

2023-24
Annual School Development Report



Strategic Issue/Goal: To improve student performance in writing for the purpose of developing independent writers. Improve motivation and creativity in students for writing and therefore improving academic achievement in ELA.

Objective: Instructional Practice/Assessment Practices

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

Evidence used to identify strategic issue Writing for both primary and elementary grades were identified as “focus” areas on Term 2 Birds Eye View Data for 2022-23. Further evidence has been gathered through “Divisional Meetings” and day to day observations indicating deficiencies in writing. While many rich writing activities were developed, it still lacks consistency to provide adequate growth in grades K through 6.

There were significant developments in the 2021-2022 and 2022-2023 school years for diversified strategies in writing. Students engaged in multiple ‘deep learning’ opportunities with school-based specialists and the learning resource teacher. They engaged in 3 workshops! That says the data continues to show the weakest area is writing. Further evidence has been gathered through “Divisional Meetings” indicating deficiencies in writing. The Covid-19 Pandemic impact still continues with regard to the voids in the writing continuum.

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

**Daily journaling, stop-drop-and-write, “Which would you rather?” questions/responses. etc (gr. 2); Authors’ Chair; Display a variety of student writing*

**Students demonstrate more willingness to write when given a choice of writing topic.*

**Daily UFLI (gr.1 and 2)*

**Heggerty (Gr. 1)*

**Encourage development of fundamental ELA skills*

**Choice centers that include: rhyming, phonics, blends, digraphs, syllables, long and short vowel sounds, etc.*

**Shown improvement in Fluency, comprehension and decoding while reading - this has translated to their independent writing.*

**Students independently and frequently reference word wall, sound walls, writing prompts, alphabet, visual reminders and anchor charts (gr. 1 and 2)*

**“Flat Stanley” with LRC - tying together journaling, social studies, art and reading/viewing/speaking/writing outcomes. (gr. 2)*

**Spooky Story writing in the fall. Process piece. Collaborated with grade 12 students to edit, publish and create a Canva poster or movie trailer. (grade 4)*

**Seasonal + holiday links to poetry and life experiences (gr. 2)*

**Expose to poetry through the use of take home poetry collection*

**Students can recognize rhyming patterns, identify stanzas/lines and also demonstrate a willingness to write poetry during free write sessions*

**Collaboration with middle school/ high school students to create poetry*

**Science/ELA News Report Project. We had students in groups research a Natural Disaster that affected the landscape in the province. They then wrote and recorded news reports using the green screen and WeVideo. Shared with their parents in a viewing session. (Grade 4)*

**Mentors, CMS and CHS student author visits*

**Local authors (Yvonne Bryant and Courtney Wicks)*

**Students demonstrate a willingness to share experiences, ideas and writing. Students eager to read their journals aloud - increased confidence speaking.*

**Utilized various behaviour reward incentives (praise, raptors rocks, stickers, special classroom roles, etc). Students are more motivated to do well and behave appropriately with positive reinforcement. Notice that consistently and follow-through are key when implementing consequences and rewards.*

**Students are more prepared and ready to learn when consistent expectations and routines are in place. Taking the time to implement routine and class expectations at the beginning of the year has crafted our positive classroom relationships.*

**Brain breaks (dance/yoga) have been beneficial for our students. It has been noticed that when students are able to move, learning improves.*

Next Steps...

To continue to improve student performance in writing for the purpose of developing independent writers. As well, to promote motivation and creativity in students for writing and therefore improving academic achievement in ELA.