Date: \_\_\_\_\_\_\_\_\_April 9th  , 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Name: \_**Chaffey-Burke Elementary\_\_\_**Principal:** Claudio Bortolussi & Kim Clark - Vice Principal\_ **School Objective: 1)** To improve Inquiry processes with “reading for Information”/ non-fiction text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Goal: 2) To improve engagement through self-assessment in Learning with the redesigned curriculum**

*Analyzing -* How does your evidence inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially? **District and School evidence points to a continued focus on Reading and Reading for Information – with a large ELL population and gaps in identified groups.**

**A secondary focus of data from school is based on surveys and climate study is where we have derived focus about SEL / self-assessment. Many of the initiatives are focused at getting students ready for their learning with self-assessment, these are also being highlighted with the new reporting order of core competencies and student involvement (assessment as learning)**

Currently Tracking Primary Boys, Grade 2 who are low in all Language areas\*\*\*Primary Reading is lower that other areas in our school, monitoring and tracking

Grade 7’s reading large gap between, district numbers and school numbers

Intermediate boys are lower than intermediate girls (measurable gap > 5%)

**School Data-**

Reading – Using the district PS rubric we collect fall data shows some grade levels require attention – many of the school tiered inventions support those groups (RTI)

Self-Assessment – The Rubric and analysis shows that students in the intermediate grades are getting better at self –assessment and reflection and that in the lower grades that is a challenge, perhaps that is due to their lack of cognitive awareness (this is something we should look at a little more closer at

**Provincial Data**

**F.S.A. Fraser Institute report**

Chaffey - Burke is # 8 in the Province based on its filtered population, > 50% + 10% Special Needs Population

**M.D.I Data** – 42 % of are only connected to 1 individual at school (large gap to the rest of the district < 20%

*SCANNING & ASKING -* **Essential Question: How do we Create a Community where Everyone can thrive**

Drawing on a range of qualitative and quantitative evidence what is happening for student’s achievement and engagement in learning?

What’s going on for your learners?
How are you supporting the diverse learning needs of your school population in relation to the goal?
**Reading is a vital requirement for success in today’s world, reading for information is even more important and with a nearly 60% ELL population, Staff discussion has been around the need for reading as focus based on our school population. They believe that it is important to give our students as many opportunities to be successful with non- fiction reading and reading for information to help with future education and skill for employment opportunities**

*Clarifying & Acquire* What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

**M.D.I Data** – 42 % of are only connected to 1 individual at school 41% not connected to any adults at school (large gap to the rest of the district < 20% **\*\* working on this with staff – Research Reciprocity Ring**

**Inquiry Process as engaging students in their own learning – ELL Inquiry Grant – looks at improving second language learning engagement with our 296 ELL students**

**We are looking at ways to gather evidence on the impact the Inquiry project as it is developing ongoing engagement and learning in classroom context and not pullout basic language skills**

**Core reading skills from “reading for information” will support our diverse community of learners**

**The inquiry focus will also look at having children engage in “assessment as learning” be more involved in their reading ability, reflection and learning.**

*CHECKING Applying*

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

**Collection of data on self-assessment and self-regulation has been a large part of the work we have been doing over the past 5 years. We have developed a school wide rubric for self-assessment, collected survey results from teachers and students to compare perceptions of refection (self-assessment) climate studies that focus on self-regulation as well. We believe that all of the data collected has helped with the students abilities to self-assess better, however , we have noticed some groups of students at various grades are not good at self-assessing ; discrepancy between teacher and child markers.**

**Feedback from Parents has guided some of our work as we continue on the journey of communicating student learning. By addressing their questions we can include them in the awareness of the rationale for initiatives in improving student learning.**

*HOW AND WHERE CAN WE LEARN MORE? NEXT STEPS:*

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

**Currently we have had internal pro d with staff engagement using various resources– Research from John Haddie, Lee Crockett & Ron Richhart has helped create strategies that support the work we are doing about communicating student learning and the discussion has led to sharing strategies in various aged classrooms have been shared and planned through our last two years of Pro D time together.**

**Continue to look at Inquiry as a process to support Reading and student Improvement with engagement and interest. Use of Hattie’s Mind frame Strategies and Crockett’s Shifts of Practice is directing us to reflect on our Practice and move towards strategies that have been proven to improve student learning.**

|  |  |
| --- | --- |
| Self and Peer Assessment | School Rubric, school evidence collection surveys, classroom process sheets created to communicate with parents’ about student progress – class room specificHow often do you engage parents in this type of Feedback* Once a term / more than once a term
 |

***Assessing Impact Portfolio***What requires further attention? Where to next?

 **High Impact**

**High Investment Low Investment M.D.I Data** – 42 % of are only connected to 1 individual at school 41% not connected to any adults at school (large gap to the rest of the district < 20% **\*\* working on this with staff – Research Reciprocity Ring**

 **Low Impact**

**Making Learning Visible has become a KEY concept in our communication with parents. Research from John Haddie, Lee Crockett & Ron Richhart has helped create strategies that support the work we are doing about communicating student learning**

Tools to assess progress other than surveys and antidotal comments from a qualitative perspective

Work with Research and consultant engagement has led to sharing back at staff meeting has had a big impact on the connection to Visible learning

*TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY? Ideate* What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

**Plan – to monitor implementation of curriculum and report with communication to parents as a primary focus. The various tiers of support are being followed through with our school based support TEAM. Commitment to SIOP, co teaching and guided reading along with level 3 direct 1v1 intervention programs for those students who require it. Once interventions are completed, these students are re integrated after they have made progress to the classroom level. We continue to look to district staff for Aboriginal connections with workshops and resources. Continue to look at zonal connections for support with implementations of strategies for Aboriginal Education. As part of self-assessment – engagement Inquiry practices are being used more in classrooms. We continue to look at ways to develop gather data on SEL and self-assessment / regulation. School surveys, Climate studies, refocusing questions about student’s self-awareness of self-assessment.**

**Structures**

**CAM week - Collaboration on a 6 week cycle that mimics and Assessment for Learning (AFL Cycle) where teachers assess student progress and plan for the next cycle of learning collaboratively – The resource/ELL teacher and Classrooom teacher meet to plan and assess the programming that is happening. Many of the Strategies have been worked with through the resource /ell TEAM sessions**

**SIOP – in Class co-teaching model that supports instruction in the classroom with our large ELL population (300) these language skills are skills that all learnings can benefit from with key concepts and extensions where ever possible**

**(AFL) Feedback focus and self-assessment to monitor children’s learning & progress, Research Impact through these structures we change groups and interventions for children as they require them for various learning needs.**

|  |  |
| --- | --- |
| * Providing Formative Feedback / evaluation d=.90
 | Versus summative and offers feedback to the learning and instruction of the lesson/ concept being taught |
| * Teacher Student Relationship d=.72
 | MDI data, David Des Steno Emotional Success, Adam Grant: Give & Take / research on Belonging and connectedness relationships |

|  |  |
| --- | --- |
| **Perspective of Feedback** | Levels of Feedback |
|  Task Process Self-Regulation |
| **Past****“Feed back”** | What progress has the learner made on goals and content? | What progress has the learner made on task completion? Is there evidence of Improvement? | What Progress has the learner mad on Self-Regulation Strategies |
| **Present****“Feed Up”** | What goals did the learner reach? What content did the learner understand? | How did the learner complete the task? Is there evidence of how the learner worked | What self-regulation strategies did the learner successfully apply? |
| **Future****“Feed Forward”** | What goals should be set next? What content should be learned next? | What tips on the task completion should the learner be given next? | What self-regulation strategies should the learner apply next? |

Hattie& Zierer: Mindframes for Visible Learning

AN INQUIRY APPROACH TO SCHOOL PLANNING

*SCHOOL PLANS GUIDELINES:*

1. Clearly stated goal(s) and objective(s) **or** inquiry question(s)
	1. Meaningful, impactful, flexible, realistic, sustainable
	2. Strength-, support-, evidence-, and results-based
	3. relate to student academic proficiency or has a direct connection to student academic proficiency
2. Rationale
3. Evidence of improvement
4. Actions/strategies that will be taken to meet goal(s) and objective(s) or inquiry question(s) and monitor progress
5. Ways in which instruction/programming will be adjusted in response to evidence collected (Where to next?)
6. Meaningful teacher, student, and parent engagement
7. Ways in which the work will be communicated to the school community
8. Each school plan needs to be posted on school website and submitted by the end of June
9. Meaningful teacher, student, and parent engagement
10. Ways in which the work will be communicated to the school community

Each school plan needs to be posted on school website and submitted by the end of June

**Year 2019-20 SCHOOL TEAM VISIT SUMMARY REPORT
 (to be completed by Visiting Team)**

*SCHOOL: Chaffey Burke DATE:*

**CHECKING / Debrief**

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

**Collection of data on self-assessment and self-regulation has been a large part of the work we have been doing over the past 5 years. We have developed a school wide rubric for self-assessment, collected survey results from teachers and students to compare perceptions of refection (self-assessment) climate studies that focus on self-regulation as well. We believe that all of the data collected has helped with the students abilities to self-assess better, however , we have noticed some groups of students at various grades are not good at self-assessing ; discrepancy between teacher and child markers.**

**Feedback from Parents has guided some of our work as we continue on the journey of communicating student learning. By addressing their questions we can include them in the awareness of the rationale for initiatives in improving student learning.**

**Recheck Next MDI assessment to see if there is a greater improvement on connection to adults in schools**

*NEXT STEPS*: What requires further attention? Where to next?

**To continue to look, self –assessment and regulations with an implementation to reporting to parents – being more inclusive by educating parents with research, best practice implementation and inclusion.**

**Making Learning Visible has become a KEY concept in our communication with parents. Highlight research and best practices with them through various school communications**

 **Website, Newsletters, Bulletin Boards, Scrolling electronic Monitors**

**Research from John Haddie, Lee Crockett & Ron Richhart has helped create strategies that support the work we are doing about Improving Reading for information through Inquiry & communicating student learning to Parents**

*NAMES OF VISITING TEAM MEMBERS:*

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*RECOMMENDATIONS*

*PROMISING PRACTICES*