

District Framework for Enhancing Student Learning 2018 - 2021

GOAL ONE

Connectedness

All students will have at least two adults in their school who believe that they will be a success in life.

THE WHY

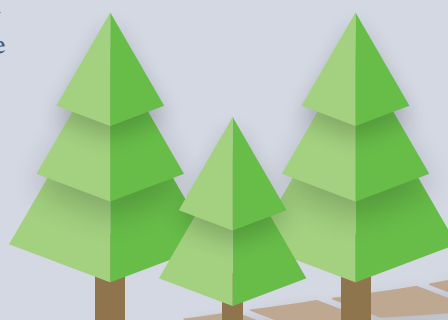
Extensive research suggests a direct relationship between students' sense of self-efficacy and their success in school. Those students who feel they have two or more significant adults in the school who genuinely believe they will be a success in life are more likely to graduate.

THE HOW

All students will be surveyed on an annual basis with the question, "Are there two or more adults in your school who believe that you will be a success in life?"

THE WHAT

The results of the survey will be shared with school staff and strategies implemented to support those students who are not feeling a sense of connectedness. Data will be tracked at the school and district level over time.



THE WHAT

On-going tracking of multiple data sources at both the school and district level will include: PM Benchmarks data, report card data, Levelled Literacy Intervention Kits.

THE HOW

An annual cycle of screening and assessment will be implemented across all schools in the district. Students demonstrating reading challenges will receive tiered intervention strategies.

THE WHY

A significant body of research indicates that the ability to read by grade three is a strong predictor of academic success and future graduation.

GOAL TWO

Reading

All students in the Delta School District will achieve grade level literacy by grade three, with the first three years of this goal focusing specifically on reading.



GOAL THREE

Assessment

All students will demonstrate an understanding of themselves as learners by being able to answer the "Big Three" questions: What am I learning? How is my learning going? Where to next?

THE WHY

To prepare students for post-secondary life, it is essential that we teach them to be self-regulated, life-long learners. Students who understand themselves as learners and can answer "what are you learning, how is it going, and where to next?," have a significantly higher likelihood of academic success.

THE HOW

Teachers will engage students in the "Big Three" questions and will use this feedback to monitor and adjust teaching strategies in response to student needs.

THE WHAT

Extensive school and district level professional learning and resourcing will support teachers in becoming assessment literate. All staff members will be aware of and understand the District's Procedure on Assessment. SD37 AFL Website as a resource will continue to be developed.



THE WHAT

Implement a comprehensive set of interventions in response to students who are not experiencing success and/or appear to be at risk of not graduating.

THE HOW

Intensive tracking of student success in grade-to-grade transitions in order to provide timely interventions to students.

THE WHY

Students who graduate from high school have better life outcomes than those students who do not graduate. We believe that our current 6 year completion rate of 88.9% (2016) is not yet sufficient. We also believe that all students can learn and are able to graduate. Of particular concern are the significantly lower graduation rates for students with special needs, students in care, and students of Indigenous ancestry.

GOAL FOUR

Graduation

All students will graduate with dignity, purpose, passion, and options.

