

2023-2024 Annual School Development Report

Morris Academy



Vision Statement:

Empowering all students to achieve and succeed.

Mission Statement:

Through the collaborative efforts of school, home and community, Morris Academy is committed to providing a diverse teaching and learning experience that will empower each student to achieve and succeed in a healthy, safe and caring environment.

Strategic Issue: Instructional Practice

Objective: To strengthen instructional practices through an intentional focus on UDL, Deep Learning and Literacy.

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

PMF data, staff reflective responses to 7 determinants, teacher observations and conversations, informal/formal teacher assessments, report card data, Responsive Teaching and Learning records, attendance records, Review 360 reports.

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

Teachers incorporated a UDL approach and used a variety of instructional strategies to foster Deep Learning, collaborated with colleagues and community partners, and participated in professional learning with an intentional focus on literacy and numeracy, cultural responsiveness and incorporating daily physical activity to continue to support student engagement and achievement in an inclusive, safe and caring environment.

Some indicators of progress include:

- **Students were challenged to collaborate, communicate and think critically as they engaged in personally meaningful Passion Projects through a project-based learning approach to instruction.**
- **Students engaged in hands-on inquiry learning with classroom gardening projects, some of which were supported through a school partnership with Little Green Sprouts.**
- **Grade two students engaged in scientific investigations through mealworm inquiry activities.**
- **Kindergarten and Grade One teachers, along with their students, collaborated with a local artist, Susan Furneaux, to implement an ArtsSmarts project of wet felting to celebrate Morris Academy's 60th Anniversary. This activity supported the 6Cs of learning, while providing an opportunity for students to learn about the school's history and long-standing culture.**
- **Morris Academy held an open house to celebrate 60 years in education. Students engaged in research about Morris**

- Academy, developed projects, created art, and performed musical selections for former and current students and staff.
- Teachers regularly availed of the Learning Commons to collaborate with the Teacher Librarian and engaged students in a variety of inquiry-based/STEAM learning activities utilizing Makerspace resources. The scheduled activities promoted school spirit, engagement, diversity, collaboration and creativity.
 - Teachers utilized a design-thinking approach to engage students in bridge building and various self-directed projects. These activities provided opportunities for students to collaborate, problem solve and to revisit ideas which promoted perseverance.
 - Grade three students explored structures and design with a visit from a junior architect, Anna Halleran. Additionally, the students engaged in the design thinking process to build and test a variety of structures.
 - Teachers engaged students in mindfulness practices and used talking circles to reflect on learning, to provide feedback on learning activities, and to promote social emotional learning. Students are more capable of labeling and discussing their feelings and teachers observe students being more calm and focused after mindful activities.
 - Students in grades three and four have learned various SEL strategies through engagement in the SELFE program supported by Memorial University's Clinical Psychology Program. Students developed awareness of emotional regulation and coping skills.
 - Teachers guided students to create personalized writing goals and social emotional goals.
 - A new action team was formed with an educational focus on diversity. A shared drive was created as a catalyst for collecting resources for teachers to utilize for direct teaching of acceptance for all, including videos, books, and professional learning resources that promote an awareness and acceptance of differences, celebrates uniqueness and values diversity. On June 13th, we held a Celebrating Me! day where teachers availed of a team generated grade level slideshow (Primary/Elementary) to guide a day of learning and opportunities were also provided for families and students to share about what makes them unique.
 - Teachers participated in Professional Learning on The Science of Reading, RTL Database, new Math resources, Cultural Responsiveness, Provincial Daily Physical Activity Policy, Kids in the Know (K-3), and curriculum development with a reflection on best practices.
 - Teachers continued to incorporate a variety of technology practices to promote diverse learning experiences and aid communication (Technology use during Literacy/Math blocks, Proloquo2Go, Lumio, Canva, Beebots, Ozobots, Sphero, BoomCards, Learning Apps, Google Suite exploration, Epic, button maker, Osmo, Book Creator, etc.).
 - Grade three students participated in the Junior Achievement Our Community program to learn about a variety of jobs

in their community, the tools needed to do jobs, and how money moves around communities.

- A school-wide literacy initiative invited members of the community (RNC, Radio, City of Mount Pearl, etc.) and families to share books and stories with students.
- Teachers explored reading research through a Science of Reading lens to improve literacy instruction.
- Teachers and students engaged in school-wide initiatives focused on UDL practices and the 6Cs (Spirit/Education Week, Dance, STEAM Buddies, etc.).
- All grades engaged in daily physical activity to meet curriculum outcomes through movement, as well as participated in school wide activities (FUN Day, Dart Outdoors, Dance-a-thon, etc.).
- The school continued to provide breakfast to students Monday - Thursday through an ongoing partnership with President's Choice Children's Charity and Kids Eat Smart. Students engaged in leadership roles to support the success of the program.
- The School Lunch Association began to service Morris Academy this year. Student volunteers played a significant role in implementing the program (serving food, collecting trays from all grade levels, etc.). Students demonstrated increased confidence and gained valuable skills such as communication, responsibility, time management, and teamwork.

Next Steps...

- To connect Universal Design for Learning with Culturally Responsive teaching.
- To continue professional learning on the Science of Reading to improve literacy instruction and to implement best practices to improve student achievement (Heggerty, UFLI, The Six Shifts, etc.).
- To provide teachers with time to collaborate and plan for implementation of best literacy practices.
- To continue to build learning partnerships that will engage students in deep learning opportunities (ex. ArtSmarts).
- To continue to learn about the key aspects of diversity to foster inclusion, social emotional learning and enhance social cohesion.
- To continue to explore ways to incorporate physical activity into instructional practices.
- To continue to acquire board game resources for curriculum connections, global competencies, and social-emotional learning.

- **Learning Commons extension (Room 103) will be redesigned as a functional STEAM learning space:**
 - **to purchase tables, chairs and cabinets, art supplies, organizational storage items**
 - **to gather a variety of shared teaching and learning resources to be accessible for all**
 - **to inventory and replenish resources**
 - **to purchase new technology to support teaching and learning**
 - **to provide professional learning time for teachers to collaborate and plan STEAM activities**