

Sturgeon School Division
Lilian Schick

Sturgeon Schools Three Year Plan

2010/2011 2012/2013 2013/2014

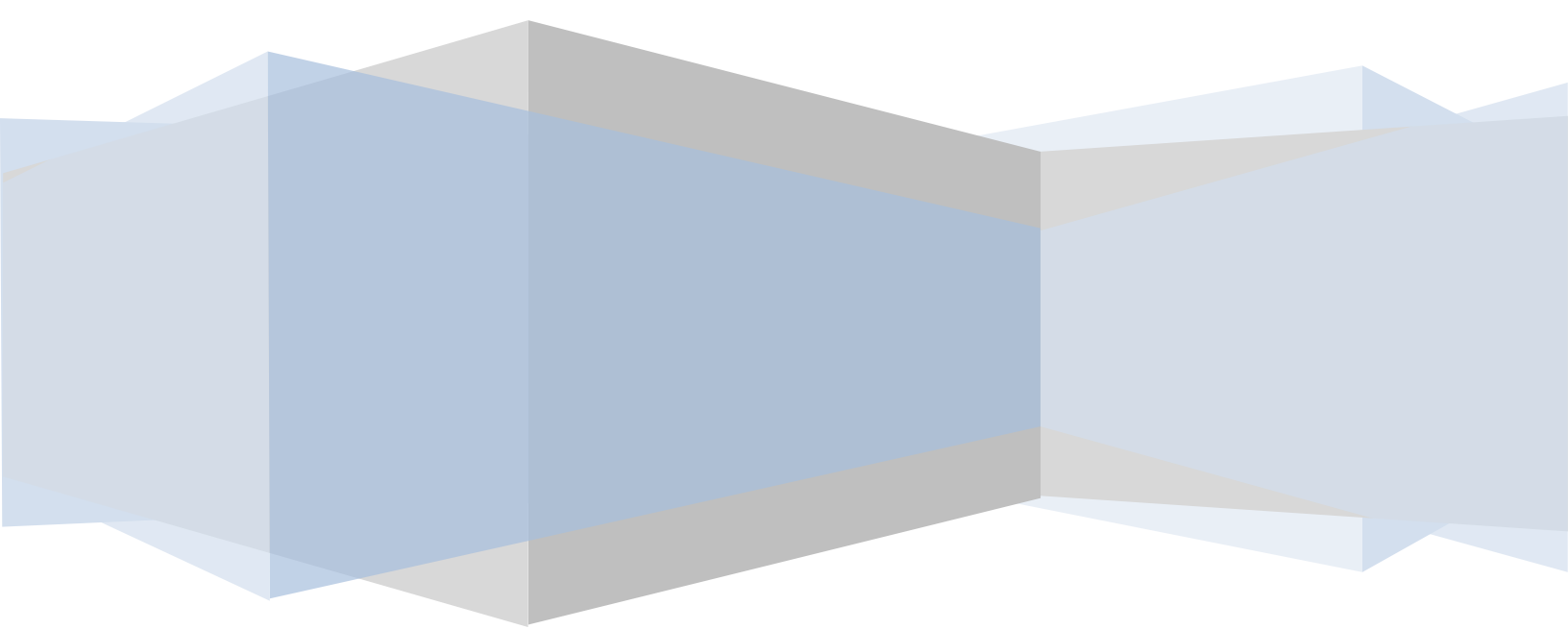
Academics: Critical Thinking and Problem Solving Skills



Embracing Uniqueness: Recognition of the Individual



A Safe, Caring and Respectful Learning and Work Environment



Academics:

Critical Thinking and Problem Solving Skills

Indicators:

1. Students develop grade/program appropriate language, numeracy, and communication skills
2. Students demonstrate 21st Century literacy skills
3. Students demonstrate critical and creative thinking skills



Expectations and Strategies:

- 1a. Teachers apply Assessment of and for Learning practices
 - 5 Keys to Quality Assessments (Appendix 2a)
 - Seven Strategies of Assessment for Learning (Appendix 2a)
2. Teachers provide instruction with respect to digital citizenship to all students
3. Teachers develop/enhance 'Teaching Critical and Creative Thinking' skills

Measures:

- Teacher end of year reports with respect to student achievement in language arts and math
- Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the teaching of 21st Century literacy skills, differentiated instruction, and critical and creative thinking skills.
- Provincial Achievement Test and Diploma Exam results
- AISI parent, student and teacher surveys

Accountability Pillar Connections

- Goal 1 Success for Every Student
 - Students demonstrate proficiency in literacy and numeracy
 - Students achieve educational outcomes
 - Students are prepared for the 21st Century
- Goal 3 Success for First Nation, Metis and Inuit (FNMI) Students
 - FNMI students are engaged in learning

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Strategies:

1a. Apply Assessment of and for Learning practices

- One on one access to the assessment coach
- Applying Seven Strategies of Assessment
- Accountability – sharing successful strategies
- Compile exemplars for grades and subjects
- Reporting and measuring students against curricular outcomes
- Develop year plans that reflect formative and summative assessment of curricular content
- Teaching for understanding – formative assessments, bingo sheet for teachers indicating types of assessments used, exit slips etc.

2. Teachers provide instruction with respect to digital citizenship to all students

- Visuals in classrooms depicting literacy skills
- Employ lessons from *Common Sense Media* by grade level
- Technology coach engages with staff and students
- Technology coach facilitates implementation of technology plan
- Access lead technology teacher from central office as well as school technology person

3. Teachers develop/enhance 'Teaching Critical and Creative Thinking' skills

- Identify critical and creative thinking skills-
Presentation from The Critical Thinking Consortium – Critical Thinking
Spotlight Sessions from The Critical Thinking Consortium delivered during monthly PD
- Professional reading – articles from The Critical Thinking Consortium
- Dr. Robyn Jackson - Book studies- *Never Work Harder Than Your Students*, *How to Support Struggling Students*, *How to Plan Rigorous Instruction*
- Visuals – critical thinking poster, simple checklist
- Enhanced problem solving in math (use of manipulatives)

Embracing Uniqueness:

Recognition of the Individual and Opportunities for Success

Indicators:

1. Students are engaged in their learning
 - Students are supported to set and achieve personal goals
 - Students work collaboratively
 - Students demonstrate their learning in a variety of ways
 - Students strive to achieve personal excellence
2. Students have access to a diversity of program and instruction



Expectations and Strategies:

- 1a. Teachers embed differentiated instructional strategies into teaching practices
- 1b. Teachers include student reflection as a regular component of assessment
- 1c. Teachers monitor attainment of student goals
- 1d. Teachers and schools celebrate student achievement of personal goals and excellence
- 1e. Teachers and schools provide support to FNMI students to ensure they complete their academic programs successfully
- 2a. Teachers and schools ensure programs/supports meet individual student needs
- 2b. Schools provide a wide range of complementary and optional programs

Measures:

- School end of year report with respect to student engagement
- “Tell Them from Me” student surveys
- Academic achievement results
- Accountability Survey results

Accountability Pillar Connections

- Goal 1 Success for Every Student
 - Students demonstrate proficiency in literacy and numeracy
 - Students achieve educational outcomes
 - Students are prepared for the 21st Century
- Goal 2 Transformed Education Through Collaboration
 - The education system demonstrates openness to new innovative ideas, leadership and collaboration
- Goal 3 Success for First Nation, Metis and Inuit (FNMI) Students
 - FNMI students are engaged in learning

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Expectations and Strategies:

1a. Teachers embed differentiated instructional practices

- Assessment and technology coaches
- Become familiar with and actively participate in directed PD on differentiation practices
- Collaboration, sharing and modeling
- Collaborative Teacher Groups – teachers meet during student reading time according to a schedule. Educational assistants supervise reading time in homerooms.
- Book study – *How to Plan Rigorous Instruction* by Robyn R Jackson
- Intelligences based technology – teachers and students to do inventories to determine learning styles
- Embed technology into daily lessons
- Model lessons during PD time

1b. Teachers include student reflection as a regular component of instruction

- Employing Leader in Me™ strategies such as Data Notebooks
- Metacognitive activities- KWL charts, etc.
- Exit Slips
- Students use “I Can” checklists
- Post curricular outcomes in the classroom

1c. Teachers monitor attainment of student goals

- Data Notebooks
- Parent portal and new report card
- Formative and Summative assessments
- Teachers assist students in setting personal goals

1d. Celebrate student achievement of personal goals and excellence

- KNIGHTS Character virtues, postcards, phone calls home
- Athletic Recognition, Pep Rallies
- Daily announcements

- Awards Ceremony, Music performances including Sturgeon Night of Music and School Concerts, Art Displays including Artwalk, Drama Performances
- Website, newsletter, agenda, media, parent portal

1e. Teachers and schools provide support to FNMI students to ensure they complete their academic programs successfully and in a timely fashion

- Goal setting through Leader in Me™
- Find opportunities to celebrate FNMI cultures
- Tracking of student progress
- Access to school counselor

2a. Teachers and schools ensure programs/supports meet individual student needs

- Leader in Me™
- TTFM student survey
- Special Ed, counseling
- Check Cum files, create IPP's
- Revise pyramids of interventions to provide support more proactively
- Maintain contact with parents/guardians
- Students to take interest inventories and intelligence inventories
- Gather student input through cross graded groups – monthly meetings of Powerteams

2b. Schools provide a wide range of complementary and optional programs

- LOGOS program
- Complementary courses- Art, Badminton, Basketball, Band 1 and 2, Drama 1 and 2, Foods 1 and 2, Fit for Life, French, Girl Power, Golf, Media 1 and 2, Outdoor Education, Running, Science Challenge, Soccer, Track and Field, Volleyball, Website Creation, Yearbook
- Elementary Sports Club
- Elementary Science Club
- IPP's, K&E, ASEP
- AISI projects
- Running Club
- Journal Games
- Pi Day
- Games room
- Intramurals
- Sports Teams, music, drama, art

A Safe, Caring and Respectful Work and Learning Environment:

Respect for self, others and their community

Indicators:

1. All members of the school community, students and adults, experience positive personal interactions.
 - Students, in particular, have a sense of being cared for and demonstrate caring for others
2. All members of the school community, students and adults, contribute to their school and community
3. At all times, all members of the school community, students and adults, practice respect
4. At all times, all members of the school community, students and adults, practice safety in their physical and digital environments



Strategies and Expectations:

1. Each school identifies expectations and associated practices which support a caring learning and work environment
 - Schools develop strategies to enhance positive teacher-student relationships
 - Staff model and support conflict resolution strategies (Healthy Interactions)
 - Students are taught and demonstrate conflict resolution strategies with their peers and others
2. Schools identify practices which support a respectful learning and work environment
3. Involve all students in projects which contribute to the school or community
4. Instruction is provided to all students specific to safety in the digital environment

Measures:

- Student satisfaction rates regarding safety, caring, and respect
- Track behaviour incidents in behavior reports
 - Develop consistent discipline definitions and tracking procedures
- School end of year report with respect to opportunities provided students to contribute to the school or community
- School end of year report with respect to projects/programming related to positive citizenship and character education

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Strategies and Expectations:

1. **School staff identify expectations and associated practices which support a caring learning and work environment**
 - a. **Schools develop strategies to enhance positive teacher-student relationships**
 - i. Identify students who may not have an adult mentor in the school and provide teacher mentors for these students.
 - ii. Student Leaders for activities – ie., playground leaders, environmental leaders, classroom greeters, hosts for functions
 - iii. Cross graded groups with regular meeting times
 - iv. Access to teachers outside of curricular time
 - v. Student Leadership Team created from PowerTeams
 - b. **Staff model and support conflict resolution strategies (Healthy Interactions)**
 - i. Healthy interactions activities during staff meetings
 - ii. Practice and incorporate Leader in Me™ 7 Habits in personal and professional lives. Think and act Win – Win
 - iii. Monthly staff meetings – share Leader in Me™ practices
 - c. **Students are taught and demonstrate conflict resolution strategies with their peers and others**
 - i. Use Leader in Me™ strategies for solving conflict.
 - ii. Model daily
 - iii. Reflection sheets from Leader in Me™ – resolving situations
3. **Schools identify practices which support a respectful learning and work environment**
 - Identify common expectations for staff and students

- Student expectations outlined in student agenda and reviewed with teacher at start of year and after lengthy breaks
- 7 Habits Poster in classrooms and halls
- Classroom visuals for 7 Habits

4. Involve all students in projects which contribute to the school or community

- Cross graded teams to generate ideas
- Recycling Club
- Townwide cleanup
- Schoolyard cleanup
- Terry Fox Run
- Operation Christmas Child
- Food Bank donations at Christmas
- Local and Global school wide charitable project – Kindness in Action

5. Instruction is provided to all students specific to safety in the digital environment

- Guest speakers – Evening presentation for parents on Internet Safety
- Cross graded meetings
- Newsletter inserts
- Integrated into health classes

Five Keys to Quality Assessments

- **Key 1: Clear Purpose**
 - What is the purpose? Who will use the results? What will they use the results to do?
- **Key 2: Clear Targets**
 - What are the learning targets? Are they clear? Are they appropriate?
- **Key 3: What method?**
 - Quality Questions? Sampled how? Avoid bias how?
- **Key 4: Effective Communication**
 - How to manage information? How to report? To whom?

Key 5: Student Involvement

Students are users too!

Students can track progress and communicate too!

Students need to understand targets too!

Students can assess too!

Seven Strategies for Assessment for Learning

Strategy 1: Provide a clear and understandable vision of the learning target

- Helping students answer the question, “What’s the learning?”

Strategy 2: Use examples and models of strong and weak work

- Helping students answer the questions, “What does quality work look like?”

Strategy 3: Offer regular descriptive feedback

- Helping students answer the question, “What are my strengths in this subject or unit of study? What do I still need to work on? Where did I go wrong and what can I do about it?”

Strategy 4: Teach students to self assess and set goals

- Anything the students do to identify where they are with respect to mastery of the desired learning and to set goals for improvement.

Strategy 5: Design lessons to focus on one aspect of quality at a time

- Narrowing the focus to help students master a specific knowledge, reasoning, skill, or product target, or to address specific misconceptions or problems.

Strategy 6: Teach students focused revision

- Helping students revise their initial work with a focus on a manageable number of aspects of quality, problems, or learning targets.

Strategy 7: Engage students in self-reflection and let them keep track of and share their learning

Additional Resources

Assessment Training Institute

<http://www.assessmentinst.com/resources/ati-resources/>

Chappuis, S., Stiggins, R., Arter, J, Chappuis, J (2004)
Assessment for Learning An Action Guide for School Leaders.
Portland:Assessment Training Institute
O’Connor, K. (2007) *A Repair Kit for Grading: 15 Fixes for Broken Grades.* Educational Testing Service

Intellectual Standards of Reasoning

Clarity: Understandable

- *Can you go into more detail?*
- *Have you provided an example?*
- *Have you demonstrated what you mean?*

Accuracy: Free from errors and distortions

- *How could we verify that?*
- *How could we confirm it is true?*
- *How could we prove or test that?*

Precision: The quality or state of being exact

- *Could you be more precise?*
- *Have you provided enough details?*
- *Could you be more to the point?*

Relevance: Relating to the matter at hand

- *Does it relate to the problem?*
- *Does it have any bearing on the question?*
- *Does it assist us with the issue?*

Depth: The state of being complete or thorough

- *What makes the problem difficult?*
- *Are the complexities of the question identified?*
- *What difficulties do we need to deal with?*

Breadth: All parts or points of view

- *Have we looked at it from other perspectives?*
- *Does another point of view need to be considered?*
- *Are there other ways in which we need to look at it from?*

Logic: One fact or idea leads or supports other facts or ideas

- *Does everything make sense together?*
- *Do the first and last paragraphs relate to each other?*
- *Does your evidence support what you say?*

Significance: The quality of being important and not trivial

- *Are we considering the most important problem?*
- *Are we focusing on the central idea?*
- *Which are our most important facts?*

Fairness: Treating all sides in the same manner

- *Do you have personal interest in the issue?*
- *Are you considering the thinking of others?*
- *Are there any prejudices evident in my thinking?*

Additional Resources

Foundation for Critical Thinking <http://www.criticalthinking.org/>