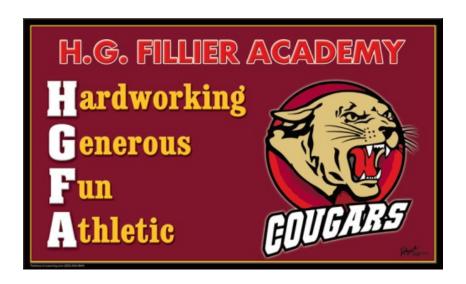# 2020-2021
Annual School Development Report

H. G. Fillier Academy

H. G. Fillier Academy Mission Statement

At H. G. Fillier Academy student learning is central to our mission. We believe that all students can learn to their fullest potential. Students will develop their individual talents, critical thinking, communication skills and technology skills by being actively engaged in the learning process. Continuous commitment to pedagogical improvement ensures that our students are well-rounded, self-directed, lifelong learners. By maintaining a safe, inclusive, and optimum learning environment, we provide the opportunity for students to be successful global citizens. By promoting high standards and expectations, teachers, administration, parents, and the school community at large, share the responsibility for advancing the school's mission.

Strategic Issue: Strengthen relationships and integrate social emotional learning to better engage students and families in school life.

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

Through staff discussions and review of both internal and external data (PMF Report,School Development Open Response Survey Report 2019 - 2020, anecdotal evidence, RTL Data (SEL), School Conditions Rubric - Staff Survey, Deep Learning Progressions - Staff Survey Deep Learning Progressions - Student Survey, and Grades 4-9 Student Focus Groups' Data Analysis) it was evident that relationships needed to be strengthened and social emotional learning had to become a focus in order to better engage students and families in school life.

Data:

PMF Report Data (2019-2020) showed that:
- ○ 41.5% of students reported a positive school climate
- ○ 53.8% of staff reported a positive school climate
- ○ 23.8% of families reported a positive school climate
- ○ 73.3% of students report a safe school environment
- ○ 39.4% of students feel they are valued members of the school community
- ○ 33.3% of students are engaged
- ○ 61.4% of students believe teachers hold them to high expectations
- ○ 100% of teachers are confident in their teaching (only 28.6% of instructional staff participated in the survey)
- ○ 23.8% of families feel the school meets the developmental needs of their child (10% of families participated in the survey)

School development open response survey report 2019 - 2020:
    Grades 4 -6 Survey
    When asked, "What are two things that this school does well and should continue to do?" responses included:
- Go to gym in unstructured time
- Continue developing the library for student use
- Being nice to each other
- Don't put up with bullying

When asked, "What are two things that this school could do to improve?" responses included:
- More time with other classes in the gym to connect with people
- Another school recess program
- Make math better

- Do not have bad rules
- More gym

Grades 7-9 Survey

When asked, "What are two things that this school does well and should continue to do?" responses included:
- Good at assigning work like outdoor assignments, slideshow assignments, independent assignments, etc
- Whole school activities (games i n gym, movies)
- Keep it a bully free zone
- Keep the volleyball team
- The recess program

When asked, "What are two things that this school could do to improve?" responses included:
- Let us have phones if we bring them up at start of class
- The rules (especially locking the doors, feel like they have no freedom)
- Teachers explain things better
- Make learning more fun
- Communication with parents - parents are the last to know
- Have trained people in mental health (have teachers trained)

Instructional Staff Survey

When asked, "What are two things that this school does well and should continue to do?" responses included:
- The school has continues to work to implement resources that engage students and support their individual needs
- communication with parents - sharing of ideas in both formal and informal settings

When asked, "What are two things that this school could do to improve?" responses included:
- all teachers should strictly follow BMPS and protocols that are put in place so that actions are consistent across all classes
- use a variety of techniques when teaching / assessing students
- be sure to follow curriculum guides and meet all outcomes

Non-instructional Staff Survey

When asked, "What are two things that this school does well and should continue to do?" responses included:
- respect for students
- always there to help students

When asked, "What are two things that this school could do to improve?" responses included:
- more respect for other staff members

- trust for all staff members

Anecdotal Evidence:
- Students are not engaged in learning
- Students (and parents) do not have much school spirit
- Participation rates for SD surveys for staff and parents is very low (28.6% and 10% respectfully)
- The school/parent partnership need to be developed
- We need a way to acknowledge students' performances and successes in a fair and equitable way
- There is a perception by students and families that HGFA should be offering and doing all that the school we feed into does
- Parents and students have a stigma towards diversity
- School spirit is lacking in the student and family population

RTL Data (SEL)
- Meetings were used to talk about student progress in Math, ELA and SEL.
- We found this to be beneficial to actually share info to see where students were and where they should be going.
- It helped identify needs of students so that classroom teachers could give interventions in specific areas that were needed.
- Able to share ideas about students who were struggling and give recommendations on what interventions to put into place.
- 5/7 students who were working with the reading specialist made progress in their reading (decoding and comprehension).
- 3/7 students who were reading below grade level were brought up to grade level or beyond.

School Conditions Rubric - Staff Survey:
- Vision and Goals - 20% limited, 80% emerging
- Leadership - 40% emerging, 60% accelerating
- Collaborative Structures - 100% emerging
- Deepening the Learning - 100% emerging
- New Measures and Evaluation - 100% emerging

Deep Learning Progressions - Staff Survey of where students are :
- Character - 25% of teachers felt the students showed limited evidence, 69% were emerging, 6% were developing
- Citizenship - 37.5% of teachers felt the students showed limited evidence, 50% were emerging, 6% were developing and 6% wewe accelerating
- Collaboration - 35% of teachers felt the students showed limited evidence, 50% were emerging, 10% were developing
- Communication - 30% of teachers felt the students showed limited evidence, 60% were emerging, 10% were developing

- Creativity - 40% of teachers felt the students showed limited evidence, 60% were emerging
- Critical Thinking - 40% of teachers felt the students showed limited evidence, 60% were emerging

Deep Learning Progressions - Student Survey of where students are :
- Character - 25% of students felt they had limited evidence, 7% were emerging, 51% were developing, 11% were accelerating and 6% were proficient
- Citizenship - 16% of students felt they had limited evidence, 21% were emerging, 33% were developing, 25% were accelerating and 0% were proficient
- Collaboration - 17% of students felt they had limited evidence, 12% were emerging, 33% were developing, 28% were accelerating and 2% were proficient
- Communication - 15% of students felt they had limited evidence, 30% were emerging, 28% were developing, 12% were accelerating and 0% were proficient
- Creativity - 25% of students felt they had limited evidence, 30% were emerging, 30% were developing, 10% were accelerating and 3% were proficient
- Critical Thinking - 23% of students felt they had limited evidence, 32% were emerging, 33% were developing, 10% were accelerating and 2% were proficient

The above data showed:
- ❖ close to 60% of students surveyed feel that they are emerging/developing in the dimensions of the Character Dimension
- ❖ close to 80% of students surveyed feel that they are emerging/developing/accelerating in the dimensions of the Citizenship Dimension
- ❖ close to 60% of students surveyed feel that they are developing/accelerating in the dimensions of the Collaboration Dimension
- ❖ close to 60% of students surveyed feel that they are emerging/developing in the dimensions of the Communication Dimension
- ❖ close to 60% of students surveyed feel that they are emerging/developing in the dimensions of the Creativity Dimension, though ¼ of the students surveyed believed they had limited evidence of such.
- ❖ close to 65% of students feel that they are emerging/developing in the dimensions of the Character Dimension, though almost ¼ of the students surveyed believed they had limited evidence of such.

Grades 4-9 Student Focus Groups' Data Analysis
- Students feel the need to be leaders in the school.
- Students want to be given more opportunity to lead their learning.
- Students want the opportunity to lead a facelift of the school including painting, posters and creating more individualized rooms such as technology room, music room, fitness room, nook under stairs for reading, hangout room, outdoor classroom, chalk wall.
- Student's don't feel safe/private in the bathroom setting.
- School is overall a safe place, however 7-9's feel that in some subjects they are unsafe in their environment.
- Students want more opportunity to make their own choices.
- Students want to be able to use their cellphones in class.

- Students would like more gym and physical activities in school and outside.
- Students want mental health and confidentiality to be addressed. More safe places and go-to teachers for students to feel comfortable.
- Want Guidance Counsellor to be available more often.

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

We are at the beginning stages of addressing our strategic issue which is to, "Strengthen relationships and integrate social emotional learning to better engage students and families in school life." This year we took time to collect more data in relation to how students and teachers felt they were positioned to commence Deep Learning pedagogies, we conducted a school conditions rubric and we worked with the Safe and Inclusive Schools Itinerant to dig deeper into why the students reported, as they did, on the PMF reports and the school development open survey; this led to a much better understanding of where students are with their learning, what they want from us and what they want for their school.   Further to this, school staff participated in SEL training multiple times throughout the school year, they joined the New Pedagogies for Deep Learning Hub and received inservice on Deep Learning, we developed an Indigenous Alliance group and we increased contact with parents/guardians through social media contact.

Data was collected for school conditions rubric to determine evidence of where teachers are as teachers as learners; on average the results showed that we are emerging. Both teaching staff and students participated in the student learning progressions/ dimensions rubric. Teaching staff data aligns with student data and shows that, in general, both students and teachers believe that students are emerging on the deep learning progressions.

The Safe and Inclusive Schools Itinerant worked with our students to determine how the students felt about their school, how they felt in the school environment and what we, as staff could better do to make them feel more included, safer and valued in the school community. The findings of the focus groups are shown above. Once the findings were shared with the staff members we developed a better understanding of our students, they told us they were ready to be leaders in the school and to help bring about much needed changes to their school and community. Academically, students wanted to take on more challenges, they expressed an interest in having more voice and choice in their learning and assessments. Students were eager to show their leadership skills, Using the democratic process to develop a Student Leadership Team who will champion the projects at the school. With the guidance of the student leadership team and a teacher sponsor to be available as a resource, students have taken on three projects at the school for this school year; inclusive of the development of a weight room, a student lounge and the creation of a memorial for the 215 Indigenous students who found in the mass grave in Kamloops, BC.

School staff participated in SEL training multiple times throughout the school year. Social Emotional PL that was provided to staff has heightened awareness of how to teach SEL to students and incorporate it into daily teaching and learning in the classroom. Teaching staff have taken on the role of facilitators as students lead the development of specialized areas in the school such as technology lab, music room, art room with more specialized art supplies, lounge, and weight room, an outdoor playground and classroom. As well, SEL was provided to students through such programs such as ISMS, special days such as Orange Shirt Day, Pink Shirt Day Activities, Rock Your Socks for Down Syndrome, Be Cool for Autism,

sessions on Mental Health and Kindness and School Spirit Days,

All teaching staff were provided with the opportunity to participate in PL with the New Pedagogies for Deep Learning Group and to become members of the NewPedagogies for Deep Learning Hub. This has served to build staff competencies around Deep Learning structures to enable teachers to have more autonomy when delving into Deep Learning Pedagogies in the classroom.

At our school, we developed an Indigenous Alliance group, in which we meet with our indigenous students once in a 14 day cycle to do activities together which reflect their culture such as bead work, reading Indigenous literature and learning Indigenous words and phrases, eating foods from their culture and learning about different ceremonies such as Smudging and playing Indienous games . These are learning experiences of both students and teachers. Indigenous students make up approximately 27% of our overall student population and it is critical that their culture be preserved and that they feel a part of their school environment.

Next Steps:
- To continue our dive into Deep Learning. As we dig deeper into DL, all stakeholders in our school will grow through the learning journey together . We have unearthed our big rock and the need to focus on the social and emotional wellness of our students and families and we will continue working towards addressing this strategic issue. Positive relationships between school staff (teaching and support) and students and families is imperative if we want to engage students and have them develop the dimensions of character, citizenship, collaboration, communication, creativity and critical thinking.
- Based on data collected it was determined that we would put a determined **Focal Point** of developing the competency of Character with our students. Specifically working to develop the dimensions of *self directed learners with a proactive stance toward life and learning to learn* and *grit, tenacity, perseverance and resilience.* To achieve the above, we will develop a parallel **Learning Action** for teachers to work collaboratively together to determine best practices of addressing our focal point in the classrooms. We will use staff meetings to learn how best to develop the Character competency with our students, with each teacher sharing with the group and utilizing the NPDL Hub for support.
- To engage in an evidence based decision making process as a school and use the data to guide our decisions and actions and in the determination of strategic issues moving forward.
- All teachers at HGFA are wanting to lead the change. They will intentionally create the environments which allow students to take over their learning. We are already seeing enquiry based learning, partnerships, and leveraging digital. Next year, teachers and school as a whole, will continue to grow through collective efficacy and collaborative inquiry.
- In the classroom teachers will place priority on project based, cross curricular learning and be intentional with hitting the 6 C's.
- Staff meetings will become more of a sharing space; bringing in conversation around deep learning framework, collective enquiry and whole staff discussions.
- Continuing with collaborative analysis of assessment which is imperative for making decisions about student learning so as to meet the students' individual needs and designate 1 period in a 14 day cycle will be made for RTL meetings.
- Continue to expose students to SEL and incorporate it into daily teaching and learning in the classroom. Teaching staff will continue to take

on the role of facilitators as students lead the development of specialized areas in the school such as technology lab, music room, art room with more specialized art supplies, lounge, and weight room, an outdoor playground and classroom.

- Led by the Student Leadership Team, students will take responsibility to plan and implement their ideas/passion projects which lead to a more positive, engaging, safe and inviting school and community environment. Some projects they are planning for next year include:
    - development of a technology lab/space for working on tech projects involving 3D printing, use of cricut machine for making school spirit apparel, sewing
    - development of a designated art room vs the art rm/science lab space that currently exists
    - set up of the music room to allow jr high students to teach younger students how to play musical instruments
    - development of a playground/outdoor classroom
    - development of a green space for growing vegetables and/or flowers
- To continue to develop teacher competencies with the Google suite and technology through professional development and use with students on a daily basis for teaching and assessment.
- To further student engagement, teacher professional learning is required in the pedagogy of Universal Design for Learning.
- Seek appropriate activities, situations, and presentations to help students deal with mental health issues.
- Continue efforts in finding ways for teachers and students to connect outside the classroom such as extracurricular clubs and sports