

STRATEGIC PLANNING 2016 – 2021

Priority Goal	Improving student achievement and well-being through high quality instruction. (Instruction)		
	All students to meet or exceed grade level expectations in literacy and numeracy.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	<p>SCHOOL</p> <p><i>All CSAS students will demonstrate significant growth in literacy and numeracy</i></p>	<p>Examples:</p> <p>SNAP Math Assessments</p> <p>WIAT Test</p> <p>Writing Samples</p> <p>Psycho-educational Testing</p> <p>6 Minute Solution tracking</p> <p>MCS Math Assessment</p> <p>CSAS Student Growth Rubric</p>	<p>All students will complete the numeracy and literacy goals of their IEPs by the anniversary date</p>
	<p>DISTRICT</p> <ul style="list-style-type: none"> Provincial Assessments Graduation Rates District Literacy Assessments District Numeracy Assessments 	<p>Current Provincial Assessments</p> <p>Current District & 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>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Use of Student Data	Review data from school testing Review Psych Ed Testing Review Behavior tracking through Class Dojo	CTA members and Admin	Sept 2016	June 2021	Educational decisions made based on school data
Individualized Student Plans	iPads (Kahn Academy, Shobie, Puppet Pals, Explain Everything, talk-to-text, dictation recording software/voice record, Comic Life, Notability,) SET BC Classroom Based Solutions Hand-On Project Based learning Place based learning Smart Learning Lessons Differentiated Instruction Learning Supports-EAs and adapted strategies Daily 6 minute Solutions Reading tracker Daily Literature Circles 1-on-1 Interventions: <ul style="list-style-type: none"> • LA Teacher • Fine Motor Writing Group • District Helping Teachers 	Classroom Teachers, LA Teacher, and EAs.	Sept 2016	June 2021	Every student will have a individualized educational Plan regardless if category or non-category, based on the individual needs of the student

Priority Goal	Improving student achievement and well-being through high quality instruction. (Instruction)		
	To increase students' ability to apply critical, creative and reflective thinking.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL CSAS will teach students to problem solving through the Applied Designs Curriculum	Creating the baseline in this initial year	To us and apply these critical skills and transfer it in everyday life. Assessed through Self-Evaluation
DISTRICT	<ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric 	0% of students	100% of students fully meet or exceed expectations
	<ul style="list-style-type: none"> 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
Applied Designs	-Smart Reading -Morning Circles -Building Construction -Class projects (kiva, cardboard projects, genius hour, lego math, mindcraft math, construction math, etc....) -Analysis of Primary Resources (artifacts & documents from historical events) -Electives Classes: Bikes, kitchen, fish hatchery, coding, music	Admin and classroom teachers	Sept 2016	June 2021	Increases in critical thinking and problem solving abilities

Restorative Practices	-Mediations -Restitution -Circles -Meetings with Counselors, CYCW, and Outside Agencies (Ann Davis, Community Policing)	School Staff	Sept 2016	June 2021	Taking responsibility and repair the harm
Student Led Play	-Encouraging students be imaginative in their play -Encouraging kids to be kids and use our school's natural environment -Purchasing items that lead to creative and collaborative play	School Staff, PAC, and Students	Sept 2016	June 2021	Social skills, problem solving skills, social emotional growth Engagement in school program. Increased attendance

Priority Goal	Improving student achievement and well-being through high quality instruction. (Instruction)		
	To enhance personal and social responsibility.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL <i>To become a Trauma informed school where students are self-aware or becoming self-aware of their emotional state and can self-regulate or ask for supports to co-regulate.</i>	Based on individualized information gathered: Wheel of Protective factors CSAS Student Growth Rubric Conduct Entries in My Ed BC Student Reflections	90%+ of students who transition from CSAS will know and be able to apply self-regulation skills learned at the school

	<p>DISTRICT</p> <ul style="list-style-type: none"> 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 		
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Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Mindfulness	<p>Morning Circles Check & Connect 1-10 emotional state scale Yoga /Relaxation Class</p> <p>Supporting students to be calm, focused, and alert through the use of self-regulation tools, including:</p> <ul style="list-style-type: none"> Various Self-Regulation techniques taught during morning activities Calming boxes Chairs, stools, and calming accessories Standing desks/work spaces 	School Staff	Sept 2016	June 2021	Students develop knowledge and skills to self-regulate or use tools to help regulate emotions, stress, and behaviours

<p>Supporting Structures</p>	<p>PBS Matrix</p> <p>Predictable environment- routines, posted monthly calendar in hallway, school calendar</p> <p>Fostering good nurturing relationships</p> <p>High aim for student achievement</p>	<p>Admin Counsellor, & Classroom Teachers</p> <p>School Staff</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>Predictable school environment where students are aware of rules, expectations, and build positive student-adult relationships</p>
<p>Data Collection</p>	<p>Wheel of Protective factors</p> <p>Student Self Evaluation/reflections</p> <p>Counsellor's notes</p> <p>IEP Progress Reports</p>	<p>Counsellor</p> <p>Classroom Teacher & Student</p> <p>Counsellor</p> <p>Classroom Teachers and Case Managers</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>To collect data that demonstrates students' personal growth in self-regulation skills</p>
<p>Softening School Environment</p>	<p>Purposeful Physical Designs:</p> <ul style="list-style-type: none"> • Soft Lighting • Mindful gardens • Community Minded Classrooms • Artwork around school and classrooms • Lounge areas 	<p>School Staff</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>To create a school environment that is mindful, researched based, welcoming, and void of hand-me-down and broken materials</p> <p>To create a school that parents want to send their children to</p>



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
	SCHOOL <i>CSAS will work closely with the district and outside agencies to provide services that will address the needs of our students.</i>	Some students are aware of these services	Students and families become aware of district and community agencies, make use of their services, and build relationships with them.
	DISTRICT <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 • Collaborative Partnership Assessment using Partnership Quality Rubric • Increased use of Blended Learning 	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

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Aboriginal Education and Partnerships	Connecting and Planning with Aboriginal Mentorship Team Bringing in Aboriginal Artists Scheduling Steq'oye Workshops Aboriginal texts and stories used in classroom instruction	Admin, Classroom Teachers, Aboriginal EA	Sept 2016	June 2021	To enhance Aboriginal education and content in the classroom and school
Staff –Student Connections	Morning Circles /Check & Connect Morning breakfasts together Break and Lunch playtime: <ul style="list-style-type: none"> • Hockey • Cards Club • Biking/Skating • Golf team & instruction • Individualized instruction in the class • Teacher & EA Support • Projects & Place-based opportunities • Field Trips • Counseling Sessions • LA Interventions • Electives • Elementary Classroom Model • Small class size 	School Staff	Sept 2016	June 2021	Students build connections with the adults at school Students having a positive school experience

<p>District Support</p>	<p>District Literacy Teachers training staff & working with students</p> <p>Classroom observations by Low Incidence, High Incidence, District Principal of Special Education, and Helping Teachers</p> <p>Aboriginal Education Dept support of classroom instruction and educational materials</p> <p>District Maker Kits and other educational materials on-loan</p> <p>SNAP Math Assessments training ANNE Math training</p>	<p>Admin, LA Teacher, Classroom Teachers</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>School staff reaching out to the district office and programs to help train and support staff in meeting the needs of all students</p>
<p>Connections to outside Agencies</p>	<p>Alt Ed Training Days with specialists</p> <p>Including Community Partners in training day sessions to create consistent language, and messaging to students and families</p> <p>Increase student engagement with community partners through our Balancing Our Minds mental wellness day</p> <p>Classroom visits by; RCMP, PCRS, Sto:lo Health, Chilliwack Hospice, Ann Davis, Youth Health</p>	<p>Admin, Lead Teacher Team, Counsellor, PAC</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>School staff reaching out to and bringing in agencies and community partners to help train and support staff in meeting the needs of all students and families.</p> <p>To help support parents in supporting their children</p> <p>To welcome parents and families into the school community</p>

	<p>Clinic, Yo Bro, Yo Girl, Aboriginal Mentorship Team, Anxiety BC</p> <p>PAC Meetings and Planning</p> <p>Offer Parent Nights with agencies supporting the school/students; ie... Anxiety BC, Nurtured Heart Approach, Yoga Instruction,</p> <p>Fall Fiesta Celebration- offers a chance for families to meet and connect with outside agencies</p>				
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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.		
	Description	Baseline Value	Target Value
Outcome / Measure(s)	<p>SCHOOL</p> <p>CSAS will focus on Staff Wellness and Training that supports the staffs' mental health, community building, and meets the needs of our students.</p>	Ongoing Alt training days currently 5 per year	<p>80% Satisfaction Rate</p> <p><5% Stress Leaves</p>
	<p>DISTRICT</p> <ul style="list-style-type: none"> • Bi-annual Employee Satisfaction Survey • Improvement of intermittent staff absences relative to provincial norms 	<p>Establish baseline value</p> <p>SRB attendance data for Chilliwack and Provincial</p>	<p>75% Satisfaction Rate</p> <p>Increase in Staff Attendance Levels</p>

EDAS attendance data as
provided by BCPSEA

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Staff Training	<p>All staff participating in Alt Ed Training Days planned by Lead Teacher Team:</p> <ul style="list-style-type: none"> • Anxiety • Vicarious Trauma • Wellness • Mindfulness • Self-Care • Nurtured Heart Approach • After School Collaboration 	Lead Teacher Team	Sept 2016	June 2021	<p>To have a well trained staff which are mental health leaders in the district.</p> <p>To become a trauma informed staff and school</p>
Acknowledging and Showing Appreciation for Staff	<ul style="list-style-type: none"> -Sunshine Committee -Weekly Staff Appreciation -Regular Classroom Visits -Allocating staff time to complete important work when needed -Monthly presentations by district counselor on self-care at staff meetings -Common Lunch based on Union affiliation 	Sunshine Committee, Admin, Lead Teacher Team, and Counsellor	Sept 2016	June 2021	Staff members feel that they have a voice, are cared for, and appreciated.
Communication & Collaboration	<ul style="list-style-type: none"> -Staff meetings inclusion of all staff members -Daily Debriefs & Planning sessions -Planning and Strategizing Team meetings -Lead Teacher Team 	Admin	Sept 2016	June 2021	To have a well informed staff that takes an active part in school planning

	-Weekly Staff Newsletters & Communication				
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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.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	<p>SCHOOL</p> <p><i>The school will spend monetary resources and professional time & training to ensure CHANCE Shxwetilthet meets its school growth plan goals.</i></p>	<p>Establish baseline values</p>	<p>Staff fully aware of school financial allocations and expenditures.</p> <p>Staff participation in resource expenditure</p> <p>All spending supports school goals</p>
	<p>DISTRICT</p> <ul style="list-style-type: none"> 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 	<p>4 Financial Reports/Year</p> <p>Limited staff use of financial information</p> <p>Ad hoc review of programs to determine efficiency and effective use of resources</p> <p>Excessive number of part time jobs</p> <p>Lack of spring projection alignment with fall actuals</p>	<p>4 Financial Reports with improved analysis</p> <p>Increased staff use of financial information</p> <p>Regular review of programs to determine efficiency and effective use of resources</p> <p>Fewer part time jobs</p> <p>Greater alignment between staffing projections and staffing actuals</p>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Timely Budget reviews	Departments/Classrooms in control of their own budget Regular department budget updates	Admin & Business management	Sept 2016	June 2021	Departments/Classrooms will make expenditures that support school goals
Prioritizing Expenditures	Priorities: <ul style="list-style-type: none"> • School Environment • Technology in the classroom • Innovative ideas and experimentation • Consumable Hands-on learning materials • Community & Field Experiences 	Admin & School Staff	Sept 2016	June 2021	All financial decisions reflect and support school goals
Upgrade CSAS Educational Resources	Mindful classroom designs Mindful school environment Move from paper-based to technology-based Materials for Project-Based/hands-on learning Mileage and curriculum for Placed-based learning Aboriginal based texts and educational materials for the classroom.	Admin, Counsellor, and Teaching Staff	Ongoing	June 2021	Significant changes to the school environment, atmosphere, and educational resources