

2021-22
Annual School Development Report

Lakeside Academy



Strategic Issue: Wellness and Positive Relationships - increasing student and teacher connection

To create an environment where all students are engaged and learning.

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

Evidence used to identify the strategic issue:

PMF Data - 2.1: Percentage of students who report a positive climate

42.9% of students feel teachers are not excited about teaching their class

61.5% of students feel their school space is neither unpleasant or pleasant (or below)

45% of students recognize that the energy in the school is not as positive

66.3% of students recognize that other students' behaviors hinder (nor help) their learning

PMF Data - 2.2: Percentage of teachers who report a positive climate

69.2% of staff recognize that students are only somewhat enthusiastic to be at school

58.3% recognize that students are only slightly/not at all supportive of their peers

92.4% of staff recognize that students are only somewhat (or less) respectful of students

PMF Data - 2.3: Percentage of families who report a positive school climate

28.6% of parents feel students have some - to- little respect for staff

85.8% of parents feel staff have some - to- almost no respect for students

PMF Data - 2.4: Percentage of students who report a safe school environment

70.8% of students sometimes - almost always feel people are disrespectful to others at school

48.11% of students feel they are treated neither fairly - somewhat unfairly by adults

PMF Data - 2.5: Percentage of families who report a safe school environment

71.58% of families report that it is slightly difficult to somewhat difficult to help from an adult for their child should bullying occur at school

PMF Data - 2.6: Percentage of students who feel they are valued members of their school community

63.7% of students feel somewhat or slightly connected to an adult in the building

45.8% of students feel somewhat or less understood as a person

54.6% of students feel a little or somewhat that they matter to others in their school

66.3% of students recognize that other students' behaviors hinder (nor help) their learning

PMF Data - 2.7 Review 360: Incidence of Major Behaviours

11.9% of the student population exhibit more than one behavior

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

Throughout the school year we implemented many specific actions that allowed us to build culture and connection with our students and families:

- meeting and greeting our students each morning
- modeling school as a happy place
- modeling "pieces of gratitude" for students daily
- explicit teaching of social-emotional skills - how to communicate gratitude
- sharing of resources - review share videos and literature with staff
- making improvements in the building to make it more welcoming (visually)
- creating a student focus group to re-evaluate the PMF data and identify some actions for change
- creating a student leadership group for grades 4-12 - creating student voice
- creating a team(colors) that each student is a part of, challenges will be given to create team building and school spirit
- talking circles initiated in K-6 classes and further introduction in 7-12
- talking circles initiated in K-6 classes and further introduction in 7-12
- active extra-curricular activities i.e. coding, volleyball, hip-hop dance, sewing,ball hockey, biking club

Through these actions we've cleaned up the building (physical space) and decluttered and repainted every classroom to create a fresh new beginning for our school. The purchase of the aquarium for the main entrance enhances that "homey" feel and creates a welcoming entrance for us. One of our greatest accomplishments has been the fact that every teacher mentored several students in the building (7-12) and created a "sense of belonging" for all. What we noticed in time, was a shift in attitude and student behavior. There were more smiles in the hallways and students began to feel connected to initially their mentors and then to the school. Students were looking to connect with their mentors and teachers reported feeling good about the relationship building.

Next Steps...

We are currently reviewing our PMF data from last spring and are pleased to note that there have been significant changes to many indicators in the Performance Measure Framework noted below.

| | |
|------------------------|---------------------------|
| PMF Data - 2019 | PMF Data - 2021-22 |
|------------------------|---------------------------|

| | |
|--|---|
| 2.1 61.5% of students feel their school space is neither unpleasant or pleasant (or below) | 2.1 22.2 % of students feel their school space is neither unpleasant or pleasant (or below) |
| 2.2 On most days, teacher recognized that 69.2% of students cognize that students are only somewhat enthusiastic to be at school | 2.2 We now see a movement upwards on the scale as 83.3 % of students are “somewhat to extremely enthusiastic to be at school” |
| 2.3 85.8% of parents feel staff have some - to- almost no respect for students | 2.3 8.3 % of parents feel staff have some - to- almost no respect for students. This is the percentage that reflects one parent. |
| 2.5 28.6% families report that it is to somewhat difficult get help from an adult for their child should bullying occur at school | 2.5 57.1% of families report that it is easier to help from an adult for their child should bullying occur at school |
| 2.6 63.7% of students feel somewhat or slightly connected to an adult in the building | 2.6 The data indicates that more students (88.8%) report being quite connected to adults at school. |

Next Steps: We certainly do feel that we are in a better place with our students this year. We are trying new things like making a wellness area for older students. The Learning Commons for both levels are constantly getting upgrades. Teachers are more visible and spending more time with students now that relationships are gained. We have a happy place to come to learn together. Our office referrals are minimized and teachers are dealing with minor things themselves which also is possible now that respect is reciprocal.

Strategic Issue: Instructional Practice

(To foster a culture of learning - promotion of learning teams informed by a collaborative analysis of the evidence. Reflection of current learning environment and practice.)

To create an environment where all students are engaged and learning.

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

PMF Data 3.1 - Percentage of students who are engagement

63% of students admit they enjoy 50% or less of their classes

54% of students almost-never get so engaged in class that they lose track of time

54% of students say that 50% of their time they are not eager to participate in class

89.7% of students admit that they rarely- never talk about ideas from classes

62.5% of students admit that what they learn in class is somewhat - not at all interesting

PMF Data 3.3 - Percentage of teachers who are confident in their teaching

62.5% of teachers feel they are somewhat confident in their ability to engage students who are not motivated

Academic Data - student achievement

5 RTL forms for K-6 students - focus primarily in reading - 3 targeted, 2 intensive

BEV for 7-12

-BEV data indicates that 12 students from 7-12 failing at least 1 course after November reporting period

-BEV data indicates that 15 students are at risk (scoring between 50-59)

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

Last year was certainly one that we will remember in our journey of our School Development. We had a big turnover in staff throughout the year and we decided as a group to take a deep breath and pause to keep working on the goals that we had put into place during the previous year. We felt that we had not had time to accomplish the goals that we had sent out to do. We had 2 of our 4 support staff finish up working with NLESD and 3 of our 9 teachers go on leave.

We continued to work throughout the school year on our goals, we explored ***Universal Design for Learning*** and focused more in the primary/elementary levels but need to continue this focus in junior high and high school areas. We began to explore our current understanding of

UDL and I have currently signed up for the book study offered through NLESD for this winter.

Optimal Learning Environments and began to create a learning commons for grades 7-12. This work still continues to expand with additions happening right up to today. We are also working on creating a Wellness Room for students to use. This space will be a welcoming space for mental wellness opportunities along with physical wellness.

| PMF Data - 2019 | PMF Data - 2021-22 |
|---|---|
| 3.1 54% of students almost-never get so engaged in class that they lose track of time | 3.1 According to the data, a greater percentage of students (95.5%) report that in a few-all classes they get so engaged in class that they lose track of time |
| 3.3 62.5% of teachers feel they are somewhat confident in their ability to engage students who are not motivated | 3.3 75.0 % of teachers feel they are somewhat confident in their ability to engage students who are not motivated |

Next Steps: More work in UDL and our understanding of what we can do as teachers to have more engagement in our courses. We have already begun this process. The administrator is doing the Book Study on “UDL Now” with NLESD. Teachers will have PD on the topic as we learn more. We are working with program specialists to make opportunities to enhance learning with our courses. Working with program specialist will also help teachers efficacy and give them support in their teaching.