Arthur Stevenson Elementary

School Learning Plan Summary - September 2021 Update

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Kamloops, BC
V2B 6Y7
http://astevenson.sd73.bc.ca/

School Vision

I'm kind and curious
I'm in control of me.
I'm working hard each day
To be the best that I can be!

Always **S**eeing **E**veryone's **S**uccess

School Goals - Updated Fall 2020

1. Each year, all students will use a variety of critical thinking strategies in numeracy and literacy to explain their thinking and evaluate the thinking of others as measured by critical thinking competencies.

> *Sub-Goal - Each year, all students will use strategies to keep trying when they encounter challenging tasks as measured by student perseverance self-assessment.*

2. Each year, all students will use self-regulation tools and strategies to demonstrate expected behaviour in all school settings.

Spring 2021 Summary Preamble
This year was a challenging year with the COVID-19 affecting every decision we made. As a result and because of the imminent need, Goal 2 became our main focus.

Goal 1

Each year, all students will use a variety of critical thinking strategies in numeracy and literacy to explain their thinking and evaluate the thinking of others as measured by critical thinking competencies.

Sub Goal: Each student will use strategies to keep trying when they encounter challenging tasks.

Related District Strategic Plan Goal

- Use innovative, evidence-based instruction and assessment practices that promote critical, creative, collaborative and reflective thinking.
- Use evidence-based instruction and assessment that promotes resilience and social-emotional learning.
- Increase use of problem-based, cooperative and inquiry-based service learning

Links to the First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness to the land, the spirits and the ancestors).
- Learning involves patience and time.
- Learning recognizes the role of Indigenous knowledge.

Links to Indigenous Knowledge and Perspectives (Mathematics)

- Connect mathematical concepts to each other and to other areas and personal interests to develop a sense of how mathematics helps us understand ourselves and the world around us.

Specific Support Frameworks

- Prep structure to enable collaboration for teaching partners
- Teacher-librarian support with inquiry-based learning in classrooms
- Focus on critical thinking in math for staff meetings and on professional development days.
- Supports for students with diverse learning needs including additional time for tasks, use of technology, use of manipulatives, grouping students to allow for peer support, teacher or CEA check-ins with students, preferential seating, and differentiated tasks.
- Explore ways to have students make their thinking visible through differentiated mathematical tasks using the Critical Thinking Rubric.
  - Teachers will work to create mathematical tasks and learning experiences that help to build a more positive mindset in math.
  - Each teacher will select 6 students who they will collect more detailed evidence on throughout the year - 2 proficient, 2 developing, and 2 emerging.
- Continue to explore the 5 critical thinking aspects (formulate your question, gather your information, apply the information, consider the implications, & explore other points of view).

Theory of Action

If students develop their critical thinking skills (ability to ask thinking questions, analyze and critique information, and use clear evidence to make decisions), they will be able to better engage in thinking tasks across all subjects and perform better in these subjects because they will be able to go deeper in their learning.

Strategies and Initiatives

- Expand project based learning/design opportunities
- Focus on questioning, analyzing, and critiquing in all subject areas
- Continue work on redesigning numeracy lessons to include Cognitive Guided Instruction
- Peer feedback assessment model
- Participate in the District Numeracy Project
- Build collaborative planning time into the schedule - prep schedule, staff meetings, and release time
- Embed First Peoples Principles of Learning into project tasks (ie. Aboriginal storytelling with Blue Bots, critical thinking discussions around Aboriginal read alouds)

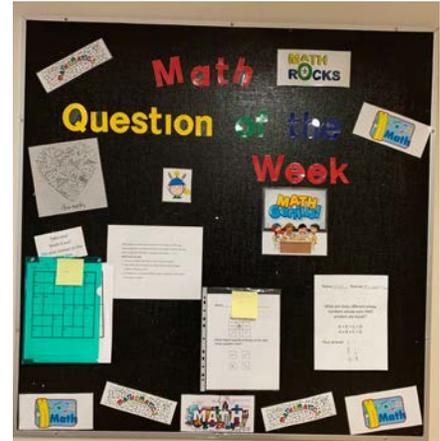| School-Wide Focus on Critical Thinking		
• Problem-solving tasks Non-permanent surfaces (white boards, vertical surfaces) for students the work on math allowed for risk-taking by students • Making real world connections to math	Technology Challenges - Coding and Aboriginal Storytelling with Blue Bots or iPads 	
Number talk strategies in primary 	Math problem solving games 	Math Problem of the Week
Project-based learning 	Goal setting 	Differentiated Tasks

Goal 1 Evidence

Evidence for Goal 1 consists of:
- Nonfiction Reading Assessment - Inferring Question
- Nonfiction Reading Assessment - Critical Analysis Question
- DEWRS
  - Critical Thinking Question
  - Perseverance Question
- District Numeracy Assessment

Nonfiction Reading Assessment - Inferring Question - Cohort Analysis for Spring 2021

The NFRA has been administered in the fall and spring each year as a way to assess intermediate students' critical analysis skills.

Grade 7 NFRA Inferring Question								
	Percentage of Students at Each Level							The spring 2021 data shows that there was an increase in then number of students at the emerging, proficient, and extending levels,
	Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	
0	0%	0%	2%	5%	n/a	0%	0%	81% of grade 7 students were Developing or higher in fall 2020.
1	20%	55%	20%	5%	n/a	19%	23%	77% of grade 7 students were Developing or higher in spring 2021. This is a decrease from the fall.
2	62%	27%	58%	40%	n/a	55%	23%	
3	15%	14%	11%	39%	n/a	18%	40%	0 = PLU 1 = Emerging 2 = Developing
4	3%	4%	9%	11%	n/a	8%	14%	3 = Proficient 4 = Extending

Grade 6 NFRA Inferring Question							
	Percentage of Students at Each Level						The spring 2021 data shows an increase in the number of students at the emerging, developing, and extending levels.
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	
0	4%	0%	7%	n/a	0%	0%	92% of grade 6 students were Developing or higher in the Fall 2020 with 41% Proficient of higher.
1	6%	4%	9%	n/a	8%	12%	88% of grade 6 students were Developing or higher in spring 2021. This is a decrease from the fall.
2	70%	37%	54%	n/a	51%	53%	
3	18%	55%	30%	n/a	37%	29%	0 = PLU 1 = Emerging 2 = Developing
4	2%	4%	0%	n/a	4%	6%	3 = Proficient 4 = Extending

Grade 5 NFRA Inferring Question

	Percentage of Students at Each Level					In the Spring of 2021, 94% of grade 5 students were developing or higher.
	Fall 2019	**Spring 2020**	**Fall 2020**	**Spring 2021**		In the Fall of 2020, 90% of grade 5 students were at the Developing level or higher.
0	0%	n/a	0%	0%		
1	12%	n/a	10%	6%		
2	44%	n/a	53%	60%		
3	44%	n/a	37%	34%		0 = PLU 1 = Emerging
4	0%	n/a	0%	0%		2 = Developing 3 = Proficient 4 = Extending

Grade 4 NFRA Inferring Question

	Percentage of Students at Each Level					3 students were excused from this assessment.
	Fall 2020	**Spring 2021**				In the Spring of 2021, 89% of grade 4 students were at the developing or higher level, with 6% not writing the assessment.
0	6%	6%				In the Fall of 2020, 97% of grade 4 students were at the Developing level or higher.
1	3%	11%				
2	70%	47%				
3	18%	25%				0 = PLU 1 = Emerging 2 = Developing
4	3%	11%				3 = Proficient 4 = Extending

Nonfiction Reading Assessment - Critical Analysis Question - Cohort Analsis Spring 2021

The NFRA has been administered in the fall and spring each year as a way to assess intermediate students' critical analysis skills.

Grade 7 NFRA Critical Analysis Question							
	Percentage of Students at Each Level						In the spring of 2021, 92% of grade 7 students were at the developing or higher level in critically analyzing this piece of text.

In the fall of 2020, 82% of this year's grade 7s are developing or higher at critically analyzing this piece of text. This is a 4% increase since the fall of 2019. |
	Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	
0	0%	12%	2%	7%	n/a	0%	0%	
1	10%	25%	20%	17%	n/a	18%	8%	
2	75%	39%	67%	61%	n/a	66%	37%	0 = PLU 1 = Emerging 2 = Developing
3	15%	19%	9%	13%	n/a	13%	46%	3 = Proficient 4 = Extending
4	0%	5%	2%	2%	n/a	3%	9%	

Grade 6 NFRA Critical Analysis Question							
	Percentage of Students at Each Level						In the spring of 2021, 88% of grade 6 students were developing or higher in critically analyzing this piece of text. This is a 19% improvement from the fall.

In the fall of 2020, 69% of grade 6 students were at Developing or higher in critically analyzing this piece of text. |
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021		
0	0%	2%	5%	n/a	0%	0%		
1	70%	20%	29%	n/a	31%	12%		
2	27%	43%	29%	n/a	55%	51%		
3	2%	33%	29%	n/a	8%	29%		0 = PLU 1 = Emerging 2 = Developing
4	0%	2%	8%	n/a	6%	8%		3 = Proficient 4 = Extending

Grade 5 NFRA Critical Analysis Question

	Percentage of Students at Each Level				
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	In the spring of 2021, 69% of grade 5 students were developing or higher in critically analyzing this piece of text. This is a drop of 8% from Fall 2020.
0	6%	n/a	0%	0%	In the fall of 2020, 77% of grade 5 students were at Developing or higher in critically analyzing this piece of text.
1	16%	n/a	23%	31%	From Fall 2019 to Fall 2020, there was a decrease in the number of students who were Proficient or Extending.
2	40%	n/a	54%	50%	
3	28%	n/a	23%	19%	0 = PLU 1 = Emerging 2 = Developing
4	6%	n/a	0%	0%	3 = Proficient 4 = Extending

Grade 4 NFRA Critical Analysis Question

	Percentage of Students at Each Level				
	Fall 2020	Spring 2021			Three students did not write this assessment.
0	6%	6%			In the spring of 2021, 75% of students were at Developing or higher in critically analyzing this piece of text. This is a 7% improvement from Fall 2020.
1	26%	19%			In the fall of 2020, 68% of grade 4 students were at Developing or higher in critically analyzing this piece of text.
2	62%	61%			
3	6%	14%			0 = PLU 1 = Emerging 2 = Developing
4	0%	0%			3 = Proficient 4 = Extending

DEWRS Data - Critical Thinking							
"I can experiment with different ways of doing things and adjust when needed."							
	2018-2019		**2019-2020`**		**2020-2021**		**2021-2022**
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Almost Always	61%	43%	54%	n/a	33%	32%		
Sometimes	30%	44%	38%	n/a	61%	56%		
Rarely	8%	9%	7%	n/a	4%	10%		
Never	1%	3%	1%	n/a	2%	3%		

Over the past three years, we have seen a decline in the number of students who believe that they can experiment with different ways of doing things and adjust when needed.

DEWRS Data							
"When I get stuck on a problem, I try to think of different ways to help me solve it."							
	2018-2019		**2019-2020**		**2020-2021**		**2021-2022**
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Almost Always	49%	52%	66%	n/a	54%	50%		
Sometimes	40%	37%	25%	n/a	35%	38%		
Rarely	9%	8%	5%	n/a	10%	9%		
Never	2%	3%	3%	n/a	1%	3%		

District Numeracy Assessment (DNA) Data

The DNA is a district assessment that is administered in the fall for grades 3 and 6. We also administer in the spring for grades 3 to 6 to use as assessment data our critical thinking goal. The DNA assess students' ability to interpret, apply, solve, analyse, and communicate. This data is the overall data for the assessment.

Fall 2020

**Grade 3 DNA
Non Aboriginal Students**

0 - 9%
Emerging - 6%
Developing - 9%
Proficient - 69%
Extending - 4%
Perf. Level Unknown - 3%

**Grade 3 DNA
Aboriginal Students**

0 -
Emerging - 14%
Developing - 0%
Proficient - 57%
Extending - 0%
Perf. Level Unknown - 29%

Our Aboriginal students have 57% of students at the Proficient level while our non-Aboriginal students have 69% at the Proficient level and 4% at the Extending level.

Grade 6 DNA
Non Aboriginal Students

Emerging - 24%
Developing - 5%
Proficient - 57%
Extending - 7%
Perf. Level Unknown - 7%

Grade 6 DNA
Aboriginal Students

0 - 42%
Emerging - 0%
Developing - 0%
Proficient - 58%
Extending - 0%

Although the sample size is small, our Aboriginal students have the same percentage of students at the Proficient level as non-Aboriginal students.

District Numeracy Assessment Baseline Data - Spring 2019					
	Grade 3	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
0 - PLU	0%	0%	0%	0%	0%
1 = Emerging	31%	2%	9%	9%	8%
2 = Developing	43%	27%	47%	42%	32%
3 = Proficient	26%	60%	28%	45%	38%
4 = Extending	0%	11%	14%	2%	22%

Grade 3 DNA			
	Percentage of Students at Each Level		Three students did not write the assessment in the fall and 10 did not write it in the spring.
	Fall 2020	**Spring 2021**	From Fall 2020 to Spring 2021, there was an increase in the number of students who were Developing and Proficient
0	9%	0%	There was a decrease in the number of students in Extending.
1	8%	14%	
2	72%	73%	
3	8%	13%	0 = PLU 1 = Emerging 2 = Developing 3 = Proficient 4 = Extending
4	3%	0%	

Grade 4 DNA

	Percentage of Students at Each Level			
	Spring 2020	**Fall 2020**	**Spring 2021**	Although it was not mandatory, many grade 4 students wrote the assessment in the Fall 2020.
0	n/a	0%	0%	9 Students did not write the assessment in the fall and 4 did not write it in the spring.
1	n/a	0%	8%	From Fall 2020 to Spring 2021, there was in increase in the number of students who were Developing
2	n/a	25%	63%	0 = PLU 1 = Emerging
3	n/a	50%	29%	2 = Developing 3 = Proficient 4 = Extending
4	n/a	25%	0%	

Grade 5 DNA

	Percentage of Students at Each Level				
	Spring 2019	**Spring 2020**	**Fall 2020**	**Spring 2021**	1 grade 5 student did not write the assessment in the Fall 2020 and all participated in the Spring 2021.
0	0%	n/a	0%	0%	
1	31%	n/a	11%	3%	From Fall 2020 to Spring 2021, there was a 38% increase in the number of students who were Proficient and a 6% increase in the students who were Extending.
2	43%	n/a	67%	31%	
3	26%	n/a	22%	60%	0 = PLU 1 = Emerging 2 = Developing
4	0%	n/a	0%	6%	3 = Proficient 4 = Extending

Grade 6 DNA

	Percentage of Students at Each Level				3 students did not write the assessment in the fall and 3 did not write it in the spring.
	Spring 2019	**Spring 2020**	**Fall 2020**	**Spring 2021**	From Fall 2020 to Spring 2021, there was a 12% increase in the number of students who were Proficient and a 4% increase in the students who were Extending.
0	0%	n/a	0%	0%	
1	2%	n/a	4%	16%	
2	27%	n/a	61%	33%	
3	60%	n/a	29%	41%	0 = PLU 1 = Emerging 2 = Developing 3 = Proficient 4 = Extending
4	11%	n/a	6%	10%	

Grade 7 DNA

	Percentage of Students at Each Level				Grade 7 students did not participate in the DNA in the fall of 2020. All but 3 students wrote the assessment in spring 2021.
	Spring 2019	**Spring 2020**	**Fall 2020**	**Spring 2021**	
0	0%	n/a	n/a	0%	All students performed at the Developing or higher level. 20% of grade 7 students demonstrated Extending abilities on the assessment.
1	9%	n/a	n/a	0%	
2	47%	n/a	n/a	31%	0 = PLU 1 = Emerging
3	28%	n/a	n/a	49%	2 = Developing 3 = Proficient 4 = Extending
4	14%	n/a	n/a	20%	

Goal 1 Next Steps - Into 2020-2021 (Theory of Action):

If we continue to provide an opportunity for professional dialogue around critical thinking and numeracy for staff and we provide critical thinking tasks in numeracy for students, then we will see teachers/students using critical thinking strategies as measured by the critical thinking rubrics, the NFRA, DNA, and observations, conversations and products.

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Goal 2

Each student will use self-regulation tools and strategies to demonstrate expected behaviour in all school settings.

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Related District Strategic Plan Goal

Priority 4: Foster an inclusive, adaptable and accountable district culture.

Links to the First Peoples Principles of Learning

- Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Goal Rationale:

This goal was identified by our school's learning partners as an area in need of development.

Specific Support Frameworks

- Zones of Regulation program school wide
- R.O.C.K.S. matrix to teach expected behaviour
- Environments where self-regulation tools are encouraged
- PBIS gem blitzes to positively reinforce expected behaviour/Virtues program
- Lead teacher(s) - LARTs, at least one primary teacher, at least one intermediate teacher, one CEA, and one to two intermediate students

Specific Support Frameworks

- Participate as a district PBIS school
  - Use the Three Tier model to develop consistency across the school in teaching self-regulation and social emotional learning
  - Monthly focus on parts of the ROCKS matrix
  - Use student behaviour data to inform practice - What do we need to improve? What are we doing well?
  - Supports for students with diverse learning needs include check-ins and large and small group instruction on ROCKS matrix and social emotional learning

Theory of Action - 2020-21

Students who have the skills necessary to recognize when they are not regulated and are able to rely on workable strategies to get them regulated will be able to manage their body and mind better in school. This better management will enable students to engage more in their learning, which will have a twofold effect: improve learning outcomes for students and decrease the frequency of students engaging in inappropriate behaviour.

Adapted Theory of Action - Spring 2021

If we continue to teach social-emotional strategies to all students and ensure we are intentionally making connections with our most vulnerable students, we will see our students be able to more effectively self-regulate and manage daily tasks and challenges.

Strategies and Initiatives

- Self-Assessment needs and strategies
- Common language of Zones of Regulation used for whole school
- Grow Mindfulness at ASES - Teacher modelling self-regulation and mindfulness
- Upholding expectations consistently
- Have students engage in regular self-reflection, set goals
- Participation in Aboriginal Education School Leader Program and bring strategies to staff for in-class implementation
- Participate as a district PBIS school
- Focus on SEL for CEAs (and teaching staff)
- Incorporate First Peoples Principles of Learning into daily announcements

Data Related to Goal/Evidence

School staff will begin collecting data on this goal next year. The following four tools will be used next year to collect baseline information.

- Use Zones of Regulation checklist to record which strategies each student has used successfully
- Self-assessments that include zone colours - followed up by a teacher conference
- School office referrals (looking at the severe behaviour specifically and when and where it occurs)
- Self-assessment for Personal and Social Responsibility and attach to report cards

Progress on Goal and Summary Comments - Spring 2021

The most effective way to teach Social-Emotional Learning is to live it and this year was an important year for us to focus on SEL and self-regulation. Different layers of work took place:

Work with Staff (Teachers):

- Focus on SEL at the September Pro-D Day and during Staff Meetings
- Professional Reading (*Dare to Lead* by Brene Brown's)
- Professional Videos
- Sharing of instructional strategies, opening discussions, and challenging teachers to try different SEL strategies
- SELwork with Cheryl Volkhaert (Coordinator of Healthy Relationships) (December pro-d day and job-embedded)
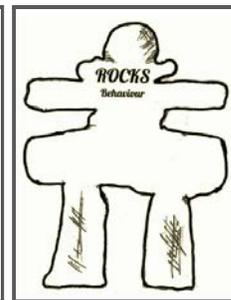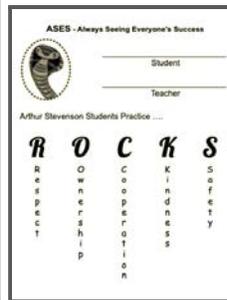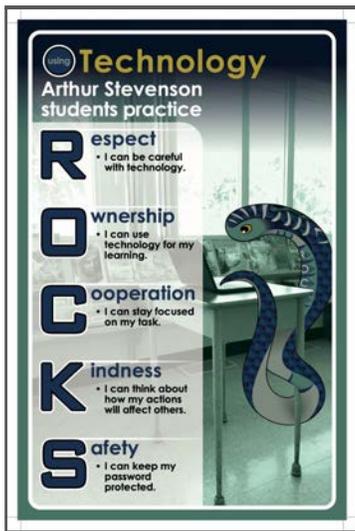
Work with Staff (CEAs):

- Professional Development Days invitation (September - SEL)
- CEA meetings
- Job-embedded professional development - SEL work with Cheryl Volkhaert

Work with Students:

- Introduced and taught the new PBIS Matrices (ROCKS - Respect, Ownership, Cooperation, Kindness, and Safety) that focused on positive behaviours in various parts of the school
- Daily ROCKS reminders and celebrations on the announcements (ie. Monday highlighted Respect with a Respect reminder, a respect quote of the day, and a respect ROCKS "gotcha" read aloud). We also give out paper ROCKS for positive behaviour. These are read on the announcements each day. The ROCKS has an inukshuk on the back for writing the positive message for students
- Students work to cover the Cobra poster with gotchas to earn school-wide extra recesses

Work with Parents:

A new area of the newsletter called the "Cobra Corner" informed parents about the PBIS focus we had in the school that month.
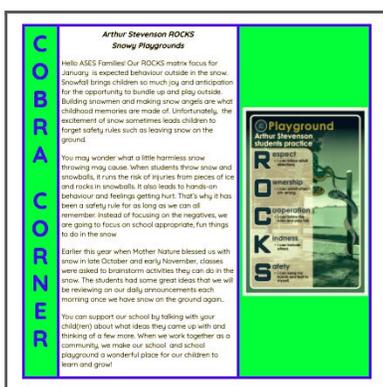
2021-2022 Goal 2 Next Steps

We intend to continue to focus on social-emotional strategies with staff, students, and parents. A PBIS planning group met in June to plan for the fall. If we focus on SEL school-wide and ensure we are intentionally making connections with our most vulnerable students, we will see our students be able to more effectively self-regulate and manage daily tasks and challenges. Next year, we will loop back to the strategies that had the most impact and explore new strategies for our students.

GOAL 2 DATA

Office Referral Data

Year	2017-18	2018-19	2019-2020	2020-2021
Office Referrals	127	Approximately 200	Data is only available from September 2019 to March 2020 due to the suspension of in-class instruction	Approximately 400
Number of Students	48	64		
Suspensions	10	9		

This year, we were seeing in increase in disrespectful behaviour towards adults and peers. Many students were getting sent to the office. In March, the PBIS team put together a plan to help extinguish some of these behaviours. As a result, teachers spent time reteaching the ROCKS matrix. Students who did not follow the ROCKS Behaviour Matrix expectations were referred to the ROCKS Reinforcement Room for a recess and lunch to fill out a Making It Right sheet and plan for next steps on the playground. This strategy was effective for our Tier 1 students. More work was done with Tier 2 and Tier 3 and we recognize the need to set up a more structured Tier 2 and 3 plan for next year.

2020-2021 Goal 2 Evidence
DEWRS
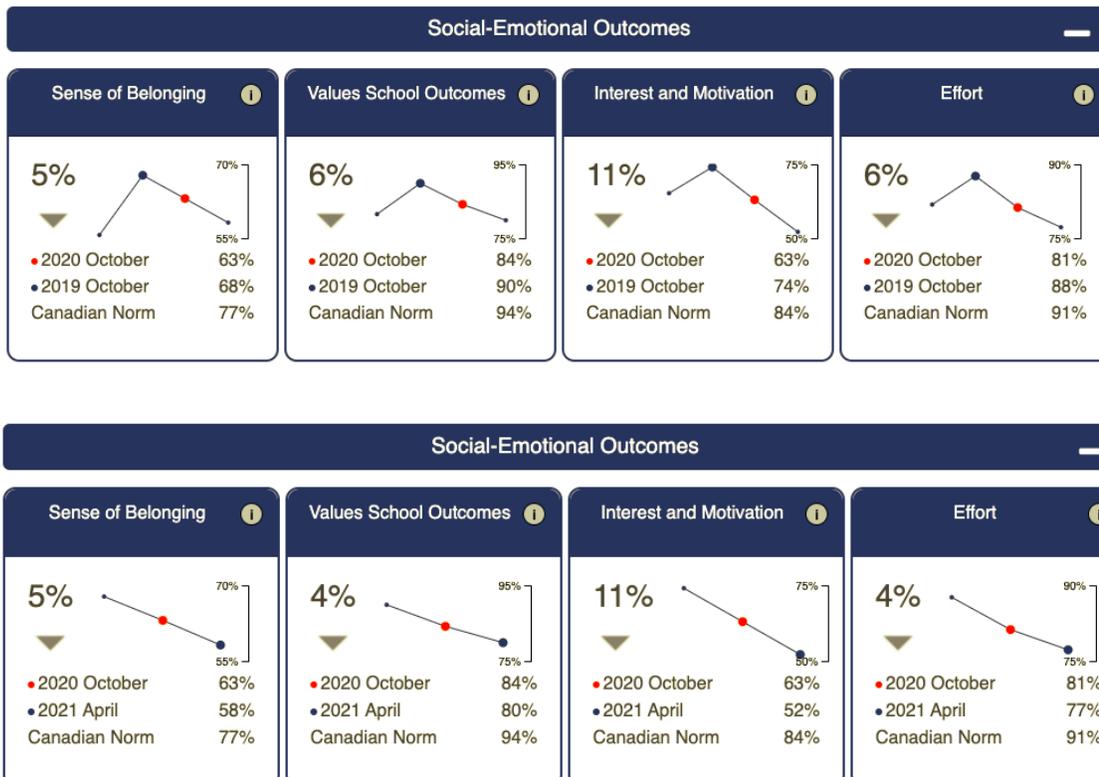
Our intermediate students showed a decline in all four areas of the social emotional outcomes from October 2019 to October 2020 and then again from October 202 to 2021. This will be a good reason to continue to focus on this goal.

Student Satisfaction Survey
Grade 4

Is school a place where you feel like you belong?
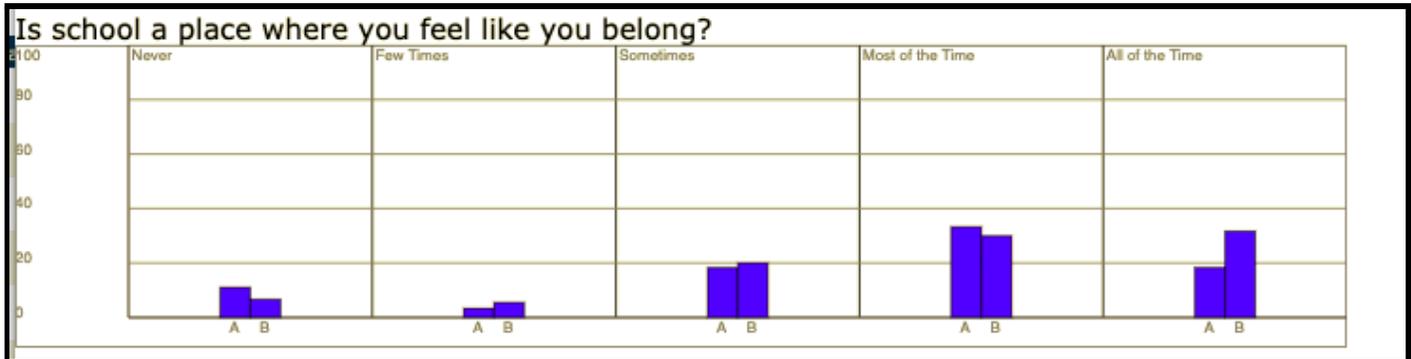
A-School   B-District

Grade 7

Is school a place where you feel like you belong?
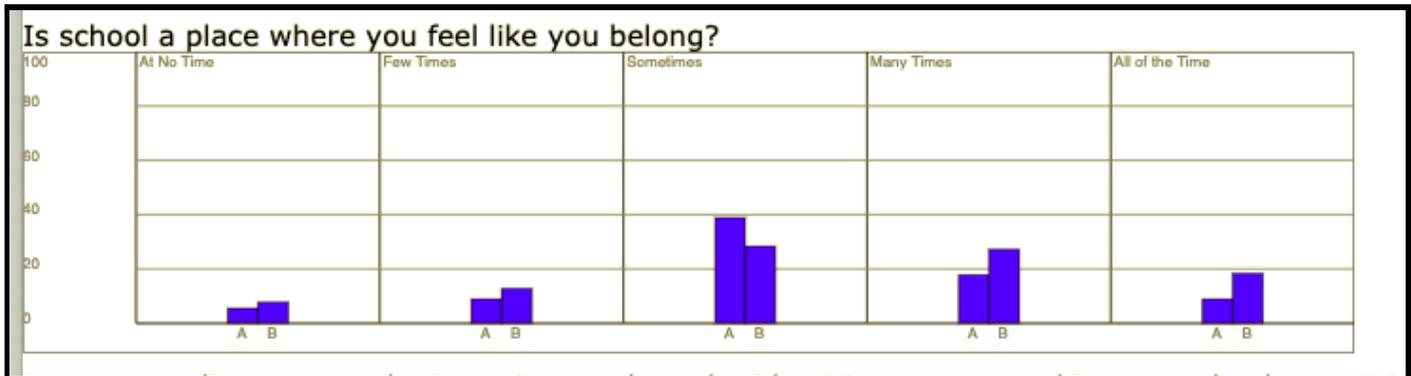
A-School   B-District

Less than 5% of our students in grades 4 and 7 feel like they belong at no time. Approximately 80% of grade 4 students and 75% of grade 7 students feel like they belong at school sometimes, many times, or all the time.

Student Interviews

Research shows the importance of students having connections at school. Students in grades 6 and 7 were surveyed in November 2020 and then again in April 2021 to see who had at least 2 adults in the building that they could connect to and who had peers they could connect to. We saw that the number of students who had no adult or peer connection decreased from November to April.

Students with No Adult Connection			
	Total # Surveyed	November 2020	April 2021
Grade 6	42	14%	11%
Grade 7	38	31%	21%
Both	80	22%	16%

Students with No Peer Connection			
	Total # Surveyed	November 2020	April 2021
Grade 6	42	2%	0%
Grade 7	38	11%	2%
Both	80	6%	2%

Professional Learning Plan

We will continue to use staff meetings, collaboration time, and the Spirals of Inquiry framework to focus on our school goals for the 2021-2022 school year and to build a new School Learning Plan.

Goal 1 Theory of Action:	Goal 2 Theory of Action:
If we develop a clear definition of critical thinking through a numeracy lens, we will create differentiated learning opportunities for our staff, and we provide our students with opportunities to think more critically, then we will see teachers/students using critical thinking strategies, teachers will use the critical thinking rubric, and students achievement in the critical thinking data from the NFRA, DNA, and DEWRS will improve.	*If we continue to teach social-emotional strategies to all students and ensure we are intentionally making connections with our most vulnerable students, we will see our students be able to more effectively self-regulate and manage daily tasks and challenges.*

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Scan - *What is going on for our learners?*
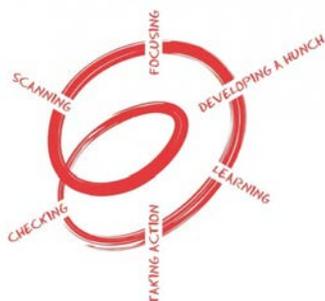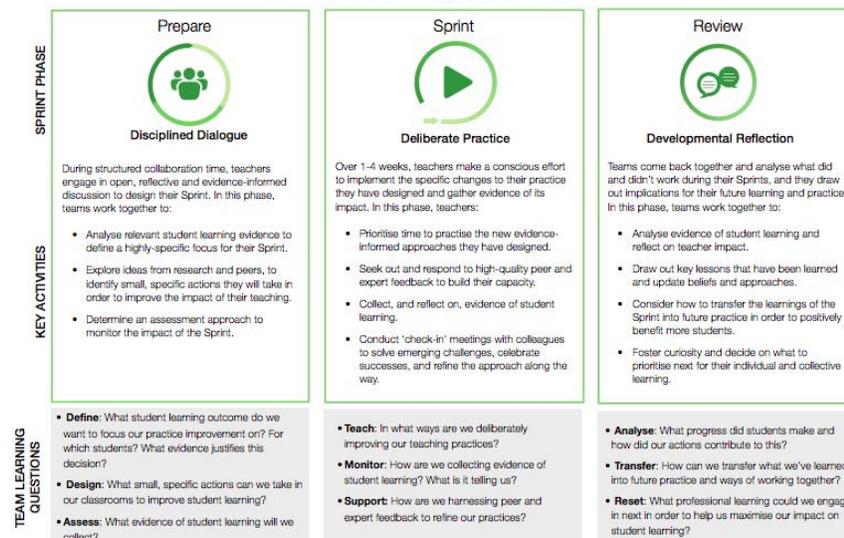**Focus -** *What will have the biggest impact?*
Develop a Hunch - *What is leading to this situation? How are we contributing to it?*
Learn - *What do we need to learn? How will we learn this?*
Take Action - *What can we do to make a meaningful difference?*
Check - *How can we make enough of a difference? How do we know?*

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The Teacher Learning Sprints Process

Prepare — Disciplined Dialogue

During structured collaboration time, teachers engage in open, reflective and evidence-informed discussion to design their Sprint. In this phase, teams work together to:

- Analyse relevant student learning evidence to define a highly-specific focus for their Sprint.
- Explore ideas from research and peers, to identify small, specific actions they will take in order to improve the impact of their teaching.
- Determine an assessment approach to monitor the impact of the Sprint.

Sprint — Deliberate Practice

Over 1-4 weeks, teachers make a conscious effort to implement the specific changes to their practice they have designed and gather evidence of its impact. In this phase, teachers:

- Prioritise time to practise the new evidence-informed approaches they have designed.
- Seek out and respond to high-quality peer and expert feedback to build their capacity.
- Collect, and reflect on, evidence of student learning.
- Conduct 'check-in' meetings with colleagues to solve emerging challenges, celebrate successes, and refine the approach along the way.

Review — Developmental Reflection

Teams come back together and analyse what did and didn't work during their Sprints, and they draw out implications for their future learning and practice. In this phase, teams work together to:

- Analyse evidence of student learning and reflect on teacher impact.
- Draw out key lessons that have been learned and update beliefs and approaches.
- Consider how to transfer the learnings of the Sprint into future practice in order to positively benefit more students.
- Foster curiosity and decide on what to prioritise next for their individual and collective learning.

Team Learning Questions — Prepare

- **Define:** What student learning outcome do we want to focus our practice improvement on? For which students? What evidence justifies this decision?
- **Design:** What small, specific actions can we take in our classrooms to improve student learning?
- **Assess:** What evidence of student learning will we collect?

Team Learning Questions — Sprint

- **Teach:** In what ways are we deliberately improving our teaching practices?
- **Monitor:** How are we collecting evidence of student learning? What is it telling us?
- **Support:** How are we harnessing peer and expert feedback to refine our practices?

Team Learning Questions — Review

- **Analyse:** What progress did students make and how did our actions contribute to this?
- **Transfer:** How can we transfer what we've learned into future practice and ways of working together?
- **Reset:** What professional learning could we engage in next in order to help us maximise our impact on student learning?

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