

Central Elementary Community School Growth Plan 2016-2021

Priority	Improving student achievement and well-being through high quality instruction.			
	Goal	All students to meet or exceed grade level expectations in literacy.		
Outcome / Measure(s)		<ul style="list-style-type: none"> • Will reading performance of our students' increase if a consistent delivery model that is based on best practices is implemented? • How can we enhance students' engagement and responsibility for their own learning? • How do we develop attitudes of learning? How do we develop students' respect for and an attitude of learning? • How can teachers and students use balanced assessment strategies to increase student achievement? • How can we use technology to promote student learning? 		
		Description	Baseline Value	Target Value
	<i>Central Elementary</i>		May 2016	May 2018
	SCHOOL			
	<ul style="list-style-type: none"> • RAD • PM Benchmarks • School Wide Write • Report Cards- 	RAD 3: NYM- 33% FM/E-67% RAD 6: NYM- 70% FM/E- 30% PM Benchmarks (Gr.2) NYM-41% FM/E-59% PM Benchmarks (Gr.3) NYM- 32% FM/E-68% School Wide Write (1-6) NYM- 68% FM/E- 32%	RAD 3: (School) NYM- 2% FM/E- 75% RAD 6: (School) NYM- 2% FM/E- 65% PM Bench (School- Gr.2) NYM- 5% FM/E- 80% PM Bench (School- Gr.3) NYM- 2% FM/E-% School Wide Write NYM- 5% FM/E - 65%	
	Primary- (meeting or higher) Intermediate- (C or higher)	Report Cards –ELA Overall % Meeting/Exceeding Primary – 75% Intermediate- 86%	Report Cards –ELA Overall % Meeting/Exceeding Primary -80% Intermediate 90%	

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<p>Model and use evidence based practice for Reading, Writing, and Oral Language</p> <p>Common Assessment</p> <p>Allow for teachers collaboration to discuss planning and results</p> <p>Supporting at Risk Students</p>	<ul style="list-style-type: none"> • Common, uninterrupted learning times for Language Arts in the morning for both primary and intermediate classes • Prepare a set of school-wide strategies that all teachers will draw from in their teaching of reading (common strategies, common vocabulary) • Common learning outcomes/targets for teacher grade groups • Use of Daily 5 and Guided Reading • Reading Power in Intermediate Classrooms • Continue with RAD for our Gr 3 and 6 students • KLST to identify Kindergarten students for Talking Tables and Moe the Mouse • K/1 intervention teacher to provide pull in and pull out for students below level • Referrals to LA teacher to support classroom instruction • Embedding hands-on learning and higher level thinking skills in mainstream curriculum • School wide reading celebrations- Super Reader, Bookman, Read and Roar • School wide RTI support Tier 1 and 2 • Continue to focus on students and their learning profiles-RTI Targeting interventions for students based on school-wide & teacher screening • Use of Primary District Assessments to provide information • Use of data including PM Benchmarks for those students who are working well below grade level in reading to support instruction • Define Essential Outcomes within BC performance Standards • Regular collaboration sessions to monitor our students and plans for success— teachers meet in team time once a week for 45minutes. • Provide double and triple doses of learning opportunities • SBT meeting to meet with families of our most at-risk in reading • Continually review and update students at risk in the aspects of (Academics, Behavior, Social, Emotional, and Attendance). Use PBS data. • Use our attendance program to monitor absences • Encourage ongoing professional development • Include competencies as well as content with curriculum 	School staff	Sept. 2016	ongoing	<p>Teaching aligned with new BC curriculum</p> <p>Balanced literacy instruction achieved through evidenced based instruction and assessment</p> <p>Student data will be analyzed identify efficacy of instruction and targeted intervention</p>

Priority Goal	Improving student achievement and well-being through high quality instruction.		
	All students to meet or exceed grade level expectations in numeracy.		
Outcome / Measure(s)	<ul style="list-style-type: none"> • Will Math academic performance of our students' increase if a consistent delivery model that if based on best practices is implemented? • How can we enhance students' engagement and responsibility for their own learning? • How do we develop attitudes of learning? How do we develop students' respect for and an attitude of learning? • How can teachers and students use balanced assessment strategies to increase student achievement? • How can we use technology to promote student learning? 		
	Description	Baseline Value	Target Value
	<i>Central Elementary</i>	May 2017	May 2019
	SCHOOL <ul style="list-style-type: none"> • Student Numeracy and Assessment & Practice • Report Cards- <ul style="list-style-type: none"> Primary- (meeting or higher) Intermediate- (C or higher) 	SNAP Overall (3 or 4) Grade 2- N.S. /Operations 67% Grade 3- N.S. /Operations 33% Grade 4- N.S. /Operations 58% Grade 5- N.S. /Operations 26% Grade 6- N.S. /Operations 76% Report Cards –Math Overall % Meeting/Exceeding Primary –50% Intermediate—43%	SNAP Overall (3 or 4) Grade 2- N.S. /Operations Grade 3- N.S. /Operations Grade 4- N.S. /Operations Grade 5- N.S. /Operations Grade 6- N.S. /Operations Report Cards –Math Overall % Meeting/Exceeding Primary 60% Intermediate 60%

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Model and use evidence based practice for Math Common Assessment Allow for teachers collaboration to discuss planning and results Supporting at Risk Students	<ul style="list-style-type: none"> • Use Jump Math interactively and implement the use of Annie • School wide use of SNAP • Embedding hands-on learning and higher level thinking skills in mainstream curriculum • Common learning outcomes/targets for teacher grade groups • Targeting interventions for students based on school-wide screening • School wide RTI support Tier 1 and 2 • Continue to focus on students and their learning profiles-RTI Targeting interventions for students based on school-wide & teacher screening • Use of Primary District Assessments to provide information • Define Essential Outcomes within BC performance Standards • Regular collaboration sessions to monitor our students and plans for success—meeting during team time • Referrals to LA teacher to support classroom instruction • SBT meeting to meet with families of our most at-risk in numeracy • Continually review and update students at risk in the aspects of (Academics, Behavior, Social, Emotional, and Attendance). Use PBS data • Use our attendance program to monitor absences • Encourage ongoing professional development • Include competencies as well as content with curriculum 	Staff at Central	Sept. 2016	ongoing	Teaching aligned with new BC curriculum Balanced approach to numeracy instruction achieved through evidenced based instruction and assessment Student data will be analyzed to identify efficacy of instruction and targeted intervention



Priority Goal	Improving student achievement and well-being through high quality instruction.		
	To increase students' ability to apply critical, creative and reflective thinking.		
Outcome / Measure(s)			
	Description	Baseline Value	Target Value
	<i>Central Elementary</i>	June 2017	June 2021
School	<ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric Students will self assess on Core Competencies Report card grade 6 : applied skills design (C or higher) 	100%	100% of students fully meeting or exceeding expectations -85%_of students fully meeting or exceeding expectations

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Teacher collaboration and teaming	Continue to provide the students the opportunity to explore the curriculum through project based learning.	Central staff	Sept. 2016	Ongoing	Students are able to self-assess Increased project learning and field experiences
Student ownership of learning	Embedding hands-on learning and higher level thinking skills in mainstream curriculum				
	Learning experiences will accommodate a range of learning styles				
	Include competencies as well as content with curriculum				
	Share and use rubrics to asses flexible, transformational thinking across the curriculum				



Student directed learning that promotes creativity and critical thinking	Design and Implement flexible learning opportunities for students				
	Build I can statements and use common language across grades				
	Genius hour				

Priority Goal	Improving student achievement and well-being through high quality instruction.		
	To enhance personal and social responsibility.		
	<ul style="list-style-type: none"> How can we enhance students' social and personal responsibility at Central? 		
	Description	Baseline Value	Target Value
	<i>Central Elementary</i>	June 2017	June 2021
Outcome / Measure(s)	School <ul style="list-style-type: none"> BC Performance Standards for Social Responsibility (3 or 4 on the rating scale Rubric <ul style="list-style-type: none"> Attendance Discipline data 	Establish baseline	80% of students meeting expectation in social responsibility



Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
School Wide consistency	Use consistent and intentional instruction for expectations regarding behaviour and academics	Central staff	Sept. 2016	ongoing	Consistent responses to students and parents regardless of which staff member they speak to. Common language for school expectations Positive school culture Improved attendance
Mindfulness curriculum	Promote field trips and utilize community partners to come into the school.				
Model and use evidence based practice Teaching and practicing school matrix Continue to provide leadership opportunities for students	<p>“Central celebrities” at assemblies</p> <p>Guest speakers –Jaylie Nicoll on antibullying , Justice Theatre, Jump Rope, etc. Teacher sent to PBS training to be a leader Roots of Empathy training and implementation by CYC worker Self Regulation groups Friends Peer leaders, big buddies, Game on, Go Girls Parent nights—café Field trip Clear mission statement</p> <p>Problem solving sheets</p> <p>PBS Committee work</p>				



Priority Goal	Strengthening meaningful relationships with parents, schools, 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)	<ul style="list-style-type: none"> • How can we enhance the capacity of parents to support their son and/or daughter to become an autonomous learner? • How can we use technology to improve communication from school to home? • How can we prepare students, parents, and teachers for successful transitions? • How can we increase awareness among students, parents, and teachers about the significance of transitions in and out of school? 		
	Description	Baseline Value	Target Value
	<i>Central Elementary</i>		
	School <ul style="list-style-type: none"> • Parent satisfaction survey • Student satisfaction survey • Meaningful partnerships between school and community • Meaningful connections between students and adults 	Participation at Family Gatherings, PALS and other school events Student engagement	Community connections at all grade levels Incorporation of Aboriginal enhancement agreement



Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Involvement/Welcoming Communication Attendance Community connections through programs Integrate first People's Principles of Learning with teaching of curriculum	Family Gatherings, meet and greet bar-b-cue Go Girls/Game on Pac involvement, Newsletter, School notice board, open door policy Use attendance initiative Host parent nights—Central Cafe Second day Kinderfair, PALS, Ready Set Learn Friends program Mural project	Central staff	Sept. 2016	ongoing	Parents engaged in student learning Increased achievement for Aboriginal students Community partners visible in school



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
	Central Elementary School <ul style="list-style-type: none"> Grade 4 Satisfaction survey Improvement of staff and student absences 	Establish baseline value SRB attendance data for Chilliwack	85% Satisfaction Rate I

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Recognition of staff and students EA included in staff meetings Team time Protocols for visitors in building Ongoing communication	Mural project Staff events, lunch club, EA meetings Leadership opportunities RCMP liason officer at staff meeting/school events	Central Staff	Sept. 2016	ongoing	Sense of team Increase in attendance of both students and staff Positive/ welcoming place to be