2020-21
Annual School Development Report

Xavier Junior High

Strategic Issue: A shift is needed in instructional/assessment practices to increase student engagement in their learning

How did you know this was a Strategic Issue? What evidence did you have?
- **Zeros report**
  - indicated 573 zeros in gradebook
- **R360 Data:**
  - Discipline Incidents by Behavior(top 3 behaviors)
    - Chronic Non-compliance, Disorderly conduct, rough housing
  - Teacher Managed Classroom Behavior (top 4 behaviors)
    - Disruptive behavior, Off task behavior, Chronic Non-compliance, refusal to do work
  - Incidents by gender
    - 88.9% Male
    - 11.1% Female
  - Incidents by Grade
    - Gr. 6– 11.1% ; Gr. 7– 44.4%; Gr. 8– 25.6%; Gr. 9– 18.9%

- **School Development survey**
  - *Grades 5 & 6 Survey*
    - Valuing of school
      - 90% felt it important to do well in school
      - 20% use ideas from school in their daily life

- 75.5% feel school will be useful to them in the future
- 34% are interested in school
  - Learning strategies
    - 40% are likely to learn something a different way when they get stuck learning a new thing
    - 79.6% are sure they can figure out a way to get schoolwork done
    - 65.3% think about the best way to do a challenge before they start
    - 70.8% figure out how to learn things well
- *Grade 7-9 Survey*
  - Valuing School
    - 40.2% see themselves as someone who appreciates school
    - 77.2% felt it important to do well in school
    - 15.9% use ideas from school in their daily life
    - 66.9% feel school will be useful to them in the future
    - 22.8% are interested in school
  - Learning strategies
    - 40.2% are likely to learn something a different way when they get stuck learning a new thing
    - 39.3% are confident they can choose an effective strategy to get schoolwork done well
    - 45.5% think about the best way to approach a project before they start
    - 38.3% use strategies to learn more effectively
    - 48.3% feel strategis help them learn more effectively
  - Self-Efficacy
    - 44.3% are confident they can complete all work assigned
    - 32.8% are confident they can understand complicated ideas when presented in class
    - 42.6% are confident they can learn all the material presented in their classes
    - 31.1% are confident they can do the hardest work that is assigned in classes

- 20% are confident they will remember what they learned in current classes next year
    - Grit- persevere through setbacks
        - 50.9% likely to continue to pursue one of their current goals
        - 51.7% likely to try again if fail to reach an important goal
        - 41.2% keep working if they have a problem while working towards an important goal
        - 46.2% stay focussed on a project that matters to them even when there are lots of distractions
        - 42.4% stay focused on the same goal for several months at a time
    - Teacher-Student Relationships
        - 61% feel teachers are respectful towards students
        - 29.4% feel teachers would be concerned if they were upset in class
        - 29.7% feel teachers would be excited to see them if they returned to school 3 years from now
        - 25.8% feel that teachers are genuinely interested in their answer when they ask how they are doing
        - 39% would be excited to have the same teachers again in the future
- *Family survey*
    - Family support
        - 88.5% have conversations with child about what they are learning at school
        - 80.8% put effort into helping their child learnt to do things for themselves
        - 82.7% know their child's close friends well
        - 59.6% help their child understand the content they are learning in school
        - 53.8% help their child engage in activities which are educational outside the home
        - 78.8% talk to their child when they are having a problem with others
        - 69.2% know how their child is doing socially at school
    - Family Engagement
        - 21.6% communicate with teachers at school

- 17.3% have visited the school in the past
- 8% are involved with parent groups at school
- 44.2% have discussed this school with other parents of the school
- 7.8% have helped out at this school in the past
- 11.5% have been involved in fundraising efforts at this school
  - Barriers to engagement
    - 82.4% Childcare needs;
    - 92.3% transportation-related challenges;
    - 92.3% concerns about getting to the school safely;
    - 30.8% how busy your schedule;
    - 84.3% school staff seem busy;
    - 80.8% feel unsure about how to communicate with the school;
    - 76.5% the school provides little info about involvement opportunities;
    - 100% the school does not communicate well with people from your culture;
    - 82.7% the school is not welcoming to parents;
    - 82.7% do not feel a sense of belonging with your child's school community;
    - 98.1% negative memories of your own school experience;
    - 88.5% your child does not want you to contact the school;
    - 78.8% worry that adults at the school will treat their child differently if you raise a concern.
  - *Staff Survey*
    - Professional Learning (positive responses)
      - 30% feel professional development opportunities are valuable
      - 54.5% feel coworkers' ideas are helpful for improving their work
      - 40% feel they have input into individualizing their own professional development opportunities
      - 44.4% have learned new teaching strategies through working at this school

- 36.4% feel they learn about teaching from the leaders at this school
- 36.4% how often PL opportunities help them explore new ideas
- 20% how relevant PL opportunities have been to the content they teach
- 30% how supportive has your school been of their professional growth

- **School Conditions Rubric:**
  - Staff consensus that we are between emerging and accelerating with vision and goals, between limited and emerging for leadership, collaborative cultures, deepening the learning, and new measures and evaluation on the school conditions rubric
- **RTL data:**
  - 16 out of 75 grade 6 students are on targeted & intensive interventions (21%)
- **BEV table data report (March 2021)**
  - Approximately 25% of students in grades 7-9 are failing or at risk in at least one subject area
- **Student success data (PASS)**
  - Eight at risk students have shown significant growth (behaviorally and/or academically); however, the number of referrals have increased throughout the year
- **Attendance data (2021)**
  - Approximately 6% of students are considered chronic non-attenders.
- **PMF Data (2019-20)**
  - 33.8% reported a positive school climate
  - 53.6% of staff reported a positive school climate
  - 54.7% of families reported a positive school climate
  - 47.7% of students reported a safe school environment
  - 46.3% of families reported a safe school environment (25% of families participated in the survey)
  - 33.9% of students feel they are valued members of the school community
  - 36.8% incidence of major behaviors (14.5% Females, 54.9% Males); 8 out of school suspensions issued for the year.

- 23.2% of students are engaged in their learning (28.2% Males, 22.9% Females)
  - 44.4% of students either enjoy none or very few of their classes.
  - 42.3% of students are eager in participating in none or very few of their classes
- 53.4% of students feel teachers hold them to high expectations
- 75.3% of teachers are confident in their teaching (81% of instructional staff participated in the survey)
- 47.1% of families feel the school meets the developmental needs of their child (25% of families participated in the survey)

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

We are at the early stages of addressing our strategic issue of shifting our instructional/assessment practices to improve student engagement and wellbeing for all. Our teachers are all at different stages of their deep learning journey whereby pedagogical practices are being adjusted to try and engage more students in the learning while creating a positive learning environment for all of our students. Our staff looked at the school conditions rubric to determine where both our staff and students are on the deep learning continuum. The evidence of disruptive classroom behaviors and zeros in the gradebook only confirmed the low level of student engagement in their learning and the need to shift our school culture with more student choice and voice to make the learning in our building more meaningful and authentic to our students. The Safe and Inclusive Schools Itinerant worked with our grade 8 students to determine how the students felt about their school, how they felt in the school environment and what we could do to make their learning environment more inviting, inclusive and positive and to make students feel more connected and valued in the school community. This was done near the end of the school year; we will analyze the data from this process in the next school year.
Some of the things that we have been doing include:

- ☐ ELA Deep learning- student self-paced learning units
- ☐ Teachers were provided the opportunity to participate in PL with the New Pedagogies for Deep Learning Team and access the NPDL Hub. This has given teachers more knowledge on this deep learning framework and increased competency in teachers know-how in incorporating aspects of deep learning into their classrooms.
- ☐ Genius hour- marked improvement in grades in ELA 8 (most challenging students)

- ☐ Increased engagement- self learning (projects)
- ☐ Authentic learning (connections with real world) ex:
- ☐ Photography unit in grade 8 art, music through technology and micro bits
- ☐ More engagement when students saw a purpose in their projects (World Oceans Day, Earth Day, Orange Shirt Day (citizenship, character, and empathy)
- ☐ Hydroponics activity- grew tomato plans, lettuce and kale (Gr. 7)
- ☐ SucCeed kits - Gr. 6 & 7
- ☐ Beautification of school grounds (Gr. 7-9)
- ☐ Deep Learning focus on staff PL in May 2021- Creation of deep learning lessons- school wide cross curricular sustainability project (6-9)
- ☐ Coding (all grade levels)- student engagement evident with coding activities (ie. using Scratch coding in grade 6); robotics in intermediate tech classes.
- ☐ Requested that our district SIS team work with a student focus group (grade 8) to hear their voice on what they like and dislike about our school- many of the issues that have arisen in this focus group will be implemented.
- ☐ Staff participated in SEL PL during one of our school close-outs
- ☐ A focus on SEL, empathy and citizenship through various events and special days such as The Terry Fox Walk, Orange Shirt Day, Pink Shirt Day, Islaview Day, Thanksgiving & Christmas Food Drive and other fundraisers for non-charitable organizations throughout the year.

Next Steps…
- ☐ Implement Sustainability Project (Deep Learning Lesson template)
- ☐ Explore standards based grading (select teachers)
- ☐ Eco-bricks projects (grade 6's)
- ☐ Educate and build awareness for 2+LGBTQ group through GSA
- ☐ continue learning on deep learning and UDL as whole staff (article reviews, and NPDL Hub) with a focus on student engagement and well being
- ☐ review learning progressions to determine focus of 2021-22 school year (both staff and students)
- ☐ create a social media team (students and staff), monthly newsletters

- Learning commons team with students-2 month book club per grade
- Extend the self paced learning framework across grades and subjects
- Increase communication to home through social media (Twitter & Facebook); build awareness around Genius Hour and Deep Learning.
- More meaningful engagement in UDL and the 6C's within teacher lessons
- Purposely developing a common language around deep learning and the 6C's
- Allow for more student choice and voice in how students learn and represent their learning
- Implement suggestions for improvement from our grade 8 focus group
- Focus on SEL (Character & Citizenship) specifically empathy within lessons (ie. Health curriculum, service projects in ELA, as well as cross curricular)
- Re-establish school council and student council and foster student leadership in our building
- Refocusing our staff meetings to include a sharing space for teachers with discussions on student engagement and deep learning
- continue to focus on adjusting assessment practices to better meet the needs of all students, more variety and student choice and voice in the development of assessments.
- Continue to include PLC time within the master schedule, including grade 6 TLT meetings.
- Complete the new learning commons space with a focus on deep learning and student engagement in this space.
- Work on developing spaces around our school for an outdoor classroom and a recreational area (ie. basketball court)
- Complete an open response survey with staff and students on what we are doing well and what could we improve on (google forms)
- Find opportunities, resources, activities to help bring awareness to and support students with mental health issues and wellbeing.
- Provide more extra-curricular clubs and teams to our students based on student interests
- Apply for grants through community healthy living, Brilliant Labs, Sustainability projects, etc to help support improvements in our learning space and to promote student engagement and UDL.