

2021-22 Annual School Development Report



Exploits Valley Intermediate



School's Mission: Exploits Valley Intermediate is a safe, caring and inclusive community where staff, parents, and students work together to help students reach their full potential. We are committed to preparing our students for secondary education while considering their prospective futures.

Strategic Issue: To improve instructional strategies to enhance the engagement and learning of the curricula.

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

Students in our school have often indicated they are bored in class or frequently ask their teachers “why do we need to learn this stuff?” Teachers have deployed differentiated instruction over the past number of years but over this past year we have just started on a learning journey of Deep Learning. Some other evidence which suggested that we need to change our instructional strategies are from the Performance Measure Framework (20-21) completed by our students which informed this year’s plan. Below are three specific questions where students did not respond favorably and the percentage of students that did not respond favorably to the question in the survey:

74.2 % did not respond favorably when asked “How many of your classes do you enjoy”?

82% of students did not respond favorably when asked “How often do you get so focused on activities in your classes that you lose track of time”?

70.7% of students did not respond favorably when asked “Overall, how interesting are the things you learn in your classes”?

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

There are a number of actions which we engaged as a school to help with the progress of this strategic issues however, our attendance this year seemed to be the largest impediment in moving forward as a school. Covid 19 has certainly played a major impact upon the teaching and learning for our youth. We have continued with our deep learning journey and there numerous accounts of deep learning projects which have occurred through the curricula this year. These projects help students learn the curriculum and be engaged in the learning process.

We piloted a project this year to assist with some of the students not attending due to Covid 19 and we had three teachers who taught the curriculum through Google Meet. It was piloted with 6 Grade 9 students and 3 of them attended almost all sessions. We are better engaging the students in school but I felt it was something the school should endeavor as there were so many students not attending and getting no instruction as a result of health issues culminating from the pandemic.

Also, we had a teacher who engaged in some professional learning with indigenous practices to help a cohort of students feel connected to school and the curriculum and increase their engagement in the curriculum. We also had two teachers who began a journey of standards based assessment. This was interrupted by the shut down in January however; we did engage in a staff wise professional learning session on standards based learning. We are interested to see the collective efficacy of the District to see where standard based assessment will be going provincially.

Finally, our school was approved for a community living grant and we constructed a vegetable garden within our courtyard. Our students in technology built the garden beds and our Home Economics classes were involved in the planting of the seeds in the spring.

Next Steps...

We are hoping to continue with our practices next year as many of these initiatives have helped to increase student engagement in the learning process. We began to explore standards based assessment and that is something that we will endeavor to increase for next year to ensure our students have an active voice and involvement in their own understanding and assessment of the outcomes. However, we will continue to monitor our data and that will determine the direction for next year's plan.

Strategic Issue: To increase student empowerment and improve student belonging to the school community.

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

As a school, we have focused on school culture in previous years and as a result, we have seen significant improvement in behavioral incidents and overall improvement in academic results in our school community. The protocols and routines that we have established have certainly endeared themselves and have indicated through time that it has helped our school. However, it is evident from our student responses in the performance measure framework that many of our students do not feel connected to our staff or school community. Please see the results from survey below:

70.6% of students did not respond favorably to the question on student belonging: “How well do people at your school understand you as a person”?

80.8% of students did not respond favorably to the question on student belonging: “How connected do you feel to the adults at your school”?

72.7% of students did not answer favorably to the question on student belonging: “How much do you matter to others at this school”?

57.3% of students responded favorably to the question on student belonging: “Overall, how much do you feel like you belong at your school?”; however, 34.3% of students did not respond to this question.

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

A student action committee was struck in December to provide student voice to ways in which we could improve wellness and relationships within our school. We were then closed for three weeks due to Covid and the committee did not reconvene until the very end of the school year. Students were excited to provide feedback and be considered into the decision-making component of the school.

As a result of this strategic issue, it was indicated that students should be enabled and encouraged to have a more active role in helping improve the esthetic appeal of the school. As a result, our leadership students were subdivided into several groups to help improve the esthetics of the school. Students were involved in painting and maintaining several bulletin boards throughout the school and had many opportunities to be an active member of our school community. We also started a number of new clubs such as guitar club and garage band club which provided an avenue for a number of our students to also become involved in the school community.

We revised our house system so that it became a homeroom based system and provided an element of competition between our homerooms which also contributed to the overall spirit of the school.

We were hoping to introduce exploratory days to our students where members from the community could come to the school on 4 different afternoons and provide sessions of interest to our students whereby they would choose an activity of interest. However, the shutdown in January due to covid hampered our efforts to secure volunteers and we were uncertain about bringing all the volunteers into our building in February and jeopardizing another shutdown. This is something we wish to offer in the future as we believe it would help with our community relations and student belonging.

Next Steps...

We will analyze our data again and determine the direction we will take in next year's school development plan. We do plan to coordinate the exploratory days for next year.