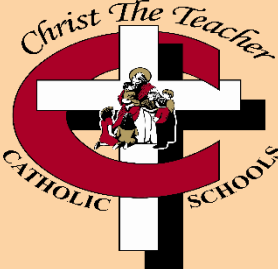


Christ the Teacher Catholic Schools Level 2 Action Plan: Supporting Student Learning and Assessment

		Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.		Which PEP Areas of Focus does this action plan support? Skills and Knowledge					
Leader: Trevor Baker		Secondary Leaders: Robin Dubiel, Joanne Sebastian, Cindy Smith, Lorinda Schramm, Ashley Benko		Team Members: School-based staff		Project Manager:			
1. Where We Are: Current Situation				2. What Will Influence Our Actions: Effective Practices and Research		3. What Will Be Different			
- In grades 1 to 3, school divisions have committed to using a consistent set of tools so that progress in reading achievement can be tracked consistently in the province. - At the secondary level, credit attainment and graduation rates continue to be monitored and publicly reported. - For the 2023-24 school year, 64.5% of Grade 3 students in CTTCS were assessed as reading at or above grade level. - The percentage of CTTCS students in Gr. 1-5 English reading at or above grade level in 2023-24 was 58%, as compared to 71% in 2022-2023. 41% of CTTCS students enrolled in Grade 2-5 French Immersion were assessed as reading at or above grade level.				- Implement the provincial assessment plan with fidelity to “Supporting Student Assessment in Saskatchewan 2022.” This document: - articulates the purpose, principles and dimensions that support student assessment; - describes culturally inclusive and affirming classroom-based assessment; - provides research-based effective practices for classroom assessment; and, - reflects the spirit of continuous improvement. - Align this work with principles of high-quality assessment found in documents such as: - Kindergarten to Grade12 curricula (recognizing curriculum will be renewed); - Actualizing a Needs-based Model (2015a); - The Adaptive Dimension (2017); - Inclusive Education (2021); and, - Supporting Diverse Writers, Responsive Instruction Modules 1 – 4. - Bring together teachers, consultants and other specialists to develop assessments and instructional strategies to build upon and enhance the good work underway in the province (e.g., SaskMath and SaskReads). - Engage diverse Elders, Knowledge Keepers and others to provide guidance to the development of culturally appropriate tools and processes. - Engage the voices of parents and caregivers throughout the process of developing and implementing the assessment plan. - Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework goal “culturally		(From Provincial Education Council Areas of Focus) - Providing a plan to assess and improve results in literacy, numeracy and other areas that will be determined. - Using assessment and instruction strategies that are inclusive of diverse languages, cultures and identities; - Honouring Indigenous ways of knowing in process and content. - Nurturing students’ sense of self and purpose and developing competencies for an interconnected and interdependent world (for example, critical thinking, communication, creativity, financial literacy and digital literacy).			
						Division Targets - EYE - 30% improvement during the year. - By June 2025 80 % of grade 3 students reading at grade level - Baseline data Math 5, Math 9 and ELA 10 available Fall 2025, improvement targets TBD following baseline. - Baseline data in ELA 4 and 7 available Fall 2026, improvement targets TBD following baseline. Once the assessments have been developed, implemented and baseline data has been collected, additional relevant targets will be set.		Measures - EYE – Collect and report EYE data annually. - Grade 1 to 5 Reading Data – Collect and report 1 to 3 reading data annually to the Ministry. - CTTCS Math K-2 early numeracy - CTTCS Math 3-9 screener data - CTTCS Writing 4, 7, & 9 data collection - Collect baseline data in Math 5, 9 and ELA 10 in fall 2025. - Collect baseline data in ELA 4 and 7 in fall 2026.	
						Progress Monitoring - EYE – data will be reported and reviewed twice yearly. - Grade 1 to 3 Reading Data – data will be reported and reviewed three times yearly. - Collect Math screener data in Grades 3-9 in Fall annually. - Collect baseline data in Math 5, 9 and ELA 10 in fall 2025. - Data in Math 5, 9 and ELA 10 will be reviewed annually after fall 2025. - Data in ELA 4 and 7 will be reviewed annually after fall 2026.			

	appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.”				
4. Implementation, Evidence and Progress Monitoring – <i>To be completed by the Priority Action Team</i>					
Milestones What of milestones are required to complete the outcome and sequence move the project forward?	Steps/Deliverables What are the key actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables		Action Leads Who among the PEPIT will provide leadership/ management of the work related to each action?	
		Start Month/Year	End Month/Year		
1. Implement the provincial assessment plan: - Implement assessments as outlined in the plan; and, - Report on baselines, targets and measures for each of the areas being assessed province wide.	1.1. Share materials for formative assessment use by teachers (prompts, rubrics, sample outcome-based questions, exemplars).	June 2024	Ongoing	ILCs and school-based administrators	
	1.2. Implement ELA and Math assessments.	May/June 2025	Ongoing	Classroom teachers	
	1.3. Establish baseline targets for ELA and Math. (See Appendix A for dates of first assessments needed to establish baseline)	2025	Fall 2026	ILCs	
2. Identify and support responsive teaching strategies: - Research effective strategies; and, - Develop/recommend resources and professional learning.	2.1. Provide summary of ministry documents and how they can be used to respond to assessments and support instructional practice.	2024	June 2025	ILCs	
	2.2. Provide support for implementation of “ <i>Supporting Student Assessment in Saskatchewan</i> ”.	2024	2025	ILCs	
	2.3. Participate in assessment implementation session prior to administration of provincial assessments.	When available		ILCs	
3. Align professional learning and response with the assessment cycle.	3.1 Implement the provincial plan for continuation of current tools (EYE, Reading data collection, Provincial Exams). (See Appendix A).	2023	Ongoing	ILC’s SLP	
	3.2 Support school-level data collection and analysis of early years’ assessment results (EYE, speech, and classroom assessments) to create plans to meet the needs of students aligned with the <i>CTTCS Literacy Pathway</i> .	2023	Ongoing	ILCs SLP	
	3.3 Implement reading support plans, as needed, for individual students identified by name, strength, and need related to literacy based on the following process: - Review of reading proficiency of all grades 1 to 5 students; - Provide targeted support and intervention for students below grade level; and, - Implement research-based, high yield instructional strategies focused on improving early literacy skills and reading level.	2023	Ongoing	ILCs School-based staff	
	3.4 Build capacity in teachers to instruct and assess writing product and process.	2023	Ongoing	ILCs	
	3.5 Provide professional learning that supports mathematics instruction and assessment. Utilize math screener data to inform instructional planning.	2023	Ongoing		
	3.6 Attend provincial Assessment Symposium focused on best practices.	TBD			