


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

	<p>Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.</p>	<p>Division Targets</p> <ul style="list-style-type: none"> • Baseline data Math 5 and Math 9 available following provincial assessment. • Baseline data in ELA 4,7, & 10 available following provincial assessment. <p>Additional short- and long-term targets to be determined as part of overall strategic planning.</p> <p>Measures</p> <ul style="list-style-type: none"> • Early Years Evaluation data • Reading data / screener data • CTTCS Math K-2 early numeracy • CTTCS Math 3-9 screener data
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<p>Leader: Trevor Baker</p>	<p>Secondary Leaders: Lindsey Leik, Cindy Smith, Lorinda Schramm, Ashley Benko</p>	<p>Team Members: School-based staff</p>	<p>Project Manager:</p>
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4. Implementation, Evidence and Progress Monitoring – *To be completed by the Priority Action Team*

Milestones What sequence of milestones are required to complete the outcome and 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 will provide leadership/ management of the work related to each action?
		Start Month/Year	End Month/Year	
<p>1. Implement the provincial assessment plan:</p> <ul style="list-style-type: none"> • Implement assessments as outlined in the plan; and, • Report on baselines, targets and measures for each of the areas being assessed province wide. 	<p>1.1. Share materials for formative assessment use by teachers (prompts, rubrics, sample outcome-based questions, exemplars).</p> <p>1.2. Implement ELA and Math assessments.</p> <p>1.2.1. 2026-27: Grades 5 and 9 mathematics; Grade 7 ELA</p> <p>1.2.2. 2027-28: Grades 4 and 10 ELA</p> <p>1.3. Establish baseline targets for ELA and Math.</p> <p>1.4. Implement common screener(s) which will support struggling readers.</p> <p>1.5. Implement the renewed Kindergarten to Grade 3 ELA curricula.</p> <ul style="list-style-type: none"> • Kindergarten (TBD) • Grades 1 to 3 (Pilot – April 2026; Finalized – Fall 2027) 	<p>June 2024</p> <p>2026-27 2027-28</p> <p>As per assessment schedule</p> <p>Fall 2027</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>ILCs and school-based administrators</p> <p>Classroom teachers</p> <p>ILCs</p> <p>Classroom teachers</p>
<p>2. Identify and support responsive teaching strategies:</p> <ul style="list-style-type: none"> • Research effective strategies; and, • Develop/recommend resources and professional learning. 	<p>2.1. Provide support for implementation of “Supporting Student Assessment in Saskatchewan”.</p> <p>2.2. Participate in assessment implementation session prior to administration of provincial assessments.</p> <p>2.3. Share materials for formative assessment use by teachers (i.e. prompts, rubrics, sample outcome-based questions, exemplars).</p>	<p>2024</p> <p>2025-26</p> <p>2025</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>ILCs</p> <p>ILCs</p>

Date Last Updated: June 8, 2026

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		Start Month/Year	End Month/Year	
	2.4. Provide reading intervention materials to support teachers in addressing reading gaps identified by the screeners.	Fall 2026	Ongoing	ILCs and school based administrators
	2.5. Participate in professional development opportunities on "Evidence-based Foundations for Literacy Instruction."	Spring 2026		
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).	2023	Ongoing	ILCs
	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 / Ministry Scope & Sequence</i> .	2023	Ongoing	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: <ul style="list-style-type: none"> 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 SLP
	3.4 Build capacity in teachers to instruct and assess writing product and process.	2023	Ongoing	ILCs School-based staff
	3.5 Provide professional learning that supports mathematics instruction and assessment. <ul style="list-style-type: none"> Utilize math screener data to inform instructional planning. 	2023	Ongoing	ILCs
	3.6 Attend provincial "Data Day" focused on best practices.	2029	Ongoing	ILCs