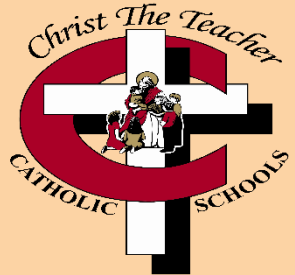


Christ the Teacher Catholic Schools Level 2 Action Plan: Supporting Student Learning and Assessment

		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? <ul style="list-style-type: none"> ○ Skills and Knowledge 					
Leader: Trevor Baker		Secondary Leaders: 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					
<ul style="list-style-type: none"> • 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 2024-25 school year, ___% 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 2024-25 was __%, as compared to __% in 2023-2024. ___% of CTTCS students enrolled in Grade 2-5 French Immersion were assessed as reading at or above grade level. 		<ul style="list-style-type: none"> • Implement the provincial assessment plan with fidelity to “Supporting Student Assessment in Saskatchewan 2022.” This document: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. • <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework</i> goal “culturally 		<p>(From Provincial Education Council Areas of Focus)</p> <ul style="list-style-type: none"> • 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). <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Division Targets</p> <ul style="list-style-type: none"> • EYE - 30% improvement during the year. • By June 2026 80% of grade 3 students reading at grade level • Baseline data Math 5 and Math 9 available following provincial assessment. • Baseline data in ELA 4,7, & 10 available following provincial assessment. <p>Once the assessments have been developed, implemented and baseline data has been collected, additional relevant targets will be set.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Measures</p> <ul style="list-style-type: none"> • 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 • Collect baseline data in ELA 4,7, & 10 </td> </tr> </table>				<p>Division Targets</p> <ul style="list-style-type: none"> • EYE - 30% improvement during the year. • By June 2026 80% of grade 3 students reading at grade level • Baseline data Math 5 and Math 9 available following provincial assessment. • Baseline data in ELA 4,7, & 10 available following provincial assessment. <p>Once the assessments have been developed, implemented and baseline data has been collected, additional relevant targets will be set.</p>	<p>Measures</p> <ul style="list-style-type: none"> • 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 • Collect baseline data in ELA 4,7, & 10
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Date Last Updated: August 25, 2025

appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.”

4. Implementation, Evidence and Progress Monitoring – *To be completed by the Priority Action Team*

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: <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. 	1.1. Share materials for formative assessment use by teachers (prompts, rubrics, sample outcome-based questions, exemplars). 1.2. Implement ELA and Math assessments. 1.2.1. 2026-27: Grades 5 and 9 mathematics; Grade 7 ELA 1.2.2. 2027-28: Grades 4 and 10 ELA 1.3. Establish baseline targets for ELA and Math. 1.4. Implement common screener(s) which will support struggling readers. 1.5. Implement the renewed Kindergarten to Grade 3 ELA curricula’ <ul style="list-style-type: none"> Kindergarten (TBD) Grades 1 to 3 (Draft – June 2025; Pilot – April 2026; Finalized – Fall 2027) 	June 2024 May/June 2027 2025 Fall 2027	Ongoing Ongoing Fall 2026 Ongoing	ILCs and school-based administrators Classroom teachers ILCs Classroom teachers
2. Identify and support responsive teaching strategies: <ul style="list-style-type: none"> Research effective strategies; and, Develop/recommend resources and professional learning. 	2.1. Provide support for implementation of “ <i>Supporting Student Assessment in Saskatchewan</i> ”. 2.2. Participate in assessment implementation session prior to administration of provincial assessments. 2.3. Share materials for formative assessment use by teachers (i.e. prompts, rubrics, sample outcome-based questions, exemplars). 2.4. Participate in professional development for ELA teachers on how to use scoring materials (e.g., rubrics, exemplars) when scoring students’ work.	2024 Fall 2025 2025 2025	Ongoing Ongoing Spring 2026 Ongoing Ongoing	ILCs ILCs ILCs and school based administrators
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). 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> . 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 2023 2023	Ongoing Ongoing Ongoing	ILCs SLP ILCs SLP ILCs School-based staff

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	
	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. <ul style="list-style-type: none"> Utilize math screener data to inform instructional planning. 	2023	Ongoing	
	3.6 Attend provincial "Data Day" focused on best practices.	2029	Ongoing	ILCs