



STRATEGIC PLANNING 2016 – 2021

Priority Goal	Improving student achievement and well-being through high quality instruction. (Instruction)		
	All students to meet or exceed grade level expectations in literacy and numeracy.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL <i>All students will demonstrate significant growth in literacy and numeracy</i> Use of Student Data, Balanced Approach to Literacy & Numeracy	<i>PM Bench Marks</i> <i>RAD</i> <i>School Wide Write</i> <i>SNAP</i>	<i>Achievement at or above district level in all three assessments</i>
DISTRICT	<ul style="list-style-type: none"> Provincial Assessments 	Current Provincial Assessments	Achievement at or Above Provincial Average
	<ul style="list-style-type: none"> District Literacy Assessments 	RAD and PM Benchmarks	Achievement at or Above Provincial Average
	<ul style="list-style-type: none"> District Numeracy Assessments 	Develop District Measures	Increase Develop District Measures

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Use of Student Data	<ul style="list-style-type: none"> -School Wide Write -PM Benchmarks -RAD -FSA -Primary screener 	Staff Principal/Vice-Principal	Sept 2016	June 2021	Will continue to monitor and readjust practices



<p>Balanced Approach to Literacy</p>	<p><u>High Quality Instruction</u> -Balanced Approach through instruction -Continue to identify and support early strugglers-small group instruction- Tier 2</p> <p><u>Literacy</u> Uninterrupted Language Arts time -Guided Reading groups -Smart Reading -Talking Tables -Moe the Mouse -Literacy Centres</p> <p><u>Collective Responsibility</u></p> <p><u>Data Driven Decision Making</u> -Data collection is ongoing throughout the year -Data drives instruction</p> <p><u>Timely Targeted Interventions</u> -In class / out of class LA groups -Collaboration teams -EI Support -EA support -Board Room meetings -Team Time -Assemblies -Extension Groups</p>	<p>Teachers/LAT/Time to Collaborate RTI Team Board Room Team Helping teachers Administrators Primary Teachers K-1 Intervention teacher Principal/Vice-Principal</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>Kindergarten: We aim to have 100 % of our Kindergarten students fully meeting expectations in literacy by June 2017.</p> <p>Grade 1: We aim to have 100 %of Grade 1 students fully meeting to exceeding expectations in literacy and 100 % of students fully meeting to exceeding expectations in in numeracy by June 2017.</p> <p>Grade 2: We aim to have 100 % of Grade 2 students fully meeting to exceeding expectations in literacy and 100 % of students fully meeting to exceeding expectations in in numeracy by June 2017.</p> <p>Grade 3: We aim to have 100 % of Grade 3 students fully meeting to exceeding expectations in literacy and 100 % of students fully meeting to exceeding expectations in in numeracy by June 2017.</p> <p>Grade 4: We aim to have 100 % of Grade 4 students fully meeting to exceeding expectations in literacy and 100 % of students fully meeting to exceeding expectations in in numeracy by June 2017.</p> <p>Grade 5: We aim to have 100 % of Grade 5 students fully meeting to exceeding expectations in literacy and 100% of students fully meeting to exceeding expectations in in numeracy by June 2017.</p> <p>Grade 6: We aim to have 100 % of Grade 6 students fully meeting to exceeding expectations in literacy and 100 % of students fully meeting to exceeding expectations in in numeracy by June 2017.</p>
<p>Balanced Approach to Numeracy</p>	<p><u>Numeracy</u> -Reggio -Jump Math -SNAP</p>				

Priority Goal	Improving student achievement and well-being through high quality instruction. (Instruction)		
	To increase students' ability to apply critical, creative and reflective thinking.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL <i>To teach higher level thinking using district thinking rubric</i> Curricular Alignment, Instructional Design, Assessment	0% of students	80% of Students to be able to articulate their thinking strategies
	DISTRICT <ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement 	0% of students 0% of schools	100% of schools

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Curricular Alignment	-Morning Meeting -Guided Reading -New Curriculum -Regular check-in ~ discussions at monthly staff meetings	Staff Principal/Vice-Principal	Fall 2016 Oct. 7, 2016	On-going	Common language with all staff Continuous growth in using strategies
Instructional Design	-Professional Day -P.L.A.N. for Better Learning -Smart Learning A/B partners -Mind Up -Science – Inquiry Experiments -Differentiated Instruction	Staff Principal/Vice-Principal	Fall 2016	On-going	Staff confident with three aspects of rubric and concrete examples
Assessment	-Grade group sessions studying/discussing Thinking Rubric -Graphing -RTI -PM Benchmarks -RAD -SNAP -School Wide Write -Thinking Rubric -Teacher / Classroom assessments	Staff Principal/Vice-Principal	Winter 2016	On-going	Staff self-assessment use of rubric across curriculum

Grey fields are available for you to fill in with information pertinent to your school.



Priority Goal	Improving student achievement and well-being through high quality instruction. (Instruction)		
	To enhance personal and social responsibility.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL		
	<i>All students will demonstrate high levels of character and compassion</i> Brain Friendly Classrooms, Supporting Structures		
DISTRICT			
	<ul style="list-style-type: none"> BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) Discipline Data from SWIS Attendance Data 		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Brain Friendly Classrooms	<ul style="list-style-type: none"> -Lighting controlled areas -Hush ups on chairs -Flexible seating - ‘Mind-Up” -Brain based research -Sound field systems -Calming music -Gathering / Connecting / Circle Time -More choice for students with respect to their interests -Teach to the school matrix 	EBS Committee Staff Principal/Vice-Principal	Sept. 2016	Ongoing	<p>We aim to have 100 % of our students fully meeting expectations in Social Responsibility by June 2017.</p> <p>We aim to improve our students’ attendance.</p> <p>We aim to reduce our office referrals.</p>
Supporting Structures	<ul style="list-style-type: none"> -New Mission Statement -New Matrix -Virtues Project -Pro-active Playground -STAR Assemblies -SORA Assessment 				



Priority Goal	Strengthening meaningful relationships within and across schools, district and community to support success for students. (Community/Culture)		
	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL <i>To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.</i> Aboriginal, Student Engagement, Community Partnerships		
	DISTRICT <ul style="list-style-type: none"> Increase the sense of meaningful partnership connections between schools and district Increase the sense of meaningful connections between students and adults Collaborative Partnership Assessment using Partnership Quality Rubric 	Expired Aboriginal Education Enhancement Agreement Student Engagement Survey Baseline Develop District Measure Develop District Measure Current Baseline	Renewed Aboriginal Enhancement Agreement Increase in Student Engagement Indicators Develop District Measure Increased Use

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Aboriginal	Ensure that our Aboriginal Students increase their sense of: -Belonging -Culture -Academic success	Aboriginal EA Teachers Principal/Vice-Principal	Sept. 2016	On-going	We aim to improve our Aboriginal Students' outcomes in all three areas
Student Engagement	-Sports Teams -Fundraising goals are met or exceeded -School Musical -Aboriginal After School Programs -Intramurals -Peer helpers / monitors -Buddy Classes -EF / Early Intervention -Student Centered Activities -Carnival	Staff Principal/Vice-Principal	Sept. 2016	On-going	We aim to have each of our students engaged in their learning at school and in the community.
Community Partnerships	-Big Brothers / Sisters -Breakfast Club of Canada -Century Plumbing- -Minter Gardens -Jim Servizi -D.A.R.E. -F.V.R.L.	Staff Principal/Vice-Principal Clerical Staff	Sept. 2016	On-going	We aim to involve a variety of community resources to help us achieve our mission.

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Priority	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (Social Emotional Wellness)		
Goal	To foster a positive, respectful workplace culture and sense of community.		
	Description	Baseline Value	Target Value
Outcome / Measure(s)	SCHOOL <i>To foster a positive, respectful workplace culture and sense of community.</i> Staff Engagement		
	DISTRICT <ul style="list-style-type: none"> • Bi-annual Employee Satisfaction Survey • Improvement of intermittent staff absences relative to provincial norms 	Establish baseline value SRB attendance data for Chilliwack and Provincial EDAS attendance data as provided by BCPSEA	75% Satisfaction Rate Increase in Staff Attendance Levels

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Staff Engagement	-Welcoming Culture -Morning greeting, TOC Binders, EA Binders	Staff Principal/Vice-Principal	Sept. 2016	On-going	We aim to have each staff member actively engaged and supported in our community.
	-Social Committee -Staff meeting sharing time -Team teaching / planning -Alignment of learning targets -Engaged dialogue with each other -Reading Encouragement Group -Staff room clean up	Clerical and EA Principal/Vice-Principal	Sept. 2016	On-going	We aim to have each staff member actively engaged and supported in our community.
	-EA Meetings -Monthly Meetings	Principal/Vice-Principal Resource Teacher	Sept. 2016	On-going	We aim to have our EA team actively engaged and supported in our community.

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Priority Goal	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)				
	To align resources to efficiently, and effectively execute the strategic plan.				
Outcome / Measure(s)	Description		Baseline Value		Target Value
	SCHOOL				
	<p><i>To align resources to efficiently, and effectively execute the strategic plan.</i></p> <p>Timely Information, Prioritizing Expenditures</p>				
DISTRICT		4 Financial Reports/Year		4 Financial Reports with improved analysis	
<ul style="list-style-type: none"> The Board of Education will receive understandable, relevant and timely financial updates Survey of Budget Managers to assess access to and use of financial information for planning and decision making Regular program reviews to determine efficient and effective use of resources Analysis of staffing allocation processes to create a stable and satisfying working and learning environment 		Limited staff use of financial information Ad hoc review of programs to determine efficiency and effective use of resources Excessive number of part time jobs Lack of spring projection alignment with fall actuals		Increased staff use of financial information Regular review of programs to determine efficiency and effective use of resources Fewer part time jobs Greater alignment between staffing projections and staffing actuals	
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Timely information	<ul style="list-style-type: none"> -Monthly Budget Reviews -Staff meeting reviews twice a year 	Principal/Vice-Principal Clerical	Sept. 2016	On-going	We aim to have up to date financial reports each month.
Prioritizing Expenditures	<ul style="list-style-type: none"> -Spending in line with the Mission Statement -Reading resources -Document cameras -Receiving items when requested -Spending by year-end to avoid claw back -Photocopier reports 	Principal/Vice-Principal	Sept. 2016	On-going	We aim to use our resources in order to further our mission statement.

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