Copper Ridge Academy

Annual School Development

2021-2022

9 Columbus Drive

P.O. Box 430

Baie Verte, NL

A0K 1B0

Mission Statement:

The Mission of Copper Ridge Academy is to prepare our students to take their place in a changing global society by providing challenging educational opportunities in a safe, caring environment, expecting the highest possible individual performance and recognizing the diversity of learners.

Strategic Issue: *Our current pedagogy (instruction and assessment practices) needs to provide more opportunity for meaningful student engagement.*

Evidence used to identify strategic issue:

Anecdotal:
- Need to increase/maintain assessment scores. (BEV)
- Poor student engagement in their learning, even when provided with choice. (BEV) (Teacher observations)
- Students not taking ownership of their learning. (Teacher observations)
- A shift in student voice and choice in their learning has started, but needs to continue and develop. (Teacher observations)
- Incorporating the 6Cs into the current curriculum. (Teacher planning/developing)
- Considering and implementing a standard-based approach to assessment. (Teacher planning/developing)
- Implementation of more formative assessment throughout units in Jr./Sr. High. (Teacher observation)
- Need greater student choice for reading assessment tools. (teacher observations)
- To incorporate more student voice in assessment choices to demonstrate their knowledge. (Teacher planning/developing)
- Develop a K-6 writing development tool to better inform teaching and monitor progress throughout the primary/elementary grades. (teacher observation)

RTL Data:
- Opportunities for student choice in reading/writing selections can improve interest and engagement in literacy activities.
- Consistent small group instruction indicates improved engagement and growth.
- Hands on interactive games, real life problem based, manipulatives, etc used as a part of daily mathematics instruction.
- SEL is vast and diverse, and multi-faceted - more individualized; Relationships and connection with students is pivotal to improve engagement.

School Development Surveys:
2019/2020

- 41.2 % of the students in 7-12 and 47.5 percent of the students in grade K-6 are confident with trying new learning strategies in the classroom.
- 40% of our staff say that professional learning opportunities help us to explore new and valuable learning strategies.
- 41.2% of our students say that they struggle with complicated ideas presented in the classroom.
- 41.8% of our students say that they are confident with completing the hardest work present in their classrooms.

2020/2021
- 56.6% Percentage of teachers who are confident in their teaching
- 59.5% Percentage of families who feel their school meets their child's developmental needs
- 36.8% Percentage of students who are engaged
- 72.8% Percentage of students who believe teachers hold them to high expectations

2021/2022

PMF Report:

2019/2020
- Students(51.5%) and parent (55.5%) response to Students experiencing a safe, caring and inclusive environment was low.
- Student and family response to the education system is responsive to students' strengths and needs was low. The school scores from student indicator 3.1 was 41.5% and family indicator 3.4 was 51.2%

2020/2021
- Students(61.8%) and parents (53.4%) response to Students experiencing a safe, caring and inclusive environment was low.
- 50.1% Percentage of students who report a positive school climate.
- 59.9% Percentage of Parents who report a positive school climate.
- 74.1% Percentage of staff who report a positive school climate.
- Showed correlation between families and students regarding lack of engagement and interest toward learning.
- Noted low participation in survey by teachers in 2021 (n=6)

2021/2022
- students(58%%) and parents (56.1%) response to Students experiencing a safe, caring and inclusive environment was low.
- 44.1% Percentage of students who report a positive school climate.
- 54.4% Percentage of Parents who report a positive school climate.

- 43.2% Percentage of staff who report a positive school climate.
- 67.4% of students believe teachers have high expectations of them.
- 55.6% of teachers believe they have confidence in their teaching.
- 47.4% parents who believe that CRA meets their child development needs
- Showed correlation between families and students regarding lack of engagement and interest toward learning.
- Noted low participation in survey by teachers in 2021 (n=6)

Summary of Responses to the guiding questions in the Instruction and Assessment Determinants:
Instructional/Assessment Practice
- There is an emerging practice of teachers with respect to incorporating, "Student Choice, Student Voice" in their instructional strategies.
- There is an emerging paradigm shift among teachers to provide opportunities for students to actively engage in their development of global competencies.
- There is a developing practice among teachers to anticipate and address learning barriers through UDL and Deep Learning.
- Teachers are beginning to use assessment practices to drive teaching strategies.
- Students need to learn to assess themselves and understand how to improve their performance through student/teacher collaboration and feedback.
- Students need to understand the goal that is being assessed.
- Supporting students critically analysing their own performance.

School Conditions Rubric:
- The *Visions and Goals* in CRA reflect a shift towards Deep Learning. This emergence will continue to grow with support and encouragement from staff and administration.
- *Leadership in CRA is emerging across K-12 with respect to fostering Deep Learning. Some teachers have taken a lead role in incorporating Deep Learning in their classrooms and have shared with others.*
- *Collaborative Cultures in CRA are emerging and instructional staff are reflecting, collaborating and sharing resources to foster Deep Learning. There is an emerging structure, the teaching and learning meetings, that encourage the sharing of Deep Learning practices.*

- *Deepening the Learning is starting to emerge as teachers develop relationships between the curriculum and Deep Learning practices. Teachers have begun to include deep learning goals in their professional learning plans. Students are beginning to participate in a more collaborative process in both assessment and the learning process.*
- *New Measures & Evaluation are being developed by teachers and students by designing meaningful instruction and assessment for Deep Learning.*

Learning Progressions and Dimensions:
- *On average, for each dimension of Character: Deep Learning Progression, there is an emerging process with the help of instructional staff. With support, students are learning to Deep Learn.*
- *For each dimension of Citizenship: Deep Learning Progression, there is a developing process of students understanding global issues and the individual's role in these issues. Teachers work to foster empathy concerning these global topics. Students routinely leverage digital to explore world issues.*
- *Students are transitioning from an emerging to developing stage in Collaboration: Deep Learning Progression. It is common to see students engage in the collaboration process. Students are learning to develop strategies around social/emotional skills while learning to value differing viewpoints and perspectives.*
- *Students are emerging for each dimension of Communication: Deep Learning Progression. Students are beginning to appreciate the value of their purpose and voice and its impact on a wide range of learning outcomes and audiences.*
- *There is limited evidence for the dimensions associated with Creativity: Deep Learning Progression where learners struggle with taking opportunities and creating new ideas.*
- *Students are emerging for each dimension of Critical Thinking: Deep Learning Progression where learners are beginning to see and determine patterns and connections.*
- *During the 2021-2022 Teachers focused upon Citizenship and began to explore creativity with their students.*

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

For this year Copper Ridge Academy began to dig deeper in the 6 progressions of Deep Learning. From the PL days focused upon this, teachers decided to focus upon Citizenship. With this as the focus for Copper Ridge Academy, partnerships were framed with the local food bank, hospital and the retirement home. Various activities and learning opportunities have been developed

that saw our students actively engaged within these partnerships. Through collaboration with school teachers and students many learning opportunities occurred throughout the year that saw students developing a global awareness on sustainability and connectedness with others. Projects started with local food gardens, various hydroponics projects, visits to the local seniors and chronic care units - leveraging digital to address covid concerns.

Next Steps…

For Copper Ridge Academy our next steps are to focus upon our instructional practices and develop meaningful action plans to foster greater student engagement at Copper Ridge Academy. The focus will be upon deep learner and the 6 C's (progressions) The following steps will be our focus for the coming school year:

- To continue to dive into our understanding of Deep Learning.
- To focus our Teaching and Learning meetings so that the pillars of Deep Learning through the lens of instructional and assessment practices are explored.
- To engage the school lead team and staff in the learning progressions and dimensions to gather evidence about student skills and teacher practice in the 6 Cs.
- Teachers will place a greater focus on Creativity and Collaboration for the coming school year.
- To examine our current instructional practices so that we can incorporate more student voice, student choice.
- To review our data so that we can use an evidence based approach that will allow for greater student engagement.
- During our PL days, time will be given for teachers to collaborate and share ideas around our current practices and how we can bring about focus upon Creativity and Collaboration.
- The school will continue to examine ways to incorporate project based activities that will foster an understanding of

Creativity and Collaborations, including looking for opportunities to explore partnerships with outside groups and agencies.

- Student leadership will play a more active role in foster school spirit that will help create an atmosphere of belonging and community.
- To further our professional learning around Deep Learning and removing barriers to student engagement and learning.
- Learners will leverage digital that will allow the learner to identify and develop and pressure creative ideas.
- Learners will explore and with guidance develop solutions to sustainability issues facing rural newfoundland.
- Learners will explore and develop skills in leadership by fostering partnership with members of the Local Legion Branch to commemorate past veterans and contributions to society.
- Learners will explore and develop creativity through creative art expressionism.
- Learners will explore and with guidance brainstorm solutions to the sustainability and funding opportunities in order to maintain a dynamic food bank.
- Learners will be given the opportunity to develop creative ways that allow them to express themselves and their uniqueness.
- Learners will explore and with guidance brainstorm solutions to outside mental health areas.
- Learners will be given the opportunity to collaborate and develop team base skills to design ways to express themselves their uniqueness, providing student voice and choice to solutions.
- Learners will work in various group structures to develop team/collaborative skills, building on students' communication, collaboration, team building and problem solving abilities.