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**CAPE Action Research  
Total Integration Project  
(AISI Cycle IV)  
2009/2010-2011-2012**

Through a review of the accessed literature, we were able to clearly recognize the benefits of using an integrated program. Not only could we draw from our experiences using integrated approaches, but the information from *Beyond Monet* and *Integrating Differentiated Instruction & Understanding by Design* assisted in clarifying the approaches to integration for various learners. The research indicates that regular support for teachers by administrators and other teachers is a key factor in the success of integrated programming. For this reason, we have structured times for teachers to plan and communicate. There are opportunities to team teach. The principal is key in shaping and monitoring the program by demonstrating various integration strategies. There are opportunities for teachers to observe other professionals and dialogue about integrated practices.

The research also indicates that students need to have a strong voice about how they learn. Because of this research and other information gathered through the zone meetings, we are using the student voice strategy to gather information about learning strategies. Engagement baselines are determined by using student input along with teacher input and student marks. While *Curriculum Innovation Involving Subject Integration, Field-Based Learning Environments and Information Technology: A Longitudinal Case Study of Student Attitudes, Motivation and Performance* is over 10 years old, it provided us with information in regards to how technology needs to be seen as a part of the learning instead of an additional form of learning. This view is going to be applied to community learning environments so that these learning experiences can be seen as providing the learning instead of an addition to the learning.

Past efforts in increasing student achievement through integration and individualization seemed to have worked relatively well. For example, the PAT results for the acceptable standard indicate a successful program while the achievements of grade 3 students in the excellence standard fall below CAPE standards. Year-end exams and year-end marks are outstanding, yet the increase in cumulative scores on CTBS at year end does not echo this. Therefore, the education plan focuses on total integration as a means to achieve greater student engagement and therefore greater student achievement. As of September 2009, all grades are involved in total integration. Goals, outcomes, measures, and targets have been set in the Education Plan 09/10-11/12 to assess the success of this next stage of integration for CAPE school. The findings are reported in the AERR 09/10. Therefore, the school program, the AISI project, and teacher professional growth plans all focus on the same teaching philosophy, total integration, and aim to achieve the same goal, greater student engagement and therefore greater student achievement.

The goal of this project is to:  
-increase student engagement,

- increase student skill levels to prepare them for high school, good citizenry, the world of work, and for lifelong learning,
- increase active learning and ownership of learning, and
- ultimately increase student achievement.

Strategies include but are not limited to: decrease in repetitive activities which increase boredom, integrated activities that are designed to meet student interest, development of learning experiences within the community through field trips for the purpose of providing a learning environment, projects that relate to the world of work, an increased number of speakers and people of expertise to encourage and motivate students to be active community members, development of learning activities which reduce transitions and time lost between classes, more hands-on activities, greater balance of seat work and active learning, celebrations of learning 6 times/ year, p/t interviews structured as student showcasing personal work, portfolio development, learning experiences that combine objectives to balance areas of strength and deficit, choices of project output for students, and reflective PD on teaching strategies with integration.

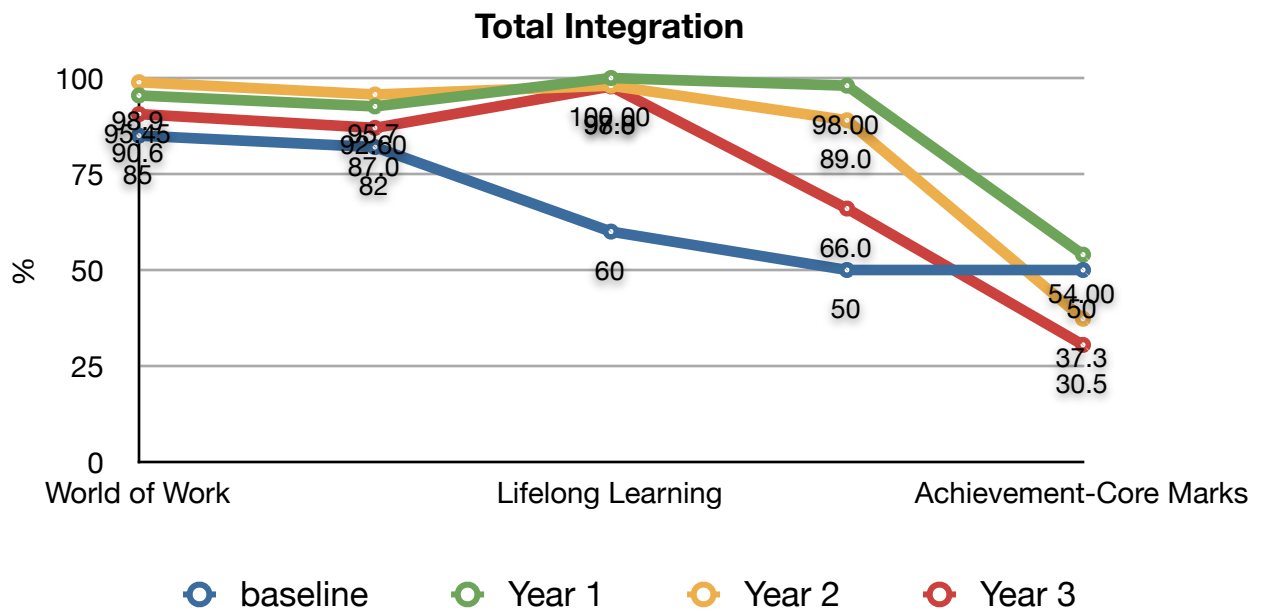
Evaluative methods include school parent, teacher, and student surveys, student reflection, and Accountability pillar surveys.

The first year of the Total Integration program was somewhat confusing for staff and definitely confusing for the students. Previously, differentiating integrated projects from core was simple, different times, different focus. Now, students were left with the impression that there was not much integration. Teachers found it difficult to find time to integrate. As one person said: "It was much easier to integrate when we had project time." However, students engaged and reported high degree of satisfaction. Teachers and parents did the same. A slight increase in achievement was present. Year 2 saw a real blossoming of the total integration and this was reflected in an increase or a comparable percentage in satisfaction. A significant increase in student enrolment brought about a decrease in student engagement scores and an even greater one in student achievement. This scenario was repeated in year 3. Overall, it can be said that the Total Integration program brought about a greater degree of student engagement, personal and academic, and a very modest increase in achievement. The tool used to measure academic achievement, though integrating summative, formative assessment, and subjective as well as objective components, compares the average of core marks at the end of term 1 to the average of core marks at the end of term 3. Term 1 marks are usually quite high since a fair amount of the work is review and students are rested and eager to get back to school. Term 3 marks are usually not as high since the students are now tired, wanting to be on vacation, and the material is more complex. Another tool might have proved more effective at assessing student achievement. Successful integration strategies have been retained as CAPE continues with the Total Integration program. Discussions generated by feedback brought about an investigation of mentorship, and to further investigation.

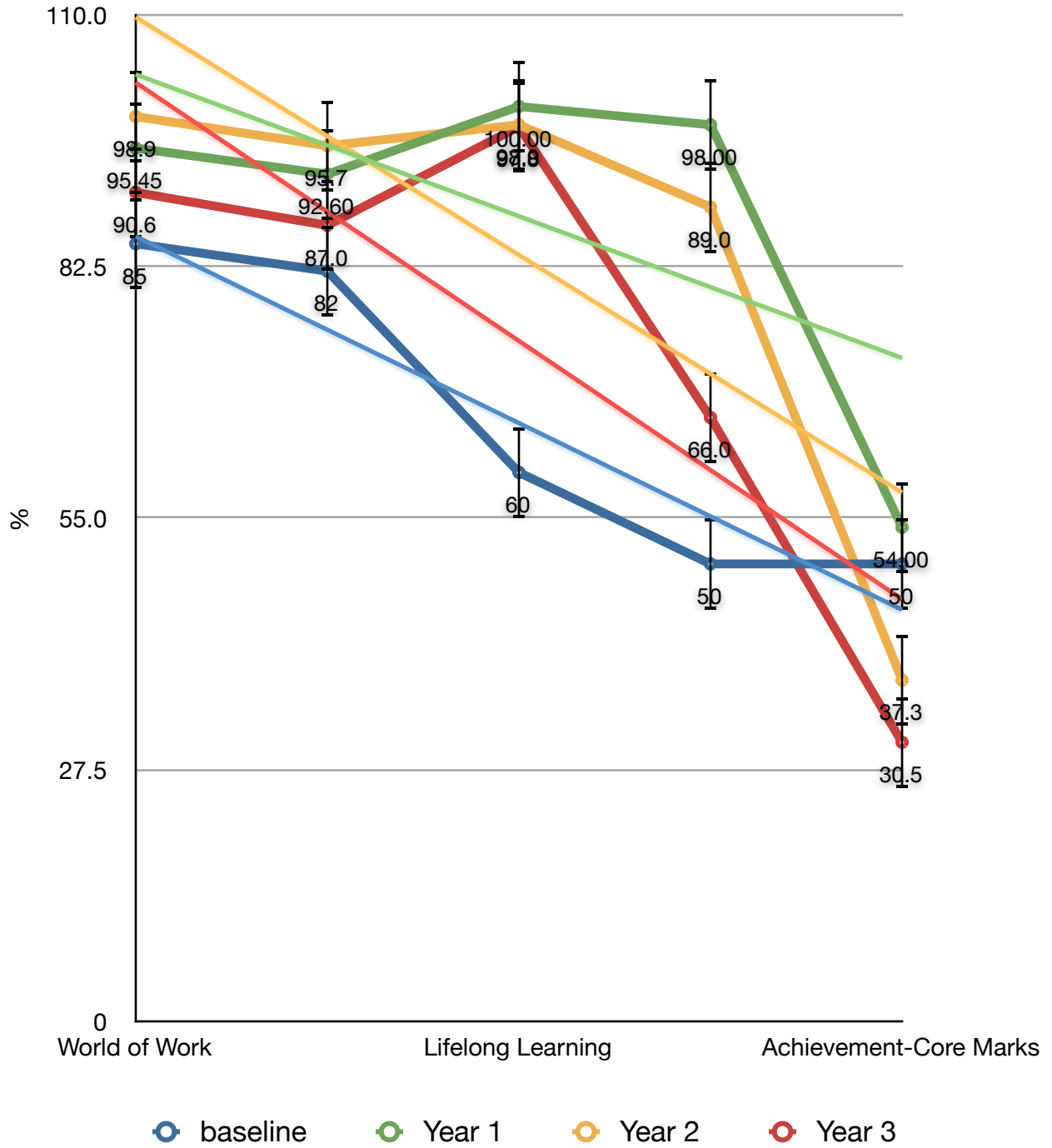
Measures and data:

Measure	Baseline	Year 1	Year 2	Year 3	Overall Change
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school (Accountability Pillar).	85	95.45	98.90	90.6	5.6
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship (Accountability Pillar).	82	92.6	95.7	87	5
Percentage of teacher and parent satisfaction that CAPE graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning (School Survey).	60	100	98	97.7	37.7
Percentage of students who have demonstrated increased engagement over the course of the year as determined by the teacher( Engagement Checklists).	50	98	89	66	16
Percentage of students who have demonstrated an increase in core marks over the course of the year.	50	54	37.3	30.5	-19.5

Note: The baselines were derived from an analysis of the June 2009 school generated data and Accountability Pillar results for 2009.



### Total Integration



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