

2011-2014 Three Year Plan – Strategy Action Plan



Strategy:	<ul style="list-style-type: none"> ▪ Develop, implement standards, and provide professional learning for universally accessible classrooms. (Goal 1) ▪ Develop standardized individual learner profiles, using RVS' Learning Model for students from K to Grade 12. (Goal 2)
------------------	--

Goal 1: Learners have their individual needs met.
Outcome 3: Resources and programs ensure all learners succeed.
Performance Measures: Overall percentage of students in Grades 3, 6 and 9 who achieve the acceptable standard on provincial achievement tests.
High school completion rate within three years of entering Grade 10.

Goal 2: Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.
Outcome 1: Learners direct and feel ownership for their learning.
Performance Measures: Percentage of teachers, parents and students who feel students have a strong sense of ownership for their learning.

MRP	Denise Clovechok
Resource Person(s)	Joan Kollwyn, SWC Learning, Learning Coaches, Change Agent Schools

FIRST QUARTER

Sept. 1 – Nov. 15	Action Steps	Deliverables
	1. Summarize RVS' Universal Learning Environment Change Agent Project in a Project Description for internal stakeholders.	<ul style="list-style-type: none"> ▪ Project Description
Qualitative/Quantitative Analysis/Process Evaluation to Be Undertaken N/A		
Communication Tactics <ul style="list-style-type: none"> ▪ Jurisdictional Change Agent project description 		

SECOND QUARTER

Nov. 16 - Feb. 15	Action Steps	Deliverables
	<ol style="list-style-type: none"> 2. Summarize School ULE Change Agent Projects into a Project Description. 3. Create a ULE Folder on RVS website to post all project descriptions. 4. Collect and research individual learner profiles, to serve as models in building an RVS prototype. 5. Research the essential conditions for Universal Learning Environments. 	<ul style="list-style-type: none"> ▪ Project Descriptions ▪ Change Agent Folder ▪ Individual Learner Profile Models ▪ Draft Essential Conditions
Qualitative/Quantitative Analysis/Process Evaluation to Be Undertaken N/A		
Communication Tactics <ul style="list-style-type: none"> ▪ School Change Agent project descriptions. ▪ ULE website folder. 		

THIRD QUARTER

Feb. 16 – May 15	Action Steps	Deliverables
	6. Define the essential conditions for Universal Learning Environments in RVS Schools. 7. Build an essential conditions rubric to assess schools in a self-assessment of ULE readiness. 8. Build a RVS individual learning profile prototype. 9. Pilot individual learning profile prototype and ULE essential conditions with Change Agent Schools.	<ul style="list-style-type: none"> ▪ ULE essential conditions and accompanying rubric ▪ Individual Learning Profile Prototype
Qualitative/Quantitative Analysis/Process Evaluation to Be Undertaken <ul style="list-style-type: none"> ▪ Report of individual learning profile pilot and findings. 		
Communication Tactics <ul style="list-style-type: none"> ▪ Progress of Project posted to ULE website folder 		

FOURTH QUARTER

May 16 – Aug. 30	Action Steps	Deliverables
	10. Research and publicize ULE exemplars. 11. Request Change Agent Schools to submit a report on project findings. 12. Build a communication plan for implementing ULE Essential Conditions in 2012/13 school year. 13. Refine individual learner profile and incorporate into PowerSchool for implementation in 2012/13 school year.	<ul style="list-style-type: none"> ▪ Repository of ULE exemplars ▪ Communication Plan ▪ PowerSchool individual learner profile
Qualitative/Quantitative Analysis/Process Evaluation to Be Undertaken <ul style="list-style-type: none"> ▪ Change Agent Reports rolled into Jurisdictional Report 		
Communication Tactics <ul style="list-style-type: none"> ▪ Communication Plan and Progress of Project posted to ULE website folder 		

BUDGET PROJECTION

Costs \$500,000
