STRATEGIC PLANNING 2016 – 2021

Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*		
Goal	All students to meet or exceed grade level expectations in literacy and numeracy.		
	Description	**Baseline Value**	**Target Value**

Outcome / Measure(s)	SCHOOL
	
	Collect data then use data to inform instructional practice and guide interventions.
		• Consistently collecting the following data:
		  • SNAP 6 & 7
		  • RAD 6 & 8
		  • FSA 7
		  • SWW 6-8
		• Newly gathering, reviewing, and assessing PM Benchmarks
			• All students assessed in numeracy and literacy at beginning and end of year
			• Students assessed for literacy and numeracy throughout the year
			• Continue to collect data
			• Ensure all students have a recorded PM Benchmark
			• Teams meet specifically to analyze data.
			• Teams meet with LAT/RT to determine best interventions.
			• Interventions are timely and targeted.
			• Re-assess, adjust interventions, and repeat

	DISTRICT • Provincial Assessments • Graduation Rates • District Literacy Assessments • District Numeracy Assessments	Current Provincial Assessments Current District & School Graduation Rates RAD and PM Benchmarks Develop District Measures	Achievement At or Above Provincial Average Achievement At or Above Provincial Average Increase Develop District Measures

	Action Steps	Person Responsible	Start	Completion	Outputs
Schedule School-Wide Assessments for fall and spring.	• Create time in school calendar for assessments • Team Leaders support staff in implementing testing • Use Team/Support Time to mark and analyze assessments. • Use Team/Support Time to plan instruction and interventions	Team Leaders: • Stewart Norton • Michael Petersen • Glen Schwarzfeld • Lisa Apps • Andy Neill • Taryn Hipwell • Jody Raabe • Eldon McLeod • Sandi Rae All Core Teachers	Sept 2019	June 2020	• RAD 6 & 8, SWW 6-8, SNAP 6 & 7, FSA 7 conducted twice per year each • Time spent reviewing data to plan for instruction and interventions • Interventions scheduled, carried out, and recorded
Use new district literacy assessment (ACT) and provide feedback	• Create a school ACT team • Attend ACT training sessions • Practice ACT with classes • Training available to interested staff offered at Middle Matters Pro D • Submit feedback to District ACT Committee	• Kathy Isaac • Michael Petersen • Bethany Remington • Glen Schwarzfeld • Danielle Wicker	April 2019	June 2020	• ACT completed in at least 4 classrooms • Feedback sent to District ACT Committee
Ensure all students have a PM Benchmark score of at least 30	• Create MSMS data recording sheets with all classes and students represented • Seek and enter all PM Benchmark data from all elementary schools • Review all green files looking for PM Benchmark scores and enter into data sheets • Each teacher or team creates a plan for how they will assess students with missing PM Benchmark scores • Each teacher or team creates an at-risk reader list for any student with a PM Benchmark score of less than 30	Team Leaders: • Stewart Norton • Michael Petersen • Glen Schwarzfeld • Lisa Apps • Andy Neill • Taryn Hipwell • Jody Raabe • Eldon McLeod • Sandi Rae All Core Teachers	Sept 2019	Dec 2020	• Each student will have a recorded PM Benchmark • Each student who has a score that is not yet at a PM 30 will have an intervention plan that has started and continues until a level of PM 30 is achieved

	• Each teacher or team plans for how they will intervene to support and bolster PM Benchmark scores				
Ensure all students are meeting grade level expectations in basic math operations and number sense	• Grade 6 & 7 Core teachers conduct regular SNAP practice and assessment • Math 8 teachers to use own assessment to determine which students are meeting expectations at grade level and record the results • Each teacher or team creates an at-risk list for those students not meeting expectations on SNAP Number Sense or Operations • Each teacher or team plans for how they will intervene to support and bolster SNAP Number Sense and Operations results	Team Leaders: • Stewart Norton • Michael Petersen • Glen Schwarzfeld • Lisa Apps • Andy Neill • Taryn Hipwell • Jody Raabe • Eldon McLeod • Sandi Rae All Core Teachers	Sept 2019	Dec 2020	• Each student will have a recorded SNAP 6 & 7 score for Number Sense and Operations • Each student who is not yet meeting expectations will have an intervention plan that has started and continues until they are meeting expectations
Training for staff in high-quality classroom practices that are appropriate for the adolescent learner	• Training offered at Middle Matters Pro D day in Running Records, ACT, Daily 5, SNAP • Invite curriculum team to work with LAT/RTs on working with Emergent Readers • Invite curriculum team to complete training for Running Records • Invite curriculum team to refresh SNAP training • Provide time in staff meetings to share great practice amongst staff • Support staff by providing coverage and time for desired training opportunities	Danielle Wicker	Sept 2019	June 2020	• Staff use a range of high-quality instructional practices to move students along the learning continuum • Small group instructional practices are utilized by all Core Teachers

Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*		
Goal	To increase students' ability to apply critical, creative and reflective thinking.		
	Description	**Baseline Value**	**Target Value**
Outcome / Measure(s)	SCHOOL All students reflect upon, and self-assess, each Thinking Core Competency throughout the year.	• Students self-assessing each Core Competency at end of year, some throughout the year • Some staff and students using MyBlueprint	• All students know the language of Core Competencies and can relate Core Competencies to activities in the classroom and beyond • All students accessing and using MyBlueprint
	DISTRICT • Students will fully meet or exceed expectations on SD 33 Thinking Rubric	0% of students	100% of students fully meet or exceed expectations
	• District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement	0% of schools	100% of schools

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Teach Thinking Core Competencies in an overt manner.	• Teachers work with colleagues to share ideas about how to teach, identify, notice, and share students' thinking skills. • Deliberately and overtly point out Core Competencies throughout learning activities • Provide students time to reflect on their thinking and Core Competencies	Team Leaders All Teachers	Sept 2019	June 2020	All students can describe Core Competencies (including thinking skills) and show evidence of times they use Core Competencies Students self-reflect on Core Competencies throughout the year and compile their Core Competency reflections by the end of the year

Priority	Improving student achievement and well-being through high quality instruction. *(Instruction)*		
Goal	To enhance personal and social responsibility.		

	Description	Baseline Value	Target Value
Outcome / Measure(s)	SCHOOL All students reflect upon, and self-assess, each Thinking Core Competency throughout the year.	• Students self-assessing each Core Competency at end of year, some throughout the year • EBS training day at beginning of year • SEL lessons available in Teachershare and offered by many Core Teachers	• All students know the language of Core Competencies and can relate Core Competencies to activities in the classroom and beyond • All students participate in Timberwolf P.R.I.D.E. Day • All Core classes spend time teaching SEL lessons
	DISTRICT • BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) • Discipline Data from MyEd and BCeSIS • Attendance Data • DBC Behaviour Data • 1701 Count of Number of Students leaving as a result of Institutional Factors		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Teach Personal and Social Core Competencies in an overt manner.	• Team Leaders work with colleagues to share ideas about how teachers can teach, identify, notice, and share students' Personal and Social Core Competencies	Team Leaders All Teachers	Sept 2019	June 2020	All students can describe Core Competencies (including personal and social skills) and show evidence of times they use Core Competencies

	• Deliberately and overtly point out Core Competencies throughout learning activities Provide students time to reflect on their Personal and Social Core Competencies				Students self-reflect on Core Competencies throughout the year and compile their Core Competency reflections by the end of the year
Teach student expectation at Timberwolf P.R.I.D.E. Day	Students rotate through scripted stations to learn expectations in various settings throughout MSMS	Administrators All staff	Sept 2019	Sept 2019	All students participate in Timberwolf P.R.I.D.E. Day
W.E.B. Leaders teach SEL lessons in each Grade 6 classroom	Create schedule for W.E.B. lessons.	Michelle Savich	Sept 2019	June 2020	All grade 6 students participate in W.E.B. lessons.
School-wide focus on relationships and connection between staff and students	• Relationship centered activities at Staff Meetings and Middle Matters Pro D • Team Leaders use Team/Support Time to discuss strategies for teachers to build positive relationships with students and create connection plans for students who are relationally at-risk	Administrators Team Leaders All Teachers	Sept 2019	June 2020	• Each student can identify a supportive adult at MSMS • Intentional relationship-building practices are found in every classroom
Teach SEL lessons during Core	Review SEL Lessons on Teachershare	Jan McAlpine Core Teachers	Sept 2019	June 2020	All Core Teachers are teaching SEL materials and engaging students in SEL activities
Provide training for Mental Health Literacy and Trauma-Informed Practice	• Provide time at staff meetings for learning about Mental Health Literacy and Trauma-Informed Practice • Invite in-house and district experts to share learning and training around best mental health practices • Offer training in Strong Kids Program	Jan McAlpine Brent Pinckney Morgan Miller Colin Willms Danielle Wicker All Staff	Sept 2019	June 2020	Each staff member has an understanding of Mental Health Literacy and Trauma-Informed Practice and utilizes those strategies when teaching, and interacting with, students

Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. ***(Community/Culture)***		
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.		
	Description	**Baseline Value**	**Target Value**
Outcome / Measure(s)	WITHIN SCHOOL Create multiple opportunities for students to connect with staff adults in and outside the classroom ACROSS SCHOOLS To learn from best practices at schools in and out of our district DISTRICT CONNECTIONS Use district resources and supports to improve instructional practice and students support COMMUNITY CONNECTIONS Work with community agencies, Soowahlie Band, and Tzeachten Band to support student success	<u>Within School</u> • School-wide focus on relationship-building • Athletics • Band • Coffee House Singing • Drama Club • Me to We • Do Something Day • W.E.B. Leadership • SEL Groups • Builders Club • Conversation Club • Library Club • School paper • Yearbook • DEN • Orange Shirt Day • Place-based learning opportunities • Flex (choice learning) • Exploratory Classes (breadth of experiences) • Aboriginal Learning and Supports • Learning Support Access for all Core Divisions <u>Across Schools</u> • Middle Matters Pro D • Collaboration Days <u>District Connections</u> • District Resource Team	Continue with all current partnerships and be open to additional partnerships to improve student experiences and learning outcomes

	• Aboriginal Education Department • Curriculum Department • ELL/ESD Department • Student Services Community Connections • Quarterly meetings with Soowahlie and Tzeachten Bands to discuss student success • Bowls of Hope • Consultations with CYMH, MCFD, FVACFSS, Set-BC, Children's Hospital, Sunnyhill, BC Autism Network, Popard, etc.

DISTRICT		
• Increase the sense of meaningful partnership connections between schools and district	Expired Aboriginal Education Enhancement Agreement	Renewed Aboriginal Enhancement Agreement
• Increase the sense of meaningful connections between students and adults	Student Engagement Survey Baseline Develop District Measure	Increase in Student Engagement Indicators
• Collaborative Partnership Assessment using Partnership Quality Rubric	Develop District Measure	Develop District Measure
• Increased use of Blended Learning	Current Baseline	Increased Use

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Learn additional ways students would like to connect with our staff and school	Conduct student survey and use MDI data to find additional ways we may be able to connect students with our staff and school	Danielle Wicker All Staff	Feb 2019	June 2020	There is a way for all students to connect with MSMS

	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.		
Outcome / Measure(s)		**Description**	**Baseline Value**	**Target Value**
		SCHOOL Create an atmosphere of respect, teamwork, and safety where every employee feels they belong and are valued. Work together with a shared unified vision.	• Team/Support Time twice per week • Team Leaders meetings • Monthly Health & Safety meetings • Wellness activities • Social activities • Sunshine committee • School Vision & Improvement committee • EA meetings • Administrator 'open door policy' • Staff team-building activities	• Continue committee meetings • Staff members report a sense of having a voice and say in decisions • Administrator evaluations
		DISTRICT • 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
Ensure all staff members know how they fit in our school organization and how they can have their opinions heard	• Create school organizational chart with all staff members included • At staff meetings, Team Leaders, and EA meetings discuss how individuals can contribute their views and opinions • Review each school event or practice at Team Leaders before and after events • Take notes for improvement on everything we do	Danielle Wicker	Aug 2019	June 2020	Every staff member can identify how they share their feedback, views, and opinions and feels that decisions are made collaboratively
Encourage staff to share their personal perspectives and opinions	• Continue administrator 'open door' policy • Each teacher connected to a Team Leader	Danielle Wicker	Sept 2019	June 2020	Every staff member feels they can speak to someone about their views or concerns
Staff Team-Building Activities	• Dedicate staff meeting time to purposeful team-building activities • Book venues for staff social events	Danielle Wicker	Sept 2019	June 2020	• Car Rally • Christmas Activity • Staff Socials • Sense of team and belonging
Discuss annual theme and provide nominal gift that reflects shared vision	Annually reflect on theme and organize nominal gift	Administrators	Aug 2019	June 2020	Shared vision and staff appreciation
Celebrate staff contributions to MSMS	Thank staff each staff meeting, and throughout the year, for their contributions to our school	Danielle Wicker	Sept 2019	June 2020	Staff feel appreciated and have an increased sense of morale
Seek staff feedback about administration	Conduct administrator evaluations	Danielle Wicker All Staff	Jan 2020	June 2020	Staff have opportunity to evaluate their administrators

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.		

	Description	**Baseline Value**	**Target Value**
Outcome / Measure(s)	SCHOOL Establish budget committee and utilize Team Leaders to determine equitable resource allocation	• Budget requests go through Team Leaders • Budgets are known and communicated to staff	Budget allocation process is collaborative and transparent
	DISTRICT • 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	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
Create a Budget committee	Invite all Team Leaders and any interested staff members to join the Budget committee	Danielle Wicker	Jan 2019	June 2020	Equitable, transparent, and purposeful allocation of resources
Create a committee to determine resources for at-risk readers	Invite all interested staff members to join a committee to select resources to support at-risk readers	Danielle Wicker	Oct 2019	Dec 2020	Purchase of appropriate resources to support at-risk readers
Continuous inventory of hardware, software, licenses, and print material to plan for future needs	Take inventory and review Hold Technology and Budget committee meetings	Jody Raabe Laura Woodruff Interested staff Administrators	Sept 2019	June 2020	• Up to date inventory of hardware, software, license, and print material • Decisions made to enhance current holdings