



## School Success Plan

# Rossland Secondary School, 2012-2013

### School District No. 20 (Kootenay-Columbia)

<p><b>Goal</b></p> <p>Improving schools have a strong instructional and/or social responsibility focus. This focus is made visible in a relevant goal for improving achievement for all students.</p>	<p>RSS will provide all students an opportunity to develop their independence as learners and to demonstrate their unique learnings through a personalised and blended learning model.</p>
<p><b>Objective(s)</b></p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>1) By June 2014, 100% of students in grades 6-12 will be provided with opportunities for deep levels of learning as demonstrated through inquiry based and community link projects presented to staff and community members.</p> <p>2) By June 2014, 90% of students in grades 10-12 will be independent learners with a strong ability to time manage, plan, organise and schedule their courses for completion and success by June of each year.</p>
<p><b>Rationale</b></p> <p>Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.</p>	<p>RSS will provide personalised and inquiry based learning in a blended learning environment, incorporating the best of online tools and face to face contact, offering students a variety of courses while meeting the needs of all learners. The learning experience at RSS will enable students to have choice, voice and learn at their own pace. Learning outcomes are constant but everything else is variable. Teachers collaborate on planning, facilitating and assessing student work while working with students individually, in small and large group sessions, as well as providing seminars and guest speakers. Working outside a traditional timetable allows teachers and students to work together in resource areas and in the community. Students learn the skills to create long and short term goals; organise their schedules to meet their learning needs; reach out beyond the school walls into the community; collaborate with peers, teachers, parents and community members; take on leadership roles; and share their learning with others, locally and globally. This educational model aligns with the goals of the BC Education Plan and is based on current research in the field of education.</p> <p><a href="http://www.bcedplan.ca/">www.bcedplan.ca/</a></p> <p><a href="http://www.innosightinstitute.org/.../the-rise-of-k-12-">www.innosightinstitute.org/.../the-rise-of-k-12-</a></p>

	<p><a href="#">blended-learning/</a></p> <p><a href="http://mobilelearningshift.wikispaces.com/">http://mobilelearningshift.wikispaces.com/</a></p> <p><a href="#">NACOL – Blended Learning</a></p> <p><a href="http://www.educause.edu/library/resources/blended-learning">http://www.educause.edu/library/resources/blended-learning</a></p> <p><a href="#">Educating the Net Generation</a></p> <p><a href="#">Focus On Inquiry</a></p> <p><a href="http://bctf.ca/bctla/pub/documents/Points of Inquiry/PointsofInquiry.pdf">http://bctf.ca/bctla/pub/documents/Points of Inquiry/PointsofInquiry.pdf</a></p>
<p><b>Actions</b></p> <p>Improving schools have well-organized, focused improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking. Improving schools also have aligned structures – resources, time, and organization – to get results they want.</p>	<p><b>Grades 6/7</b> Structured learning, inquiry based projects, technology as a tool, introductions to blended learning classroom instruction techniques</p> <p><b>Grades 8/9</b> Guided Learning – all classes to offer courses in a blended learning style – incorporate all facets of a blended model</p> <ul style="list-style-type: none"> <li>• self paced - This is individual study and students are able to work on courses at their own speed in Resource Areas at school or from home. Students are able to work ahead or spend more time on concepts if needed. This will involve computer assisted and/ or text resources.</li> <li>• small group - Usually facilitated by a teacher, small groups can vary in size from a few to as many as 12. They are used for students and teachers to dialogue and collaborate around learning topics. In some case they are used to expose learners to a topic and in other cases they are designed for students to debrief, reflect and share learning.</li> <li>• large group - Large groups sessions are delivered to groups over 30 and often involve guest speakers allowing students to link learning to real and relevant issues and topics. Large groups can often be used toward meeting requirements in multiple courses and almost always will include post session student forum responses.</li> <li>• seminar series - Seminars are designed for groups of 12 to 30 when direct instruction is needed. They can be compulsory or optional.</li> <li>• compulsory - These are elements that all students must complete and are often prerequisite to other elements in a course.</li> <li>• choices - Choices are options found within a course that</li> </ul>

allow students to address learning outcomes based on areas of interest and learning styles and often allow students to demonstrate learning in a variety of ways.

- prerequisite - Prerequisite elements or activities must be done before continuing within an element or onto the next element.
- project - Projects are more significant elements allowing students to explore concepts at a much deeper level either as individuals or in small groups with teachers acting as facilitators. Usually within certain parameters, students engage in areas that are of interest to them and reflect their learning styles. Projects can overlap the categories below.
  - independent design - Students play a large role in designing and executing these projects and consult with teachers throughout the process.
  - community linked - These projects involve students in the local and global community on real issues. Sometimes these projects involve outside community experts.
  - inquiry based - Projects that involve students in posing and tackling essential questions; questions where the answers are not easily answered.
  - single person - Projects that individual students engage in.
  - multiple person - Group (2 or more) projects.

### **Grades 10-12**

- No set (ie traditional) timetable
- Structure of open resource areas and structured seminar times
- Diversity - of experiences, interactions, of experts...
- Increase in experiential learning opportunities
- Students assigned to a course, but not always to individual teachers
- Less learning outcomes - means deeper learning
- Integrated learning experiences across curriculum and across grades
- Flexible Scheduling - individual students AND

staff... Therefore time management emphasized.

- Teacher Advisor program is key
- Courses organized around:
  - Key learning outcomes and competencies
  - Modules to best achieve these
  - String of modules constitutes a Learning Path

**Classrooms are not the only form of learning space.** While the classroom is assumed to be a primary location of learning, data suggests that a majority of effective student learning activity takes place outside the classroom.

- **Social interaction is a growing part of learning.** Evaluation methods and performance metrics emphasize individual effort and achievement, but students increasingly are motivated by social interaction with their peers. Pedagogy is shifting to emphasize team activities and collaborative learning.

- **Technology is natural.** Computer and networking technologies that once might have appeared exotic (pervasive wireless networking, iPods, smart phones) or transformative are now considered mainstream. While "digital immigrant" faculty may perceive these technologies as a new part of the educational landscape, "digital native" students see them as a natural component of their lives.

- **Internet resources can bypass peer review.** Traditional publication processes involved vetting and validating information, but the Web enables near-instantaneous distribution of information without formal review. It becomes increasingly important, then, for students to interact with one another and with faculty to analyze and critique online resources.

- **Learning can occur out of sequence.** Although lectures, books, articles, and other traditional tools present information in a deliberate, sequential manner, today's students are comfortable with overlapping discussion threads and parallel activities that may span different types of media, devices, and communities.

	<ul style="list-style-type: none"> <li>● <b>Students construct content rather than just consuming it.</b> Students are active authors of content, including video documents, online blogs, and other forms of digital expression. Whether delivering a final report or going online to converse with members of an online community, today's students have a range of digital devices and software tools that allow them to create and shape content.</li> </ul> <p><b>Specific to Objective 1)</b>  With support, teachers will continue to will work with teachers to develop and carry out inquiry based projects</p> <p>Teachers will collaborate across grades to carry out community link project and other projects that cross curricular areas</p> <p>LIF money for one block of time for TL to work specifically with teachers on blended learning and personalising learning programs</p> <p><b>Specific to Objective 2)</b></p> <p>All teachers use individual teacher calendars  All teachers use dept. calendars  Students use Google accounts to merge all calendars</p> <p>Students and teachers work together on student progress checkers</p> <p>Teacher advisory program in place to have individual help and support for students to manage time, plan, schedule and support course loads</p> <p>LIF Money for one block of time for tech resource teacher to support teachers and students in setting up and managing the technology around calendars, progress checkers, course work.</p>
<p><b>Coherence/Alignment</b></p> <p>In improving districts, there is a connection between school and district goals and objectives. School uniqueness and district directions are both valued. Schools connect with other schools to build capacity.</p>	<p>Although the District has no formalized goal regarding shifts in program delivery models, it continues to informally address and support such change. Included in this work has been focused work on using technology to support student learning, ensuring that all student have voice and choice in their learning, inquiry based learning, and project based learning. As well, messages regarding linking learning to community, providing relevant and engaging learning experiences, providing cross curricular learning</p>

	<p>opportunities, and providing opportunities for students to “own” their learning continue to be delivered by the District.</p>
<p><b>Dialogue and Communication</b></p> <p>Improving schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.</p>	<p>Every Newsletter will have a section about Blended Learning</p> <p>Library Blog has biweekly updates and comments about Blended Learning at RSS</p> <p>Radio interviews and newspaper articles have occurred in June and Sept and we will continue to work with the media.</p> <p>Board Meeting Sept 24 to present Blended Learning</p> <p>Parent and Community meeting Sept 18</p> <p>Website updates and special Blended Learning site up and running to be kept current</p> <p>Student Progress Checkers shared home via Google Docs to each parent</p>
<p><b>Data Collection: Results/Trends</b></p> <p>Improving schools monitor progress and get improved results – at the classroom, school and district levels.</p>	<p>Baseline Data:</p> <p>Objective 1</p> <p>1) Community Link Projects linked to learning outcomes for courses: Sept 2011- June 2012 = none Sept 12 – June 13 = 8 completed by classes a number of individual projects completed</p> <p>2) Inquiry Based Projects: full grade 7 class did 2 ( socials and cross curricular), all Grade 8 science, one class Grade 9 socials, Gr 11/12 biology and foods integrated Sept 12-June 13= every core class completed one except math classes.</p> <p>Objective 2</p> <p>3) See attached results of a survey completed in September 2012 regarding work habits and attitudes Another survey was completed at the beg of Jan to determine changes required for second sem. Not repeated as the program is ending</p> <p>4) Number of courses not completed by June by grade 10-12 12 students will be tracked – no baseline as this model is new</p> <p>8% of students did not complete 1 course. This is in line with traditional prgrams 2% did not complete 2 or more courses. This is also in line with previous years.</p>