2020-2021
Annual School Development Report

Truman Eddison Memorial

Our Vision

Our vision at Truman Eddison Memorial is to maximize student achievement for all students in a safe, caring, and inclusive environment. Our school community (including students, teachers, staff, administrators, school board personnel, neighboring schools, Newfoundland Labrador English School District, and parents/guardians) is dedicated to educational excellence in order to enable all of our students to become confident, self-directed, lifelong learners. Our school community strives for student achievement through a holistic inclusive approach.

Our Mission

Our goals are:

> ➢To develop the ability to think, inquire, and strive for excellence among all students
> ➢To teach societal values and encourage students to apply them to all aspects of their lives in order to be productive and contributing members of society
> ➢To structure programs and encourage initiatives that provide strong academic skills
> ➢To encourage the fulfillment of individual abilities and social responsibilities.

Strategic Issue/Goal: Instructional Practice. How can we develop a collaborative, inclusive, and responsive learning environment which provides quality instruction to all of our students?
Objective/Action: Teachers will become more familiar with deep learning pedagogies.
How did you know this was a Strategic Issue/Objective? What evidence did you have? Using our 2019-2020 Performance Measurement Framework report, we were down 8.8% from the previous year in indicator 3.1 - student engagement. To add to this, according to our 2020 data, 50% of our grade 4 students reported that they are not at all excited to go to school, and 16.7% were only slightly excited to go to school everyday! According to the same report, as reported by our teachers, there was a 1.9% reduction from the previous year in terms of teachers who are confident in their teaching abilities.
Year end Summary of Progress. What evidence do you have to support this progress? Our staff participated in Deep Learning PL in May. This PL helped introduce the topic of deep learning, and what it means to engage students using the 6 Cs. Administration and our lead teacher also participated in a deep learning cohort this year, where we met regularly to dig into deep learning and the components of this way of teaching and learning. Components of this cohort were then communicated to staff members regularly through monthly staff meetings. As far as our objective, we believe we have achieved this action of becoming more familiar with deep learning pedagogies, as all of our teachers have been introduced to this concept by way of professional development and through deep, meaningful conversations taking place among staff members.
Next Steps… We believe we have only just begun to learn about deep learning and all of its components. We are just being introduced to this concept, and see the need for this learning to continue throughout next year. We plan to continue individual and staff learning on deep learning, and continue to develop activities and revamp teaching practices to help students learn in a manner that addresses the 6 Cs. We will continue to use the Dive into Deep Learning resource as a starting point to continue this progression. We continue to learn and engage our staff and students in deep learning. Some of our actions to help achieve this goal are to continue learning and becoming more familiar with deep learning. A staff member is going to take part in a deep learning cohort and share what she has learned with staff. Also at some point in term two all staff will engage in a PL deep learning day with Patricia Edwards.

Strategic Issue/Goal: Instructional Practice. How can we develop a collaborative, inclusive, and responsive learning environment which provides quality instruction to all of our students?
Objective/Action: Teachers will develop a school-wide Deep Learning project before the end of the school year.
How did you know this was a Strategic Issue/Objective? What evidence did you have? Using our 2019-2020 Performance Measurement Framework report, we were down 8.8% from the previous year in indicator 3.1 - student engagement. To add to this, according to our 2020 data, 50% of our grade 4 students reported that they are not at all excited to go to school, and 16.7% were only slightly excited to go to school everyday!
Year end Summary of Progress. What evidence do you have to support this progress? Again, looking at indicator 3.1 on our PMF report, student engagement among our students is down. To help tackle this, we wanted to introduce deep learning as a way to help engage our students so they feel like they are contributing and valued members of our school environment. Aside from reflecting on our own individual teaching practices, we felt like this was a fantastic opportunity to introduce some school wide deep learning opportunities. We decided to plan a teme day (Camp Day!) as a starting point for the year. This day was filled with new learning opportunities for students that they would not traditionally get in a regular classroom. Students had a choice of activity during this day, and picked their own path of learning, which made the day exciting and engaging for them. We have since decided to plan another deep learning day before the end of the school year.
Next Steps: We do not believe our work with deep learning has been completed at this point. We will continue to discuss what deep learning looks like and how we can structure our classes and special events to continue to provide these authentic learning opportunities for our students on a more regular basis. Our plan is to start early next year (at the beginning of September) to start looking at an overview for the whole school year to see how we can facilitate more of these events. This year we are continuing to plan and facilitate school wide deep learning projects for each term. For term two we are planning a Rural Winter Survival Skills/Hacks. We are hoping these fun, authentic, meaningful activities will help engage and motivate students.

Strategic Issue/Goal: Instructional Practice. How can we develop a collaborative, inclusive, and responsive learning environment which provides quality instruction to all of our students?

Objective/Action: Teachers will take into account student interest when facilitating guided reading sessions.

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

25% of our elementary students were achieving a 2 or less as a report card indicator in reading and viewing a variety of texts with purpose and understanding in our term 2 report card data for the current school year.

In analysis of our most current report card data, 33% of our primary students were scoring a 2 or less in reading and viewing a variety of texts with purpose and understanding

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

With the help of our reading specialist, we have had many discussions regarding the way guided reading is taking place in our Language Arts classes. Our students are disengaged, and several of our students are not experiencing success with their reading as noted by recent report card data. Our reading specialist took part in some RTL PL this year, and communicated back to the rest of the staff the importance of taking student interest into account when facilitating guided reading sessions. This led us to ask students what they would like to read, and we started pulling additional resources outside the regular program provided to each grade to help engage our students in topics they are interested in.

Next Steps:

We feel that this is a more permanent change versus a temporary solution for our school. We want our students to be engaged, feel like they have a voice, and are contributing members of our school. As a staff, we will continue to provide these opportunities in a number of ways, including letting them have a choice in what reading materials they would like to use to help progress their learning. We will continue to monitor the effectiveness of this as we analyze our report card data and student measurement of engagement.

This year teachers will continue to take in account student interest and abilities when selecting guided reading text. We want our students to have a

choice and voice when they are reading. Teachers will complete individual student interest surveys to gain a better understanding of the types of books they enjoy reading. There hasn't been much change in our report card data since last updated. We are hoping to see positive results in our next reporting period.

Strategic Issue/Goal: Instructional Practice. How can we develop a collaborative, inclusive, and responsive learning environment which provides quality instruction to all of our students?
Objective/Action: With the assistance of guidance, teachers will develop activities that focus on SEL and building positive relationships within the school.
How did you know this was a Strategic Issue/Objective? What evidence did you have? Using our 2019-2020 Performance Measurement Framework report, we were down 8.8% from the previous year in indicator 3.1 - student engagement. To add to this, according to our 2020 data, 50% of our grade 4 students reported that they are not at all excited to go to school, and 16.7% were only slightly excited to go to school everyday! From the same report, there was a decrease of 11.9% in teacher expectations of student work according to our elementary students from the previous year. We have also noted a downward trend in attendance levels among our elementary students as a whole. - **25% of grade 3 and 4 students had a negative perception of school rules.** - **16.7% of students reported that people are often disrespectful to others at our school.** - **25% of students reported that they don't feel understood by others and/or they don't belong at our school.**
Year end Summary of Progress. What evidence do you have to support this progress? We have noted that many of our students feel disengaged while they are at school, and there seems to be a slight correlation with lower attendance levels among our elementary students. To combat this disengagement and our attendance issues, we wanted to develop activities that focus on social-emotional learning and positive relationships between students and teachers. As a staff, we met to discuss the importance of recognizing positive behaviours at our school instead of always punishing undesirable behaviours. The amount of reported "stars" (our PBIS approach to recognizing good behaviours) given out to students on a weekly basis more than doubled throughout the year once we decided to take on this more positive approach. As our time with guidance is very limited, unfortunately we did not have the time to work on developing specific SEL activities,

however this is high on our list of actions that we need to look at during the new school year.

Next Steps:
Establishing and maintaining positive relationships with our students and ensuring their social-emotional needs are met is very high on our list when we rate the needs of our school as a staff. This is not a temporary objective, but rather a more permanent approach to how we structure our classes, and how we contribute to a more positive school environment. We will discuss this objective at the beginning of the school year with our guidance counsellor, and together formulate a plan to help tackle some SEL issues based on the emerging needs of the students in our school.
We feel that this action is very important and for our 21/22 SDP we included this action as a goal. Our actions to go with this goal are to develop activities that focus on SEL and building positive relationships.

Strategic Issue/ Goal: Strategic Issue/Goal: Instructional Practice. How can we develop a collaborative, inclusive, and responsive learning environment which provides quality instruction to all of our students?

Objective/Action: Teachers will engage in some form of Daily Physical Activity (outdoors when possible) to help engage and motivate students.

How did you know this was a Strategic Issue/Objective? What evidence did you have?
Using our 2019-2020 Performance Measurement Framework report, we were down 8.8% from the previous year in indicator 3.1 - student engagement. To add to this, according to our 2020 data, 50% of our grade 4 students reported that they are not at all excited to go to school, and 16.7% were only slightly excited to go to school everyday!

Year end Summary of Progress. What evidence do you have to support this progress?
We feel that we have made great progress towards this action throughout the school year. We decided as a staff to try to get our students outside at some point every single day, as long as the weather was cooperative. We noticed that when students were able to get outside, they were much more settled and focused in class versus the days when they were unable to get outside. We also redesigned our gym calendar this year to help achieve this goal, so that on most days students either have a gym class, or they are able to get into the gym during our second half of lunch. Teachers were also encouraged to take students to the gym at some point throughout the day if they were unable to get outside or in the gym during the second half of lunch. We have also planned several outdoor play and sports days for the warmer weather months, to get our students outside and active!

Next Steps:
We believe daily physical activity and student engagement go hand in hand. When students have the chance to be active, they seem to be able to focus better and have a better attitude towards school. This is an action we believe has great importance, and is something we will continue

throughout the next school year.
This action is also included under our new Wellness and Positive Relationships goal for 21/22 SDP. We are engaging students in some form of daily physical activities to help engage, motivate and relax students during class time. We are also revising the school wide PBIS system to better promote positive and respectful behaviors amongst students. This is a very important school wide initiative, we have noticed an improvement in students actions and behaviors throughout the school.

Strategic Issue/ Goal: Strategic Issue/Goal: Instructional Practice. How can we develop a collaborative, inclusive, and responsive learning environment which provides quality instruction to all of our students?

Objective/Action: Teachers will utilize various work areas around the school to provide different learning environments that allow for movement and collaboration.

How did you know this was a Strategic Issue/Objective? What evidence did you have?
Using our 2019-2020 Performance Measurement Framework report, we were down 8.8% from the previous year in indicator 3.1 - student engagement. To add to this, according to our 2020 data, 50% of our grade 4 students reported that they are not at all excited to go to school, and 16.7% were only slightly excited to go to school everyday!

Year end Summary of Progress. What evidence do you have to support this progress?
We have made significant progress towards this action this year. As a staff, we have tried to utilize various spaces around our school in order to deliver engaging and motivating instruction in a manner that is inclusive to all of the learning needs present at our school. We have taken our students outside to learn, to the various learning spaces already present in our school (such as the library, art room, computer room, etc), and we have developed centers and encouraged collaboration among students during regular class instruction. We have noted through both conversations with students and observations that our classes are generally more engaged and positive when they are given the choice of environment to complete work, versus having to sit in their desks during the full day.

Next Steps:
Although this is something we focused on this year, we see the value in this type of teaching and movement for our students, and this is something we will continue in the new school year. Our focus has been on student engagement, and by fostering movement, collaboration, and creativity on a regular basis, we believe we create an overall more positive school environment!
Students continue to enjoy the opportunity to go to an alternate learning environment to engage in activities, this also gives them more space to work as a small group and collaborate.