

2025-2026 Annual School Development Report

St. Francis of Assisi



**School's Vision Statement:
St. Francis of Assisi: A Community of Learning, Laughter and Love**

Strategic Issue: Building capacity around our SFOA ELA Assessment components to enhance our instructional practice.

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

Evidence used to identify strategic issue:

1. Our 2023-2024 PMF Data reflected well in all areas, under guidance of Program Specialist our data came from digging deeper into the Seven Determinants
2. Feedback to Seven Determinant Questions

Highlighted Questions:

Assessment:

- How are we using assessment to inform learning?
- How do our assessment practices promote student self-assessment and provide opportunity for students to track their own learning?
- How are we using assessment data to examine instructional practice?

Teachers as Learners:

- How are your learning goals connected to student learning needs?
- How is data used to inform decisions on implementing responsive teaching strategies?

Feedback to above questions:

Our conversations highlighted an opportunity for growth as there was recent implementation of new ELA assessment criteria for K-6 schools. Our teaching staff expressed a strong desire to deeply understand these new assessment tools/components so

they could use the information gathered to tailor their daily instruction directly to the unique needs of every student.

This feedback became the catalyst for our school development focus.

3. TLT Meeting Notes

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

By systematically executing our action plan, our school has successfully bridged the gap between professional learning and daily classroom practice. The deliberate progression from unpacking assessment documents to providing targeted resource preparation time has empowered teaching staff, fostered deep collaboration, and directly enhanced literacy instruction across the primary and elementary grades. The completion of these actions has moved our school from a phase of introducing new assessment expectations to a culture of lived, reflective practice. The combination of collaborative data analysis, structured resource prep time, and an intentional focus on fluency and decodables ensures that our instructional practice remains highly responsive to student needs.

Next Steps...

Building upon the successful framework established for ELA reading assessment and instruction, our staff and school development team decided we will transition into a parallel, systematic approach for teaching and assessing writing. The focus will remain on building teacher capacity, utilizing data-driven collaboration, and ensuring classroom environments are equipped with evidence-based resources.