Secondary School Visits
Student Achievement Inquiry

School Improvement Plan

Indicators	Comments
• Goals relate to system student achievement foci • Strategies address profile of the student at risk • Strategies address the typical pathway of the student at risk • Strategies address the typical course selection of the student at risk • Interventions are introduced in Grade 9 • Resources are aligned to school goals • Monitoring strategies involve principal participation in key projects • Monitoring strategies involve observation and the collection of key artefacts	

Marker Classes (Observations)

Best Practice	Comments
• Students and teachers share a common understanding of the learning goals and related success criteria • During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers • Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning are analyzed to ensure consistency with success criteria • During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers	

Marker Classes (Artefacts)

Artefacts	Comments
• Students and teachers share a common understanding of the learning goals and related success criteria • During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers • Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning are analyzed to ensure consistency with success criteria • During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers	

School and Classroom Leadership

Indicators	Comments
• Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning • Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement • The organizational structures are coherent, flexible and respond to the needs of students • Job-embedded and inquiry based professional learning is made available to staff, building capacity and informing practice at the school and classroom level	