

SARDIS ELEMENTARY SCHOOL'S STRATEGIC PLAN 2016 – 2021

Priority Goal	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Outcome / Measure(s)	All students will meet or exceed grade level expectations in literacy and numeracy.				
Outcome / Measure(s)	Description	Baseline Value	Target Value		
Outcome / Measure(s)	Literacy – All students will meet or exceed their grade level expectations (or IEP objectives) in Reading & Writing by June of each year.	% of students meeting or exceeding expectations: ePas FSA	95% of students will meet or exceed grade level expectations in Reading, Writing and Numeracy		
Outcome / Measure(s)	Numeracy - All students will meet or exceed their grade level expectations (or IEP objectives) in Numeracy by June of each year.	Reading = 74% 65% Writing = 53% 97% Numeracy = 74% 53%			
Outcome / Measure(s)	<ul style="list-style-type: none"> Classroom assessments District Literacy Assessments (ePAS, RAD, PM Benchmarks) District Numeracy Assessments (ePAS, SNAP) Provincial Assessments Report Card results				
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Implement balanced numeracy strategies to support the acquisition of Numeracy skills.	-All teachers will utilize effective strategies in Numeracy instruction, such as JUMP Math and other recommended Numeracy tools and strategies.	Teacher	9/16	On-going	Primary Assessments SNAP assessment In-class assessments
	-Introduce the SNAP Math assessment tool which will be used consistently in Gr.2-6 classrooms.	Teacher	10/16	3/17	
	-Collaborate as Grade-level and interest-based teams and utilize support staff as available.	Teacher	9/16	On-going	
	-Grade-level teachers share common achievement goals for each term.	All	10/16	1/17	
	-Attend pertinent Pro-D and demo classes.	Teacher	9/16	On-going	
	-Utilize RTI model to provide “just right” and “just in time” supports (push-in and pull-out)	Admin/SPITS Team	9/16	On-going	

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<p>Implement balanced writing strategies to support the acquisition of Writing skills.</p>	<p>via SPITS Team (make effective use of the additional .2 Ed Fund allocation for Numeracy support in Grades 3-5)</p> <ul style="list-style-type: none"> -Individualize instruction -Increase the amount of exposure to number by adding number lines and number games throughout the school, on floors, on walls, and on walkways outside. 	Teacher	9/16	On-going	<p>Primary Assessments School-Wide Write In-class assessments</p>
		Teacher/Admin	10/16	3/17	
	<ul style="list-style-type: none"> -All teachers will utilize effective strategies in Writing instruction, such as Writing Power, Write Traits, Lucy Calkins and other sound instructional practices in classrooms; directly teach the process to students. -Collaborate as Grade-level and interest-based teams and utilize support staff as available. -Grade-level teachers share common achievement goals for each term. -Attend pertinent Pro-D and demo classes. -Utilize RTI model to provide “just right” and “just in time” supports (push-in and pull-out) via SPITS Team. -Individualize instruction 	Teacher Admin/SPITS Team	9/16	On-going	
		Teacher	9/16	On-going	
		Teacher	10/16	1/17	
		Teacher Admin/SPITS Team	9/16 9/16	On-going On-going	
		Teacher	9/16	On-going	

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Implement balanced literacy strategies to support the acquisition of Reading skills.	-All teachers are teachers of Reading, and will utilize effective Balance Literacy strategies such as SMART Reading, Guided Reading, the Daily Five process and the Reading Power strategies.	Teacher Admin/SPITS	9/16	On-going	PM levels RAD Primary Assessments SPITS Team data
	-Collaborate as Grade-level and interest-based teams and utilize support staff as available.	Teacher	9/16	On-going	
	-Attend pertinent Pro-D and demo classes.	Teacher	9/16	On-going	
	-Grade-level teachers share common achievement goals for each term.	Teacher	10/16	3/17	
	-Utilize RTI model to provide “just right” and “just in time” supports (push-in and pull-out) via SPITS Team.	Admin/SPITS Team/Teacher	9/16	On-going	
	-Utilize the Early Literacy Intervention teacher to support K/1 students.	Admin/Teacher	9/16	On-going	
	-Individualize instruction	Teacher	9/16	On-going	
The new Thinking Rubric Will be evident in the planning and implementation of each unit of study.	-Teachers will consult the Thinking Rubric regularly and integrate Critical, Creative and Reflective Thinking into their planning. This integrates directly with the Core Competencies in the new curriculum.	Teacher	10/16	3/17	

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Priority Goal	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
	To increase students' ability to apply critical, creative and reflective thinking.				
Outcome / Measure(s)	Description	Baseline Value		Target Value	
	Students will meet or exceed their grade level expectations (or IEP objectives) in critical, creative and reflective thinking by June of each year. The SD33 Thinking Rubric will be fully integrated into the instructional planning process.	New Goal		95% of students fully meet or exceed expectations 100% of teachers will fully integrate the thinking rubric into the instructional planning process.	
	Students will fully meet or exceed expectations on SD 33 Thinking Rubric. Teachers will have working knowledge of the SD33 Thinking Rubric and the Core Competencies Profiles in the new curriculum and will effectively teach these skills to students.			95% of students fully meet or exceed expectations 100% of teachers will meet or exceed expectations based on the District Assessment Rubric.	
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Teachers and support staff will implement the SD33 Thinking Rubric in K-6 classes. Explicitly model strategies for thinking skills in line with the Thinking Rubric. Students will develop problem solving skills to work towards independence.	-Use common language from the rubric. -Teach self-regulation skills and problem-solving skills & strategies. -Give students the options and time to try the thinking skills themselves (exploration and experiential learning). -Develop and teach a "kid friendly" thinking rubric so students can monitor their own progress. -Teachers will collaborate to be knowledgeable of the Core Competencies Profiles in the new curriculum, and to model it.	Staff Staff Staff Teachers/Admin Teacher	10/16 9/16 10/16 10/16 9/16	6/17 On-going 6/17 3/17 6/17	95% of students will effectively use grade level thinking skills outlined in the Thinking Rubric and the Core Competencies Profiles.

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We will make student-friendly "I can" statements so that students can understand the expectations of the new curricular competencies	-Teachers will implement inquiry-based learning strategies.	Teacher	3/17	On-going	
	-Push-in & Pull-out social skills training	Teacher/SPITS Team/Counselor	11/16	3/17	
	-Grade-level teachers will create appropriate "I can" statements for curricular competencies.	Teachers	6/17	11/17	

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Priority Goal	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Outcome / Measure(s)	To enhance personal and social responsibility.				
Outcome / Measure(s)	Description	Baseline Value	Target Value		
Outcome / Measure(s)	Students will consistently demonstrate positive decision-making that reflects grade-level expectations (or IEP objectives) for personal and social responsibility.	243 reported incidents in 2015-16 Approx. 90% of students consistently demonstrated positive decision-making in 2015-16	<200 incidents per year 95% of students will consistently demonstrate positive decision-making that reflects grade-level expectations for personal and social responsibility.		
Outcome / Measure(s)	BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) <ul style="list-style-type: none"> • School Behavior Matrix and Code of Conduct • Discipline Data from MyEd • Report Card data 				
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Pre-K screening, Kinderfair, KLST Self Regulation	-Checklist for parents to help get kids ready for Kindergarten (skills, social skills) -Continue to provide students with access to self-regulation resources.	K Teachers Admin K Teachers	2/17 9/16	6/17 On-going	EDI Data KLST K assessments MyED Discipline data
Structured activities for kids on playground	-Provide instructions/modeling for use of buddy bench. -Peer helpers to assist and help kids find/be a buddy.	Admin Teacher/EA Admin	10/16 10/16	Each term On-going	

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	<ul style="list-style-type: none"> -Continue to provide support for students who require it (EAs as available, push-in and pull-out, ELL/ESD, etc.). -Provide an increased number of structured activities for students to choose from at break times, and direct instruction for how to manage during unstructured activities. -Continue to fine-tune the Peer Leader program and teach students how to organize and run activities on playground. -Develop Big Buddy/Peer Leader Partnerships. 	Admin Teachers EAs Volunteers Admin/EA/ Teacher	9/16 10/16	On-going On-going	
		Admin	9/16	On-going	
		Admin	10/16	6/17	
Active "Culture and Climate Committee" (to absorb PBS Committee)	<ul style="list-style-type: none"> -Staff members contribute to student behavior improvement through direct instruction and ownership of all students. Staff look for and actively create ways to positively enhance the school culture and climate, for staff and students. -Develop more restorative practices, to focus on learning rather than punishment. -A student-friendly behavior matrix with "I Can" statements. 	All staff Admin	10/16	On-going	Monthly meeting MyED Discipline referrals Anecdotal evidence
		Admin/SBT	10/16	3/17	
		All staff/Admin	6/16	6/17	
Direct instruction	-Use the Second Step program and the WITS language school-wide	Staff	11/16	On-going	

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Priority Goal	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. <i>(Resources)</i>				
	To align resources to efficiently, and effectively execute the strategic plan.				
Outcome / Measure(s)	Description	Baseline Value	Target Value		
	<ul style="list-style-type: none"> Learning resources and equipment will be purchased as requested by staff, with priority given to those requests that directly support the goals of this strategic plan. Human resources will be scheduled and deployed to most effectively meet the needs of students. 	New goal.	100% of staff will report knowing how resources are determined, accessed and deployed.		
Outcome / Measure(s)	<ul style="list-style-type: none"> Monthly reviews at staff meetings to determine the efficient and effective use of financial resources. 	Limited staff use of financial information.	Increased staff use of financial information.		
	<ul style="list-style-type: none"> Analysis of staffing allocation processes to create a stable and satisfying working and learning environment . 	Ad hoc review of programs by Admin to determine efficiency and effective use of resources.	Regular review of programs to determine efficiency and effective use of resources.		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Purchase new resources to support the newly revised curriculum.	Teachers will make requests for funding of resource purchases, ideally as a grade-level team, with rationale from this plan.	Teacher/ Admin	6/16	6/17	
Staff will effectively use classroom-based budgets and the larger school budget.	-Classroom teachers will each be provided with a budget (\$150) that they can freely use for enhancing the classroom. -Staff will understand the process for acquiring larger purchases (over \$150) in consultation with Admin. Such purchases will be prioritized inasmuch as they support the	Teacher/ Admin	9/16 10/16	n/a 1/17	

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	goals of this plan, that there is a demonstrated need, and that there are sufficient funds available.				
Continue push-in support/pull out support.	Continue push-in support/pull out support, with flexibility in planning/how to use the time, meeting needs of teacher and students in accordance to different learning styles/preferences.	Teacher/ Admin/ SPITS Team	9/16	On-going	
Resources will be used as effectively and efficiently as possible.	Create a list of subjects/topics covered in Guided Reading material, Nelson Literacy Series, etc. for integration purposes.	Teachers/ Librarian	1/17	6/17	

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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.				
Outcome / Measure(s)	Description	Baseline Value	Target Value		
	Students, staff and parents will report feeling connected in at least one meaningful way and will report a positive relationship with at least one other person in the school.	New goal.	100% of students will report feeling connected in at least one meaningful way and will report a positive relationship with at least one other person in the school. 100% of staff and 95% of parents will report feeling meaningfully connected to the school.		
	<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 • Increasing Collaborative Partnership Assessment using Partnership Quality Rubric. 	Expired Aboriginal Education Enhancement Agreement Student Engagement Survey Baseline Develop District Measure	Renewed Aboriginal Enhancement Agreement Increase in Student Engagement Indicators Develop District Measure Increased Use		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Staff will each have a group of students with whom they will “Check and connect” regularly (daily). In addition, those most at risk will have one adult who	<p>-All staff members select particular students. Check in once a day at least.</p> <p>-Set-aside time biweekly for at risk/students to connect and peer recognition.</p>	<p>All staff</p> <p>Staff Counselor</p>	<p>11/16</p> <p>11/16</p>	<p>On-going</p> <p>On-going</p>	<p>Fewer students at risk</p> <p>Fewer discipline referrals</p>

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<p>checks in on them daily, possibly more often.</p>					
<p>We will continue to have school pets.</p>	<p>-Sammy the dog, or similar approved pets; classes or small groups can access the dog for the positive impact it may have.</p>	<p>Elaine & staff</p>	<p>4/16</p>	<p>On-going as often as it is beneficial</p>	
<p>We will continue to connect with our parents and PAC and thank them with messages and a Volunteer Tea</p>	<p>-Express gratitude and build relationships by thanking volunteer parents for the work they do, and by hosting the annual Volunteer Tea. -Host a BBQ annually for Meet the Teacher night to create a warm and welcoming atmosphere and build relationships</p>	<p>All staff</p>	<p>10/16</p>	<p>On-going</p>	
<p>Teachers will communicate with parents regularly.</p>	<p>-Teachers will regularly (daily or weekly) communicate via Emails, phone calls, website, newsletter, blog, planner, etc.</p>	<p>Teacher</p>	<p>9/16</p>	<p>On-going</p>	
<p>Teachers will increase their skills with the MyED program.</p>	<p>-Teachers will regularly use MyED for student information. -Teachers will become comfortable with reporting tools in MyED (report cards, and eventually the parent portal)</p>	<p>Teacher Admin District trainers</p>	<p>9/16</p>	<p>6/17</p>	
<p>Staff will continue to develop the community garden relationship- elementary, secondary and university</p>	<p>-Students will learn about the garden space, visit, plant, make community connections, connections to nature, place, where food comes from, etc.</p>	<p>Interested staff</p>	<p>9/16</p>	<p>On-going</p>	<p>Fewer students at risk</p>

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<p>We will make connections to Aboriginal culture, and will bring authentic First Nations resources and people into school. We will access local bands (ie. Stolo) for their expertise and input.</p>	<p>-Students, with support, will create oral video history of local elders' knowledge (ie. Sonny McHalsie). 2016-17 Aboriginal Grant Project</p>	All staff Ab.EA/Admin	10/16	5/17	
	<p>-We will invite aboriginal guests into classrooms and to assemblies</p>	Teacher Admin	9/16	On-going	
	<p>-Teach Halqemehlem (language) into gr. 1 & 3, 4, 5</p>	Laura Kelly	11/16	Annually	
	<p>-continue to explore Field trips and the longhouse</p>	Teacher/AbEA	9/16	On-going	
	<p>-Explore/use school district First Nations resources</p>	Teacher/AbEA	9/16	On-going	
<p>We will continue to build a positive school culture.</p>	<p>-Invite reps from the local reserves (ie. Rose Green, Education Rep at Skowkale) to come to the school for special events or to work with students in class</p>	Staff	9/16	On-going	
	<p>-Continue to plan and celebrate Spirit days</p>	Peer Leaders/ Admin	10/16	On-going	
	<p>-Develop new "Climate and Culture Committee"</p>	Teacher/ Admin	10/16	On-going	
	<p>-Direct character instruction (consider revamping our approach in subsequent years)</p>	Staff/Admin	9/16 (6/17)	On-going	
<p>We will welcome the Community to come to us.</p>	<p>-Use the Second Step program and the WITS language school-wide</p>				
	<p>-Staff will invite visiting artists, guest readers, volunteer coaches, Chiefs/sports teams, inspirational or motivational community members, etc.</p>	Admin Teachers All staff	9/16	On-going	

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Priority	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (<i>Social Emotional Wellness</i>)				
Goal	To foster a positive, respectful workplace culture and sense of community.				
Outcome / Measure(s)	Description	Baseline Value	Target Value		
	Ours will be an increasingly respectful, collaborative, caring and fun place to work each day.	New goal.	100% of staff will report feeling that Sardis is a respectful, collaborative, caring and fun place to work 95% of the time.		
	<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.	95% Satisfaction Rate. Increase in Staff Attendance Levels.		
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Create & encourage more social opportunities/connections for staff.	-All staff will be invited to planned after-school hikes, restaurant outings, lunch time walks, and other social activities.	All staff	10/16	Ongoing	
Create opportunities to support and encourage each other as members of a valued team.	Staff will continue to increase their awareness of each other's state of being to support as needed. An "open door policy" means each staff member has one or more people they can go to for support when needed, and they will support each other by taking challenging students when a class needs a "break".	Admin/Teacher/EA	10/16	On-going	
	-All staff will look for opportunities to encourage each other ("Warm fuzzies") when	Staff	9/16	On-going	

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Maintain and increase collaborative activities among staff.	we see something great or when we see a need. -Acknowledge positives at staff meetings.	Staff/Admin	9/16	On-going	
	-Maintain PST time for teachers.	Admin	10/16	On-going	
	-Maintain after school collab pro-d options. -Create opportunities for EAs to meet and collaborate on a monthly basis.	Staff Admin	9/16 9/16	Annually On-going	
	-Provide opportunities for collaborative discussions at staff meetings.	Admin	9/16	On-going	
Grade level teachers need time to meet/interact regularly	-Provide teachers with curriculum planning time, aligned prep time, Problem Solving Team (PST) time, time at staff meetings, etc -Make use of the Curriculum TTOCs -Take advantage of District In-service opportunities.	Admin/ Teacher	9/16	On-going	