

SUNRISE SCHOOL DIVISION

**Sunrise School Division
Education Plan
2015-2018**

Purpose:

- ✓ Nothing less than outstanding learning experiences, one student at a time.
- ✓ To enable, optimize and personalize/individualize student learning, achievement & growth in breadth and depth.

Vision:

- ✓ Every student will have the opportunity to experience the joy of learning in the Sunrise School Division in order to be better prepared for the future, with the knowledge, skills and values to achieve their own personal goals.

Goals/ENDS:

- ✓ Every student will be provided with outstanding 21st century learning experiences and opportunities that enable learners to be knowledgeable, respectful, responsible, caring and productive, contributing citizens.
- ✓ Every student will be engaged in an education focusing on literacy, numeracy, relevancy and altruism.
- ✓ Every student will be provided an education with experiences and opportunities that will extend and enhance student learning and competencies in communication, collaboration, creative problem solving and critical thinking.

Introduction:

The Sunrise School Division Education Plan was developed in order that the Goals and ENDS set by the Board of Trustees would come to life in a meaningful way for educators and learners.

We believe that these priority areas deserve our primary attention and should drive the allocation of resources, both human and material, throughout the course of the 2015 to 2018 school years.

There are also foundational beliefs that apply to each and every area of focus:

- ✓ embedding the learning into classroom instruction as it aligns with curricular documents
- ✓ planning for, instructing, and assessing the achievement of learning outcomes
- ✓ addressing diverse learning needs through inclusionary practices
- ✓ making data-informed decisions
- ✓ using divisional and provincial support documents
- ✓ linking learning to both personal and collective rights and responsibilities
- ✓ incorporating a three-tiered approach to meet needs at all levels
- ✓ building relationships that promote a restorative school culture
- ✓ practicing habits that promote positive social, emotional, physical and mental health
- ✓ supporting quality language opportunities in both the French Immersion and English/Ukrainian Bilingual programs
- ✓ fostering a common understanding of and applying consistent criteria to planning and assessment

The priority areas as well as the foundational beliefs should be reviewed annually so that we remain current and consistent with our educational aims.

ACTIVE LEARNERS

Sunrise learners have a personal stake in their own learning. Each student comes prepared to engage in the challenge of learning, of experiencing, of questioning, of creating, of communicating and of achieving to the highest degree of their own potential. Each teacher provides experiences and opportunities that develop, enhance and extend student learning and competencies in ways that nurture diverse individual learning needs.

Tier 1: Strategies for All	Tier 2: Strategies for Some	Tier 3: Strategies for Few
Provide students with project-based, inquiry-based, student-centered and/or experiential learning focused on relevant topics.	Expand opportunities to enrich connections between school and the real world.	Provide learning opportunities that may include an alternate setting with alternate delivery.
Collaborate on inclusive curriculum delivery. Ensure learning opportunities have an appropriate degree of challenge so that students have a positive learning experience.	Create a plan for success with specific strategies and adaptations for students who become disengaged or have difficulty meeting outcomes.	Ensure that students who are experiencing difficulty meeting the expected learning outcomes are assessed, and that plans for adaptations or modifications are implemented.
Outline and communicate learning goals prior to instruction.		Provide self-directed learning opportunities for students who require a challenge.
Teach students to self-assess active participation in learning behaviours.		
Provide professional learning opportunities that increase teacher capacity.		
Use collaboration between teachers with the support of divisional staff as required.		
Infuse technology purposefully and effectively.		

Indicators:

- ✓ Teaching and learning is inclusive, promotes the intellectual and social engagement of all students, and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- ✓ Classroom practices effectively engage all students in higher-order thinking skills, solving complex problems, developing increased understanding, and constructing new knowledge.

LITERACY

Sunrise learners are immersed in a culture of literacy. Each student becomes adept at accessing, gathering and synthesizing information from traditional print, digital media, and other forms of communication. They think critically about what they read and apply these ideas to the real world. They communicate well by expressing ideas in various forms and by communicating with a style and language that suits different purposes and audiences. Each teacher, in all curricular areas, models literate strategies, gives students guided practice and provides opportunities for independent reading and writing through authentic learning experiences.

Tier 1: Strategies for All	Tier 2: Strategies for Some	Tier 3: Strategies for Few
Develop a balanced literacy approach that teaches and supports comprehension and critical thinking strategies in reading and writing in all curricular areas.	Expand the availability of accessible and appropriate material for at-risk students.	Implement literacy enrichment programs for students who need further challenge.
Expand the range and choices of texts that students read and write. (form, content, genre, language and reading level)	Provide assistive technology devices and applications to support reading and writing.	Endorse and support the Reading Recovery program.
Provide direct instruction of specific literacy strategies that enable students to communicate effectively in all curricular areas.	Provide small groups with intensive instruction of specific reading strategies.	Develop and implement targeted literacy interventions.
Use collaboration between classroom teachers to enhance literacy practices with the support of divisional staff as required.		
Provide professional learning opportunities that increase teacher capacity.		
Infuse technology purposefully and effectively.		

Indicators:

- ✓ A variety of quality literacy instructional practices is evident and result in higher literacy achievement.
- ✓ All students have access to relevant, current and appropriate resources in their classroom.
- ✓ Curriculum materials, digital tools, and the range of human and other resources are provided purposefully and effectively to support student strengths and needs.
- ✓ Data are disaggregated to find gaps and set targets for achievement.



NUMERACY

Sunrise learners combine their mathematical knowledge with problem-solving skills in order to solve everyday problems. Each student works towards increased confidence and fluency as they develop skills in the areas of number sense, problem solving, estimation, visualization, reasoning as well as communicating their thinking processes. Each teacher uses consistent criteria to describe grade-level performance in mathematics and sees development in mathematics as progress on a continuum. They incorporate the right degree of challenge so that all students become increasingly competent.

Tier 1: Strategies for All	Tier 2: Strategies for Some	Tier 3: Strategies for Few
Implement instructional strategies that develop mathematical reasoning and communication skills in a variety of authentic contexts	Infuse adaptive ICT applications to enhance mathematics.	Use mathematics assessments to program for students who need further intervention.
Provide meaningful context for mathematical thinking; drawing connections between mathematics and real life.	Provide enrichment activities for mathematics.	Provide individualized numeracy programming at the students' level incorporating activities that reflect their own lives or context.
Use collaboration between classroom teachers to enhance numeracy practices with the support of divisional staff as required.	Use assistive technology to enhance learning experiences and to engage students in mathematics learning.	
Build instruction that develops confidence, fluency and persistence in problem solving and in demonstrating mathematical thinking in different ways.		
Develop mental math instructional practices that improve computational fluency.		
Provide professional learning opportunities that increase teacher capacity.		
Infuse technology purposefully and effectively.		

Indicators:

- ✓ A clear emphasis on high levels of achievement in numeracy is evident.
- ✓ All students have access to relevant, current and appropriate resources in their classroom.
- ✓ Curriculum materials, digital tools, and the range of human and other resources are provided purposefully and effectively to support student strengths and needs.
- ✓ Data are disaggregated to find gaps and set targets for achievement.



SOCIALLY RESPONSIBLE CITIZENS

Sunrise learners have a clear understanding of their personal rights and responsibilities and how those connect self to the local and global community. Each student commits to being knowledgeable, respectful and caring with their words and actions. Each teacher provides experiences and opportunities through curricular outcomes that enable learners to become productive and contributing citizens.

Tier 1: Strategies for All	Tier 2: Strategies for Some	Tier 3: Strategies for Few
Embed perspectives from the curriculum into all classrooms.	Provide select presentations, projects and initiatives through guests with expertise in the chosen area.	Provide special events for targeted audiences.
Develop and implement a positive school-wide behavior plan.	Teach targeted behaviours in a small group setting.	Create Behaviour Intervention Plans to teach specific skills to specific students.
Expand curricular learning to include diversity, global perspectives and sustainability.		
Use collaboration between teachers with the support of divisional staff as required.		
Provide professional learning opportunities that increase teacher capacity.		
Infuse technology purposefully and effectively.		

Indicators:

- ✓ A culture exists where interactions between and among staff and students are respectful and honour different ideas and values.
- ✓ Students and educators work together to understand the interconnectedness of their rights and responsibilities.

DATA SOURCES:

Manitoba Provincial Report Card

Sunrise Reading Continuum

Sunrise Writing Continuum

Provincial Assessments (Grade 3, 4, 7,8 and 12)

Sunrise Kindergarten Assessments

Tell Them From Me Surveys

School Attendance, Course Completions and Graduation Rates

SUPPORT DOCUMENTS:

Provincial Assessment Program

http://www.edu.gov.mb.ca/k12/assess/assess_program.html

Manitoba Provincial Report Card Policy and Guidelines

http://www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html

Sunrise Kindergarten Assessments

Sunrise Math Support Binder

Sunrise Reading Benchmarks (Continuum)

Sunrise Reading Toolkit – Early Years

Sunrise Reading Toolkit – Middle Years

Sunrise Writing Continuum

<http://www.sunrisesd.ca/ServicesPrograms/programresources/Pages/default.aspx>

GLOSSARY

Adaptations – changes or adjustment in the teaching process, materials, assignments or student products that help fit the learning to the learner. Through these adaptations a student is able to demonstrate the knowledge, skills and attitudes of grade level learning outcomes.

Authentic learning – connecting what is taught to real-world problems and applications

Balanced Literacy – in a balanced approach to literacy instruction, teachers integrate instruction with authentic listening, speaking, reading and writing experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning.

Behaviour Intervention Plan – a plan that lays out how a team will improve behaviour that is inhibiting success; the plan spells out what behaviours are being targeted for change and how change will be handled.

Continuum – a continuum outlines the skills and strategies students are expected to acquire as they develop into proficient readers, writers, speakers, or mathematicians.

Computational fluency- computational fluency is a combination of being accurate, efficient and flexible when working with basic facts (+ - x ÷).

Disaggregated Data – the presentation of data broken into segments of the student population instead of the entire enrollment.

Embedded perspectives in the curriculum – the process of including in lessons, units and learning experiences a variety of relevant topics such as aboriginal issues, sustainability, multiculturalism, social justice, etc.

Ends – designation of the desired effect, intended population and required results without prescribing the process to be used.

Experiential learning – experiential learning is based on students being directly involved in a learning experience rather than being recipients of ready-made content in the form of lectures.

Fluency – the ability to read a text accurately, with expression and intonation, thereby allowing the reader to access multiple sources of information in order to comprehend.

Genre – a term used to classify literary and informational works into categories such as biography, mystery, historical fiction etc.

Global Community – the people or nations of the world considered as being closely connected by modern telecommunications and as being economically, socially and politically interdependent.

Inclusive Curriculum Delivery – involving all students in the educational experience in a way that best meets their learning needs.

Indicators – measures which give specific information to enable proper decision making.

Inquiry – inquiry-based learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge and then communicate their learning to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic problems within the context of the curriculum and/or community.

Number Sense – the ability to recognize numbers, identify their relative values and understand how to use them in a variety of ways, such as counting, measuring or estimating.

Restorative School Culture – principles and process that emphasize the importance of positive relationships as central to building community and repairing relationships when harm has occurred.

Synthesize – synthesizing takes the process of summarizing one step further. Instead of just restating the important points from text, synthesizing involves combining ideas and allowing for an evolving understanding of text.

Teacher Capacity – Teacher capacity refers to the perceived abilities, skills, and expertise of teachers in a school or district and their ability to progress and improve.

Three-Tiered Approach – a three-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.