



Caroline Roberts Principal's Report: School Council Meeting November 1, 2017

Welcome to New Staff of Oilfields School

Ms. Shealeigh Brandford, Humanities & Spanish Teacher
Ms. Pamela Bruinsma, Educational Assistant
Ms. Coltanna Bruvall, Family School Liaison Councillor
Ms. Theresa DeRosier, Guidance Councillor
Ms. Lori Isberg, Career & Academic Councillor
Ms. Cassandra Nabozniak, Jr & Sr High Teacher
Ms. Rhonda Shippy, Quest Teacher

Overview of Assessment, Evaluation and Reporting of Student Learning 2017-18

Information on student learning and progress is available through

- Accessing your **Maplewood Account**
- Progress Reports: Characteristics of a Responsible Learner
- Learner Profiles: Academic Assessments & Subject Grades
- Communication Emails: Curriculum Information & Updates

Both students and parents can access information on student progress by accessing their Maplewood Account. We encourage individuals to frequently access this account to track student progress. It provides the most current and updated information on student learning. Curriculum and course information and updates is provided through communication emails sent to students/parents by the teacher on a biweekly basis. Information and assessment of the Characteristics of a Responsible Learner will be communicated through Progress Reports emailed to students/parents twice each reporting period. Academic assessments and subject grades will be communicated through Learner Profiles at the mid-term and term-end of each semester. All assessment communication will be communicated to students/parents through email, except for term-end Learner Profiles which will be mailed home. With progress reports and learner profiles being emailed home, they will not be available for picked up at parent/teacher learner conferences, as well as, interviews will be booked on-line through the Oilfields School Website oilfields.fsd38.ab.ca.

Semester 1

Progress Reports: Characteristics of a Responsible Learner

Progress Report 1: Emailed Week of October 13 - October 19

Progress Report 2: Emailed Week of December 15 - December 21

Learner Profiles: Academic Assessment & Subject Grades

Mid-Term: Emailed November 13

Term-End: Mailed Week of January 31 – February 7

Learner Conferences:

November 15 & 16

Semester 2

Progress Reports: Characteristics of a Responsible Learner

Progress Report 1: Emailed Week of March 16 - 22

Progress Report 2: Emailed Week of May 17 - 25

Learner Profiles: Academic Assessment & Subject Grades

Mid-Term: Emailed April 23

Term-End: Mailed Week of June 29 – July 6

Learner Conferences:

April 25 & 25

The Learner Profile is a vehicle for communication with parents regarding their child's learning. Teachers' understanding of best practices in assessment, means students and parents will be provided ongoing, timely descriptive feedback of student progress. The Learner Profile acts as an important guide to assist students and inform parents on how their child is performing on learning outcomes. Foothills School Division is committed to ongoing quality assessment, evaluation and reporting practices, which are based on current research for the purpose of improved student learning. Assessment, evaluation, and reporting of student learning in Foothills' schools is guided by the following principles:

Assessment: Teachers will incorporate a variety of formative and summative assessments to inform and direct their practice for the purpose of improving, evaluating and reporting student learning.

Evaluation: Teachers will use a variety of assessments to determine student achievement including performance assessments, projects, written work, demonstrations, portfolios, observations and examinations. Assessment practices are designed to be fair, just and equitable; motivate students; instill confidence in students' abilities to learn and to succeed, and test a variety and level of skills. Grades are primarily derived from summative assessments and are a consistent, accurate, and meaningful summary of each student's achievement of the learning outcomes at a given time during the school year.

Reporting: The purpose of reporting is to provide ongoing information in relation to student Academic Achievement and Characteristics of Responsible Learners to enhance both learning and teaching.

Progress Reports focus on the Characteristics of a Responsible Learner. These characteristics contribute to the development of your child as a responsible learner and are an integral part of the learning process. When students understand and develop these characteristics, they are more engaged in their learning and achieve better academically. Characteristics are assessed and reported as either rarely, sometimes or consistently. Characteristics of Responsible Learners provides a description of students':

Confidence

Examples: welcomes new opportunities, perseveres when met with challenge, takes risks etc.

Respect

Examples: follows school and classroom rules, treats adults and other students with respect and dignity etc.

Independence

Examples: makes appropriate choices, uses problem solving strategies both academically and personally, takes responsibility for own behavior, etc.

Work Habits

Examples: plans and manages learning time/space/materials, complete and turns in assignments, plans and sets goals, etc.

Citizenship

Examples: leads and allows others to lead, shares class responsibilities, contributes to the school community in a positive manner, digital citizenship etc.

Learner Profiles report academic achievement and subject grades based on assessment of student understanding of curriculum outcomes. Categorical grading is used for Grades 7 & 8 and percentages in Grades 9 – 12. The Learner Profile uses categorical grading at Grades 7 & 8 in reporting student academic achievement. The categorical descriptors (Grade 7 & 8) include:

Beginning: Your child demonstrates limited academic achievement. Your child shows an incomplete understanding of the learning. (Not Yet Meeting Expectations)

Acceptable: Your child demonstrates basic academic achievement. Your child shows an adequate understanding and simplistic application of the learning. (Meeting Expectations)

Proficient: Your child demonstrates strong academic achievement. Your child shows a solid understanding and relevant application of the learning. (Meeting Expectations)

Mastery: Your child demonstrates exemplary academic achievement. Your child shows an in-depth understanding and insightful application of the learning in a variety of situations. (Meeting Expectations)

This key enables students and parents to clearly see what it takes to be successful. When students can see the target clearly, they are much more likely to reach it. Everyone in the school is striving towards clear and common goals in improving student learning. We have a climate of high expectations for success for all students at Oilfields School. If you have any questions or concerns regarding the assessment, evaluation and reporting of student learning at Oilfields School, please do not hesitate to contact us at (403) 938 4973. We greatly appreciate and value your input and feedback.

Learner Conference Parent/Teacher Interviews:

Wednesday, November 15 5:00 – 8:00 pm

Thursday, November 16 5:00 – 8:00 pm

Booking an appointment to meet with your student's teachers will now be done through the Oilfields School Website <http://oilfields.fsd38.ab.ca/> The Interview schedule will be open for bookings starting November 2, 2017. Appointment bookings will close the day prior to interviews. Booking interview appointments will occur online only and are not available through phone calls or emails. Mid-term Learner Profiles will be emailed to parents/students November 13, with conferences happening November 15 & 16 from 5:00 – 8:00 pm each night. Parents will no longer sign up on classroom doors to meet with teachers on the evening of interviews, nor will hard copies of learner profiles be available to parents at that time. To book interview times, parents will first need to register for an account (<http://oilfields.fsd38.ab.ca/view.php?action=account-create>). Parents will need to fill out the form information and be sure in the "Tell us who you are" section change your answer from Staff to Parent. Once your account is created you can sign in (sign in be link - <http://oilfields.fsd38.ab.ca/view.php?action=signin>), Select your desired interview day, select your first teacher, and book a time slot that you'd like to meet with them at. As well, we encourage everyone to login into their Maplewood Account regularly to check in on student progress.

Attendance: Attendance Toolkit

Attendance and punctuality is one of the most important parts of student success and achievement at school. A student's progress can be severely affected by poor attendance and punctuality. Any pattern of absences or being late may put a student at risk of not achieving curricular outcomes or successfully completing courses. In an effort to better inform you of your child's daily attendance, an automated call will be sent to parents of students whose attendance is unexcused in any of their courses. Calls will happen mid-day for morning class attendance and end of the day for afternoon class attendance. It is very important that parents acknowledge they have received the call, as the system will continue to attempt making contact until attendance is verified by the parent. We ask that parents call 403-938-4973 or email the attendance line ohsattendance@fsd38.ab.ca regarding any absences or appointments before 8:30 am on the day of the absence to avoid receiving a call for unexcused absences. As well, parents can access their child's attendance live at any time during the day through their Maplewood login. Please remind your child to sign in at the office when entering or leaving the building during scheduled class time. If you are concerned about an absence, your child's overall attendance record or would like to discuss further impact of attendance on your child's progress/success, please contact your individual child's teacher directly (names are on the website; lastnamefirstinitial@fsd38.ab.ca). Thank you for supporting your child's academic achievement through regular and consistent attendance and punctuality. Sr. High students are welcome to leave campus for lunch, while Jr. High students need to remain at school during this time, unless special arrangements have been made with the office by the parents.

Oilfields School Council 2017-18

We are so very excited to introduce our new school council executive for the 2017-18 school year. Our School Council includes:

Krista Miller, Chair
Karen Nelson, Vice Chair
Carol Robertson, Treasurer
Jill Goplen, Secretary

The students, staff and parents are so very fortunate to have such an amazing group of individuals dedicated to supporting our great school! School Councils are such an important part of the fabric of a school. Your help is so greatly appreciated and your support and positive energy is wonderful! A positive school is operated by positive influences within the school. Our positive influences include Engaged Students, Dedicated School and Division Staff, Supportive Parents, Committed School Council, Active and Involved Community, Visionary Board of Trustees and Alberta Education. We value and highlight the contributions of each member of our learning community. We are all advocates for Oilfields School, the Division and the Education System as a whole. Our common goal is to improve learning for all students. Parents are welcome and encouraged to be involved, attend meetings and participate in school council activities and initiatives. School Council Meetings will be held monthly in the Learning Commons at Oilfields School. Please keep your eye out for the agenda of our next meeting that will be forwarded to parents. Such a small amount of time can make such a big difference to our students and our school. As stated in the School Councils Handbook, "School councils are collective associations of parents, principals, staff, students and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning."

School Council Meetings: 7:00 – 8:00 pm Learning Commons

October 4: Presentation: Blanket Exercise – Darlene Cox, FNMI Success Coach

November 1: Presentation: Learning Commons & Maker Spaces – Cindy Watts, Learning Commons Facilitator

December 6: Presentation: Visible Thinking Routines – Rona Reid, Instructional Coach

February 7: Presentation: Digital Citizenship – Doug Stevens, Director of Distributed Learning

March 7: Presentation: Assessment – Rebecca Forchuk, Director of Learning Services

April 11: Presentation: Learning Competencies – Rebecca Forchuk, Director of Learning Services

May 2: Annual General Meeting & Elections

Oilfields Student Council 2017-18

The Students' Council election was held on October 18, 2017 during Engage Block. Student candidates had an opportunity to share their vision for the school through a video presentation and then students voted via secret ballot. The candidates running for President this year were Jacinda Chalifoux, Ashley Davis, Tice Kehler and Logan Nelson. Congratulations to Ashley Davis who was the successful candidate. Tice Kehler finished in second place and will take on the role of Vice President. Special thanks to Jacinda Chalifoux and Logan Nelson for putting their names forward and working hard for their school community. They will continue to be an integral part of the Students' Council team. Meetings are held a minimum of once a week and all students are encouraged to attend. Over the coming weeks our Students' Council will be working hard to plan the school and community initiatives that will be a focus for the year. An important part of this process will involve student voice through a school wide survey to be completed during Engage Block. We look forward to an exciting year ahead. Our school is a caring, positive and supportive environment that empowers everyone to do their best and be involved, where individuals are compelled to step forward and not back when things need to be done. A number of students have demonstrated this in their commitment to being a part of student council this year by putting their name forward, by being nominated and/or elected for one of the executive positions and/or members at large. These students' dedication is so greatly appreciated. They will be responsible for organizing a number of different activities and events at the school and will play a big role in planning Driller Time Club activities. We have many reasons for being proud of our school and we know that these students will celebrate

them at every opportunity. Having students actively participating in school events, activities, sports and Driller Time builds school spirit and pride. These team-building activities energize and engage our students to always do their best and represent themselves and their school in a big way! **Once a Driller Always a Driller!**

Safety Procedures & Lock Down Drills at Oilfields School: The safety of everyone at Oilfields School is of great importance. We have established appropriate safety measures for various situations that may occur and affect the safety and well-being of our students, staff and visitors/ guests to our school. To ensure everyone's safety, we must be prepared, should an emergency occur. Safety drills occur regularly throughout the school year. Fire drills occur 6 times a year and lock down drills occur twice a year. All schools within Foothills School Division have appropriate safety measures in place and these drills are important to reinforce the skills needed to carry out these emergency procedures. During lock down drills we practice what we need to do if an intruder enters the school and threatens our safety. All classroom/instructional area doors are locked at all times as an ongoing safety measure. To prepare for lockdowns, teachers and staff discuss with students on an ongoing basis, why there are lockdown drills and outline/review responsibilities and steps to take during these situations. A lock down drill occurred in October and we had RCMP & Peace Officers in attendance, who indicated there are great processes and procedures in place to keep students safe. They were very impressed with our students behavior during the drill. We understand a lock down drill may be difficult for some of our students. We will do everything we can to make sure our students feel safe and comfortable during these drills through practice and discussion. Parents should also discuss with their children the reasons for safety procedures and drills which are necessary to keep everyone safe. School is a safe and caring place and safety measures are in place to ensure the well-being of everyone. We appreciate your support as we work to ensure that Oilfields School is a safe learning environment.

Headstrong Youth Mental Wellness Summit for Treaty 7

We were excited to be invited to attend the 2nd Headstrong Youth Mental Wellness Summit for Treaty 7 Youth of which we had a number of students attend. This youth mental health event provided a unique leadership opportunity for students in Grade 7-11 through large group presentations, interactive breakout sessions, experiential activities and action planning. Students spent the day learning from speakers about recovery, hope, resilience and how they can BE BRAVE, REACH OUT, SPEAK UP! Together students and teachers developed ideas for stigma challenging activities and mental wellness promotion, leaving prepared to share these activities with their schools.

Girls Rugby players!

We are very excited to announce that the **Acadia Axewomen CIS Rugby Team visited Oilfields High School Monday, October 30**, on their way to Nationals in Lethbridge. All girls who played Rugby last year or are interested in playing this year were invited to have lunch and speak with players and coaches about rugby, post-secondary opportunities, and general mentorship.

SAIT Open House

Our CALM 20 class, along with any other interested **Grade 11 & 12 Students**, went on a **Field Trip to SAIT** to attend their annual **Open House on Friday, October 27th**. During the Field Trip, students were able to speak with SAIT instructors to learn more about their programs, gain more information about career planning, housing and transfer options, access assessment tools, and tour the SAIT campus. For those interested in applying, SAIT waived the \$75.00 Application Fee during the Open House for any student applying either online or in person at the Open House.

CASL

The process for sending parent emails has changed. Schools need to strictly adhere to CASL guidelines (Canada Anti-Spam Legislation). All emails pertaining to **extra-curricular fees** fall under CASL. For instance if a Drama Production charges a ticket fee, then it is subject to CASL. Another example would be sports teams that charge fees are subject to CASL.

We will be using a program called Synrevoice to send any **CASL emails**. This is the same program that sends automated attendance phone calls. Parents who have **not indicated Expressed Yes** to emails from the school on their Demographic Verification forms as of July 3/2017 will **not** receive any emails in regards to trip fees/charges etc. Emails will be sent out each week as usual with info about programs/important dates etc. You may receive a second email with CASL info. Any parents who are not receiving CASL emails can subscribe by clicking on the following link:

<https://scmail.schoolconnectsweb.com/SCSubscribe/OpenSub/V1?code=KNrpJ7zo5aVq%2bNx9qnU127%2fG%2fntO4maDAFuwrwyi5STkx0ZvWWSaQ%3d%3d>

You may unsubscribe or subscribe at any time.

We encourage parents to also check our **website regularly** as we will keep it updated as much as we can!
<http://oilfields.fsd38.ab.ca/>

Halloween

Tuesday, October 31st was a regular day of classes and school for students at Oilfields. Students' Council invited all students who were dressed up to come to the gym at lunch for a group photo and a small treat. There were special activities planned in some homeroom classes at the end of the day. Students were able to dress-up for Halloween, but everyone needed to be mindful of the types of costumes students wore in public. They needed to be appropriate for a school setting. Costumes worn at school are intended to be FUN and not gruesome or scary (no blood, gore or guts), inappropriate (revealing, immodest, culturally/socially insensitive) or threatening (no masks, weapons, guns, knives, swords). Students whose costumes were deemed inappropriate were expected to change.

Remembrance Day Assembly: November 9:

School Remembrance Day Ceremony 1:30-3 p.m. All are welcome to join us in the school gymnasium for this student led ceremony.

Winter Market (crafts, face painting, pictures with Santa, items for sale from the different option classes) will be happening Nov 23rd from 4:30 - 7:30pm in the Band Foyer. Poster with details coming in next parent email.

Drama Production: December 14, 7 pm Drama Room

Ho Ho Ho Santa Claus Chronicles

High School Redesign

We will continue on our journey of High School Redesign this year with the goal of engaging students, attaining high levels of achievement and ensuring quality instruction and teaching through Assessment & Mastery Learning. The primary purpose of this provincial initiative is to explore and institute changes to frameworks, processes and practices within the province's high schools in the following areas:

- Mastery Learning
- Rigorous and Relevant Curriculum
- Personalization
- Flexible Learning Environments
- Meaningful Relationships
- Home and Community Involvement
- Assessment
- Safe, Caring and Welcoming
- Educator roles and Professional Development

Foundational Principles for High School Redesign

MASTERY LEARNING

Mastery learning is an instructional strategy that results in comprehensive grasp of curriculum as demonstrated through performance-based evaluations. Teachers support student mastery of material by providing guidance and assistance. The student builds upon each success and then moves on to another level of understanding. Norbert Baharaly explains that "Mastery learning has increased communication between teachers and students, and teachers and parents. This partnership has created a sense of student accountability for their learning resulting in increased engagement and understanding of learning. Mastery learning should lead to better retention of knowledge learned – it is not simply rote memory and regurgitation."

Teachers use strategies to encourage students to integrate concepts and issues as well as understandings and skills across the curriculum. With this holistic learning, students take fragments of information and create personal meaning. Norbert Baharaly explains that

"A focus on mastery learning has changed the conversations amongst our staff – they are considering questions that, in the traditional education system, would not be tackled. There are ongoing conversations occurring because teachers are not existing as standalone units, but are working together and collaborating."

Mastery Learning
• Rigorous & Relevant Curriculum
• Personalization
• Flexible Learning Environments
• Educator Roles & Professional Development
• Meaningful Relationships
• Home & Community Environment
• Assessment
• Welcoming, Caring, Respectful & Safe

Students and teachers require time to reteach, relearn and reassess. This must be addressed. Opportunities for quality time for students and for teachers to work independently or collaboratively, and for teachers and students to work together must be made available.

Wanda Gerard, Principal, Peace Wapiti Academy, with Leona Nagapaul, Flex Coordinator, and Debbie Tercero, CONNECT Coordinator

What is the impact on students?

Students receive feedback not only about what they know well but also about what they need to revisit in order to demonstrate mastery. Chuck Jenkins explains the approach and impact in this way, "If you or I failed our driver's test, we wouldn't focus on the things we did right. We'd ask, 'What are the pieces that I need to fix up before I take the test again?' Teachers should ask themselves, 'What are the missing pieces for each individual student? Are there alternative ways to show mastery other than pen-to-paper, retaking an exam?'

The impact of assessment paired with effective activities that address students' areas of need more for deeper understanding is motivating to students because the goal is successful mastery of the subject material. Wanda Gerard says, "The concepts of time and space have become fluid and dynamic in every aspect of running a classroom. It has become a place where students write a quiz or exam when they feel they have satisfactorily learned the material ... and work ahead if they feel they have mastered certain topics."



Foundational Principles for High School Redesign

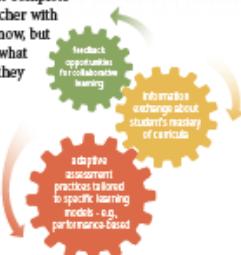
ASSESSMENT

You can't just say, 'Oh, you failed, let's go onto the next unit.' You have to come back and try again. There's a level of frustration for the teachers, and there does have to be a cut-off point, but this is a more humane approach. Kids don't come here to fail. They come here to succeed and you have to do everything in your power to help them.

Justine Gosselin, Director, Ecole Ste-Marguerite-Bourgeoys

Kathy Muhlethaler says, "Assessment for learning strategies are effective for providing information to students about how they are doing. In classrooms that promote continual growth and mastery of learning, students complete assessments that provide the teacher with information on what students know, but also provide information about what students don't know and where they need support and feedback."

Mastery Learning
• Rigorous & Relevant Curriculum
• Personalization
• Flexible Learning Environments
• Educator Roles & Professional Development
• Meaningful Relationships
• Home & Community Environment
• Assessment
• Welcoming, Caring, Respectful & Safe



What is the impact on students?

Assessment used as part of the learning process provides feedback about how to improve, and gives students a clear view of what is expected. Assessment that is collaborative – shared between the student and teacher – greatly benefits students.

Students become aware of areas they need to concentrate on, who to go to for assistance in that work, and how to get there, step-by-step. Deanna Hekon explains, "If a student has a failing mark, we need to ask why. Sometimes a student seems to understand a concept yet still has a failing mark, so maybe the teacher didn't ask the question in the right way."

Performance-based assessment requires students to demonstrate what they can do and what they know. Its place is solidly based in school-wide standards, where all students know, through rubrics, portfolio plans and other explicitly stated expectations that they will be assessed on work they produce.

"At our school," Kathy Muhlethaler says, "we have focused on implementing a school-wide assessment plan. Students

know at the start of each unit what their learning outcomes are; they experience a variety of learning activities; they have opportunities to review their knowledge and understanding of the learning outcomes; and they have a variety of opportunities to demonstrate their learning of critical outcomes."

Effective assessment that is part of the learning process builds student self-confidence, metacognition and self-directed learning. The impact is felt by students in a very real way. In addition, as Muhlethaler notes, "Students are more engaged as they continue to experience the changes in teaching and see the connections between the assessments for learning and the assessments of learning. ... Overall, our school-wide assessment plan has led to an improvement in course completion and high school completion. It has also meant that students are more persistent and are challenging higher level courses, as evident in the increase of diploma exam participation rates."

WELCOMING, CARING, RESPECTFUL & SAFE

I prefer this definition: In order for students to be successful in their program of studies, schools must be places where students and staff feel welcome, respected, cared for and safe. Schools create this by weaving respect for diversity into the fabric of their environments.

Kathy Muhlethaler, Principal, ME Lazerte

Welcoming, caring, respectful and safe learning communities foster multicultural and multiracial diversity as well as respect for student differences. Such inclusive attitudes allow students to feel understood and cared for, and build a deeper connection to the school community. A healthy, positive sense of citizenship is built on an inclusive attitude, where every student contributes. The school environment feels like a family environment.

Mastery Learning
Relevance & Relevance
Collaboration
Personalization
Flexible Learning Environments
Educator Well-being & Professional Development
Meaningful Relationships
Home & Community Involvement
Assessment
Welcoming, Caring, Respectful & Safe



What is the impact on students?

Students in a school with a culture that respects diversity engage in conversations that have local, national and international importance. The students' world accepts and embraces multicultural and multiracial views and ways of living. Students' lives are not only enriched, but they are lived in a safe and caring environment. Students feel accepted and understood. Their perspectives are appreciated, and they feel connected to the curriculum.

Respectful learning communities teach students, not outcomes. Michelle Blair says, "Before this [flexibility enhancement] project began, our student satisfaction survey highlighted that our students felt teachers did not care about them as learners. Recent survey results suggest that the percentage of students who feel their teachers care has risen dramatically, as have our numbers who feel a sense of belonging. This is because we are focusing more deliberately on our students' needs than on curriculum."

Kathy Muhlethaler says, "At our school, the impacts on students have included a decrease in discipline issues; improvements in attendance and a [decrease in] late; increased course completion rates; lower drop-out rates; a greater feeling of connectedness among students, who continue to hang out at our school both before and after school in clubs, on teams and as games spectators; increased student accountability; and a positive school culture that celebrates diversity."

Oilfields Professional Development Plan 2017-18

Title: Implementation of High School Redesign

Date: 2017-2018

Description:

Ensuring ALL students have the knowledge, skills, understanding and attitudes to achieve personal excellence through assessment and mastery learning in a safe, caring and welcoming learning environment

Stage 1- Desired Results *What do we want to learn?*

Learner Outcomes:

1. Students attain high levels of achievement through Mastery Learning and Assessment
2. Students succeed in a safe, caring, and welcoming learning environment

<p>Enduring Understandings:</p> <p>Foundational Principles of High School Redesign Moving Forward with High School Redesign is a province-wide initiative focused on three outcomes: engaged students, high levels of achievement and quality teaching. It's about redesigning high school to be more student-centred and responsive.</p> <p>Assessment is a central process in education that bridges teaching and learning, providing feedback to students in order for them to grow their learning.</p> <p><i>"Classrooms that promote continual growth and mastery of learning, students complete assessments that provide the teacher with information on what students know, but also provide information about what students don't know and where they need support and feedback."</i></p> <p>Student learning is greatest in a safe, caring, welcoming, respectful and inclusive learning environment.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. To what extent do Visible Thinking Routines support students in attaining Mastery Learning? 2. To what extent do Visible Thinking Routines provide evidence of enhanced student learning? 3. To what extent do our assessment practices use continuous feedback to inform teacher instruction, build student self-confidence, metacognition, and provide a variety of opportunities for growth in learning? 4. To what extent do restorative practices and positive behaviour supports increase student engagement, sense of belonging and healthy relationships at school?
<p>Knowledge</p> <p><u>Safe, Caring, Respectful, Welcoming and Inclusive Learning Environments</u></p> <p>Staff understand...</p> <ul style="list-style-type: none"> • Restorative practice strategies and school Positive Behaviour Support plan • How and when to access school based continuum of supports • Universal, targeted and specialized strategies in addressing social & emotional learning • Clear and high expectations for thinking and positive behaviour is modeled and fostered through evidence based instruction. <p><u>Mastery Learning</u></p> <p>Staff understand...</p> <ul style="list-style-type: none"> • Learning is a consequence of thinking • Learning is a collective endeavor as well as an individual process 	<p>Skills</p> <p><u>Safe, Caring, Respectful, Welcoming and Inclusive Learning Environments</u></p> <p>Staff will...</p> <ul style="list-style-type: none"> • Utilize restorative practices and Positive Behaviour Support in a proactive, positive way to ensure a peaceful classroom and school community. • Demonstrate universal acceptance and belonging for all students • Celebrate and support student diversity • Utilize universal, targeted and specialized strategies for supporting social & emotional development <p><u>Mastery Learning</u></p> <p>Staff will...</p> <ul style="list-style-type: none"> • Use visible thinking routines in a variety of concepts to promote the development of student learning and the classroom culture • Model the processes of visible thinking

<ul style="list-style-type: none"> • Learning is contextual, incremental and evolving in nature • Learning involves continual questioning aimed at uncovering the complexity of ideas • Learning is an active process that involves getting personally involved <p>Assessment</p> <p>Staff understand...</p> <ul style="list-style-type: none"> • Learning intentions and criteria for success must be transparent and communicated to students • Effective learning tasks must be designed to elicit evidence of learning • Effective feedback is a primary driver for moving student learning forward • Learners need to be developed as instructional resources for one another • Learners must be the owners of their own learning 	<ul style="list-style-type: none"> in their classroom instruction • Nurture thinking in the daily lives of learners by generalizing visible thinking routines • Continuously expose students' thinking and push it forward <p>Assessment</p> <p>Staff will...</p> <ul style="list-style-type: none"> • Use Assessment for Learning to gather real time evidence about where students are in the learning process • Deliver effective feedback in a timely, specific, and actionable manner • Design purposeful learning activities with embedded assessment • Provide students with a variety of assessment opportunities in a wide range of formats
--	---

Stage 2- Learning Evidence

How will we know that involved students are successful?

- Improved attendance
- PAT and Diploma Data
- Accountability survey
- PLT Student evidence sharing
- Oilfields Survey
- TTFM

Stage 3- Learning Plan

- a. use action research-based PLTs
- b. 10-15 teachers/administrators will participate in Harvard's [Visible Thinking](#) [and/or Creating Cultures of Thinking](#) course (a 4 months course either semester 1 & 2)
- c. study Visible Thinking Routines VTRs as formal assessments)

September 1: School Based Professional Learning Day

Ed Plan/Data Overview & Overview of Pillars of High School Redesign (Mastery Learning, Assessment, Safe/Caring/Welcoming Learning Environment & Operations Activities & Action-Research PLTS (am)

September 22: School Based Professional Learning Day

Assessment: 8:30-11:00 (Rebecca Forchuk), PLC Action Research (12:00-2:30): Assessment & Mastery Learning (Visible Thinking Routines), Assessment, Evaluation & Reporting Time (2:30-3:30).

October 20: School Based Professional Learning Day

Assessment: 8:30-11:00 (Rebecca Forchuk), PLC Action Research (1:00-2:30): Assessment & Mastery Learning (Visible Thinking Routines), Assessment, Evaluation & Reporting Time (2:30-3:30)

December 8: School Based Professional Learning Day

Making Thinking Visible/Thinking Routines: 8:30-11:00 (Rona Reid, Phil Standen, Shannon Nixon), PLC Action Research (1:00-2:30) Assessment & Mastery Learning, Evaluation & Reporting Time (2:30-3:30)

March 9: School Based Professional Learning Day

ATA PD Session 8:30-11:30 First Nations Metis & Inuit & Teacher Wellness, Ed Plan Goal Analysis: High School Pillar: Assessment 12:30 -2:30, Assessment, Evaluation & Reporting 2:30 -3:30

May 18: Design Your Own PD & Year-End IPGP meetings/ Assessment, Evaluation & Reporting of student learning