

RDL Education Plan at a Glance 2016-2017

Our Mission: *Each learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are Explore them Develop them Celebrate them*

Learning Priorities	<p>To improve the level of engagement in all aspects of learning: socially, emotionally, and intellectually.</p>	<p>To create and communicate effective assessment and reporting practices.</p>
Outcomes	<p>Each staff member</p> <ul style="list-style-type: none"> - creates a safe and caring environment and culture that ensures that all belong and that respects diversity - has an understanding about mental health and wellness and how to support students in this area - designs learning that is differentiated to meet students' needs and can utilize a continuum of supports to facilitate and support the whole child - cultivates healthy relationships for learning <p>Each student</p> <ul style="list-style-type: none"> - contributes to and enjoys a safe and caring environment and culture that respects diversity and ensures that all belong and has an advocate and feels supported in the area of mental health and wellness - understands that there are challenges in life they will face; the tools we provide at school will help them to handle those challenges - is provided with meaningful and achievable learning opportunities that meet his/her unique needs - supports and collaborates with others for optimal learning 	<p>Each staff member</p> <ul style="list-style-type: none"> - uses categorical grading practices that are aligned with colleagues and consistent with FSD assessment practices and handbook - uses rubrics and targets in class to ensure students have a clear understanding of learning expectations - communicates effectively with students and parents about curricula, characteristics of a responsible learner and academic progress <p>Each student</p> <ul style="list-style-type: none"> - understands the expectations for each level of categorical grading - has a clear understanding of learning expectations - receives effective and timely feedback and engages in self- and peer- assessment

<p>Best Practice Strategies</p>	<p>Support social and emotional learning through mental health and wellness programming (e.g. Zones of Regulation, Mind Up, 4th R), and FSLC work.</p> <p>Use restorative practices to identify and target students who need more positive interactions with others at school.</p> <p>Support the development of intervention systems to ensure students have the necessary support for their academic and socio-emotional needs (continuum of supports).</p> <p>Ongoing focus on healthy relationships that help move learning forward.</p> <p>High and equal levels of student participation in all classes (e.g. questioning techniques).</p> <p>Continued focus in PLCs on Hattie’s research of high yield approaches in order to ensure engagement and achievement.</p> <p>Ongoing work with FSD Instructional Coaches to enhance design and increase student engagement.</p>	<p>Ensure staff thoroughly understand and implement practices outlined in the FSD Supporting Handbook for Assessment, Evaluation, and Reporting.</p> <p>Support the use of student and peer assessment practices to develop our students as assessment capable learners.</p> <p>Ensure consistency of reporting practices and curricula to parents, within each division.</p> <p>Working with Instructional Coach on rubrics, assessment, categorical grading.</p>
<p>Performance Measures/ Smart Goals</p>	<p>Higher percentage of students reporting a positive sense of belonging as measured by Alberta Education Measures.</p> <p>Continued high percentage of students reporting being high skill/high challenge quadrant.</p> <p>Increase in student excellence on Gr 6 Math PAT.</p> <p>Survey results re: Teacher reported use of time with Instructional Coach and/or Math Coach</p>	<p>Collection of rubrics from all grade levels show consistency of language that aligns with FSD practice.</p> <p>Collection of learning targets and student self- and peer- assessments.</p> <p>Consistency of grading practices on assignments and tests.</p> <p>Consistent reporting practices in Learner Profile comments.</p> <p>Survey results re: Teacher reported use of time with Instructional Coach and/or Math Coach</p> <p>Parent survey data that measures satisfaction with Reporting practices, administered after Learner Profiles / Parent-Teacher Interviews.</p>