

## STRATEGIC PLANNING 2016 – 2021

<b>Priority Goal</b>	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
	All students to meet or exceed grade level expectations in literacy and numeracy.		
<b>Outcome / Measure(s)</b>	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	<p>SCHOOL</p> <p>Collect data then use data to inform instructional practice and guide interventions.</p>	<ul style="list-style-type: none"> <li>Consistently collecting the following data:               <ul style="list-style-type: none"> <li>SNAP 6 &amp; 7</li> <li>ACT 6-8</li> <li>FSA 7</li> <li>SWW 6-8</li> <li>PM Benchmark up to level 30</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All students assessed in numeracy and literacy at beginning and end of year</li> <li>Ensure all students have a recorded PM Benchmark</li> <li>Record data in Paradigm</li> <li>Students re-assessed in literacy and numeracy throughout the year</li> <li>Teams meet specifically to analyze data</li> <li>Instruction adjusted to reflect student needs identified in data</li> <li>Teams meet with LAT/RT to determine best interventions</li> <li>Interventions are timely and targeted</li> <li>Re-assess, adjust instruction and interventions repeatedly</li> </ul>
	<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>ACT 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 achievement</p> <p>Develop District Measures</p>

	Action Steps	Person Responsible	Start	Completion	Outputs
Schedule School-Wide Assessments for fall and spring.	<ul style="list-style-type: none"> <li>• Create time in school calendar for assessments</li> <li>• Team Leaders support staff in implementing assessments</li> <li>• Use Team/Support Time to mark and analyze assessments</li> <li>• Use Team/Support Time to plan instruction and interventions</li> </ul>	Team Leaders: <ul style="list-style-type: none"> <li>• Stewart Norton</li> <li>• Michael Petersen</li> <li>• Alya Beacom</li> <li>• Elizabeth Baker</li> <li>• Bethany Remington</li> <li>• Chelsea Pastorchik</li> <li>• Yvonne Haviland</li> <li>• Eldon McLeod</li> <li>• Sandi Rae</li> </ul> All Core Teachers School Lead Team	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>• ACT 6-8, SWW 6-8, SNAP 6 &amp; 7, FSA 7 conducted twice per year each</li> <li>• Time spent reviewing data to plan for instruction and interventions</li> <li>• Interventions scheduled, carried out, and recorded</li> </ul>
Use new district literacy assessment (ACT)	<ul style="list-style-type: none"> <li>• Create a school ACT team</li> <li>• Assign Literacy Champion Teachers</li> <li>• ACT training sessions provided to all teachers of literacy</li> <li>• Create schedule for assessments including ACT twice per year</li> </ul>	<ul style="list-style-type: none"> <li>• Kathy Isaac</li> <li>• Michael Petersen</li> <li>• Bethany Remington</li> <li>• Michelle Savich</li> <li>• All teachers of Literacy</li> <li>• School Lead Team</li> </ul>	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>• ACT completed in all Core Classes in Fall and Spring</li> <li>• Spring ACT values recorded in Paradigm</li> <li>• Instructional practice adjusted to address needs identified in ACT assessments</li> <li>• Targeted interventions scheduled &amp; conducted as indicated for specific students based on ACT results</li> </ul>
Move students along their learning continuum so that all students have a PM Benchmark score of at least 30	<ul style="list-style-type: none"> <li>• Continue using MSMS data recording spreadsheet with all classes and students represented</li> <li>• Seek and enter all PM Benchmark data from all elementary schools</li> <li>• Each Team creates an at-risk reader list for any student with a</li> </ul>	Team Leaders: <ul style="list-style-type: none"> <li>• Stewart Norton</li> <li>• Michael Petersen</li> <li>• Alya Beacom</li> <li>• Elizabeth Baker</li> <li>• Bethany Remington</li> <li>• Chelsea Pastorchik</li> </ul>	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>• Each student will have a PM Benchmark score recorded in Paradigm</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>PM Benchmark score of less than 30</li> <li>Each Team plans for how they will intervene to support and bolster PM Benchmark scores</li> </ul>	<ul style="list-style-type: none"> <li>Yvonne Haviland</li> <li>Eldon McLeod</li> <li>Sandi Rae</li> <li>Michelle Savich</li> <li>All Teachers of Literacy</li> </ul>			
Ensure all students are meeting grade level expectations in basic math operations and number sense	<ul style="list-style-type: none"> <li>Grade 6 &amp; 7 Core teachers conduct regular SNAP practice and assessment</li> <li>Math 8 teachers to use own assessment to determine which students are meeting expectations at grade level and record the results</li> <li>Each Team creates an at-risk list for those students not meeting expectations on SNAP Number Sense or Operations</li> <li>Each Team plans for how they will intervene to support and bolster SNAP Number Sense and Operations results</li> </ul>	<p>Team Leaders:</p> <ul style="list-style-type: none"> <li>Stewart Norton</li> <li>Michael Petersen</li> <li>Alya Beacom</li> <li>Elizabeth Baker</li> <li>Bethany Remington</li> <li>Chelsea Pastorchik</li> <li>Yvonne Haviland</li> <li>Eldon McLeod</li> <li>Sandi Rae</li> <li>All Teachers of Numeracy</li> </ul>	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>Each student will have a recorded SNAP 6 &amp; 7 score for Number Sense and Operations</li> <li>Each student who is not yet meeting expectations will have an intervention plan that has started and continues until they are meeting expectations</li> </ul>
Training for staff in high-quality classroom practices	<ul style="list-style-type: none"> <li>Training offered for next steps following ACT &amp; SNAP assessments that focuses on high-yield classroom routines and instructional practices</li> <li>Invite curriculum team to work with LAT/RTs on working with Skill Remediation</li> <li>Provide time in staff meetings to share great practice amongst staff</li> <li>Support staff by providing coverage and time for desired training opportunities</li> </ul>	School Lead Team All Teachers	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>Staff use a range of high-quality instructional practices to move students along the learning continuum</li> <li>Small group instructional practices are utilized by all Core Teachers as part of a balanced instructional approach to meet the needs of all students</li> </ul>
Students see themselves reflected in their class, school and curriculum	<ul style="list-style-type: none"> <li>Provide training for culturally responsive practices</li> </ul>	School Lead Team All Teachers Tsandlia Van Ry	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>Classrooms, hallways, and school public spaces have Aboriginal content</li> </ul>

	<ul style="list-style-type: none"> <li>Promote BC Curriculum which requires teaching of Indigenous content, integrating Indigenous content, and supports First People's Principles of Learning</li> </ul>				<ul style="list-style-type: none"> <li>Indigenous content and First People's Principles of Learning are incorporated into lessons and teaching</li> </ul>
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<b>Priority Goal</b>	Improving student achievement and well-being through high quality instruction. <b>(Instruction)</b>			
	To increase students' ability to apply critical, creative and reflective thinking.			
<b>Outcome / Measure(s)</b>	<b>Description</b>		<b>Baseline Value</b>	<b>Target Value</b>
	<b>SCHOOL</b> All students reflect upon, and self-assess, each Thinking Core Competency throughout the year.		<ul style="list-style-type: none"> <li>Students self-assessing each Core Competency at end of year, some throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>All students know the language of Core Competencies and can relate Core Competencies to activities in the classroom and beyond</li> </ul>
	<b>DISTRICT</b> <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

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Teach Thinking Core Competencies in an overt manner	<ul style="list-style-type: none"> <li>Team Leaders work with colleagues to share ideas about how teachers can teach, identify, notice, name, and share students' thinking skills.</li> <li>Deliberately and overtly point out Core Competencies throughout learning activities</li> <li>Provide students time to reflect on their thinking and Core Competencies</li> </ul>	Team Leaders All Teachers	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>All students can describe Core Competencies (including thinking skills) and show evidence of times they use Core Competencies</li> <li>Students self-reflect on Core Competencies throughout the year and compile their Core Competency reflections by the end of the year</li> </ul>

Priority Goal	Improving student achievement and well-being through high quality instruction. <b>(Instruction)</b>		
	To enhance personal and social responsibility.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	<p>SCHOOL</p> <p>All students reflect upon, and self-assess, each Personal and Social Competency throughout the year.</p>	<ul style="list-style-type: none"> <li>Students self-assessing each Core Competency at end of year, some throughout the year</li> <li>EBS training day at beginning of year</li> <li>SEL lessons available on MSMS Sharepoint and offered by many Core Teachers</li> </ul>	<ul style="list-style-type: none"> <li>All students know the language of Core Competencies and can relate Core Competencies to activities in the classroom and beyond</li> <li>All students participate in Timberwolf P.R.I.D.E. Day</li> <li>All Cores spend time teaching SEL lessons throughout the year</li> </ul>
	<p>DISTRICT</p> <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 # of Students leaving as a result of Institutional Factors</li> </ul>		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Teach Personal and Social Core Competencies in an overt manner.	<ul style="list-style-type: none"> <li>Team Leaders work with colleagues to share ideas about how teachers can teach, identify, notice, and share students' Personal and Social Core Competencies</li> <li>Deliberately and overtly point out Core Competencies throughout learning activities</li> <li>Provide students time to reflect on their Personal and Social Core Competencies</li> </ul>	Team Leaders All Teachers	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>All students can describe Core Competencies (including personal and social skills), show evidence of times they use Core Competencies</li> <li>Students, self-reflect on Core Competencies throughout the year, and compile their Core Competency reflections by the end of the year</li> </ul>

Teach student expectation at Timberwolf P.R.I.D.E. Day	Students rotate through scripted stations to learn expectations in various settings throughout MSMS	School Lead Team All staff	Sept 2020	Sept 2021	<ul style="list-style-type: none"> <li>All staff &amp; students participate in Timberwolf P.R.I.D.E. Day</li> <li>Different due to COVID</li> </ul>
W.E.B. Leaders teach SEL lessons in each Grade 6 classrooms	Create schedule for W.E.B. lessons	Michelle Savich	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>All Grade 6 students participate in W.E.B. lessons</li> </ul>
School-wide focus on relationships and connection between staff and students	<ul style="list-style-type: none"> <li>Relationship centered activities at Staff Meetings and Pro-D</li> <li>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</li> <li>School Based Team members meet with Teaching Teams to share student stories &amp; info</li> </ul>	School Lead Team School Based Team Team Leaders All Teachers All Staff	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>Each student can identify a supportive adult at MSMS</li> <li>Intentional relationship-building practices are found in every classroom</li> <li>At-risk students have additional plans for relationship connections</li> </ul>
Teach SEL lessons during Core	Review SEL Lessons on MSMS Sharepoint	Jan McAlpine Core Teachers	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>All Core Teachers are teaching SEL materials and engaging students in SEL activities</li> <li>EASE training to all interested teachers by school counsellors</li> <li>Use of EASE curriculum in Cores</li> </ul>
Provide training for Mental Health Literacy and Trauma-Informed Practice	<ul style="list-style-type: none"> <li>Provide time at staff meetings and School-Based Prod-D for learning about Mental Health Literacy and Trauma-Informed Practice</li> <li>Invite in-house and district experts to share learning and training around best mental health practices</li> <li>Offer training in Strong Kids Program</li> </ul>	Jan McAlpine Brent Pinckney Colin Willms School Lead Team All Staff	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>Each staff member has an understanding of Mental Health Literacy and Trauma-Informed Practice and utilizes those strategies when teaching, and interacting with, students</li> </ul>

Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. <b>(Community/Culture)</b>		
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.		
Outcome / Measure(s)	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	<p><b>WITHIN SCHOOL</b> Create multiple opportunities for students to connect with staff in and outside the classroom Aboriginal students see themselves represented in their school</p> <p><b>ACROSS SCHOOLS</b> To learn from best practices at schools in and out of our district</p> <p><b>DISTRICT CONNECTIONS</b> Use district resources and supports to improve instructional practice and student support</p> <p><b>COMMUNITY CONNECTIONS</b> Work with community agencies, Soowahlie Band, and Tzeachten Band to support student success</p>	<p><u>Within School</u></p> <ul style="list-style-type: none"> <li>• School-wide focus on relationship-building</li> <li>• Athletics/Athletics Lead</li> <li>• Band</li> <li>• Coffee House Singing</li> <li>• Drama Club</li> <li>• Leadership</li> <li>• Do Something Day</li> <li>• W.E.B. Leadership</li> <li>• SEL Groups</li> <li>• Builders Club</li> <li>• D &amp; D Club</li> <li>• Conversation Club</li> <li>• Library Club</li> <li>• School paper</li> <li>• Yearbook</li> <li>• DEN</li> <li>• LGBTQ Club</li> <li>• Orange Shirt Day</li> <li>• Anti-Bullying / Pink Shirt Day</li> <li>• Place-based learning opportunities</li> <li>• Flex (choice learning)</li> <li>• Exploratory Classes (breadth of experiences)</li> <li>• Aboriginal Learning and Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with all current partnerships and be open to additional partnerships to improve student experiences and learning outcomes</li> <li>• Classrooms, hallways, and school public spaces have Aboriginal content</li> <li>• Aboriginal students report feeling connected to MSMS</li> <li>• Many activities on-hold due to COVID but intent to bring back once safe</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Support Access for all Core Divisions</li> <li><u>Across Schools</u></li> <li>• District Pro-D</li> <li>• Collaboration Days</li> <li><u>District Connections</u></li> <li>• District Resource Team</li> <li>• Aboriginal Education Department</li> <li>• Curriculum Department</li> <li>• ELL/ESD Department</li> <li>• Student Services</li> <li><u>Community Connections</u></li> <li>• Quarterly meetings with Soowahlie and Tzeachten Bands to discuss student success</li> <li>• Bowls of Hope</li> <li>• Consultations with CYMH, MCFD, FVACFSS, Set-BC, Children's Hospital, Sunnyhill, BC Autism Network, Popard, Big Brother/Sisters, AB Mentorship, etc.</li> </ul>	
<p>DISTRICT</p> <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>	<p>Expired Aboriginal Education Enhancement Agreement Student Engagement Survey Baseline Develop District Measure Develop District Measure Current Baseline</p>	<p>Renewed Aboriginal Enhancement Agreement Increase in Student Engagement Indicators Develop District Measure  Increased Use</p>

# Mount Slesse Middle School

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	School Lead Team All Staff	Feb 2021	June 2021	<ul style="list-style-type: none"> <li>There are ways for all students to connect with MSMS</li> <li>Students report feeling safe and connected to MSMS</li> </ul>

<b>Priority</b>	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. ( <b>Social Emotional Wellness</b> )		
<b>Goal</b>	To foster a positive, respectful workplace culture and sense of community.		
<b>Outcome / Measure(s)</b>	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	<p>SCHOOL</p> <p>Create an atmosphere of respect, teamwork, and safety where every employee feels they belong and are valued. Work together with a shared unified vision.</p>	<ul style="list-style-type: none"> <li>Team/Support Time twice per week</li> <li>Team Leaders meetings</li> <li>Monthly Health &amp; Safety meetings</li> <li>Wellness committee</li> <li>Social committee</li> <li>Sunshine committee</li> <li>School Vision &amp; Improvement committee</li> <li>EA meetings</li> <li>Administrator 'open door policy'</li> <li>Staff team-building activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue committee meetings</li> <li>All staff complete Respect in the Workplace training</li> <li>Staff members report a sense of having a voice and say in decisions</li> <li>Territorial Acknowledgements done by all staff</li> <li>Administrator evaluations</li> </ul>
	<p>DISTRICT</p> <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>	<p>Establish baseline value SRB attendance data for Chilliwack and Provincial EDAS attendance data as provided by BCPSEA</p>	<p>75% Satisfaction Rate Increase in Staff Attendance Levels</p>

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	<ul style="list-style-type: none"> <li>• Create school organizational chart with all staff members included</li> <li>• At staff meetings, Team Leaders, and EA meetings discuss how individuals can contribute their views and opinions</li> <li>• Review each school event or practice at Team Leaders before and after events</li> <li>• Take notes for improvement on everything we do</li> </ul>	Danielle Wicker	Aug 2020	June 2021	<ul style="list-style-type: none"> <li>• Every staff member can identify how they share their feedback, views, and opinions</li> <li>• Staff members feel that decisions are made collaboratively as identified on administrator evaluation</li> </ul>
Encourage staff to share their personal perspectives and opinions	<ul style="list-style-type: none"> <li>• Continue School Lead Team 'open door' policy</li> <li>• Each teacher connected to a Team Leader</li> </ul>	School Lead Team	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>• Every staff member feels they can speak to someone about their views or concerns</li> </ul>
Staff Team-Building Activities	<ul style="list-style-type: none"> <li>• Dedicate staff meeting time to purposeful team-building activities</li> <li>• Book venues for staff social events</li> </ul>	School Lead Team	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>• September staff-connection event</li> <li>• Christmas Activity</li> <li>• Staff Socials</li> <li>• Sense of team and belonging</li> </ul>
Discuss annual theme and provide nominal gift that reflects shared vision	Annually reflect on theme and organize nominal gift	School Lead Team	Aug 2020	June 2021	<ul style="list-style-type: none"> <li>• Shared vision and staff appreciation (Bamboo – strength through flexibility &amp; connection)</li> </ul>
Celebrate staff contributions to MSMS	<ul style="list-style-type: none"> <li>• Thank staff each staff meeting, and throughout the year, for their contributions to our school</li> <li>• Staff 'Shout-Out' Board in Staff Room</li> </ul>	Danielle Wicker	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>• Staff feel appreciated and have an increased sense of morale</li> </ul>
Seek staff feedback about administration	Conduct administrator evaluations	School Lead Team All Staff	Jan 2021	June 2021	<ul style="list-style-type: none"> <li>• Staff have opportunity to evaluate their administrators</li> </ul>

# Mount Slesse Middle School

<b>Priority Goal</b>	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. <b>(Resources)</b>				
	To align resources to efficiently, and effectively execute the strategic plan.				
<b>Outcome / Measure(s)</b>	<b>Description</b>		<b>Baseline Value</b>	<b>Target Value</b>	
	SCHOOL Establish budget committee and utilize Team Leaders to determine equitable resource allocation		<ul style="list-style-type: none"> <li>Budget requests go through Team Leaders</li> <li>Budgets are known and communicated to staff</li> </ul>	Budget allocation process is collaborative and transparent	
	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, give 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	
<b>Strategy</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Start</b>	<b>Completion</b>	<b>Outputs</b>
Create a Budget committee	Invite all Team Leaders and any interested staff members to join the Budget committee	Danielle Wicker	March 2021	June 2021	<ul style="list-style-type: none"> <li>Equitable, transparent, and purposeful allocation of resources</li> </ul>
Create a committee to determine resources for students who are not yet meeting expectations in literacy and/or numeracy	Invite all interested staff members to join a committee to select resources	School Lead Team Interested Staff	January 2021	June 2021	<ul style="list-style-type: none"> <li>Purchase of appropriate resources to support at-risk readers</li> </ul>
Continuous inventory of hardware, software, licenses, and print material to plan for future needs	Take inventory and review Hold Technology and Budget committee meetings	Laura Woodruff Interested Staff School Lead Team	Sept 2020	June 2021	<ul style="list-style-type: none"> <li>Up to date inventory of hardware, software, license, and print material</li> <li>Decisions made to enhance current holdings</li> </ul>