

Pre-Inquiry Planning

A – Our Schools Data

Data Sources:

- Large-scale Assessment
- Report Card
- School, District & Regional Monitoring

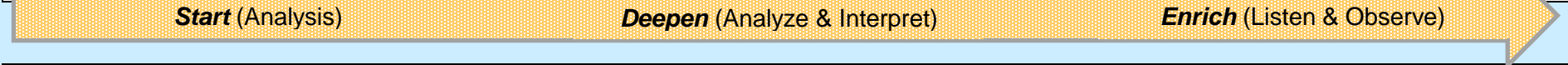
Data Sources:

- Individualized Education Plans
- Student Profiles

Data Sources:

- Demographic
- Student Voice
- Contextual

Student Achievement	Student Learning	Student Motivation
<p><u>Performance/Summative Assessments</u></p> <ul style="list-style-type: none"> • % performing across levels (report cards & large-scale assessment), trends in monitoring, credit accumulation (Secondary) 	<p><u>Processes for Developing Student Proficiency</u></p> <ul style="list-style-type: none"> • Assessment of Programming – Instructional-Assessment Practices <ul style="list-style-type: none"> ○ Reflections from previous year’s monitoring <ul style="list-style-type: none"> ▪ Overall (All students) ▪ <i>Students of Mystery</i> (here); profile (template, p2) 	<p><u>Cultivating Enriched Understanding</u></p> <ul style="list-style-type: none"> • Document – Observations & Conversations <ul style="list-style-type: none"> ○ Alignment to <u>criteria</u> for each motivational construct (<i>belongingness, meaningfulness, competency, accountability, autonomy</i>)



B – What is the data telling us?

Our Urgent Needs:

-

C – What goals will we set to improve student motivation?

Goals:

-

Addressing engagement and learning outcomes with multi-faceted, whole-student approach

Sample **Goals** (Study Guide)

D – How will we navigate towards attaining these goals?

Anticipated Success Criteria:

- If we..., then...

Sample **Criteria** (Study Guide)

E – What differentiated supports and resources will we use to enact these criteria? Why these supports and resources?

Supports and Resources:

Characteristics of Effective Professional Learning ([here](#))

- Learner-directed & research-informed, student- focused, evidence-informed problem of practice, relevant to context & roles, iterative
- *Principals Want to Know* ([July 2016](#))

Consider: Monitoring, Professional Learning, Content & Pedagogical Resources

Research-informed

- Consistent with equitable teaching practices

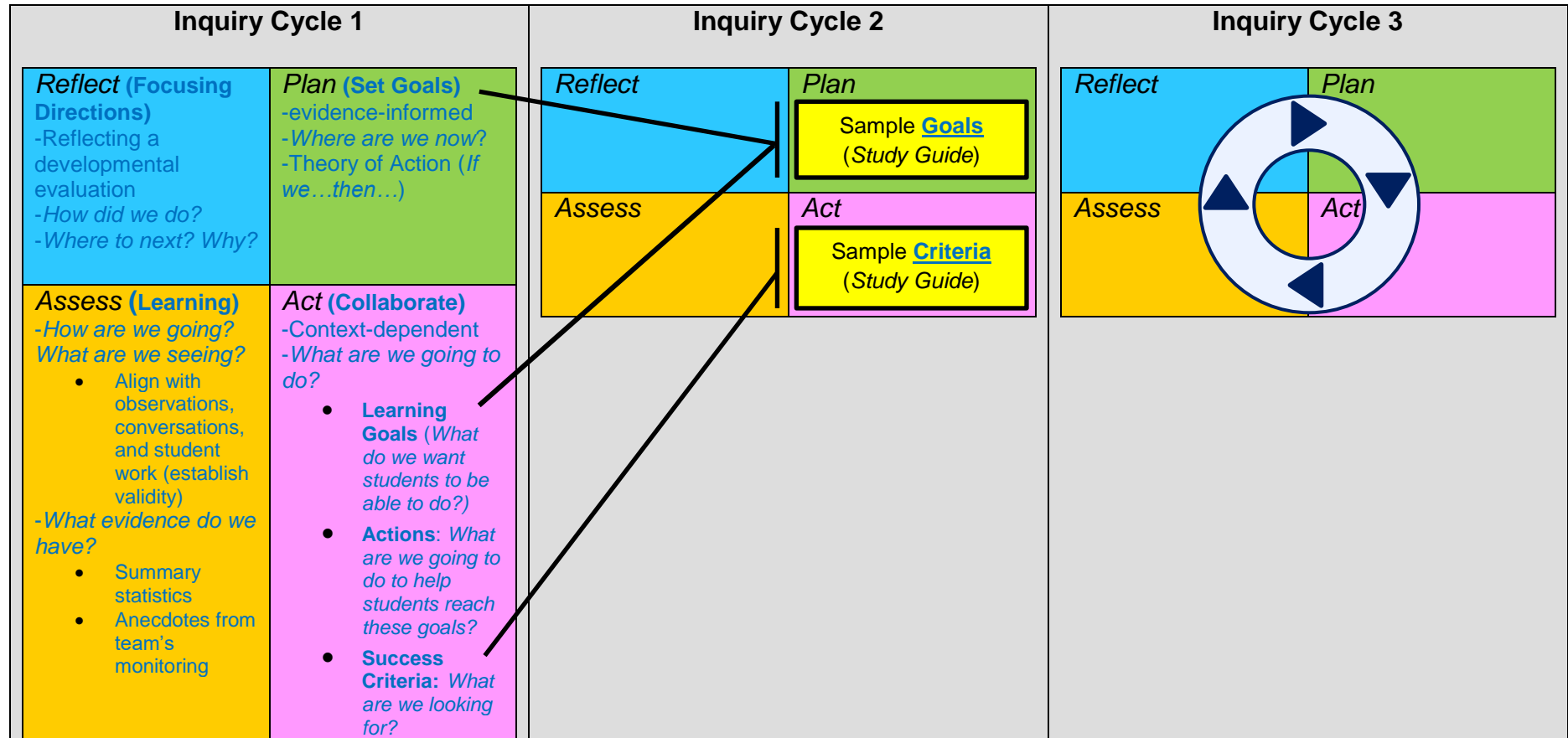
Produces evidence of data which informs school improvement planning on an on-going basis

- [Monitoring learning](#)
- [Using Data](#)

Pre-Inquiry Planning & Assessment Tool (Guide for Instructional Leaders)

Support/Resource 2:
Rationale:

F – Reflect: *How are the supports in E helping your school attain its goals? What impact are we having?*



G – Inquiry Monitoring Plan

Pre-Inquiry Planning & Assessment Tool (Guide for Instructional Leaders)

Sample Resources:

- *Inquiry Cycle Monitoring for School Improvement*
 - Templates ([Administrator DOC](#) | [Educator DOC](#))
 - Guides ([Administrator PDF](#) | [Educator PDF](#))

H – Leader’s Reflection:

-What are you doing to make the improvement planning process work for your school this year?

-If this work is representative of a ‘thin slice’ towards a larger improvement goal (e.g., over 2 to 3 years), how are you leading developmentally for others’ learning?

Suggested Resources:

- *Improvement Planning & Assessment Tool* ([IPAT](#))
- *Managing Information for Student Achievement* ([MISA](#)) - Ottawa Region Professional Network Centre
 - [Collaborative Inquiry Literature Review - Teacher Leadership](#) (2018)
 - [Collaborative Inquiry Literature Review - Principal Leadership](#) (2019)
 - [2018-19 Final Report – Achieving Equitable Learning Outcomes & Student Well-being](#)
- *Ontario Leadership Framework* ([OLF](#))
- *Rethinking Instructional Leadership, a Review: What Do We Know About Principal, Teacher, and Coach Instructional Leadership, and Where Should We Go From Here?* ([Neumerski 2012](#))