

**Year 3 - 2011-2014 Three Year Plan – Strategy Action Plan**  
**G1\_O1 /G2\_O2**



<b>Strategy:</b>	<ul style="list-style-type: none"> <li>▪ Pilot RVS' 21<sup>st</sup> C Competency Continua by incorporating them into the K-8 Assessment process, RVS' Instructional Design Framework and PowerSchool.</li> <li>▪ Develop an information repository around RVS' 21<sup>st</sup> C Competencies and accompany continua.</li> </ul>
------------------	--

- Goal 1: Learners have their individual needs met.*  
*Outcome 1: Learners feel safe and valued with RVS' learning community.*  
*Goal 2: Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.*  
*Outcome 2: Learners demonstrate 21<sup>st</sup> C competencies.*

<b>MRP</b>	Angela Spanier
<b>Resource Person(s)</b>	SWC – 21 <sup>st</sup> C Competencies

**Action Steps**

September 1 – June 30	<p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>1. Pilot RVS' 21<sup>st</sup> C infograms and continua amongst schools employing the K and Gr. 1 – 8 report card from September to December, 2013.</li> <li>2. Post infograms and continua to 21<sup>st</sup> C Learning folder along with discussion thread, asking school communities to provide feedback until December 2013.</li> <li>3. Review feedback and modify infograms and continua.</li> <li>4. Seek formal adoption of infograms and continua from Executive and Directors in January 2014.</li> <li>5. Forward to Learning Department for use in Assessment Process, Instructional Design Framework and Powerschool.</li> <li>6. Solicit schools to help populate 21<sup>st</sup> C folder with digital resources that help build capacity of 21<sup>st</sup> C competencies.</li> </ol>
<p><b>Qualitative/Quantitative Analysis/Process Evaluation to Be Undertaken</b>                  Percentage of students, parents and staff who believe students are becoming critical, creative, and complex thinkers.</p>	
<p><b>Communication Tactics</b>                  21<sup>st</sup> C Webfolder</p>	

**BUDGET PROJECTION**

N/A
-----