitioned to the new model) Collective Efficacy

Develop a clear understanding of Collective Efficacy and how this affects student learning and success.

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

- **Through our group discussion teachers were not clear on how it would affect student success.**
- **There needs to be focus on teacher practice and how it relates to student progress in the classroom.**
- **Student grades, Powerschool data**
- **Student support services data**
- **Discussion with guidance**
- **in Professional development meeting teachers asked a lot of questions surrounding this topic**
- **Teachers asked for more information and discussions**

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

- Professional development session have been scheduled
- Working with different divisions within the school to discuss this in staff meetings and divisional meeting
- Meet with new teachers at the beginning of each year.

Next Steps:

- Professional development on Collective Efficacy, it's meaning and how this can be affected by teachers and students
- Develop strategies to help teacher and student move pass their home lives and the challenges they will face to be successful in their education
- Help students advocate for their own needs in an appropriate manner.

Strategic Issue/ Goal: (Use the phrase Strategic Issue if you have transitioned to the new model) Assessment Practices, The development and implementation of assessment techniques that encourage learning.

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

- Through meetings with teachers this appeared to be a very important topic of concern
- Teachers wanted better ways to assess student learning that took into account all types of learning and success.
- Teachers felt that this was important .

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

- **Student Data, Powerschool shows that teachers need to help students focus more on their own learning and not necessarily on the percent on a report card.**
- **Discussions with students and parents, parents do not understand the K-6 report card. the report card does not necessarily tell parent what the student is able to achieve**
- **Discussions with the different divisions in the school, teachers what a way to better communicate to parents their child's success or challenges**
- **Data from parent-teacher interviews, number of visits in person compared to number on virtual meeting.**
- **TLT meeting**

Next Steps:

- **hold meetings early in the fall to examine the assessment practice that are currently being used in the school**
- **evaluate and reflect on current teacher practices**
- **find a way to communicate achievement without always having to assign a grade**
- **How can we better communicate achievement to parent in a way that is easily understood.**

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