

2021-22 Annual School Development Report



It is the vision of St. James' Elementary that all students entrusted to our care will develop as well-rounded individuals who are able to connect with themselves, their world and others to become respectful citizens.

Strategic Issue: Instructional Practice

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

Using our internal data collection for reading, writing and spelling we noticed:

- Concerns with reading levels across the grades, which will affect spelling and writing
- Comprehension is a concern across the grades, especially higher grades...we have changed the “cheat sheet” to address that concern
- Issues with spelling across the grades
- Teachers sought out the RS’s support, searching for ways to best meet the needs of their learners re literacy
- Student responses to anecdotal Q&A showed a deficiency in their ability to be creative and think critically when we applied the 6 Global Competencies For Deep Learning
- Students need to understand how they can impact the world locally and more widely - they need deeper and more varied background knowledge

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

- Improvements noted in spelling inventory at year end
- Students’ reading levels improved
- RS had a full schedule of mentoring teachers and then they continued without her in the area of CRAFT and CAFE
- Teachers are more comfortable and confident in teaching spelling strategies; time used more efficiently in teaching word work *in a small guided group*
- Students developed stronger comprehension of what was read, indicated by increased reading scores
- Higher order cognitive processes were evident within our classrooms’ discussions and work products
- Students produced work samples/portfolios that demonstrate critical thinking more frequently

- Students demonstrated more creativity in their work samples/portfolios
- Teachers collaborated to prepare and execute a cross-disciplinary approach
- Steam Room was busy and while not all equipment had use, the increased presence in the room will lead to more equipment use
- Students demonstrated improved problem solving abilities across school life; increased independence
- Gradual release of responsibility
- Students reported increased engagement (PMR data in September)
- Review 360 reports indicated improved relationship skills
- The 9 staff members involved in a staff book club discussed the ideas and implemented innovations to their current practices
- Lead Learners Project allowed the Book Club some leave time for PL and finances to purchase resources
- Teachers mentored by their peers in ways to innovate or change practices to become more effective and to improve learning opportunities for students (craft, cafe, afternoon block)

Next Steps:

- **searching further strategies for improving reading skills vis a vis comprehension especially (Using ReadWorks in elementary classes; focus on thematic topics for Primary)**
- **RS continuing to mentor teachers in CAFE and CRAFT strategies for Literacy Blocks**
- **Increase use of STEAM room and DREAM rooms for alternate learning environments and to enhance technology skills/ GAFE advancement**
- **SJE Staff Book Club has chosen a new book, The Third Path by David Trantor as their book study for this year for which we will provide some PL leave time from our discretionary leave and during school PL days so that they can mentor each other and their peers at grade level**
- **Students need to understand how they can impact the world locally and more widely - they need deeper and more varied background knowledge to carry out service projects in the community and beyond**
- **Increased implementation of Guided word work to develop spelling and writing skills**

- Heggerty program will be implemented in primary classrooms to increase phonemic awareness.
- Afternoon Block and curriculum integration will be further developed and implemented to build on cross-curricular integration
- RS sharing information from book Shifting the Balance
- Promote more community involvement in the school (bring community into school).. ie career week, indigenous group presentations, musicians, etc
- Family Literacy day and Math night (Covid has taken this away from us, lets bring it back)

Strategic Issue/ Goal: Wellness & Positive Relationships

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

Our PMF data for 2020-21 indicated that a response is needed in these areas:

- representing diversity of students culturally and in their interests, abilities and needs
- responding appropriately to the aftermath/trauma of a student melt-down or severe physical outburst of behavior (perceived violence) restorative practices, The Calming Spot
- providing opportunities for students to learn and practice social skills
- involving parents more in the day to day learning so they fully understand how/why we do what we do; defining their roles in learning
- developing strong partnerships with families and outside agencies to develop and promote resiliency

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

- PMF data increased in satisfaction re diversity practices (September)
- The “Calming Spot” was created and frequented by students
- COVID limited our progress with social skills practice outside the classroom with the exception of the Restorative Justice Team, Recycling Team and Lunch Delivery Teams; there was some resumption of Book Buddies toward the end of the

year

- Frequency of completed homework assignments has improved
- PMF data reports that families see improvements in student supports and belonging (September)
- Very successful Career Week with community partners
- 9 staff members participated in online learning around Executive Functioning Skills for improving students' experiences

Next Steps:

- **Our students value learning and feel good about the learning strategies used here, therefore we will continue to deepen and expand our practices**
 - We are back to after school activities and tutoring services as well
 - Set time for students to interact between grades to help build a sense of community and respect for one another. For example, a building room (lego, stacking cups, straws and connectors), board games, reading room, minecraft education, availing of activities in the steam room, mindset room (yoga), physical activities(gym, zumba, just dance, drum fit), trivia room(jeopardy, kahoot, music room (exploring instruments),
 - Classrooms can be set up with a quick, simple activity that teams will explore together. They will rotate from classroom to classroom taking in all activities
 - Teacher vs Students activities to build school morale
 - Explore the idea of introducing snack prep by students
 - Rainy day activities and other opportunities for student leadership (Also lost due to covid)
 - School wide meal??/? Breakfast or Turkey dinner
 - More assemblies (monthly or bi monthly)

- **The families report that they are not engaged at the school level very much but do not report major barriers to that engagement. Despite our efforts last year to return to somewhat more normal interactions by using our outdoor spaces, families still report that they are not engaged with us.**
 - We will continue to email, text and post on our school Facebook page any news, reminders, events, celebrations or other notable items

- **We are returning to in-school conferences and other events such as Christmas concerts**
- **Parents were allowed to visit their child's classrooms on the first day of school this year for the first time in 3 years**
- **We will try to re-introduce some of our more popular family evenings related to Literacy and Numeracy**
- **Book buddies for ALL grades**
- **Opportunities for our minority students to share their cultural practices**
- **Instead of a class charity how about a class good deed or action(s)**
- **Bring the school into the community... ie Xmas caroling at seniors complex, intergenerational programs, family events like skating with grandparents, pen pals with seniors and/or other schools and communities**
- **The families report positively that they support their students' learning so we will continue to promote this support by encouraging them to**
- **Continue the Math take-home practice games, take home reading**
- **Access their child's Google Classroom often to stay aligned with current teacher expectations for achieving outcomes**