

2024-2025
Annual School Development Report



ADMIRAL'S ACADEMY

Navigating Together and Sailing to our Potential

Strategic Issue:

Student performance indicates that instructional practices may not reflect evidence based decision making.

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

Assessment data indicates gaps in both reading and math fluency.

Students voiced - as well as showed through their work - that knowledge/skills are not retained year over year.

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

Staff are continuing to learn about evidence based literacy instruction. We held a school-wide PL lead by our school growth team for all staff in the area of fluency instruction. We focused on the implementation of 10 min daily fluency instruction and shared resources for each grade level to support the instruction. We focused on the Tim Rasinski fluency through poetry resources. We purchased this resource digitally and then we created a staff-shared folder in our drive for all teachers to access these books and activities. We also created a folder for Kindergarten teachers to use for fluency through nursery rhymes, songs, and fairy tales. School also purchased the Mega-Book of Fluency by Tim Rasinski which provides fluency instruction, supporting resources, intervention ideas, etc. We discussed using text-rich resources and grade level resources for whole class daily fluency reading. Teachers are implementing daily fluency practices through poetry and other resources as evidenced by discussions in TLT and staff meetings.

School growth met in March to analyze school-wide Acadiance data. We noted an increase in fluency as well as accuracy. We accounted for any areas of discrepancy and addressed these areas of concern during TLTs. We will examine year-end data once completed.

We discussed the new AER policy at various TLTs. Some staff received PL on this document and shared what they learned with others. Teachers are now using the resources that are provided to assess fluency, spelling, comprehension, vocab, etc.

We surveyed our family population to gauge barriers to reading at home as well as to communicate the importance of home reading. Of the 73 respondents, 72% indicated that they read daily, 60% had high interest in reading. The biggest barriers indicated were competing activities, lack of time, and lack of interest. 30% indicated they would like to have tips to make reading more enjoyable. This led to the school council polling our school community, looking for suggestions as to how to make reading more engaging at home. Using this information, our school council developed the Gator's Guide to Reading. We are currently in a social media blitz to make our families aware of the new guide. Planning has begun for further steps next year.

Teacher reflection during TLT's around math instruction and student performance lead us to question what we could learn from our explicit and systematic literacy instruction. A small group of teachers began to explore effective numeracy instruction including the use of a numeracy screener. The data analysis from the screener led to the explicit teaching and implementation of structured numeracy and daily review. Achievement data from both beginning and middle of the year indicated significant growth in foundational numeracy skills. From here, the school growth team led a numeracy PL with the intent of growing this practice school-wide. Teachers are implementing daily numeracy review practices and are seeing high engagement and positive gains.

Next Steps...

- Ensure Professional Learning Journeys are connected to teaching and learning.
- Continue to develop a SOR based approach to Literacy Instruction including all 5 Pillars of effective Literacy Instruction with a focus on the areas of knowledge and vocabulary
- Ensure that our elementary grades SOR based approach expands into the areas of word and sentence structure in both reading AND writing
- Introducing The Grammar Project at the grade 3 level while it continues to be used in other elementary grades
- Look to develop content/knowledge rich resources per grade level...possibly use one of our SD days
- Grade one to implement the AIMS screener
- Ensure daily numeracy review is begun in September and monitoring of data to determine next steps
- Create and implement Reading challenge to help build interest and engagement in reading at home