

2021-2022 Annual School Development Report



Main River Academy

33 Academy Drive
Pollard's Point, NL
A0K 4B0

Goal: To have all students engaged and learning.

Strategic Issue: To build collective efficacy and shift instructional practice to provide more opportunities for meaningful student engagement.

Question: As teachers, as learners, how can we build collective efficacy and shift instructional practice?

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

School climate surveys from the previous school year noted that the majority of our students in grades 7-12 continue to feel disengaged in most courses. It should be noted that the majority of our senior high programming is delivered through CDLI. We also note that this year has been a very difficult one given COVID. Students also reported that while they maintained positive relationships with their teachers, they often question the validity of the course material and the way in which it is being taught. This is an important note because students based responses on all courses, not just those taught directly in our school.

Through a Google Form created by admin, students reported genuinely enjoying Genius Hour and working on passion projects. It was evident that student engagement responded positively to instructional practices that created deep learning.

Through review of internal and external data (BEV tables, PMF Report, Responsive Teaching and Learning Records, etc.) and staff collaboration, the need to build collective efficacy and shift instructional practice was evident. It was also recognized that there is a direct link between student motivation and engagement and overall achievement.

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

Throughout the 2021-22 school year, all staff have adopted deep learning in their instructional practice. Teachers have incorporated multiple STEM projects in all grade levels K-12. Students have become familiar with Minecraft for Education and have used it in various courses. Grades K-6 continued work with Brilliant Labs and Let's Talk Science which incorporated "hands on" learning for students.

Teachers in K-6 continued to use a non-subject specific approach, focusing on literacy, STEM, and social emotional learning. This provided greater opportunity to incorporate deep learning projects that spread across all domains/subjects of learning.

K-6 students participated in Agriculture NL programs, Little Green Sprouts & Little Green Thumbs, and grew vegetables throughout the year. Elementary students also completed projects on indigenous cultures and partnered with Qalipu First Nations.

Grades 7-9 students continued to enjoy taking their learning outside every chance they could get. They loved building shelters as part of their English and Social Studies curriculum and baking for the local senior citizens. Senior high students decided to build a new gazebo for the school in their Skilled Trades class.

A local volunteer initiated a school music program which focused primarily on ukulele, this sparked interest and enthusiasm amongst our students in the world of music.

Aside from these specific examples, many others exist and are happening on a daily basis in the classrooms at Main River Academy. As a staff, we have noticed with the shift of instructional practice, with a greater focus on deep learning, that we are meeting the needs of the diverse learner.

Through a Google form submission, the majority of students reported a renewed love of learning & sense of engagement.

Genius Hour occurred twice in our 14 day cycle. All students worked on their projects but this year we found that there was much more switching of projects part way through the year. A lot of students didn't focus their efforts like in past years. Next year, we plan to have more of a focus on the citizenship component. In the past, students have partnered with local organizations like senior citizens at the Retirement Centre. Because of COVID restrictions, students were not able to physically meet with organizations and were hesitant to reach out using technology.

All teachers reported having a greater sense of understanding of Deep Learning and the 6Cs and recognize its value in their classrooms.

Next Steps...

During the 2022-23 school year, we plan to continue to incorporate Genius Hour but have students possibly choose one of the 6Cs to guide them in their learning.

Similarly, we plan to meet with staff early on to review the Learning Progressions/Dimensions to gather evidence about student skills required for engagement and teacher practice that provides for opportunities for student engagement.

We also plan to have students who are completing courses via CDLI, to complete a survey regarding their feelings of engagement or lack thereof.

School Development Strategic Action Plan

Goal: To have all students engaged and learning.

Strategic Issue: A need to build collective efficacy and shift instructional practice to provide more opportunities for meaningful student engagement.

Question: As teachers as learners how can we build collective efficacy and shift instructional practice?

Evidence used to identify strategic issue:

- Performance Measurement Framework (PMF) School Report Results: Outcome 3 (the education system is responsive to students' strengths and needs) indicators 3.1, 3.2, 3.3
- School Development Survey (Learning Strategies, Self-Efficacy)
- Individual Teacher Professional Learning Plans
- Staff meeting minutes
- Staff survey
- Staff PL requests
 - **RTL Data:**
 - **Review 360:**
 - **Summary of the responses to the questions in the Teacher Efficacy and Instructional Practice Determinants**
 - **School Conditions Rubric:**
 - Vision and Goals: plan to revisit in Sept 2022
 - **Learning Progressions/Dimensions (Staff, Student):** plan to revisit in Sept 2022

| Actions (Answering your question, the evidence will bring focus and specificity to your actions) | Person(s) Responsible | Timeframe | Evidence of Effectiveness (Impact on teacher learning and instructional practice, impact on teacher efficacy, impact on student engagement and learning) |
|--|------------------------------|------------------|---|
| Engage staff in the school conditions rubric to gather evidence with respect to us as learners. Determine where we are as teachers as learners. | Admin | May 2022 | Reviewed the School Conditions rubric and determined that we are in the EMERGING dimension |
| Engage staff and students in the learning progressions/dimensions to gather evidence about student skills required for engagement and teacher practice that provides for opportunities for student engagement. | All | Sept 2022 | |
| -Explore ways to develop teacher self-efficacy | All | 2021-2022 | Will continue this in September 2022 |
| -Including deep learning in instructional practice | All | 2021-2022 | All teachers incorporated deep learning into their instruction throughout the school year. The majority of students reported a renewed love of school and learning through a Google Form. |
| -Incorporate Genius Hour into our 14 day schedule | Admin | 2021-2022 | Genius Hour occurred twice in a 14 day cycle. All students worked on projects throughout the year. |
| -Attend Deep Learning PL with Michael Fullan and team | All | May 2022 | All staff attended PL and reported thoroughly enjoying the sessions |
| -Join the New Pedagogies for Deep Learning (NPDL) hub and access resources | All | October 2021 | All staff members joined the NPDL Hub & accessed resources throughout the year |

| Support Plan | |
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| Professional Learning and Time Required | Financial Support Required |
| -Various PL that staff would like to attend regarding Deep Learning opportunities (Coding, Minecraft for Education, Robotics, etc) | |
| Year-End Summary | |
| Progress on strategic issue | Next Steps |
| Staff were successful in building collective efficacy through collaborative cycles of inquiry that enhance students knowledge and skills. Relational trust was formed amongst teachers. Teachers used NPDL and various other PL to enhance their Instructional which provided more opportunities for meaningful student engagement. | <p>Continue to build collective efficacy and shift our instructional practice through professional learning opportunities and staff collaboration. During the 2022-23 school year, we plan to continue to incorporate Genius Hour but have students possibly choose one of the 6Cs to guide them in their learning.</p> <p>Similarly, we plan to meet with staff early on to review the Learning Progressions/Dimensions to gather evidence about student skills required for engagement and teacher practice that provides for opportunities for student engagement.</p> <p>We also plan to have students who are completing courses via CDLI, to complete a survey regarding their feelings of engagement or lack thereof.</p> |