

2024-25 Annual School Development Report

Bishop Feild Elementary



Bishop Feild, where everyone's light shines brightly. We cultivate a positive, inclusive, and academically excellent environment through a partnership between staff, students, families, and the community, ensuring all feel safe, comfortable, and respected.

Strategic Issue/Goal: To increase literacy by providing more opportunities for oral language development; to enhance oral language, by using ourselves as a model. Using games, songs, repetition to help students retain.

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

In summary, the identification of oral language development as a strategic issue/objective was based on:

- Teacher-identified need, supported by quantitative and qualitative data.
- Consistent evidence across multiple assessment tools pointing to weaknesses in various facets of oral language.
- The clear desire from the teaching staff to address this area collectively and systematically.

Teacher staff meeting notes- teachers felt that this was something THEY needed help with, and brought their assessment data, as well as previous report card data to support a weakness in this area.

Upon reflection of the teacher's assessment result data in oral language/listening.

Evidence was in the assessment results of K-6 students. These are the assessments used in collecting the data:

READING RECORDS- to increase fluency, comprehension, thinking beyond the text, self correcting, errors in syntax and meaning.

LITERACY PROFILES- to improve listening skills, letter and sound recognition, writing vocabulary and word choice.

REPORT CARDS- to increase Speaking and Listening marks

OBSERVATIONS- to build self-esteem and confidence in presenting, answering and asking questions.

CONFERENCES- to increase interest in oral presentations/ communication.

LISTENING ASSESSMENT- to improve students ability to follow multi-step directions.

SELF / INTERACTIVE ASSESSMENTS- to increase student engagement

ORAL LANGUAGE CONTINUUM

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

The school has made great progress in developing students' oral language skills, supported by a variety of quantitative and qualitative data points, as well as evidence of systemic implementation and increased engagement.

Here's the evidence:

1. Quantitative Data Indicating Direct Improvement:

- **Report Card Data: A 17 percent across-the-board increase in oral language marks from Term 1 to Term 2 (BEV tables).** This is a powerful, direct, and measurable indicator of improved student achievement in oral language as assessed by teachers.
- **Assessment Results/Data:** General "Assessment results/data showing improvement in oral language skills" further reinforces the quantitative gains, complementing the report card data.

2. Evidence of Enhanced Student Engagement and Participation:

- **Oral Language Lunchtime Games Club:** We had an overwhelming amount of students signed up and had to double the amount of games club meetings, due to the level of student engagement. This demonstrates a strong increase in student interest and active participation in oral language activities outside of regular classroom instruction.
- **Daily Announcements by Students (evidence on X):** This initiative provides students with regular, real-world opportunities to practice speaking publicly, fostering confidence and fluency. The public evidence on "X" (Twitter) provides verifiable examples.
- **Makerspace Deep Learning Projects (evidence on X):** These projects often involve students presenting their work, explaining their process, and collaborating orally, indicating integrated oral language use in engaging, hands-on learning.
- **Oral Language Assessments Involving Community/Parents:** Examples like the "Grade 5 Shakespeare play" and "Grade Four Puppet Plays" and the "Saturday Art show" where students orally described their Art to the community, showcase students applying their oral language skills in authentic, high-stakes contexts, demonstrating confidence and mastery. These events also highlight community engagement in the school's oral language focus.
- **Evidence of promoted school-wide oral language activities, recognition for participants, house points for participants:** These incentives and recognition systems likely contributed to increased student willingness to participate and practice

oral language.

3. Teacher Professional Growth and Collaborative Implementation:

- **TLT Minute Notes:** Showing a focus on Oral Language development and successes- bi-weekly collaborations of Primary FI, Elementary FI, Primary ELA, and Elementary ELA - these documents are housed in a TLT folder on our BFE Drive." This indicates a sustained, collaborative effort among teachers across different grades and subjects to develop and refine oral language instruction. The documentation provides a record of this focused effort.
- **PL Day Notes:** The "March 21st PL day was teachers collaborating, celebrating our wins, and choosing our next goal. This demonstrates teachers' professional learning, their ownership of the oral language initiative, and their confidence in the successes achieved. It signifies a shared commitment and growing expertise among staff.
- **Oral Language Folder in Use:** The oral language continuum and assessment documents/activities being shared within our Google Drive folder points to standardized practices, shared resources, and consistent pedagogical approaches across grades.
- **Teacher Anecdotal Notes:** Teacher Anecdotal notes and student self-assessments note improvements in Oral Language from term 1 to term 2. This provide qualitative insights from educators who are directly observing student progress daily.
- **Staff Meeting Notes:** "Reflecting engagement in oral language incentives" indicates that the staff as a whole is actively participating in and supporting the oral language focus.

4. Programmatic and Resource Development:

- **Science of Reading Program (K-2):** Evidence is in the teachers TLT notes highlighting collaboration and scaffolding use of this program. While focused on reading, the Science of Reading emphasizes phonemic awareness and phonics, which are foundational oral language skills, indicating a direct instructional linkage.
- **Developed More Oral Language Games (French and English - in BFE DRIVE):** This demonstrates a proactive creation of engaging, curriculum-aligned resources to support oral language development in both languages.
- **K-2 Continuums and Phonemic/Phonetic Based Oral Language/Sound Walls:** The implementation of these tools, with all primary grade teachers working together with one program, signifies a systematic and aligned approach to foundational oral language instruction in the early grades.

5. Reflective and Strategic Planning:

- [School Development notes from our meetings 2025](#): While needing to be reviewed, these notes would provide context

on how oral language became a school-wide priority and how strategies were planned and executed.

- **PMF data shows an improvement in students experiencing a safe (HIGH) and inclusive school environment since implementing student-wide announcements:** While not directly measuring oral language, the positive impact of student-led announcements on school culture suggests that opportunities for oral expression can contribute to a more inclusive and psychologically safe environment, which in turn fosters more willingness to participate orally.

In conclusion, the progress in oral language is evidenced by a our collection of data, including quantitative improvements in student marks, qualitative observations of increased engagement and confidence, dedicated professional development, collaborative teacher practices, and the development of targeted instructional resources. This comprehensive approach underscores a successful year-end in oral language development.

Next Steps...

OUR FOCUS FOR the 2025-2026 YEAR IS executive functioning. We had a PL day for the school development team, and the FOS 7 team, and we worked together to create a solid plan that works for OUR students at BISHOP FEILD. We've created attainable, realistic, and logical goals for next year - derived organically, from year to year, based on the makeup of our student population's strengths and needs. Our TLTs and PLCs will support this goal.

Teachers will continue to collaborate in TLT teams and PLCs, using a team approach to develop executive functioning skills in the classroom. We will be focusing on the 'Core Four' of executive functioning, and how we can teach and grow each of these as a staff and in our students.

Our meeting notes show that we are making great strides toward our next goal. [Here](#) are the notes from our meetings with Julie and Patricia, and our absolutely amazing School Development Team.

