

2020-21 Annual School Development Report

Green Bay South Academy



Mission Statement

Green Bay South Academy is committed to the development of the whole child as a life-long learner and a responsible citizen by providing a safe, caring, challenging and interactive environment.

Vision Statement

Green Bay South Academy endeavours to promote higher levels of learning in an environment where individual differences and diversities are valued and appreciated. We aim to strengthen partnerships with home and community; and foster a safe, respectful and collaborative environment.

Strategic Issue: Enhancing our current instructional practice to provide more opportunities for all students to be meaningfully engaged.

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

A wide variety of sources were taken into consideration to identify our strategic issue for the current school year. These included recent and past school development surveys from families, staff, and students, Performance Measure Framework data, data gathered for analysis during Responsive Teaching and Learning team meetings, and information from staff participation using Deep Learning tools for engagement. Additionally, personal teacher observations and reflections helped form our strategic issue decision.

The following outlines in more detail, some of the specifics of this data analysis that helped form our strategic issue:

School Development Surveys:

Recent school development data indicated that nearly 50% of student responses in the area of school engagement were less than positive. Data from 2018-19 also revealed a similar percentage. Our most recent results still indicate that nearly half of the students surveyed chose less than positive responses on the survey questions. This is a clear indicator that many of our students do not feel school engages them and as such are not interested in their own learning. A 40% student “participation during class” response sheds light on this engagement issue as well. Discussions with students also echo these survey results; they point out that activities that are more hands-on and require action and group work are more appealing, less boring, and thus engaging.

PMF Report:

Teacher surveys over the past couple of years have indicated efficacy as an area to work on. 2019 staff results indicated that 43% were “somewhat” confident that they could meet learning needs of advanced students. Teachers are now expressing the desire to increase their own learning in order to best meet the demands of 21st century learners.

RTL (Universal Design, Reflection on current practice)

Teacher and administration “observations” and anecdotal information also reflect that a fair number of students are not engaged during instructional time and as a result, a number of inappropriate behaviors surface in the classroom. Information contained in the majority of our Review 360 incident reports reflect this. Many of these entries have behaviors such as: disruptive, non-compliant, off task, etc., which are somewhat expected when students are dis-engaged.

Data being brought to TLT meetings by teachers (achievement and SEL notes) highlighting troubled areas that students experience also stems back to the engagement piece. Many of our students struggling academically (1-2 on Term reports) or socially, do so because of this dis-engagement.

Individual teachers have identified they wish to learn more on using technology to help provide deeper learning experiences for students in the classroom. This desire is reflected in individual teacher Professional Learning Plans and during collaborative sessions involving continued professional learning.

Deep Learning (DL) Engagement Tools:

a. School Learning Conditions: (Teacher Responses)

Our DL team core team and the whole staff afterwards, reviewed and discussed the School Learning Readiness Rubric (Fullan, et al., 2020) to determine where we believe we are as a school within each of the dimensions and progressions associated with this rubric, as indicated below.



The results of these collaborative sessions are as follows:

Dimension 1: Vision and Goals

Within this dimension, as a school, we concluded that we are in the middle of the emerging progression at this time. This conclusion was based on the following evidence:

- Goals and strategies are articulated with some decisions regarding resources which reflect a shift towards DL
- Some DL strategies are written within our newly revised SGD plan. Emphasis is placed on providing opportunities for student engagement (long term goal). Short and long term planning starting to include DL vision.
- Structured purposeful groups, options/opportunities to engage.
- Recent conversations of engagement seem to indicate a shift in mindset among staff toward deeping learning experience for students.
- Funds and PL are being made available to enhance teacher learning in DL.

Dimension 2: Leadership

Within this dimension, as a school, we concluded that we are in the early accelerating progression at this time. This conclusion was based on the following evidence:

- Lead-learners have emerged (DL Team in place) and are starting to dig into the resources around DL. Other staff members are part of the learning hub.
- Lead learners emerging across the school, all staff are taking risks and trying new approaches. Online learning in Scenario 3 makes this evident.
- Engagement levels seem to be growing among staff and students. (Discussion/observation in class). More details of the DL initiative could be related to students and families.
- Admin learning cohort formed with an emphasis on “teacher as learner” in deepening staff learning.
- Discussion about Deep Learning and its purpose has been communicated to the School Council.

Dimension 3: Collaborative cultures

Within this dimension, as a school, we concluded that we are in the **early accelerating** progression at this time. This conclusion was based on the following evidence:

- Our admin have become great role models in this area, contributing to a collaborative culture in the monthly staff meeting conversations as well as in the transparency of their teaching practices.
- With an emerging collaborative culture, teachers are continuing to explore DL through collaborative inquiry but we do not yet have the resourcing to fully support collaboration.
- Structures: Monthly staff meetings, TLT meetings, Cohort meetings, Go and Grows, staff are involved in EDU working groups.
- Some structures exist which promote collaboration (TLT for example) however scheduling and timing restraints limit availability/involvement.
- Staff are taking initiative to build their capacity in Deep Learning in various ways, PL, DL hub, professional reading and so on.
- Opportunity to consult with itinerants and engage in PL with specialists has become even more accessible since we have moved to the virtual world.
- Collaborative discussions have emerged and are continuing to develop. (TLT meetings, DL team discussions, cohort discussions, full staff meeting discussions, school - district - Fullan team collaboration)
- School to school (vertical collaboration) is also developing between schools in the GW Bay region.

Dimension 4: Deeping the Learning

Within this dimension, as a school, we concluded that we are in the **late emerging** progression at this time. This conclusion was based on the following evidence:

- Message of relationship between deep learning and local curriculum is being received from administrative team.
- Spectrum of comfort zones and levels of engagement. “Learning through doing”. Learning to take a risk requires taking a risk... *big rocks*.
- Many staff members are making connections between the curriculum and deep learning experiences.
- Teachers are engaging in deep collaborative practices and developing learning experiences where DL is supported. Teachers are making opportunities for DL, where possible, within the curriculum but the curriculum does not consistently reinforce or is linked to DL.
- Teachers are starting to establish where DL opportunities can be embedded into curriculum outcomes. Consensus established on starting small with areas that allow greater chance of success with least amount of anxiety.

- Teachers are beginning to explore the examples and other resources available on the learning hub to expand their own knowledge.

Dimension 5: New Measures and Evaluations

Within this dimension, as a school, we concluded that we are in the early accelerating progression at this time. This conclusion was based on the following evidence:

- Mixed assessment methods are currently in place and being used to measure student achievement levels. Some teachers are exploring ways to provide deeper assessment methodologies.
- Primary assessment was never traditional paper and pencil quizzes so more easily lends itself to DL assessment.
- Confining structures -- Limitations exist within the prescribed NLESD report card (quantitative vs qualitative).
- Currently our strategies to evaluate (and score) understanding are being developed. A major adjustment in the range of evidence sources used to evaluate (as well as the range of perspectives of evaluators-- we are collaborating more now).
- Instead of asking “What can’t students do?” Teachers are focusing more on how assessment changes when the question becomes “What can they do?”

Learning Progressions

Deeper analysis from all sources pointed us in the direction of improving “student engagement” within our school and it caused us to look specifically at our own instructional practice as a determinant in need of enhancement. Continued staff discussions helped us refine our strategic issue and led to the question:

How will we (teachers as learners) shift our current pedagogy to provide these opportunities for students?

This formulated the basis of our staff learning journey for the year and essentially shaped our school development plan for 2020-21, and likely for a number of years to come. We continued to address this question through several sessions of rich discussions and the utilization of various Deep Learning tools to move our learning forward. As a team, we reviewed the 6 Global Competencies and came to a consensus that even though all are intricately connected, Character was the competency that we needed to work on first with our students and thus we set forth to further our learning in this area.

The use of the Character Learning Progression rubric was our tool of choice to gauge student learning within this competency. First, this tool was used by all teachers to determine where we believe students presently are in their character learning development. The results of this exercise were as follows:

Learning Progression/Dimensions: (Teacher Responses)

Learning Progressions Rubric for the Character Competency



The dimensions of this rubric was reviewed by both the DL Team and the remaining staff to determine where we think students are. Results are as follows:

Dimension 1: Self-directed learners with a proactive stance toward life and learning to learn

We feel that students are **just entering the emerging stage** in this dimension.

Evidence

- At primary level, students currently need a lot of direct instruction and guidance before and during any project. They often lack the basic skills necessary to create a plan and carry out the steps (ex how to use a tape dispenser, how to create a plan). In many cases they do not yet have self-regulation skills, their behaviour needs to be co-regulated with another person.
- Some students are not open to feedback at this particular time, they are offended by any criticism or suggestions for improvement.
- At elementary level, some students have been able to construct a learning plan with classmates and carry out the steps, analyze their work and make adjustments along the way. Some could manage the task with minimal direction and a little guidance while others needed considerable explicit instruction on how to make a plan, and required step by step direction. Self-regulation was less of an issue in the elementary grades.
- School development survey had only 45% of students responding indicated that they are interested in school.
- PMF data over the past 3 years indicates nearly 50% of students are not interested in what they are learning in class.

- Many students require teacher validation of each step before moving forward. Do not seem to have strategies for validating/checking their own work/progress.

Dimension 2: Grit, tenacity, perseverance, and resilience

We feel that students are in the **early emerging stage** in this dimension.

Evidence

- Students are often overheard with negative self-talk and need to learn the importance of positive self talk.
- Many students lack the confidence to try new things and are very self conscious even to participate in fun activities like sliding (“I’m afraid someone will laugh if I fall”)
- Many students have a fixed mindset, saying things like “it’s too hard”, “I can’t do this”, “I’m too dumb for this”
- Primary students seem more open to trying different ways if things don’t work out at first.
- School development survey indicates 40% of students from grade 3-6 are unable to find a different way to learn new concepts if they have trouble at first
- Self-regulation ability requiring development-- many are quick to shut down when faced with confusion, frustration, or a challenge.

Dimension 3: Empathy, compassion, and integrity in action

We feel that students are in the **middle emerging stage** in this dimension.

Evidence

- Some students independently help and support others when they see them in need. Observations indicate that several students stand up for others, ask for help for a friend, or help them with work they are struggling with, all without being asked.
- Through PBIS students have knowledge of positive behaviors. Almost all students can tell us the four B’s and some can explain why they are important, however, the practical actioning of these characteristics is still an area to work on.
- School development survey indicates 40% of students feel that fellow students are respectful toward them.
- School development survey indicates that the actions of others disrupt learning for 70% of students surveyed.

- Seems to be a lack of a well developed understanding among the student groups of differences in individual strengths/needs.
- Emotional literacy/range of vocabulary limiting some students from expressing needs or developing understanding.

Dimension 4: Leveraging digital

We feel that students are in the **late emerging stage** in this dimension, bordering on the developing stage.

Evidence

- Most students in the school can use different digital devices like iPads, chromebooks and smartphones for educational activities, especially since our most recent shutdown.
- School has purchased many chromebooks over the past couple years that are regularly used in class.
- Students have used google meet, google classroom to interact with each other and send messages to each other during the shutdown. Many students use social media apps to socialize outside of school. Google classroom usage during the regular school day is increasing.
- Some students are learning to use assistive tech apps to help with language activities, which helps to develop independence and resilience. Teachers at times still report inability to accommodate due to access to technology. (limited access = limited development of ability to use tools). As discussed regarding empathy -- understanding of the variety of needs not globally understood by the students AND there are not enough devices for all to consider using so at times, some are seemingly affected by the stigma around using technology/accommodations.

All staff agreed that our ranking of students using this progression rubric was an accurate representation of students at the present time.

Our next step was to have students reflect on their own learning in this **character progression**. Students in grades 3-6 completed the student friendly progressions rubric with input and discussion with their respective teachers. This provided us with an indication of their thoughts on character learning and comparative data to generate a deeper staff discussion on this competency, which occurred during our closeout sessions in May. As a note, some of the student results were similar to that of the teachers, while others differed. Overall, students tended to rank themselves more towards the upper accelerating/proficient end. What follows are the results of the student self assessment.

Students (grades 3 and 4)

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
I can work on my own and I can help myself to learn new things. <i>Proactive stance toward life and learning to deep learn</i>	1	8	8	5	5

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
If something is hard, I can try another way. I don't give up, I want to try my best. <i>Grit, tenacity, perseverance, and resilience</i>	1	4	8	4	9

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
I care about how other people feel and I want them to be happy. I try to do the right thing. <i>Empathy, compassion, and integrity</i>	0	1	4	7	13

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
I can use technology to get my work done and learn new things, and to connect with other people. <i>Using technology for learning (leveraging digital)</i>	0	1	4	5	16

Students (grades 5 and 6)

Dimensions	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
I can work on my own and I can help myself to learn new things. <i>Proactive stance toward life and learning to deep learn</i>	3	2	16	10	2

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
If something is hard, I can try another way. I don't give up, I want to try my best. <i>Grit, tenacity, perseverance, and resilience</i>	3	3	8	10	7

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
I care about how other people feel and I want them to be happy. I try to do the right thing. <i>Empathy, compassion, and integrity</i>	3	1	3	13	10

Dimension	Not at all (Limited)	A little bit (Emerging)	Kind of (Developing)	Mostly (Accelerating)	For sure! (Proficient)
I can use technology to get my work done and learn new things, and to connect with other people. <i>Using technology for learning (leveraging digital)</i>	1	1	13	7	11

In addition to the items noted thus far in this section of the ASDR, we also developed a number of specific actions to address our learning question for the year. These actions will be summarized in the next section below.

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

Actions	Evidence of Effectiveness
<p>Regularly scheduled Teaching and Learning team meetings to discuss students at risk (Phase 3). 1 period/grade/cycle</p>	<p>Meetings were scheduled regularly for each grade level during the 14 day cycle. Teachers are pinpointing “students as risk” and bringing evidence for discussion and actioning purposes to these meetings. Specific strategies in the identified pillar of improvement (Numeracy, Literacy, SEL) are discussed, implemented and reviewed during these meeting times.</p>
<p>Ensure there are opportunities (Professional Learning) and resources available to further teacher learning in Universally Designed classrooms and instruction.</p>	<p>All relative PL opportunities are being shared with staff. Collaborative discussions are taking place during staff meetings and other non-structures times. Funding has also been allocated to help with resources and PL to supplement UDL/DL. Teachers are beginning to put into practice, the learning stemming from these PL opportunities.</p> <p>Individual professional learning plans also reflect teachers desire to continue with UDL and DL opportunities.</p>
<p>Establish a school based Deep Learning Team (leading learners) and commit to the “ DL Dive” with District and Fullan team members.</p>	<p>Our Deep Learning Team was established just after Christmas break and presently consist of the following members: Mike Parsons - Admin (Pam Kelley will take over this role in the Fall as the new principal) Sarah Hedderson - Admin/Primary Karyn Rowsell - Reading Specialist/Primary Tim Smith - Elementary</p>

	<p>This team has met a number of times to discuss further DL strategies and learning progressions. Team members also participated in NPDL webinars as they became available.</p>
<p>Invite remaining teachers on staff (those not part of DL Team) to be members of the online deep learning hub.</p>	<p>All remaining teachers were invited to join the Deep learning hub and all did so with enthusiasm. Teachers have used hub resources to plan Deeper Learning lessons for students and will continue to use the resources that are available on the hub as they move their learning forward in the upcoming school year.</p>
<p>Frequently review the Deep Learning resources we have available to us (books/articles/videos/and the online learning hub) to increase competency levels in deep learning</p>	<p>Staff availed of scheduled time to review the site during school PL sessions in March , along with their own time. Our DL team also used school discretionary sub time in May to further their DL learning and become more familiar with the resources available on the hub.</p> <p>Staff utilized time during most recent PL sessions (2 day closeout in May) to continue exploring DL resources and engage in division level <u>learning design planning</u> with a focus on the character competency.</p>
<p>Transform our current library structures/practices to become a Library Learning Commons to promote student engagement. (Phase 3 Initiative)</p>	<p>Go and grow (PL) sessions for our Learning Resources Teacher occurred to help provide the LRT with a greater understanding of how to develop/organize/and promote this space. Additionally, participation in PL offered by the district occurred during this school year.</p> <p>Some maker space materials have been collected for this space and shelving is currently being rearranged and constructed to enhance the learning environment.</p> <p>Old and unused library books have been removed from this space to make more efficient use of the commons area and to narrow our printed text resources more toward student interests.</p>

Next Steps...

Continuing to move forward on this **Deep Learning** journey will remain the focus here at GBSA. Improving overall student engagement will remain the goal. Teachers are now understanding more than ever that new teaching and learning pedagogies are needed to prepare students for 21st century learning. Improving on the 6 global competencies that students will need to be productive in our ever evolving world, will become the core of our school development plans for the foreseeable future. These competencies and descriptors are indicated in the following graphic:



Engaging students in their development of these 6 C's will be paramount and thus our mutually agreed upon question of: ***How will we (teachers as learners) shift our current pedagogy to provide these opportunities for students?*** Will continue to be significant on a go-forward basis. We will continue to provide students with learning opportunities through our leadership group and various afterschool clubs. Teachers continue to learn strategies that foster engagement and implement them in their classrooms. Students are provided voice and choice in their learning.

Teachers here at GBSA, will continue to become familiar with **all** of the Learning Progressions for each of the 6 C's over the next couple of years and stay committed on the learning journey that we are currently on to further enhance our instructional practices to deepen the learning for our students. Visual displays have been placed around the school encouraging understanding of the 6 C's. Teachers are talking to the students about global the competencies. These conversations allow us to intentionally create the appropriate learning conditions, where students are truly engaged, and are

able to take more responsibility for their own learning, while developing these critical skills along the way.

