



School Success Plan

Rossland Summit School, 2014-2015

Kootenay-Columbia
School District No.20

School District No. 20 (Kootenay-Columbia)

<p>Goal</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>1) Rossland Summit School staff will focus on questioning as a critical thinking skill in all curricular areas to improve comprehension.</p>
<p>Objective(s)</p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<p>1) By June 2015, 90% of students in grades K-9 will be able to ask questions that further their learning across the curriculum.</p>
<p>Rationale</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>1) Rossland Summit school will provide questioning strategies moving students toward becoming lifelong learners. Teachers will collaborate on planning, facilitating and assessing student work while working with students individually, in small and large group sessions. This educational model aligns with the goals of the BC Education Plan and is based on current research in the field of education. One of the core competencies is Thinking. Under the core competency continua the critical thinking strand focuses on identifying issues and developing questions.</p> <p>www.bcedplan.ca/</p> <p>http://www.bced.gov.bc.ca/perf_stands/social_resp.htm</p> <p>http://www.microsoft.com/education/en-us/teachers/guides/Pages/critical_thinking.aspx</p> <p>http://bctf.ca/bctla/pub/documents/Points of Inquiry/PointsofInquiry.pdf</p> <p>http://blogs.kqed.org/mindshift/2012/10/for-students-why-the-question-is-more-important-than-the-answer/</p> <p>http://www.learnalberta.ca/content/ssmt/html/docs/askingpowerfulquestions.pdf</p>

<p>Actions</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>Run staff development around questioning</p> <p>Teacher triads to:</p> <ul style="list-style-type: none"> • Focus on joint Practice Development of Questioning across the curriculum with a focus on providing students with flexibility and choice. <p>Pro-D: Continue to review and work with the Inquiry k-12 document with regard to the questioning section.</p>
<p>Coherence/Alignment</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>1)The BCED plan is a continued focus area of SD20. Questioning is key for students to be able to manage the new curriculums as they become more adept learners. We hypothesize that good questioning techniques will enhance achievement for all students, LD, abed, both genders etc.</p>
<p>Dialogue and Communication</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>Showcasing/sharing events that reinforce our school goals.</p> <p>Pro – d at staff meetings around the goal areas</p> <p>Student assemblies to work on the areas</p> <p>Reporting out at PAC regarding the goal areas</p>
<p>Data Collection: Results/Trends</p> <p>Improving schools monitor progress and get improved results – at the classroom, school and district levels.</p>	<p>To be collected this year.</p> <p>Continue to collect data on questioning:</p> <ul style="list-style-type: none"> • Powerful questioning rubric by teachers at each grade level • Rubric to be scope and sequenced through the grades. <p>Two years of data does not yet tell us if we have a trend toward improvement. With small cohort groups and a somewhat transient population we will need more time to tell. We have also cleaned up our rubrics considerably and so what we assessed with is slightly altered, though more consistent from grade to grade within our scope and sequence.</p> <p>We do know subjectively that our students are doing a better job of asking good questions that lead toward more inquiry focused learning.</p>

Teacher Rubric for Asking Powerful Questions grade 8-9

Level Criteria	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Asks questions	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> irrelevant only touches the surface minimally engaging 	Asks questions that will encourage a response that is: <ul style="list-style-type: none"> on-topic sufficient ordinary 	Asks questions that will encourage a response that is: <ul style="list-style-type: none"> focused detailed interesting 	Asks questions that will encourage a response that is: <ul style="list-style-type: none"> relevant comprehensive engaging to audience. Eg. Includes additional info, explores new points of view, goes beyond the question itself
Provides rationale	Provides undeveloped details when using criteria to evaluate questions.	Provides general details when using criteria to evaluate questions.	Provides relevant details when using criteria to evaluate questions.	Provides significant and in-depth details when using criteria to evaluate questions.

Teacher Rubric for Asking Powerful Questions gr 6-7

Level Criteria	Not yet meeting	Approaching expectations	Meeting Expectations	Exceeding Expectations
Asks questions	Has difficulty formulating a question without significant teacher support or asks an irrelevant question.	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> on-topic limited easily answered predictable 	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> focused detailed interesting 	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> able to invoke critical thinking in depth engaging

Provides rationale	Unable to provide rational as they were unable to formulate a question.	Provides minimal reasons when using criteria to evaluate questions.	Provides general reasons when using criteria to evaluate questions.	Provides relevant reasons when using criteria to evaluate questions.
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Teacher Rubric for Asking Powerful Questions gr 4-5

Level Criteria	Not yet meeting	Approaching expectations	Meeting Expectations	Exceeding Expectations
Asks questions	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task..	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> • off topic • boring 	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> • on-topic • sufficient • ordinary 	Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> • focused • detailed Asks questions that would likely encourage a response that is: <ul style="list-style-type: none"> • powerful • juicy • exciting • interesting
Provides rationale	No reasons given when using criteria to evaluate questions.	Provides simple reasons when using criteria to evaluate questions.	Provides acceptable reasons when using criteria to evaluate questions.	Provides lots of reasons when using criteria to evaluate questions.

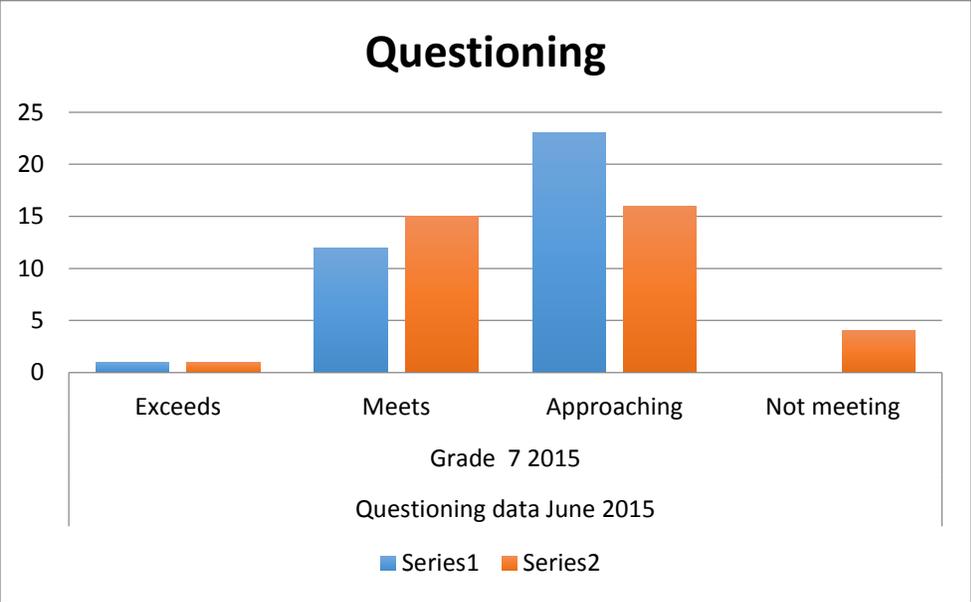
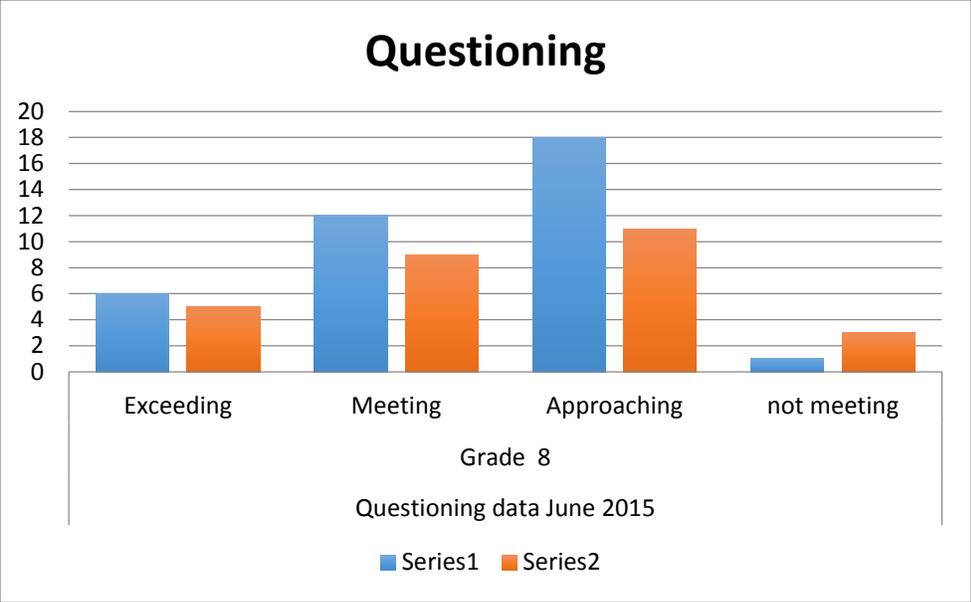
Teacher Rubric for Asking Powerful Questions Grade 2-3

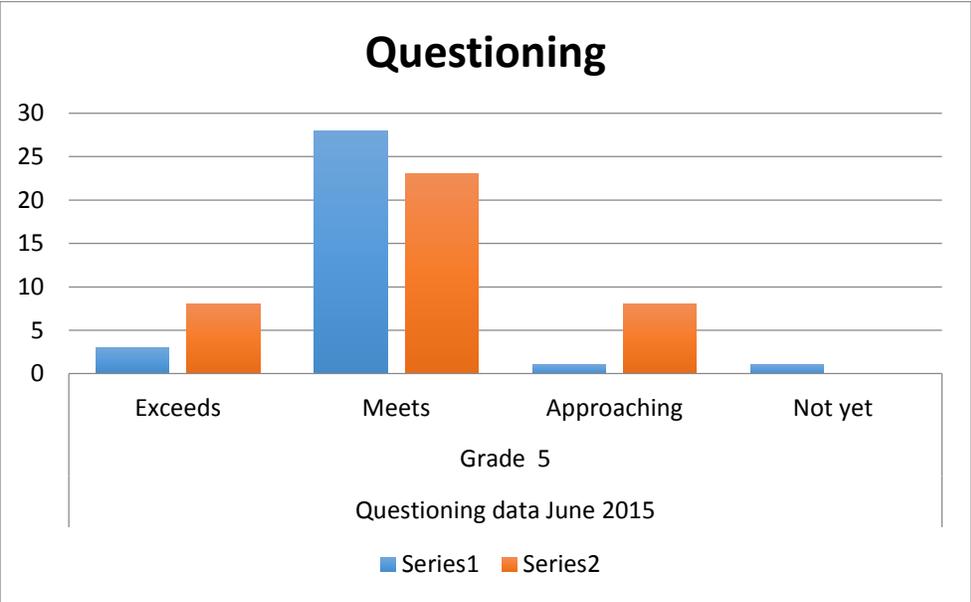
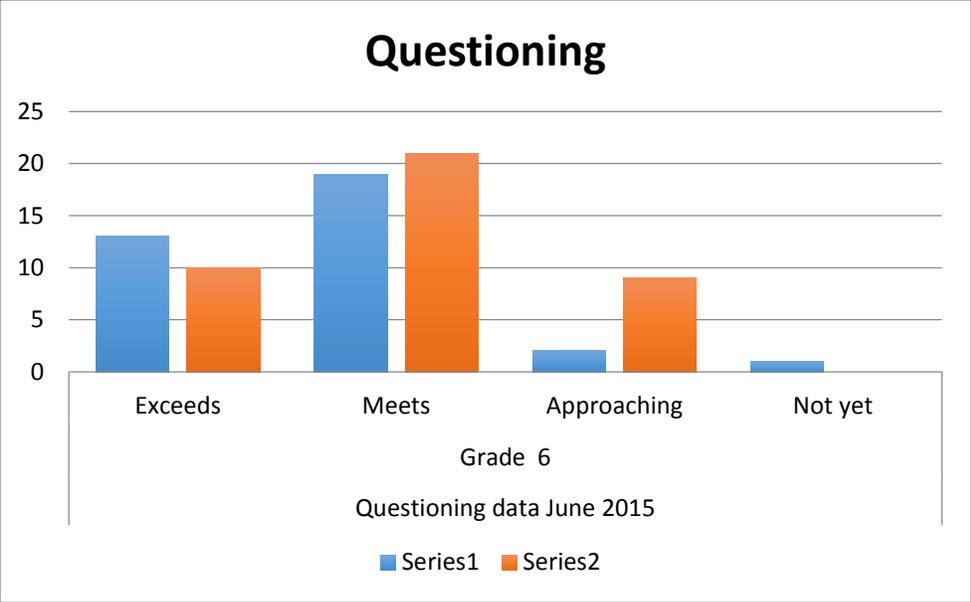
Level Criteria	Not Yet Meeting	Approaching	Meeting	Exceeding
	I am learning how to ask a question	I can ask a	I can ask a	I ask a question that

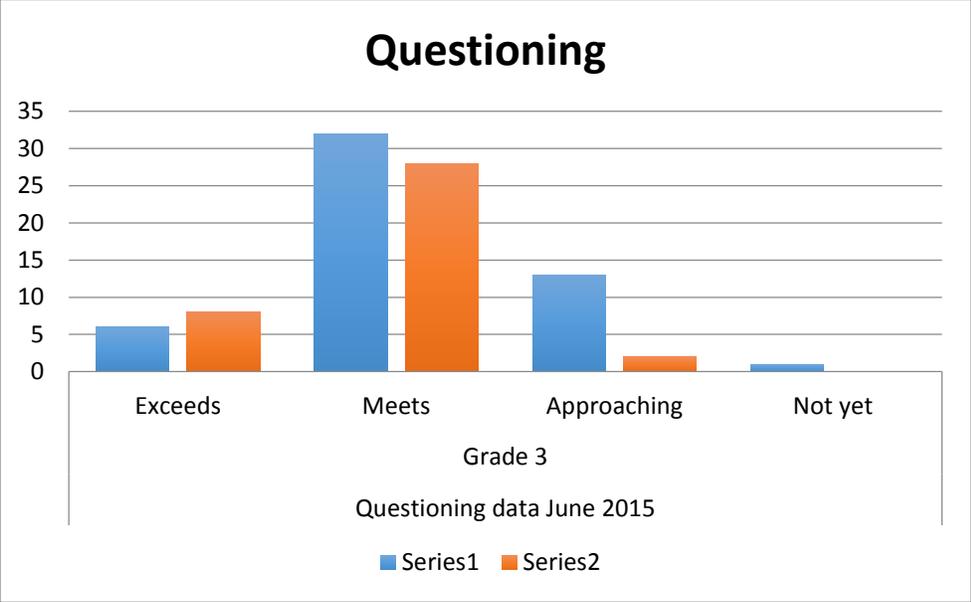
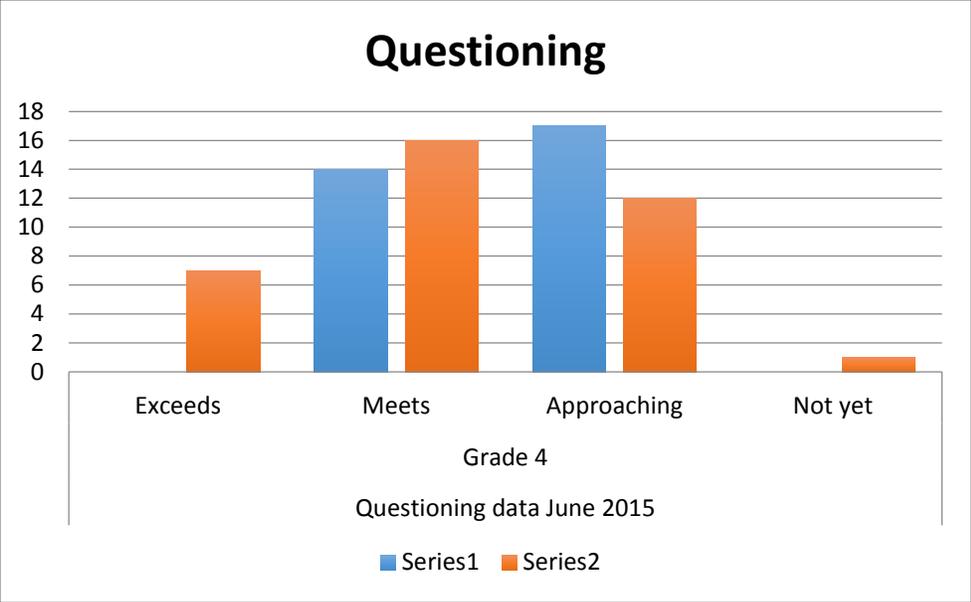
Asks questions		question that <ul style="list-style-type: none"> • Is on topic • Is quick thinking • Has a simple answer 	question that <ul style="list-style-type: none"> • Makes connection • Creates discussion or details • Is on topic 	<ul style="list-style-type: none"> • goes beyond the text • Is a deep thinking question • Makes inferences
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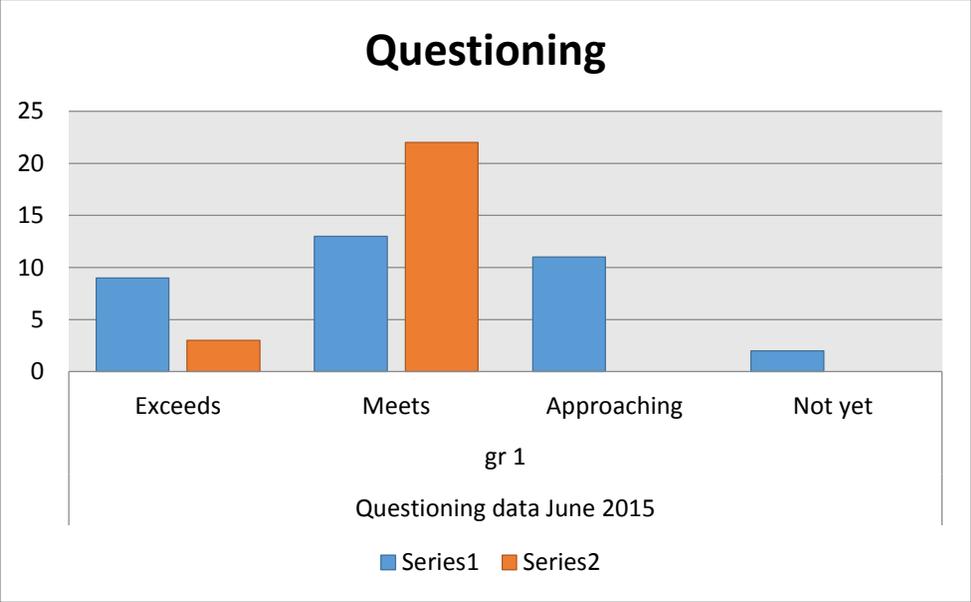
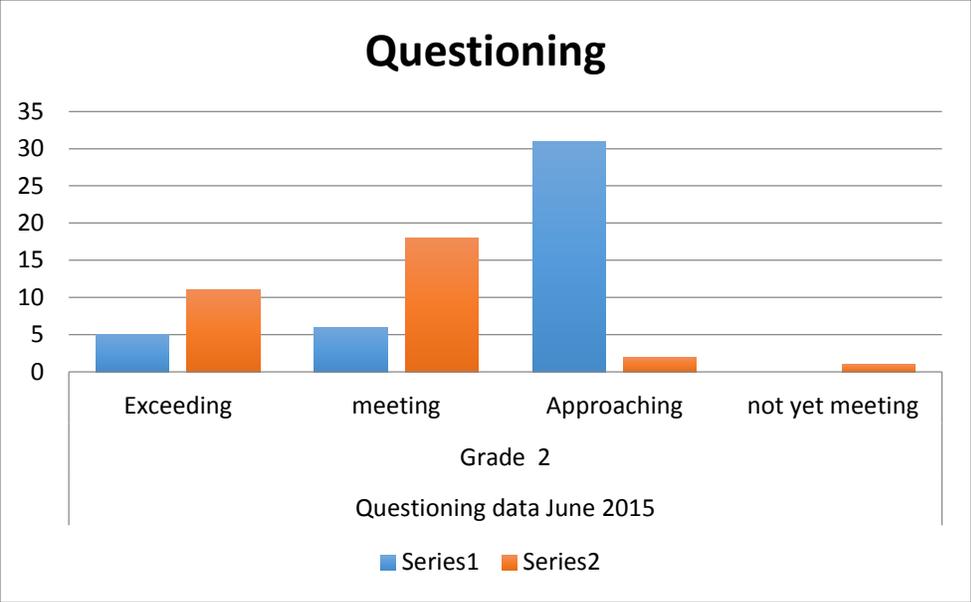
Teacher Rubric for Asking Powerful Questions Kindergarten and Grade 1

<div style="text-align: center;">Level</div> <div style="text-align: left;">Criteria</div>	Not Yet Meeting	Approaching	Meeting	Exceeding
Asks questions	No question asked	Asks yes/ no questions Unrelated to topic	Who What Where When Why (simple questions)	Asks questions that are: Deep thinking questions using “ I wonder if...What if... Asks questions that require inferring to answer (answer is not in the book)
Provides rationale	Question not given	Unrelated question. Yes/ no question	Is a relevant question	Insightful, deep thinking question









Questioning

