

Stavely School 2021-22 Reporting Assessment Plan

Rationale: For students to be more accountable for their learning and advocate for their needs, students need to make short and long term WIGS, lead and lag measures. They also need to be aware of, and advocate for, supports/accommodations they need to meet their academic goals. This assessment proposal aligns with our MRA results assessment, Assurance Survey (2020 Accountability Pillar) results and Stavely School Continuous Growth Plan. The intention is to also increase our number of students achieving excellence.

Assessment Plan Overview:

| Month | Screening/Diagnostics | Documentation |
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| September | <ul style="list-style-type: none"> ● Literacy Place Screening ● MIPI | <ul style="list-style-type: none"> ● LIM 1st 8 Days - expand and focus on goal setting; ● Students will set up LIM Leadership Portfolio; ● All students will begin ISPs weeks 2 - 4 in September with EA support for Division 1 students; ● IPP goals developed (with students, families, teachers); ● School and classroom WIGs developed and displayed on boards; ● Huddle times calendared to ensure accountability. |
| October | <ul style="list-style-type: none"> ● F & P Diagnostics ● CSL Benchmark | <ul style="list-style-type: none"> ● Students set WIGs for literacy, numeracy and wellness; ● Students identify lag and lead measures; ● WIGs are documented in Leadership Portfolios; |
| November | <ul style="list-style-type: none"> ● Student-Led Conference 1 - WIGs | <ul style="list-style-type: none"> ● Students share their Leadership Portfolio with stakeholders at Conference 1; ● Students show stakeholders how they measure achievement of their WIGs. ● Report Card 1 sent home to students and parents; ● Teachers assess and update IPP goals. |

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| December | <ul style="list-style-type: none"> • F & P Diagnostics (as appropriate) | <ul style="list-style-type: none"> • Teachers assess and update IPP goals. |
| January | <ul style="list-style-type: none"> • F & P Diagnostics (as appropriate) | <ul style="list-style-type: none"> • Students revisit ISP and update as necessary; • Students update Leadership Portfolio; • Students prepare for Celebration of Learning; • Teachers assess and update IPP goals. |
| February | <ul style="list-style-type: none"> • F & P Diagnostics (as appropriate) | <ul style="list-style-type: none"> • Students revisit ISP and update as necessary; • Students update Leadership Portfolio; • Students prepare for Celebration of Learning; • Teachers assess and update IPP goals. |
| March | <ul style="list-style-type: none"> • F & P Diagnostics (as appropriate) | <ul style="list-style-type: none"> • Students revisit ISP and update as necessary; • Students update Leadership Portfolio; • Students conduct a mock Celebration of Learning; • Students lead Celebration of Learning with all stakeholders; • Report Card 2 sent home to students and parents; • Teachers assess and update IPP goals. |
| April | <ul style="list-style-type: none"> • F & P Diagnostics (as appropriate) | <ul style="list-style-type: none"> • Students revisit ISP and update as necessary; • Students update Leadership Portfolio; • Teachers assess and update IPP goals. |
| May | <ul style="list-style-type: none"> • F & P Diagnostics (as appropriate) | <ul style="list-style-type: none"> • Students and teachers complete transition notes in ISP; • Teachers complete ISPs and send home to parents; • Admin assistant upload ISP to PASI. |
| June | | <ul style="list-style-type: none"> • Report card 3 (with final grades, |

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| | | fewer comments (if any) completed, sent home to parents, uploaded to PASI. |
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[ISP Prototype 1](#)

[ISP Prototype 2](#)