

2023-24 Annual School Development Report

St. Francis School



St. Francis School endeavors to provide a safe, caring, inclusive, and healthy environment. We encourage leadership, collaboration, and excellence in learning amongst all members of the school community.

Focus on instructional practices and assessment strategies to incorporate UDL to improve teaching and learning in literacy.

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

Through data review of student achievement scores we noticed that literacy indicators are lower and work needs to be done to improve results. Through teacher conversations and discussions, work needs to be completed to engage students in more activities that are student centered and based on meeting students where they are. Through divisional meetings, TLT meetings, and other collaborative processes we are working to increase achievement in literacy by increasing the joy of reading and continual improvement of our literacy block structure and to make this time meaningful and enjoyable for all students. Through the process, we examined aligning our instructional practices and assessment strategies, to offer more student choice and multiple ways of representing learning outside the traditional means. We are working to ensure that these strategies expand to all areas and subjects related to teaching and learning and alignment with new assessment strategies. Teachers will continue to use more formative assessment techniques to guide the teaching and learning process.

As a staff, we engaged in the process of reviewing as much data as possible to determine our strategic issue. Evidence used to identify strategic issue:

- internal data (report card marks and comments, RTLs)
- BEV Reports
- teacher observations and assessments
- surveys (parent, student and staff)
- staff challenges in meeting the diverse needs in their classroom
- Literacy Portfolios
- staff conversations (TLT, Divisional, SDT meetings)

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

As a staff we continue to use our professional learning time to identify goals and revise action plans around our strategic issue. We identified 14 goals and development action plans around assessment, instructional practices and scheduling. From a scheduling perspective, we continued to ensure that teacher schedules allowed for 90 minute literacy blocks and we have developed common literacy blocks between classes to increase engagement and motivation. We will continue to build on this practice to increase literacy initiations at a school level. Teachers are using formative assessment strategies such as observations, conversations, checklists, etc. to improve teaching and learning. The data is extremely important to capture the learning goals for the class and to reflect on teacher instruction to improve results.

To build further on our assessment goals, we will continue to offer more varied assessments that best reflect the learning needs of all students. We will continue to develop and work to create more opportunities for students to display and demonstrate learning. Teachers are encouraged to continue to use formative assessment to guide instruction and make changes where appropriate. We are working to ensure that our assessment practices are in line with the new assessment and evaluation policy.

To make positive changes to instructional practices, teachers were asked to create optimal learning environments that allowed for increased engagement, shared learning with peers, and more conversations centered around student learning. Teachers are creating class profiles to ensure that all needs are being met in the learning environment. Flexible seating, student groups, class centers, circles are all in use during the instructional day.

We will continue to monitor and evaluate school data to ensure that we have shared goals to meet the needs of our students. Our TLT meetings, SDT meetings, and staff conversations reflect this shared goal and it is evident that we have a team approach to ensure all students can work to their potential. Teachers are working together and co-planning activities and events that increase engagement and enjoyment, especially in the area of Literacy. School wide activities to promote literacy and SEL learning have increased with things such as buddy reading, buddy games, buddy art, mindfulness, PBS and High Five Program taking places at all grade levels.

Next Steps: We would like to continue to build on the goals of our school development plan and work to increase literacy initiatives.

- We would like to continue to develop common literacy groups among the entire school population and continue to create activities that increase the joy of reading.
- We will continue to work on creating more varied assessments opportunities to ensure that students are completing the required work and submitting on time. It is important that we continue to focus on collecting student data that accurately reflects overall achievement.
- We continue to explore ways to allow teachers to collaborate. Increasing TLT meetings to twice in a cycle.
- Introduction of UFLI to improve literacy goals.
- Expand and explore the positive impact of digital tools in the area of literacy. Participation in the Coding and Digital Innovative Pilot for 2024-25 school year.
- Re-imagine traditional lab environments to create space that allows for hands-on, collaborative learning.
- Continue to improve in our understanding of Universal Design for Learning. Staff, through a UDL lens, can effectively collaborate in TLT teams and other groups to ensure student success, especially in the area of literacy.