



**Prairie Rose School Division #8**  
**AISI Cycle 4**  
**Strategy Summaries**  
Updated September, 2010

**“Everyone Learning Together”**

**Prairie Rose School Division #8**

**Overall Division Inquiry Question** - What promising strategies achieve the optimal balance between teacher efficacy and accountability and lead to significantly engaged learning?

**Key Strategies:**

1. Most important to learn: Understanding By Design template (new) and processes; Curriculum Committees and Professional Learning Council continue their work (cycle 3), especially with assessment, learning strategies and interventions (cycle 4); project-based learning
2. Assessment: Assessment for Learning (cycle 3), Comprehensive Assessment Policy and Implementation linked to AFL research (Cycle 4)
3. Interventions - Continuing links between AISI and Special Needs (informal - Cycle 3) with a formal connection re: Interventionist position shared between AISI and Special Needs (Cycle 4) for the benefit of at-risk students
4. Technology - Continue Cycle 3 videoconferencing opportunities with more programming opportunities for students (Cycle 4) as a result of the division having more common schedules; moving from the teacher version of smartboard notebook software (Cycle 3) to the student version of the software (Cycle 4); explore 1-1 computing
5. Student Instruction: Zone 6 Social Studies, Math and Fine Arts Lesson-Writing using notebook smartboard software
6. Wellness: engagement and efficacy; 3 year professional learning plan, modeling of learning team through AISI 3 day school improvement workshops
7. Partnership with TC<sup>2</sup> specifically to assist with the inquiry process and project evaluation for both school and division strategies

**Key Processes Improvements for Cycle 4:**

1. Continue with AISI steering committee (cycle 1-3). Add business rep and two student reps and more formal terms of reference (cycle 4)
2. School Strategies - to include their own steering committee and business and community partnerships
3. Networks: A formal CASSIX AISI network

4. Professional Learning Plan: A refined and simplified 3 year PRSD professional leaning plan

See: Graphic Organizer

### **Burdett School**

At Burdett School, the goal of AISI Cycle 4 will be to provide flexible leveled language learning to Division I and II students. This leveled learning will focus on reading in Division I and on both reading at writing at Division II. Within the reading component, students will be provided an opportunity to cover materials appropriate for their experience and ability, and to complete projects that maximize their engagement and success. Within the writing component, students will be instructed on spelling and grammar, as well as creative writing, all of which would be targeted to their specific learning needs. These language learning groups will be conducted simultaneously across each division for 80 minutes each day.

The leveled reading and language learning projects will provide opportunities to both the Mennonite population within our school, as well as to the English students. Both groups would be afforded the opportunity to study with students of similar skill sets, whether that means working with younger students or being extended up to higher grade and project levels. There is also potential for our program plus students from Division I to be accommodated by a Division II grouping. By adjusting the traditional idea of a classroom grouping, we can accommodate all levels of learners and maximize student learning.

### **Foremost School**

The staff and community of Foremost School would like to propose a three-year AISI project. The focus of this project would address the re-enforcement of a positive school culture supported by a positive and involved community. The project would use Distributed Leadership techniques to build leadership capacity at all levels through engagement in community-based activities. In this way, the school would be supported by the community in the work it does with student engagement, reduction of incidents of bullying, and in general raising the awareness that the school is only one of the variables in life-long success of the youth of the community. All stakeholders can contribute to the prediction of contributing members of society.

Initially, the school would engage the various stakeholders and school members (community groups such as the Skating Club and Hockey teams, Ministerial Association, Community Service groups like FCSS, Senior Centre, Art Club, Foremost Theatrical Society, The Ag Society, Chamber of Commerce, Canadian Mental Health, etc.) in a brainstorming session to inventory the haves and the needs of the school community with a focus on positive climates, reinforcing appropriate behaviors of all stakeholders. The skills and training of people such as members of the FCSS and the FSLW's would be called upon to direct this discussion. We would also be seeking other qualified personnel and experts to guide us in our project.

Some curriculum work will be mandated for all Health and CALM classes. The possibility of developing a student convention for one day for each of the 3 years will be researched. Students would have an opportunity to attend workshops, make presentations; older students would lead workshops through the health and CALM classes, fulfilling part of the goal of leadership development.

By building a community/school steering committee, a 3-year plan would evolve to develop a program that would include activities such as special presentations, group attendance at conferences, introduction of coaches for leadership development in school learning teams, community clubs like Cubs, Scouts, Junior Forest Wardens, etc. At the end of the 3-year cycle, the school and community will see improvements in the following areas:

- School satisfaction surveys will improve
- Engagement in community clubs/societies will increase
- Positive interaction among all stakeholders
- Bullying will be dealt with in a universal fashion- whether a school activity, church groups, hockey team, etc. This would be just like the Harry Wong bell work – an automatic response to inappropriate comments or actions by all when they occur in any setting our youth are in.
- Open and collegial interaction among all stakeholders
- Improved grade 10 – 12 student opportunities for social interactions
- Awareness of bullying prevention in locations other than the school
- There would be an increased awareness that the school alone is not responsible for the attitudes and emotional development of the young people in the community
- All members of the community would reject bullying and stand up for themselves
- Both the school web site and community website would also be promoting our community goals and objectives concerning our community joint venture as a safe and caring community.

## **I.F. Cox School**

**Main question:** How do we assist high potential learners to reach their personal best?

**Goal:** To enhance achievement of high potential students in writing

### **Project Development:**

We intend to target one main skill area, writing, with our higher achieving learners. Teaching assistant time will be scheduled into classrooms during established writing periods to provide classroom support so the teacher is able to more effectively support the learning needs of the high potential learners. Writing skills will be taught based on the current writing abilities of the students.

Teachers will work in their grade levels to share strategies, develop rubrics, look at exemplars, and reword outcomes into “I can” statements for students. Teachers will also be given time to meet with other grade level teachers to develop continuity from one grade to the next, as well as to enter student work into digital portfolios. Ideally we

would like to provide ½ day per teacher per month for this work. Time will also be designated for research into best practice for high ability learners as well as bringing in resource people such as professional writers to work with staff and/or students. Staff would like to develop a writing guide to assist teachers new to our school understand our programs.

Staff has brainstormed many ideas for possible ways to engrain writing into meaningful activities for students. Some are: Dinner Theatres, Writing buddies, pen pals, local professional writers, community brochures, Children's Newsletter, Live Broadcasting of Announcements (Fox News), group project activities, etc. Some suggested materials are: a few more cameras, several laptops for students, more video cameras, the technology necessary for live broadcasting via Smart boards for morning announcements, and teacher resources.

### **Irvine School**

Literacy is one of the most important skills that students can possess. Increasingly teachers are facing a wide range of reading abilities in their classroom. One of the only methods that has been consistently proven to work is the balanced literacy method. One of the core components of the balanced literacy method is *guided reading*.

*Guided reading* is a method by which students read at their reading ability level. It is a small group activity where teaching is responsive to the students reading needs. Guided reading groups are formed by placing together students who have a common need at a particular time. These groupings are flexible and guided by teacher's observations and are monitored through daily records and formalized assessments.

Our initial project would cover a period of 3 school years:

Each year would see a wide selection of levelled reading materials in our school library, supplemented by levelled reading materials in each classroom (referred to as classroom libraries). Inservice for staff would be 2 sub days per teacher per year. This may consist of a school visitation (1 day) and 2 half days to review and discuss things such as assessment strategies and promoting the Inquiry Process through reading. Year I would also see the purchase of new software and hardware for the necessary upgrade of the "Reading Counts" Program. This program provides differentiated assessment complete with rewards for students

Year II and III would see professional development extend beyond the school and into the district so that other schools and staff may benefit. Again the ultimate aim of this project is to garner student interest and achievement as it pertains to reading.

September 2009- August 2010 Target Audience (grades 1 and 2 students and staff)  
September 2010- August 2011 Target Audience (grades 3 and 4 students and staff )  
September 2011- August 2012 Target Audience (grades 1-4 students and grades 5 & 6 staff)

Utilization of hard copy resources would continue past this point along with professional practices of assessment and differentiated instruction. Our long term goal is to promote student interest, confidence and mastery of reading for all students grades one through grade nine.

II) Indicate why the project is needed:

The guided reading program is based on four complementary needs:

1. The first priority of Irvine School is to meet the diverse learning needs of our students. A guided reading program will allow us to further differentiate our reading instruction and include students in the regular classroom that may not otherwise have that opportunity.
2. To improve for all grades 1-4 students, their subjective level of;
  - a) interest
  - b) confidence
  - c) feeling of success (reading, spelling and speech development)
3. Establish a set of common reading level expectations for grades 1, 2, 3 and 4 that will be applied diagnostically to all students moving from one grade level to the next. *It is our hope that these common reading level expectations may be extended across the district.*
4. To increase the use and acceptance of Assessment For Learning and Differentiated Instruction strategies by grades K-4 teachers in their reading classes as part of their *regular* practice.

### **Oyen Public School (New 2010-11) – “Just Write Instruction”**

The goals of the project are to increase the reading and writing performance of all students at Oyen Public School. The main strategies look for ways to provide differentiated learning at a student’s instructional level without pulling the students from class i.e. inclusive education. Students are grouped more or less by instructional level for some of their literacy instruction. Specific reading strategies include leveled and guided reading. The Six Traits of Writing is the main writing program. Some of the funding for the project is targeted toward resources, professional learning, and special events such as author days.

### **Parkside School**

#### **“Parkside School: *Infused Visual/ Performing Arts and Communications Program*”**

This project is being applied for, as it is greatly needed in our school. Parkside School has traditionally and will continue to have a strong sports program. In fact, it has been brought to our attention that we have been typecast, in the public’s eye, as a “sports school.” And while we are extremely proud of our sports program, we need to develop

all facets of our students, especially in the area of “fine arts” as well as increase their engagement within their core classes.

**Our Project will Focus on the following:**

1. Develop a differentiated program that addresses the diverse learning needs of all of our students, especially in the area of “creative arts.” We need to help improve our students’ engagement and learning in their core and elective classes
2. Eventually have a fully infused, innovative, long term and easily sustainable Creative Arts Program running in our school in a full cross-curricular setting
3. Integration of the arts into all grade levels and subjects through the new technology-driven digital methods
4. We plan to share our innovative programs to classrooms and communities through the Web and Video Conferencing
5. Develop students’ leadership skills while fostering positive community relations by working closely with local businesses and Town of Redcliff initiatives
6. Have current teachers develop specialized expertise through training and retain them long term within our school
7. Enhance students’ engagement and increase their academic performance, all the while using innovative technology to help each to develop into a well-rounded student
8. Ultimately increase the enrollment of Parkside School, boost academics and serve as a model for other schools in our District and beyond

**Senator Gershaw School**

Senator Gershaw School will implement Nintendo DS gaming systems into the every day classroom. Nintendo DS is the newest version of hand held gaming technology; Nintendo has included with this technology a series of “brain” games designed as learning tools to stimulate the mind. Within these learning tools are a large amount of math facts, math reasoning, and left brain, right brain training, as well as a quantitative measuring system of players’ brain level.

Brain games are not the only aspect that the Nintendo DS can be used for, there is also a program called “Personal Trainer Math” that has daily testing, built in attendance, and a large amount of adding, subtracting, multiplying, and dividing exercises for all different skill levels. Applications for the Nintendo DS can also be used cross-curricular, there is a game called “Spore Creatures” that can be used for science, “My French Coach” for second languages, and built in wireless chat features that has many classroom applications. With every program the Nintendo DS has it starts at easier levels and works up to difficult, therefore making it compatible with every learner in the classroom.

We would like two Nintendo DS class sets; one set for implementation from grades 4-6 and another set for grades 7-9. The Nintendo DS will be primarily used in Mathematics classrooms when students are done class work to further develop math facts and reasoning. However, the Nintendo DS has many possibilities for applications outside of the math classroom into almost every other class.

We have established a committee, which is made up of our administrator and four teachers. The teachers cover all areas of teaching from grade 4 through grade 9. This will enable a wide range of curricular development within the entire school. Teachers will be trained to use the Nintendo DS within their classrooms.

From a mathematics perspective, basic mental math skills need to be developed and maintained for application into other higher level mathematical concepts such as factoring, solving, adding and subtracting algebraic expressions, and everyday real life mathematical applications. The Nintendo DS will be a way that students can enjoy completing mental math skills. Once mental math skills are increased it will make more complicated math concepts easier to learn.

The Nintendo DS will increase motivation for students to finish work, extend learning for advanced students, and increase learning for weaker students, not just in math but in many subjects.

## **Seven Persons School**

### **What will the Seven Persons School AISI project mean for school stakeholders?**

What impact will a school-wide initiative focused on mind and body wellness, healthy lifestyle choices, active living and performance-based assessment have on critical indicators of student learning and engagement?

1. To achieve and maintain balance between all dimensions of a healthy lifestyle ie. Physical, Emotional, Social and Cultural, Environmental, and Career and Academic
2. Improve academic performance
3. Increase student fitness levels
4. Improve attendance, school spirit, and motivation in all staff and students

There are many aspects to a healthy school: staff and student health and morale, student achievement, satisfaction rates, student participation, academic rigor, dynamic growth and learning, etc. In order for a school to provide its students with the best possible education, it is vital that school communities strive to achieve excellence in each of these areas:

1. Physical wellness (structured and unstructured daily physical activity, clubs, recreation, teams etc.)
2. Emotional wellness (sportsmanship, self-awareness, self-esteem building, belonging to clubs, groups, teams, availability of males and females to excel in a different physical area, ie. Weight training, aerobics, Pilates, strength training)
3. Social and Cultural wellness (leadership opportunities, competitive opportunities)

4. Spiritual wellness (exposure to diverse cultures, introduction to Martial Arts and nontraditional movement and dance, breathing techniques, relaxation and meditation classes)
5. Intellectual wellness (individualized programming, gifted and enriched education, increased focus and concentration through stress relieving strategies and techniques)
6. Environmental awareness (community clean ups combined with walking club, outdoor education and grade 6 Outdoor Ed. Camp)
7. Financial awareness (increased self-awareness and investment / excitement of future plans, community agencies to come in and financially plan, budget a bank account, plans for independent living)