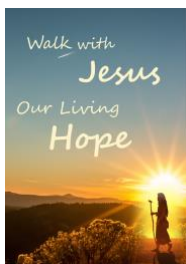


CISPG LEARNING PLAN 2020 – 2022

Catholic Independent Schools, Diocese of Prince George (CISPG) comprises the northern half of British Columbia and includes eight Catholic schools located in the communities of Prince Rupert, Terrace, Kitimat, Smithers, Prince George and Dawson Creek - a geographic span of 1200 kilometres. We respectfully acknowledge the unceded ancestral lands of the indigenous nations in which we live, work and play: The Lheidli T'enneh Nation in Prince George. The Tsimshian Nation in Prince Rupert. The Haisla Nation in Kitimat. The Wet'suwe'ten in Smithers. The Treaty 8 First Nations of Alberta in Dawson Creek.

Our Catholic school communities include students with unique learning needs and varied cultural backgrounds. We enrol approximately 1520 students in grades K-9 and, depending on the school and region, 40-70% of our students are Catholic. CISPG schools have supportive families and dedicated staff who are role models of the Christian faith.

This Learning Plan highlights CISPG learning goals in three focus areas of the current BC Curriculum: literacy/numeracy foundations; assessment for learning practice; and social-emotional learning. As well, the plan addresses the need for embedding the Catholic worldview and Indigenous perspectives and knowledge throughout the curriculum. The learning goals are focused specifically on student performance and behaviour, while the Catholic worldview and Indigenous perspectives are presented as recommended priority practices. The CISPG Learning Plan is meant to be flexible and presents educators with opportunities for innovative design as they inquire, collaborate, and take action in order to meet the needs of their learners (both students and adults) within the life and mission of the Catholic Faith.



LITERACY AND NUMERACY FOUNDATIONS

✚ What are we focusing on?

The BC curriculum reinforces the need for strong foundations in literacy and numeracy as these competencies are fundamental requirements for full social and economic participation in today's world. Our CISPG focus is mainly on student success in the areas of reading, writing and numbers – with a particular Diocesan-wide focus on reading in the primary years.

We want to know ...

- How well do our learners comprehend and connect to text in the early years (reading)?
- Are they able to create and communicate (writing)?
- Do our students understand numbers and how they work (numeracy)?

✚ Why does it matter?

Research into literacy learning indicates that a strong and coordinated literacy program is required in all schools – particularly at the K-3 level. According to Miriam Trehearne, “There is actually very little evidence that programs designed to correct reading problems beyond grade 2 are successful. Remediating learning deficits after they are already well established is extremely difficult.” (Trehearne, 2016). There is a large body of research that indicates that the ability to read by grade 3 is a strong predictor of future academic success for all students.

As a result, while we are aware that schools are working on a variety of goals, a key CISPG priority is collecting evidence and providing support related to early reading success.

✚ How will we know if we are making a difference?

Students will demonstrate growth in early reading success. We are currently in the implementation phase of establishing an annual cycle of assessment across the Diocese using common classroom-based “benchmark” evidence (see chart below).

✚ CISPG Learning Goal:

All CISPG students will be able to read at grade level by Grade 3.

✚ Curriculum and Instruction will ...

- Ensure all schools have copies of PM Benchmarks.
- Provide instructions/protocols for reading assessments and school-wide writes.
- Collate and share cross-Diocese information on reading progress at primary grade levels.
- Share recommended professional resources to support teachers in the implementation of effective literacy and numeracy practice – see the bi-monthly CISPG Learning Updates and note the excellent [Delta Learns](#) site.
- Share and promote professional learning opportunities focused on literacy and numeracy “wise” practice – see the bi-monthly CISPG Learning Updates.
- Support the implementation of at least one professional learning day focused on curriculum implementation of strong literacy or numeracy practice.
- Investigate the utility of data entry into the MyEd Assessment module.
- Begin to research/investigate an effective K/1 Developmental Profile tool.

✚ Schedule of Assessments for 2020-2021

Required:

- Conduct and analyze primary reading benchmark assessments in the Fall (Grades 2 and 3) and in the Spring (Grades 1, 2, 3) using PM Benchmark Reading Assessment Resource or Fountas & Pinnell Benchmark Assessment (see note below).

Recommended:

- School-Wide Writing Snapshots (see CISPg protocol) – Grade 2-7 or 4-9
- [SNAP](#) (Student Numeracy Assessment & Practice) for teaching and assessing numeracy skills
- Carole Fullerton’s [WDTK](#) (What Do They Know) primary numeracy assessments (K-3)

Optional:

- ([Faye Brownlie’s DART](#) -Gr 3-9) or RAD (Gr 1-9) for feedback on student informational reading

Assessment/Tool	Recommended Completion	Recommended Grades/Cohorts
Primary Reading Assessment - PM Benchmarks Resource or Fountas & Pinnell	October/November Fall baseline information	Grades 2 and 3
School-Wide Writing Snapshot See CISPg protocol	October/November Consider running at the same time as FSA’s - Grades 5/6 only	School-Wide (Grades 2-7) or focus on particular grade levels e.g. intermediate
SNAP (Student Numeracy Assessment & Practice)	Throughout the year, as this is a formative assessment tool as well as summative assessment	Any grade
Primary Reading Assessment - PM Benchmarks Resource or Fountas & Pinnell	May/June Spring evidence of growth for Grades 2 and 3	Grades 1, 2, 3
School-Wide Writing Snapshot See CISPg protocol	April/May Spring evidence of growth May be yearly or twice yearly	School-Wide (Grades 2-7) or focus on particular grade levels e.g. intermediate

NB It is highly recommended that classroom teachers (with support) conduct the Reading Benchmark assessments as benchmarking allows a teacher to:

- Understand the level of text that a student is able to read successfully
- Determine “next steps” in reading instruction for students
- Identify “best fit” instructional practices that will assist in moving student learning forward

For more information on Benchmark Resources and training, please refer to the CISPg protocol and the [Delta Reading Benchmarks](#) site.

ASSESSMENT FOR LEARNING

✚ What are we focusing on?

The BC curricular framework has been redesigned to better engage students in their own learning and to foster the skills and competencies students will need to thrive in a complex, ever-changing global society. In terms of strengthening student engagement and ownership of learning, the “new” curriculum highlights the importance of formative assessment (or assessment for learning/AFL) as a powerful instructional approach that promotes student learning and agency.

AFL strategies include:

- Clarifying and sharing learning intentions and criteria for success
- Engineering effective questions, classroom discussions and tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning/teaching resources for one another
- Activating students as owners of their own learning

✚ Why does it matter?

According to Shirley Clarke, “The most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment. The research evidence for this is rigorous and comprehensive” (Shirley Clarke, 2014). Dylan Wiliam, author of several books about assessment for learning stated that “Assessment for learning is about making your teaching adaptive (that is) constantly contingent on the students’ responses” (Dylan Wiliam, 2006). We now know that children who have greater ownership of their learning, supported by teachers who are assessment literate, have a significantly higher likelihood of academic success.

✚ How will we know if we are making a difference?

Students will be able to articulate essential aspects of their learning. For example, they will be able to answer the “Big Three” Questions:

- What am I learning? Or What did you learn? (learning intention/target)
- How is it going? Or How did it go? (criteria)
- Where to next? (feedback)

✚ CISP Learning Goal:

Embed “assessment for learning” practice into every classroom so that students will understand and “own” their learning.

✚ Curriculum and Instruction will ...

- Support and facilitate the implementation of AFL strategies throughout the Diocese.
- Work with Professional Learning Communities/Inquiry Networks to implement AFL strategies. This type of work could be facilitated using structures/models such as: early dismissal days, scheduled school release time for collaborative learning, demonstration lessons ...
- Share recommended resources that support AFL teaching/learning practices: eg.
 - Dylan Wiliam’s “Embedding Formative Assessment: Practical Techniques for K-12 Classrooms”
 - Shirley Clarke “Outstanding Formative Assessment: Culture and Practice”
 - Ron Berger’s “Leaders of Their Own Learning”
 - Delta School District excellent web-based resource, [Just One Thing](#)
 - See the bi-monthly CISP Learning Updates

- Share and promote professional learning opportunities focused on “wise practice” - see the bi-monthly CISPG Learning Updates.

SOCIAL-EMOTIONAL LEARNING

✚ What are we focusing on?

The current BC curriculum explicitly recognizes the “missing piece” in education, social-emotional learning. These proficiencies are most apparent in the “Personal and Social” Core Competencies, essential life skills that students continually develop as they grow into educated citizens and lifelong learners. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. The Core Competencies are developed primarily through student reflection and self-assessment.

✚ Why does it matter?

During the past six months, educators have become increasingly aware of the critical importance of social-emotional wellbeing (for both students and adults). “Social and Emotional Learning is inextricably linked to school and life success. Empirical research indicates that well-designed, well-implemented, teacher-taught SEL curricula can achieve multiple benefits that include significant improvement in students’ social-emotional development, behaviour and academic performance.” (Durlak et al, 2011)

✚ How will we know if we are making a difference?

Students will be able to reflect on and self-assess personal growth, including understanding/managing emotions, setting and achieving positive goals, demonstrating empathy for others, establishing and maintaining positive relationships, and making responsible decisions. These reflections/self-assessments will be shared with parents throughout the year.

✚ CISPG Learning Goal:

Embed social-emotional learning and the Core Competencies into daily classroom practice so that students will thrive and appreciate themselves as unique individuals.

✚ Curriculum and Instruction will ...

- Share recommended resources that support social-emotional learning: e.g.
 - [CASEL](#) (Collaborative for Academic, Social, and Emotional Learning), [EASE](#) (Everyday Anxiety Strategies for Educators) - see the bi-monthly CISPG Learning Updates
 - Zones of Regulation, Whole Body Listening, Mind UP, Powerful Understanding by Adrienne Gear, Kelso’s Choice, Core Competency Posters, the excellent [Decision Playbook](#), Delta SD
- Share and promote professional learning opportunities focused on “wise practice” - see the bi-monthly CISPG Learning Updates.

WEAVING THE WAYS: EMBEDDING CATHOLIC WORLDVIEW AND INDIGENOUS PERSPECTIVES

✚ What are we focusing on and why does it matter?

The BC Curriculum now fully incorporates Aboriginal voice and perspective and ensures that indigenous understandings are part of the learning journey for *every* student. Indigenous perspectives are clearly embedded in all strands of the BC curriculum in authentic and meaningful ways. An important aspect of aboriginal worldviews is place-based learning where teachers are encouraged to teach in ways that respect the uniqueness of students' "place" and to teach both within the school and the wider community.

As educators in Catholic schools, we are entrusted with incorporating a Catholic Worldview into our teaching and learning. This may be accomplished in many ways, but often involves the use of cross-curricular planning and learning. It should be noted that both indigenous and catholic "ways of being" are a very good fit with the BC Core Competencies 😊

✚ CISPG Recommended Practices for Schools

- Explore ways to embed and extend the Catholic Worldview into school cultures in an authentic, meaningful way.
- Explore and implement the [Christian Education Curriculum](#) from CISVA.
- Utilize exemplary resources to support the integration of Catholic teachings across the curriculum. For example, Linda O'Reilly, Educational Consultant, has written a very useful document entitled "Catholic Worldview Across the Curriculum." The purpose of this resource is to incorporate the Catholic Worldview into the Science and Social Studies curriculum. It is available on the CISPG Website under Learning Services, Curriculum and Instruction, [Catholic Worldview](#).
- Invite facilitators to assist with exploration of topics such as Staff Spiritual Formation.
- Explore ways to embed and extend Indigenous Worldviews and cultural learning experiences into school environments in an authentic, meaningful way.



- Utilize resources such as ["The First Peoples Principles of Learning"](#) as a starting point to support the integration of Indigenous knowledge, content and ways of being.
- Explore the newly published FNEC (First Nations Education Steering Committee) facilitators' guide entitled ["Continuing Our Learning Journey: Indigenous Education in British Columbia"](#). This is an excellent optional professional development resource for teachers dedicated to Indigenous learning. The Facilitators' Guide refers to modules that highlight the authentic Indigenous knowledge, perspectives and content in B.C.'s redesigned curriculum.

- Utilize cross-curricular resources such as [Math First Peoples \(2020\)](#), [Science First Peoples Grade 5-9](#), and [In Our Own Words – Bringing Authentic First Peoples Content to the K-3 Classroom\(2020\)](#) from FNEC (First Nations Education Steering Council).
- Invite "experts"/facilitators to assist with initial exploration of particular topics – e.g. community elders and other facilitators on indigenous ways of knowing.
- Purchase the ["Indigenous Peoples Atlas of Canada"](#). The Royal Canadian Geographical Society, in partnership with Canada's national Indigenous organizations, has created a four-volume atlas that shares the experiences, perspectives, and histories of First Nations, Inuit and Métis peoples.

✚ **Curriculum and Instruction will ...**

- Support the implementation of at least one professional learning day focused on faith formation and the catholic worldview.
- Support the implementation of at least one professional learning day focused on indigenous understanding as per the mandate of the BC Ministry of Education.
- Continue to recommend/access resources and facilitators who can support CISPG educators in embedding catholic and indigenous “ways of being” into classroom practice. All resources will be available on the CISPG website under Learning Services, Curriculum and Instruction.

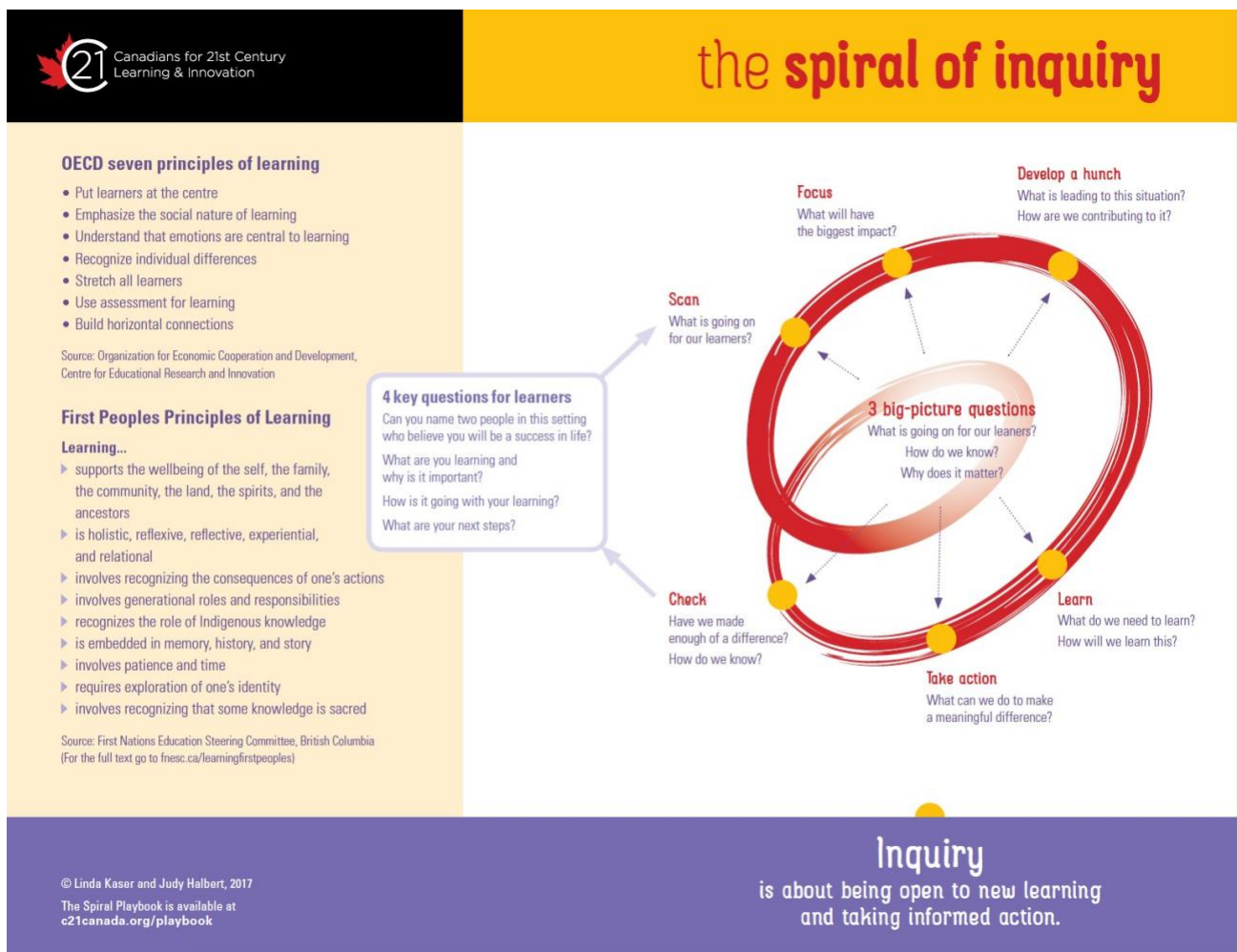
WHAT'S NEXT?

In a recent letter to Independent Schools, the Inspector has noted “changes and accommodations” for 2020-2021 inspections:

“In the next years, the Ministry will be working with schools on the use of student performance data to inform and support future strategic planning for continuous school improvement. During the 2020-2021 inspection cycle, the Ministry will engage schools in discussions on the use of evidence-based decision making to support enhanced student learning.” (Theo VandeWeg)

In order to meet this requirement and support “wise practice” regarding a continual school improvement cycle, CISPG schools will create and implement School Learning Plans as part of the CISPG Internal Review process. The purpose of a School Learning Plan is to engage educators in meaningful dialogue about student learning and the teaching practices that best support students in the CISPG Diocese. The Learning Plan should focus on areas that are foundational to student success (e.g. literacy, numeracy, assessment for learning, social-emotional learning). Typically, school planning takes place within an inquiry model such as the following examples from Surrey School District and the Networks of Inquiry and Indigenous Education:

Spiral of Inquiry (Kaser and Halbert, NOIIE)



School Planning as an Inquiry Process (Surrey School District)



✚ **Curriculum and Instruction will ...**

- Work with schools as they develop their School Learning Plans for the next several years, incorporating student performance data in the process.