

**2022-23**  
**Annual School Development Report**

**Stephenville Elementary School**  
**76 West Street**  
**Stephenville, NL**  
**A2N 1E4**  
**School Report**

## Strategic Issue:

Our teachers will provide students with clear descriptive feedback about the progress they are making toward attaining the knowledge, skills, attitudes and behaviors to be learned or acquired, and then use that data to inform their practice and determine appropriate teaching strategies.

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

We first identified this strategic issue through discussions with staff as we reflected collaboratively on our instructional practices the past year. Looking at the data (PMF, classroom observations, teacher anecdotal notes, and report cards) supported our discussion. It became clear that while we were assessing student work, our feedback to students was not supporting student learning - a simple numerical value on an assignment, report, presentation, etc. and on the report card wasn't sufficient enough to help students make progress in their learning. Aside from reading record levels increasing, there was very little change in students demonstration of learning; for example, if they were a "3" in term 1 they were a "3" all year; if they struggled with numeracy in term 1 with a "2" they had a "2" for the year. We did see some students progress and improve, however, there was a significant plateau for the majority. Through staff discussions it became inevitable that we needed to be clearer with our students about how they were doing, and what they needed to work on to improve and progress their learning (aka clear descriptive feedback). We also determined that we, as teachers, need to know our students and where they are (data) so that we provide appropriate teaching instruction to meet them where they were and to build upon their current level of understanding and demonstration of learning. This meant 'diving deep' into the data, learning new ways of teaching, individualizing and differentiating our approach, and reflecting on our instruction regularly rather than doing what we have always done, doing what is "at grade level" and stepping outside our comfort zones, and changing.

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

We are a work in progress at SES. The change that we want to make isn't easy and it takes time. Many trials and errors, and reflection, are necessary as well as buy-in and dedication from all staff to the process. There have been formal discussions at staff meetings and PL days as well as informal conversations in the office, hallways, and staff rooms. Through these discussions, we have shared student progress and improvement of learning. We have supported each other by sharing assessment practices in shared google drives, providing PL for teachers unfamiliar with using digital portfolios, and have provided time at staff meetings to discuss how we provide feedback using these assessment tools. We also shared student self-reflections as a staff to encourage teachers to use this data to inform their instructional practices. There was a strong emphasis placed on our RTLs and TLT meetings this year to ensure our data was more clear and precise, our goals for these students were clear and informed the teaching strategies used by classroom teachers and specialists. We were able to see progression for some, and we were able to change directions monthly (and sometimes even more quickly) with students when we were not seeing progress, rather than waiting for the end of term to make changes that should have been implemented sooner to support students where they were or to provide what they needed. We certainly have a ways to go yet, especially in our classrooms as we re-evaluate our knowledge of universal design of learning and how we can best support our students. But we are talking, and we are trying, and in time we hope to see more improvement in our teacher feedback, using data to inform instruction and implementation of appropriate level teaching strategies.

### **Next Steps...**

The administrators and specialists will continue to support the classroom teachers as they work through the trials and errors of making changes and trying new approaches. Our focus this past year was on delving into assessment practices and we have learned that our instructional practices go hand-in-hand; therefore, we are aiming to build upon this in 2023-24 by continuing to focus on using our feedback and data to inform instruction, and by delving into UDL and improving our instructional practices. We hope teachers will continue to engage in personal reflection but also share collaboratively how they are using feedback and data to shift their instructional practices and teaching strategies so other staff may have some ideas to try as well. It can be challenging to go it alone, but our staff is certainly learning from each other and supporting each other at SES.