

**PRIORITY #1: INSTRUCTION**

Priority	Improving student achievement and well-being through high quality instruction. ( <i>Instruction</i> )		
Goal	All students to meet or exceed grade level expectations in literacy and numeracy.		
	Description	Baseline Value	Target Value
<b>Outcome / Measure(s)</b>	<p>SCHOOL</p> <p>All students will meet or exceed grade level targets in reading, writing and numeracy.</p> <p>Reading (PM Benchmarks &amp; Alberta Diagnostics):</p> <p>Writing (School Wide Write):</p> <p>Numeracy (SNAP –grades 2-6):</p>	<p><i>*Data collection in progress – will have baseline scores by early November</i></p> <p>School: Primary: Intermediate:</p> <p>School: Primary: Intermediate:</p> <p>School: n/a Primary: n/a Intermediate: n/a</p>	<p><i>*Targets will be set once baseline data has been established</i></p> <p>School: Primary: Intermediate:</p> <p>School: Primary: Intermediate:</p> <p>School: 100% FM Primary: 100% FM Intermediate: 100% FM</p>
	<p>DISTRICT</p> <ul style="list-style-type: none"> <li>• Provincial Assessments</li> <li>• Graduation Rates</li> <li>• District Literacy Assessments</li> <li>• District Numeracy Assessments</li> </ul>	<p>Current Provincial Assessments</p> <p>Current District &amp; School Graduation Rates</p> <p>RAD and PM Benchmarks</p> <p>Develop District Measures</p>	<p>Achievement At or Above Provincial Average</p> <p>Achievement At or Above Provincial Average</p> <p>Increase</p> <p>Develop District Measures</p>
<b>READING</b>			

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Tier 1 – High quality instruction (balanced literacy) (100%)	<ul style="list-style-type: none"> <li>• <b>Collaborative conversations</b> (RTI time)</li> <li>• <b>Professional Development</b> <ul style="list-style-type: none"> <li>➢ demo classes</li> <li>➢ curriculum teacher support in school collaboration</li> </ul> </li> <li>• <b>Daily small group reading instruction in all classes</b></li> <li>• <b>Kindergarten</b> <ul style="list-style-type: none"> <li>➢ pre-reading strategies taught</li> </ul> </li> </ul>	All staff	Fall 2016	Spring 2018	<ul style="list-style-type: none"> <li>• Small group reading instruction in all classrooms</li> <li>• Increases in student reading achievement</li> </ul>
Tier 2 – Timely and targeted interventions (10-15%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 2 supports:</b> <ul style="list-style-type: none"> <li>➢ Vulnerability Tracking</li> <li>➢ ePAS</li> </ul> </li> <li>• <b>Collaborative conversations</b> <ul style="list-style-type: none"> <li>➢ RTI/CORE/SBT time</li> </ul> </li> <li>• <b>K/1 intervention</b></li> </ul>	All staff	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 2 supports</li> </ul>
Tier 3 – Timely and targeted interventions (2-3%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 3 supports:</b> <ul style="list-style-type: none"> <li>➢ Assessments tied to Tier 3 interventions</li> </ul> </li> <li>• <b>Collaborative conversations</b> <ul style="list-style-type: none"> <li>➢ RTI/CORE/SBT time</li> </ul> </li> </ul>	CORE District Support Staff Outside Agencies	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 3 supports</li> </ul>

WRITING					
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Tier 1 – High quality instruction (balanced literacy) (100%)	<ul style="list-style-type: none"> <li>• <b>Collaborative conversations</b> (RTI time)</li> <li>• <b>Professional Development</b> <ul style="list-style-type: none"> <li>➢ demo classes</li> </ul> </li> <li>• <b>Daily writing instruction in all classes</b></li> </ul>	All staff	Fall 2016	Spring 2018	<ul style="list-style-type: none"> <li>• Daily writing instruction in all classrooms</li> <li>• Increases in student writing achievement</li> </ul>

Tier 2 – Timely and targeted interventions (5-15%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 2 supports:</b> <ul style="list-style-type: none"> <li>➢ Vulnerability Tracking</li> <li>➢ ePAS</li> </ul> </li> <li>• <b>Collaborative conversations</b> RTI/CORE/SBT time</li> </ul>	All staff	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 2 supports</li> </ul>
Tier 3 – Timely and targeted interventions (<5%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 3 supports:</b> <ul style="list-style-type: none"> <li>➢ Assessments tied to Tier 3 interventions</li> </ul> </li> <li>• <b>Collaborative conversations</b> <ul style="list-style-type: none"> <li>➢ RTI/CORE/SBT time</li> </ul> </li> </ul>	CORE District Support Staff Outside Agencies	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 3 supports</li> </ul>

### NUMERACY

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Tier 1 – High quality instruction (balanced numeracy) (100%)	<ul style="list-style-type: none"> <li>• <b>Collaborative conversations</b> <ul style="list-style-type: none"> <li>➢ RTI time</li> </ul> </li> <li>• <b>Professional Development</b> <ul style="list-style-type: none"> <li>➢ demo classes</li> <li>➢ SNAP implementation training</li> </ul> </li> <li>• <b>Daily SNAP numeracy instruction in all classes grades 2-6</b></li> </ul>	All staff	Fall 2016	Spring 2018	<ul style="list-style-type: none"> <li>• Daily SNAP numeracy in all classrooms</li> <li>• Increases in student numeracy achievement</li> </ul>
Tier 2 – Timely and targeted interventions (10-15%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 2 supports:</b> <ul style="list-style-type: none"> <li>➢ Vulnerability Tracking</li> <li>➢ ePAS</li> </ul> </li> <li>• <b>Collaborative conversations</b> <ul style="list-style-type: none"> <li>➢ RTI/CORE/SBT time</li> </ul> </li> </ul>	All staff	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 2 supports</li> </ul>
Tier 3 – Timely and targeted interventions (2-3%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 3 supports:</b></li> </ul>	CORE District Support Staff Outside Agencies	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 3 supports</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Assessments tied to Tier 3 interventions</li> <li>• <b>Collaborative conversations</b></li> <li>➤ RTI/CORE/SBT time</li> </ul>				
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<b>Priority</b>	Improving student achievement and well-being through high quality instruction. <b>(Instruction)</b>				
<b>Goal</b>	To increase students' ability to apply critical, creative and reflective thinking.				
	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>		
	SCHOOL <ul style="list-style-type: none"> <li>• Staff will develop a collective understanding of the relationship with critical, creative, and reflective thinking and the BC curriculum, and continue to have students apply critical, creative and reflective thinking.</li> </ul>	<b>Approaching alignment</b> in areas of Goal #2 on School Innovation Assessment	<b>Fully aligned</b> in areas of Goal #2 on School Innovation Assessment		
<b>Outcome / Measure(s)</b>	DISTRICT <ul style="list-style-type: none"> <li>• Students will fully meet or exceed expectations on SD 33 Thinking Rubric</li> <li>• District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement</li> </ul>	0% of students  0% of schools	100% of students fully meet or exceed expectations  100% of schools		
<b>Strategy</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Baseline Assessment	Pre-assessment on School Innovation Assessment Rubric	Staff	September 2016	October 2016	<ul style="list-style-type: none"> <li>• We are currently approaching alignment with the Strategic Plan for Goal #2 (Thinking)</li> </ul>
Develop shared understanding of Thinking Rubric related to BC curriculum	<ul style="list-style-type: none"> <li>• Develop understanding of creative, critical and reflective thinking</li> <li>• Explore instructional practices for creative, critical and reflective thinking</li> </ul>	Staff & Admin.	September 2016	June 2017	<ul style="list-style-type: none"> <li>• Collective understanding of instructional practices for creative, critical and reflective thinking related to BC curriculum</li> </ul>

Priority	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Goal	To enhance personal and social responsibility.				
	Description	Baseline Value	Target Value		
<b>Outcome / Measure(s)</b>	SCHOOL				
	<ul style="list-style-type: none"> <li>Students will fully meet individualized <b>behaviour</b> norms on school at-risk rubric. (Vulnerability Tracking Document)</li> </ul>	Mild (level 3): 9% Moderate (level 2): 5% Complex (level 1): 7%	Mild (level 3): 5% Moderate (level 2): 0% Complex (level 1): 0%		
	<ul style="list-style-type: none"> <li>Students will fully meet individualized <b>social</b> norms on school at-risk rubric. (Vulnerability Tracking Document)</li> </ul>	Mild (level 3): 10% Moderate (level 2): 6% Complex (level 1): 6%	Mild (level 3): 5% Moderate (level 2): 0% Complex (level 1): 0%		
	<ul style="list-style-type: none"> <li>Students will fully meet individualized <b>emotional</b> norms on school at-risk rubric. (Vulnerability Tracking Document)</li> </ul>	Mild (level 3): 10% Moderate (level 2): 8% Complex (level 1): 6%	Mild (level 3): 5% Moderate (level 2): 0% Complex (level 1): 0%		
	DISTRICT				
	<ul style="list-style-type: none"> <li>BC Performance Standards for Social Responsibility (i.e., Positive Behaviour)</li> <li>Discipline Data from MyEd</li> <li>Attendance Data</li> <li>DBC Behaviour Data</li> <li>1701 Count of Number of Students leaving as a result of Institutional Factors</li> </ul>				
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Tier 1 – High quality SEL instruction (100%)	<ul style="list-style-type: none"> <li><b>Collaborative conversations</b> (RTI time)</li> <li><b>Professional Development:</b> <ul style="list-style-type: none"> <li>✓ mindfulness education</li> <li>✓ restorative circles</li> <li>✓ Fun Friends/Friends</li> <li>✓ Play is the Way</li> <li>✓ Roots of Empathy (K)</li> <li>✓ ZONES of regulation</li> <li>✓ I Messages</li> </ul> </li> </ul>	All staff	Fall 2016	Spring 2018	<ul style="list-style-type: none"> <li>Students and staff increase level of mindfulness</li> <li>Students increased use of self-regulation strategies</li> <li>Timely and targeted Tier 1 interventions for students' lagging skills</li> </ul>



	✓ Collaborative Problem Solving (Greene)				
Tier 2 – Timely and targeted SEL interventions (10-15%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 2 supports:</b> <ul style="list-style-type: none"> <li>➢ Vulnerability Tracking</li> <li>➢ Collaborative conversations (RTI/CORE/SBT time to ensure fluidity of groups)</li> </ul> </li> </ul>	All staff <ul style="list-style-type: none"> <li>✓ Counsellor</li> <li>✓ CYCW</li> <li>✓ SEL small group leaders</li> </ul>	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 2 supports</li> </ul>
Tier 3 – Timely and targeted SEL interventions (2-3%)	<ul style="list-style-type: none"> <li>• <b>Use assessment information to identify students accessing Tier 3 supports:</b> <ul style="list-style-type: none"> <li>➢ Assessments tied to Tier 3 interventions</li> <li>➢ Collaborative conversations RTI/CORE/SBT time</li> </ul> </li> </ul>	CORE District Support Staff Outside Agencies	Fall 2016	Spring 2017	<ul style="list-style-type: none"> <li>• Ongoing fluidity of students accessing Tier 3 supports</li> </ul>

**PRIORITY #2: COMMUNITY & CULTURE**

<b>Priority</b>	Strengthening meaningful relationships within and across schools, district and community to support success for students. <b>(Community/Culture)</b>				
<b>Goal</b>	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.				
	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>		
<b>Outcome / Measure(s)</b>	SCHOOL Continue to provide and seek out opportunities to partner with community members and organizations to provide meaningful learning experiences for students.	Ministry Satisfaction Survey	Ministry Satisfaction Survey		
	DISTRICT <ul style="list-style-type: none"> <li>• Increase the sense of meaningful partnership connections between schools and district</li> <li>• Increase the sense of meaningful connections between students and adults</li> <li>• Collaborative Partnership Assessment using Partnership Quality Rubric</li> <li>• Increased use of Blended Learning</li> </ul>	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		
<b>Strategy</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Strengthening connections with Aboriginal families	<ul style="list-style-type: none"> <li>• Aboriginal Education Advisory Grant</li> <li>• Meeting with Chief of Tzeachten First Nations</li> <li>• School Aboriginal Day</li> </ul>	School Staff	Active	Ongoing	Enhance students' learning experiences and learning outcomes



	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Breakfast &amp; lunch program</li> <li>• Long House Extension Program</li> <li>• Orange Shirt Day</li> <li>• Stiqeya Program</li> <li>• Halquemelym K-3</li> <li>• PALS</li> </ul>				
Strengthening connection with community businesses/organisations (Save-On, Panago, Big Brothers/Sisters, Murray Honda, Canadian Tire, Bowls of Hope, seniors)	<ul style="list-style-type: none"> <li>• Big Brothers/Sisters</li> <li>• Go Girls</li> <li>• Starfish Backpack Program</li> <li>• supplies &amp; boots/coats</li> <li>• breakfast &amp; lunch programs</li> <li>• GWG partnerships</li> <li>• Connections wth seniors</li> <li>• Community Living Services</li> <li>• UFV Practicum students</li> </ul>	School staff	Active	Ongoing	Enhance students' learning experiences and learning outcomes



**PRIORITY #3: SOCIAL EMOTIONAL WELLNESS**

<b>Priority</b>	Enhancing the culture, climate and learning environment to maintain a sense of belonging, diversity, well-being and safety. ( <b>Social Emotional Wellness</b> )				
<b>Goal</b>	To maintain a positive, respectful workplace culture and sense of community.				
	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>		
<b>Outcome / Measure(s)</b>	SCHOOL Vedder Elementary will continue to be a caring community where all members feel a sense of belonging, diversity, well-being and safety.	Establish baseline value (this will be discussed at our November staff meeting)	95% Satisfaction Rate		
	DISTRICT <ul style="list-style-type: none"> <li>• Bi-annual Employee Satisfaction Survey</li> <li>• Improvement of intermittent staff absences relative to provincial norms</li> </ul>	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		
<b>Strategy</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Maintain and continue to foster staff wellness	<ul style="list-style-type: none"> <li>• Celebrate successes</li> <li>• Regular staff check-ins</li> <li>• Staff social events (social committee)</li> <li>• Transparent decision making process</li> <li>• Open door policies</li> </ul>	All staff	Active	Ongoing	Engaged staff

**PRIORITY #4: RESOURCES**

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. <b>(Resources)</b>				
Goal	To align resources to efficiently, and effectively support the goals of the School Growth Plan.				
	Description	Baseline Value	Target Value		
<b>Outcome / Measure(s)</b>	SCHOOL A shared decision making process will be used for decisions affecting the distribution of resources throughout the school.	Annual budget review with school staff and PAC	Budget reviews with school staff and PAC three times each year		
	DISTRICT <ul style="list-style-type: none"> <li>The Board of Education will receive understandable, relevant and timely financial updates</li> <li>Survey of Budget Managers to assess access to and use of financial information for planning and decision making</li> <li>Regular program reviews to determine efficient and effective use of resources</li> <li>Analysis of staffing allocation processes to create a stable and satisfying working and learning environment</li> </ul>	4 Financial Reports/Year  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	4 Financial Reports with improved analysis  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
Transparency	Financial records will be transparently shared with school	Admin, Budget Committee, and PAC	Active	Ongoing	Maintaining trusting relationships



	staff and PAC three times per year.				School financial records will be shared and understood by school community
Budget Committee	<p>Budget Committee will meet three times per year to review budget before shared with school staff</p> <p>Collaboration with Budget Committee will occur to determine large school purchases (i.e. restricted funds)</p>	Admin and Budget Committee members	Active	Ongoing	<p>Maintaining trusting relationships</p> <p>Shared decision making process</p>