

Sturgeon School Division
Gibbons School

Sturgeon Schools Three Year Plan

2011/2012 2012/2013 2013/2014

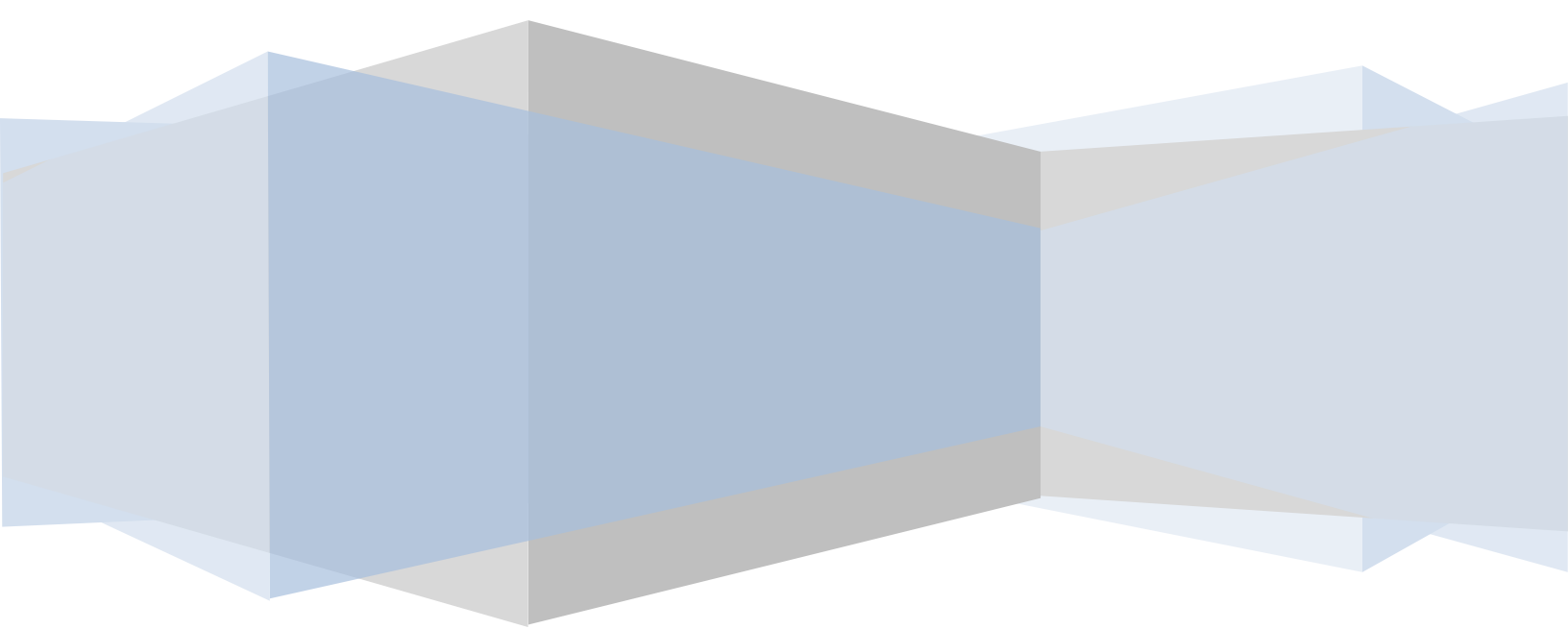
Academics: Critical Thinking and Problem Solving Skills



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 1a)
 - Seven Strategies of Assessment for Learning (Appendix 1a)
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 at, above or below grade or program level 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

- Assessment coach focuses on Assessment for Learning strategies, and continues to support staff to improve their practice.
- Teachers present Assessment “Best Practices” at staff meetings.
- A binder of readings is kept by each teacher, and discussion is held regarding the articles.

1b. Develop/enhance teacher skill in differentiating instruction

- PD on topic, based on several experts’ work, will be presented at staff meetings, and then used in the classroom.
- Teachers present differentiation “Best Practices” at staff meetings.
- A binder of readings is kept by each teacher, and discussion is held regarding the articles.
- Support the TTFM project by collecting and analyzing data.

2. Provide instruction with respect to digital citizenship to all students

- A session is held in October, for students, that deals with their digital presence.
- A session is held in October, for parents, that deals with their child’s digital presence.
- Citing of websites and pictures is included in our soft skill repertoire.

3. Develop/enhance ‘Teaching Critical and Creative Thinking’ skills

- Students learn a variety of “Soft Skills” that help them be organized, successful students. They would included binder organization, reading strategies for text pages and tests, note taking strategies for a lecture or reading, and citing of sources.
- Staff will model these “Soft Skills” as part of their teaching strategies.
- A binder will be provided to each staff member that will include a sample of each “Soft Skill”.
- Students will take part in an “Inquiry-Based Learning” project. They will work through the process, as outlined by Alberta Ed in the “Focus on Inquiry” publication. This publication is located at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/focusoninquiry.pdf



- Staff will work through the process under the guidance of the 2Learn Society during each staff meeting.



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 practices
- 1b. Teachers include student reflection as a regular component of instruction
- 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 and in a timely fashion
- 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
- Student satisfaction surveys
- Academic achievement 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

- Teachers use strategies learned at staff meetings in their classes.
- Interactive whiteboard, and other technologies, are used as a teaching/learning tool.
- Students explore individual questions related to the grade subject as part of our “Inquiry-Based Learning” project.
- Divide instruction and experience gained from the “Heartbeat of Mother Earth” project amongst as many classes as possible so that both FNMI and non-FNMI students can learn about Métis culture.

1b. Include student reflection as a regular component of instruction

- Teachers to use strategies learned at staff meetings in their classes.

1c. Monitor attainment of student goals

- Support the setup and running of the PowerSchool Parent Portal to monitor student success and attendance.
- Information to go home with each report card on how to read and understand the Parent Portal.
- Students to learn how to access the Parent Portal, and then are encouraged to teach their parents how to use it.
- Principal to review student achievement every report card by reading the report cards, and then by meeting with every teacher at mid-year.

1d. Celebrate student achievement of personal goals and excellence

- Celebration Assemblies three times per year.
- Academic Award assemblies three times per year.
- Keys to Success presentations and bulletin board monthly.

1e. Provide support to FNMI students to ensure they complete programs successfully

- FNMI students monitored regularly by teacher and Special Needs Coordinator.

2a. Ensure programs/supports meet individual student needs

- K&E classes mirror regular classes in the school timetable to ensure fluidity of program for students.
- Homework, as well as the topic and pages covered, to be uploaded on the school website daily.



- Counselor and Special Ed Coordinator assists parents, students, and teachers with student programming.
- Lunch hour homework room operates daily for extra help and a place to do homework.
- Academic Skill Builder option to be held in term 2 and 3.
- Support the TTFM Project.
- Support the “Heartbeat of Mother Earth” project.

2b. Provide a wide range of complementary and optional programs

- Trimester option run to give more choice.
- Special Ed students integrated into the regular option classes.
- Special ed programs have additional shop and foods classes to ensure safety and choice.



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 behavior 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. **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 openly practice our motto of “We’re all about kids”, and use this as the basis for all decisions and activities.
 - Staff takes part in intramural activities with the students.
 - Staff takes part in pep rallies with the team and the students.
 - **Staff model and support conflict resolution strategies (Healthy Interactions)**
 - Staff practices Healthy Interactions skills at all times.
 - Staff continues to develop their Healthy Interactions skills at every staff meeting.
 - Grades five, six and Challenge students learn empowerment skills in the WITS LEADS program.
 - **Students are taught and demonstrate conflict resolution strategies with their peers and others**
 - Staff and students talk our issues, as they come about to resolve the current issue, and then plan what to do next time so that the issue is not repeated.
 - Grades five, six and Challenge students learn empowerment skills in the WITS LEADS program.
2. **Schools identify practices which support a respectful learning and work environment**
 - The students and staff adhere to a school dress code.
 - Staff and students treat everyone with respect and courtesy.
 - Grade six students learn to make healthy choices regarding drugs and alcohol in the DARE program.



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

- Students take part in our Snow Angel project where they shovel snow for community members.
- Students and staff help to clean the neighbouring yards at periodic intervals.
- Students and staff develop an awareness of the issues around the disease of juvenile diabetes through various programs like “Blue Day” and “Cylebetes”.
- Students and staff wear pink shirts in support of anti-bully day.
- Students and staff raise funds for JDRF.

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

- Students take part in a session with the 2Learn Society on their digital presence.
- Students and staff regularly discuss issues of piracy and plagiarism as it applies to assignments.



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/>