

RDL Education Plan 2018-2019

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*

Goals	All Red Deer Lake Dragons will collectively contribute to and cultivate a safe, caring and welcoming school culture.	All Red Deer Lake Dragons will develop the essential knowledge, skills, understandings, and attitudes for personal excellence.
Learning Priorities	<p>We are committed developing awareness and understanding of the Foothills School Division Framework for Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foster a culture of belonging where diversity is expected and celebrated where each learner is welcomed, cared for, respected and safe. <input type="checkbox"/> Ensure students are literate and numerate. Learning opportunities are designed in all subject areas and grade levels to develop learners' ability, confidence and willingness to engage, communicate and create. <input type="checkbox"/> Develop and provide a continuum of supports to address students' strengths, needs and areas for growth. <input type="checkbox"/> Design intellectually engaging learning within the program of studies. Learning opportunities are relevant, purposeful and differentiated to develop knowledge, skills, conceptual understanding and deep thinking. <input type="checkbox"/> Develop competencies within each learner for lifelong learning and active citizenship through collaboration, critical thinking, communication, creativity and innovation, problem solving, managing information, personal growth and well-being, as well as, cultural and global citizenship. <input type="checkbox"/> Design assessment and evaluation to support student independence and self-efficacy in their learning. Students know where they are, where they need to be, and next steps in learning through clear success criteria, learning targets, and effective feedback. Ongoing assessment/student evidence is used to guide instruction and improve student learning. <input type="checkbox"/> Collaborate as a learning community to support each learner's success. 	
Outcomes	<p>Each student will</p> <ul style="list-style-type: none"> - contribute to and enjoy a safe and caring environment and culture that respects diversity and ensures that all belong - be provided with meaningful and relevant learning opportunities that meet their unique needs - develop the knowledge, skills, and attitudes to be literate and numerate learners - develop competencies that will allow them to be lifelong learners and contributing members of society - understand the continuum of supports that are available and access them as needed to reach personal excellence - know where they are in their learning, where they need to be, and next steps in learning through clear success criteria, learning targets, and effective feedback <p>Each staff member will</p> <ul style="list-style-type: none"> - create a safe and caring environment and culture that ensures that all belong and respects diversity - cultivate healthy relationships for learning - support all Dragons in the areas of personal growth and well-being - design intellectually engaging learning that is relevant, purposeful and differentiated - further explore the competencies and purposefully design learning with competencies in mind - explore and develop a deeper understanding of the new curriculum - ensure a continuum of supports to facilitate learning and support the whole child - utilize effective assessment practices to ensure students are assessment-capable learners 	

<p>Strategies</p>	<ul style="list-style-type: none"> ● Provide opportunities to build community (whole-school and buddy activities), celebrate successes, and foster a culture of belonging, using resources such as Youth Centred Design https://www.ycdtoolkit.com/ ● Explicit teaching re: health & wellness e.g Mindful Mondays during DEAR time, using resources such as http://www.youthsmart.ca/youthsmart-toolkit/ ● Support social and emotional learning through mental health and wellness programming (e.g. Zones of Regulation, Mind Up, 4th R), and FSLC work. ● Develop a common language for personal growth and well-being (7-Habits) ● Time to explore new curriculum in order to design learning based on big ideas, essential questions ● Time to explore Universal Design for Learning as a means of engaging learners ● Time to explore and gain an in-depth understanding of the Competencies in order to apply them and deliberately plan to incorporate them ● Collaborate with teaching colleagues, instructional coaches and support staff to determine best practice for supporting student learning (ongoing PLC work based on high-yield approaches, visiting colleagues' classrooms using CIF funding, co-designing units with grade/subject-level teaching partners) ● Use consistent universal literacy and numeracy strategies (e.g. CAFE strategies, 7 Cognitive strategies, meaningful math tasks with productive struggle, multiple strategies, and a focus on deep understanding) ● Support the development of intervention systems to ensure students have the necessary support for their academic and social-emotional needs (continuum of supports). ● Provide clear targets for students, so that they can develop as Assessment Capable Learners ● Ensure rubric language matches curriculum ● Use restorative practices to identify and target students who need more positive interactions with others at school. ● Develop and apply our foundational knowledge of First Nations, Metis, Inuit for the benefit of all students
<p>Performance Measures/ Smart Goals</p>	<ul style="list-style-type: none"> ● SOS-Q data (improvement in Internal Resilience, grade 6 results overall) ● APR (utility of school) ● TTFM - high skill/high challenge (continue at high level) ● PATs - continued high percentage (above province) at Acceptable level and increase in percentage at Excellence level ● evidence of impact of PLC work (reflection mid-year and presentation at year-end) ● Improved PLC survey results ● GRADE, F&P, RRST data