

2021-22 Annual School Development Report

Lourdes Elementary School



Strategic Issue/Goal: Optimal Learning Environments

Objective: To create and utilize optimal learning environments by offering opportunities for Deep Learning while actively engaging with materials and people.

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

During our strategic planning day in October, we examined year end School Development Data, PMF data, report card data and the currently established Action Plans to determine our success in terms of creating and using optimal learning environments. Here is a breakdown of the data used to determine the need to closely examine this strategic issue:

- School Development data indicated that our students value school somewhat. In terms of positive responses only 57.9% of students rate learning as important, 21.1% use their learning outside the classroom, 63.2% feel as though what they learn will be useful in the future and 31.6% are interested in school. Through an optimal learning environment, we hope to improve the positive responses.
- Only 26.3% of students solve problems in different ways, 52.6% figure out how to do things well, 47.4% can figure out the best way to complete their work and 63.2% of students can figure out how to learn new things. Again this speaks to the need for learning environments that are innovative and challenging.
- In junior high, the percentages are a little lower. Only 40% of students indicated they were interested in school and 11.5% of students indicated they used what they learned in their daily life. This is another indication that improved learning environments that encourage real life learning, skills that are important and applicable to learning and success outside the classroom are essential.
- In terms of applying new learning strategies, only 28% show perseverance when faced with a challenge and 34.6% indicated they could find effective strategies to complete their school work effectively.

Overall, we set out to establish optimal learning environments, but we are still in the development phase and this will continue as part of our school development for the next school years.

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

The 2021-2022 year was one that saw us begin to return to some “new normal” for students. The initiatives we set out to accomplish were incorporated throughout the school year. Here is a summary of progress we had made in the identified strategic area:

- We have an established outdoor classroom for teacher use. We have also developed learning kits for the various subjects to be taught in the outdoor classroom.
- We have created learning cohorts in all grades up to Grade 5; this initiative allows maximized support from our school based reading specialist, daily 3 and daily 5 tasks and activities in all primary classes as well as ability to allow for detailed planning and teacher collaboration.
- We have established an active CYN/GSA group that meets every month (sometimes bi-weekly). This group engages the school in activities and teaching about inclusiveness, diversity, respect and care for each other. All students and staff participate in the activities together.
- We have accumulated 40 chromebooks for student use. We have students from Kindergarten to Grade 8 using technology daily. These 40 do not include the district issued technology for our junior high students. We will be looking to purchase more in the near future.
- We have a school wide Deep Learning team. This team has established a Passion Projects initiative where students participate in learning activities facilitated by teachers 1 hour each week. This initiative is student driven and includes learning activities selected by students. There were some initial discussions and meetings with other schools about a possible PLC for Deep Learning, but it didn’t develop as expected.

Next Steps...

- **Continue to develop and expand deep learning activities for students more frequently than 1 hour per week.**
- **Continue to explore ways to collaborate with other schools around deep learning activities and initiatives.**
- **Continue to expand technology access for students.**
- **Continue to have an active CYN/GSA to promote school wide activities for inclusiveness and safe and caring initiatives.**
- **Continue to promote and use the outdoor classroom. Also, expand and refine the learning kits to include new curriculum learning and materials.**

- **Continue to develop learning environments that encourage real world learning, problem solving, collaboration and improve student interest. In essence, incorporate the 6 Cs of 21st century learners in order to improve learning strategies and the ability to solve problems in the world outside the classroom.**

Strategic Issue/ Goal: Collective Efficacy

Objective: To utilize and create learning and collaborative opportunities for teachers to enhance their pedagogy which aids in improved student engagement, student achievement and collective efficacy.

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

Through regular teacher conferencing, it was evident that teachers wanted professional learning and feedback from administration on classroom practices. This would allow them to gauge and further expand their pedagogies when it comes to being confident in the classroom. In order to allow teachers the opportunity to collaborate and learn together, common prep periods were established to allow this to occur. Teachers expressed the want and desire to work together to plan long term multi-year/multi-grade teaching and learning goals.

During the completion of teacher PLPs, teachers expressed the need for further PL in the area of current teaching methodologies. They were eager to explore more opportunities to reach their students and incorporate more current, impactful teaching strategies in their daily teaching.

Professional collaboration in the area of student support (through the RTL process) was something that was relatively new to

them. Therefore, there was a need to seek support for them in this area to help support their students.

There were also requests for more ways to incorporate technology in daily teaching and learning. We have tremendous resources available to use, and teachers wanted to use it, but were not comfortable incorporating it into their teaching.

With the shift in mindset to a “Deep Learning” approach to teaching, teachers were not comfortable in employing Deep learning strategies in their classes. It was limited to a passion project initiative, one hour per week. This was something that was communicated to administration, and plans were needed to expand their knowledge and support in the area of Deep Learning.

Based on current School Development Survey Data of School Leadership, it was indicated that there was a need for more support from school admin. The data indicated that only 57.9% of staff received feedback from their school admin. Also, 57.9% of staff felt as though the feedback was thorough, 63.2% found the feedback useful, 47.4% indicated they wanted more feedback from their administration and 37.5% of teachers found the Teacher Appraisal process helped them grow as educators. While these percentages were higher than the provincial comparisons, there is room to improve. This is a critical piece when it comes to teacher confidence, support and collective efficacy building.

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

Professional learning opportunities were presented to teachers and when requested, PL was approved to help further teachers' need for learning. A job shadowing initiative was discussed, but never really developed. This will be something we will look to continue as we optimize our learning environments. Regularly scheduled TLT meetings occurred and minutes were kept. This was essential to support student learning and collaboration of ideas and teaching/learning strategies.

There was additional technology purchased to be used daily and PL was explored to enhance teachers' use of this technology. This is something that we will continue to explore as we enhance our Deep Learning initiatives and create more teacher confidence in using this technology effectively. Common preps were also created so that teachers had the opportunity to discuss and plan learning activities for their students. This was also a successful transition piece for teachers as students moved through their grades. It allowed for information sharing, problem solving and planning.

A Deep Learning school based team was created and ideas were shared. However, as indicated previously, there was a lack of confidence in employing these strategies daily. Further development of Deep Learning initiatives will become a part of next year's school development plan to enhance and optimize learning environments for students.

Next Steps:

- **Seek PL opportunities for teachers and approve PL as it relates to positive school development.**
- **Continue to seek out job shadowing opportunities - however look to create PLC with neighboring schools to allow for more meaningful collaboration.**
- **Continue with regularly scheduled TLT meetings; look at the process more critically to maximize opportunities for student support.**
- **Continue to incorporate technology in daily teaching and learning. Seek PL for teachers who wish to do so.**
- **Continue with common prep times for teachers for planning and problem solving; make sure this time is protected to allow this process to work.**
- **Enhance the understanding of Deep Learning and how it can be incorporated more regularly in daily teaching and learning; not just once per week.**

Additional Information:

After analyzing the data on our strategic planning day, we are pleased with the initiatives we had put in place as well as our progress on these initiatives. The previous 2 school years saw us unable to explore many initiatives due to the COVID-19 pandemic. However, as we move into the 2022-2023 school years, we hope that we can further develop and expand the

initiatives we want to have in place.