

SCHOOL STORY 2018-2019

Desert Sands Community School



WHO ARE WE?





DESERT SANDS COMMUNITY SCHOOL

WHO ARE WE:

- 4th year 7 / 8 Cohort of 51 students
- K-12 school with 260 students.

KEY FEATURES:

- Interdisciplinary, Project-Based
- Critique and Revision
- Anecdotal Assessment on Freshgrade (no marks, no report card until June)

INSPIRATION & SUPPORT:

-Dr. Leyton Schnellert, Ron Berger, Peter Lillejdahl, HTH

-Networks - Growing Innovations. Deeper Learning , Adolescent Learning,

-School Based - Superintendent, Principals, Inclusion Specialist, Science and English Specialists, Technology/Experiential Learning Specialist, Shop Teacher, EA & ASSW



SCHEDULE 2018-2019

TIMES	MONDAY DAY	TUESDAY DAY	WEDNESDAY DAY	THURSDAY DAY	FRIDAY DAY
BLOCK #1 8:55 - 10:10	8:55-9:30 MATH 7 & LIT 8 9:35-10:10 LIT 7 & MATH 8	8:55-9:30 MATH 7 & LIT 8 9:35-10:10 LIT 7 & MATH 8	8:55-9:30 MATH 7 & LIT 8 9:35-10:10 LIT 7 & MATH 8	8:55-9:30 MATH 7 & LIT 8 9:35-10:10 LIT 7 & MATH 8	8:55-9:30 MATH 7 & LIT 8 9:35-10:10 LIT 7 & MATH 8
BLOCK #2 10:16 - 11:26	PE = DPA =	PE = DPA =	PE = DPA =	PE = DPA =	PE = DPA =
BLOCK #3 11:30 - 12:40	PROJECT WORK -Anchor Lessons -Mini-Lessons	PROJECT WORK -Anchor Lessons -Mini-Lessons	PROJECT WORK -Anchor Lessons -Mini-Lessons	PROJECT WORK -Anchor Lessons -Mini-Lessons	PROJECT WORK -Anchor Lessons -Mini-Lessons
12:40 - 1:15	LUNCH				
BLOCK #4 1:20 - 2:10	PROJECT WORK		PROJECT WORK		PROJECT WORK
BLOCK #5 2:10 - 3:01		PROJECT WORK		PROJECT WORK	

INTERDISCIPLINARY PROJECT WORK

(this year)

EXPANSION IN HISTORY

WHO AM I?

OPEN INQUIRY?



Expansion Planning Page

“Who Am I” Planning Page



CRITIQUE & REVISION

CRITIQUE RULES

Steps to Editing and Critiquing

1. Research individual historic event (guided by questions about daily life)
2. Quickwrite - on topic of individual timeline events
3. Edit Quickwrite - personal edit and intro to the concept of critique
4. Mini-lessons and group editing on specific writing skills (capitalization, punctuation, development of beginning, ending, plotline, character, setting)
 - → story built 1 piece at a time over the course of several lessons
5. Reading aloud (quietest class ever!!) → Reading aloud in small groups of 3 or 4 students (time allotted for each person)
6. Post 3rd draft on Freshgrade
7. Teacher Edit
8. Final Revisions
9. PUBLISH (on its way)



ASSESSMENT

ASSESSMENT

- Marks Free
- Freshgrade on an ongoing basis
- 1 marks free report card in June
(SD74 template)
 - Numeracy
 - Literacy
 - Core Competencies
- letter grade into MyEd 4
(provincial requirement) times/a



Our Ongoing Commitment to **Anecdotal Assessment ...**

- 4-column rubrics specific to each project (starting with borrowed rubrics)
- 4-column rubrics that included Curricular Competencies
- 4-column rubrics that focussed primarily on Curricular Competencies
- Single-column rubrics focussed on Curricular Competencies
- Single-column rubrics that combine task-specific and Curricular Competency learning goals



SINGLE-COLUMN RUBRIC

Examples of Single-Column Rubrics:

Ready to Patent

https://docs.google.com/document/d/1Y0O4gX3oisvQ8-uyUzCzyy5dXH_hlpXQtpnoJkSbwr8/edit?usp=sharing

Generator Project:

https://docs.google.com/document/d/1MYjLxsPcYPA2qlmVc_n6zCKFbNhkgoM3_4MuNIxutQ/edit?usp=sharing

Rivers Run Project

https://docs.google.com/document/d/1GyEd0vj1u3rP_TctkBI5YI713CbhuEkQXOUqcH7VuFQ/edit?usp=sharing

Expansion in History Project

<https://docs.google.com/document/d/11gjz7wMAf29VzZbFoX-JadaJGwjH8FRmSuZzxTVarXU/edit?usp=sharing>

Core Competency Self-Assessment Rubrics

RUBRIC BUILDER CORE COMPETENCY

<https://docs.google.com/document/d/1LpUnbG14hui20agad50u0kkroEv61N7vcnmPXbp8mGI/edit?usp=sharing>

SELF-ASSESSMENT - PERSONAL AWARENESS & RESPONSIBILITY

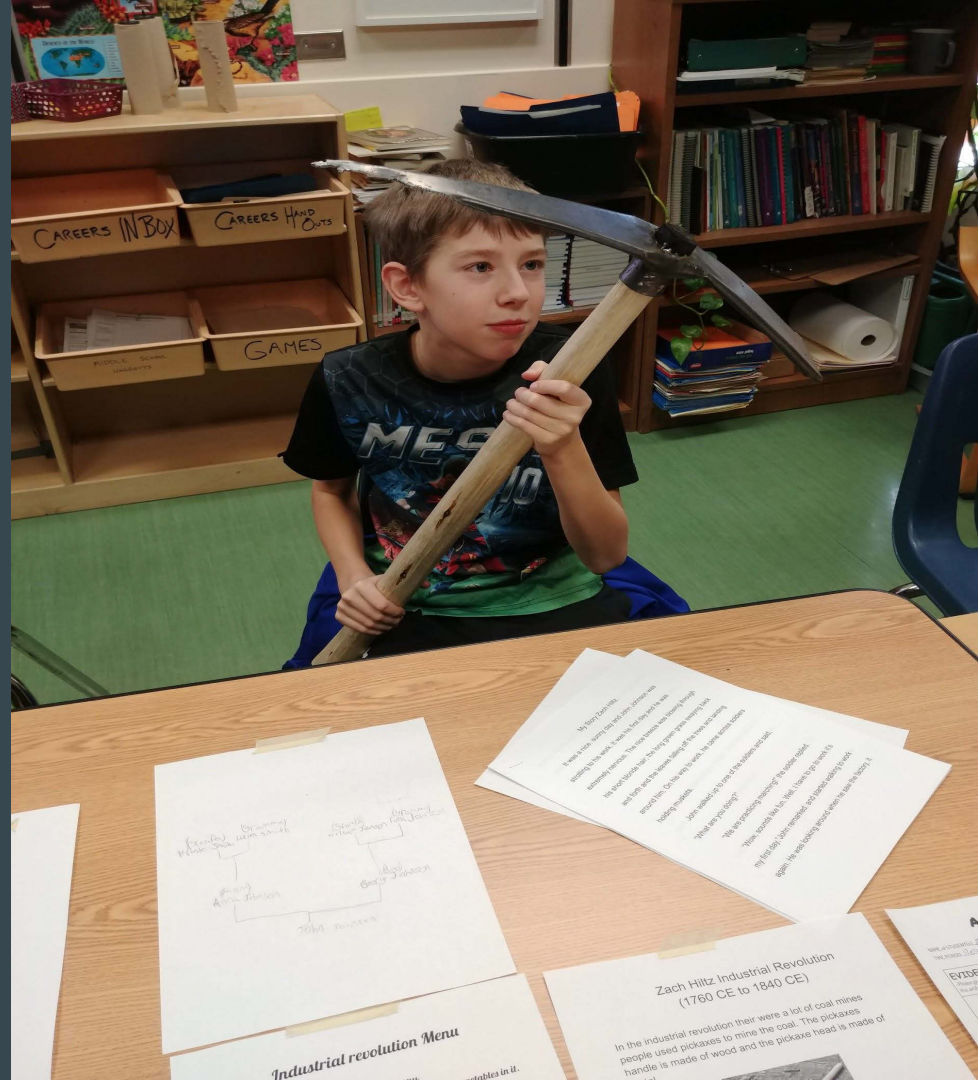
https://docs.google.com/document/d/1Y008_LCb0Pt8JfE1vfdYVS-KhFEyA9X7QaH-wqbG7NM/edit?usp=sharing

COMPLETED LEARNER TRAIT REPORT CARD COMMENTS

https://docs.google.com/document/d/1tMoE-fBtbnKwD4UByU3K6JhruVvmGymCTvmRHaugl_g/edit?usp=sharing

EXHIBITION

- 2 School Wide Exhibitions of Student Learning, open to the community.
- Students present their work to peers, parents, teachers, and community members.



CURATION



STEP #1 - This is the beginning of the Timeline we are creating. (April 2019)



STEP #2 - Display the artifacts on the Timeline as a permanent installation.

This step is still under construction. (Apr 2019) Photo(s) will be added here to show the final timeline installation, when students' artifacts are on display.

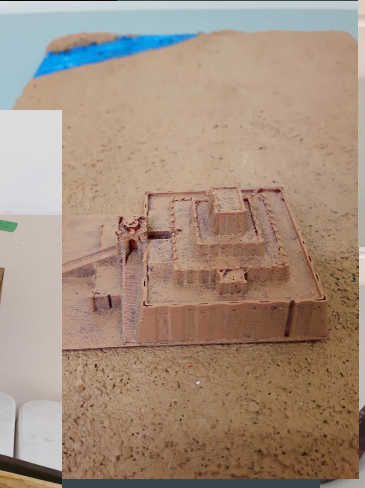
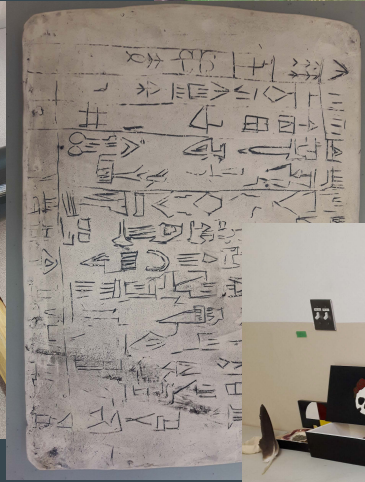




A FEW EXPANSION IN HISTORY ARTIFACTS



A FEW EXPANSION IN HISTORY ARTIFACTS



WHAT'S NEXT

1. Critique and Revision (to be continued forever)
2. Get Outside
3. Rigour and Pace