

**STRATEGIC PLANNING 2016 – 2021**

<b>Priority Goal</b>	Improving student achievement and well-being through high quality instruction.		
	All students to meet or exceed grade level expectations in literacy.		
<b>Outcome / Measure(s)</b>	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	<i>Evans Elementary</i>	<b>May 2016</b>	<b>June 2017</b>
	<b>SCHOOL</b> <ul style="list-style-type: none"> <li>• RAD</li> <li>• PM Benchmarks</li> <li>• School Wide Write</li> <li>• Report Cards-</li> </ul> <p>Primary- (approaching or higher)</p> <p>Intermediate- (C or higher)</p>	RAD 3: <b>NYM- FM/E-</b>  RAD 6: <b>NYM- FM/E-</b>  PM Benchmarks (Gr.2) <b>NYM- 5% FM/E- 95%</b>  PM Benchmarks (Gr.3) <b>NYM- 7% FM/E – 93%</b>  School Wide Write <b>NYM- 8% FM/E – 74%</b> <b>FSA - % Meet/Exceeding</b> Reading – <b>84%</b> Writing – <b>90%</b>  Report Cards –ELA Overall % Meeting/Exceeding <b>Primary -</b> <b>Intermediate</b>	RAD 3: (School) <b>NYM- 5% FM/E- 70%</b>  RAD 6: (School) <b>NYM- 5% FM/E- 85%</b>  PM Bench (School- Gr.2) <b>NYM- 15% FM/E-85%</b>  PM Bench (School- Gr.3) <b>NYM- 2% FM/E- 98%</b>  School Wide Write <b>NYM- 5% FM/E – 85%</b> <b>FSA - % Meet/Exceeding</b> Reading – <b>90%</b> Writing – <b>95%</b> Report Cards –ELA Overall % Meeting/Exceeding <b>Primary- 75%</b> <b>Intermediate – 90%</b>

Strategy	Action Steps	Classroom Teachers/ Principal/S BT/EA's	Start	Completion
Model and use evidence based practice for Reading, Writing, and Oral Language  Common Assessment  Allow for teachers collaboration to discuss planning and results  Supporting at Risk Students	<ul style="list-style-type: none"> <li>• Common times for Language Arts experiences for Primary (100 minutes in morning) and 100 (minutes between recess and Lunch)</li> <li>• Daily 5</li> <li>• Guided Reading</li> <li>• Reading Power (fiction and non-fiction) in Primary and Intermediate Classrooms</li> <li>• Continue with RAD for our Gr 3 and 6 students</li> <li>• KLST to identify Kindergarten students for Talking Tables and Moe the Mouse</li> <li>• Embedding hands-on learning and higher level thinking skills in mainstream curriculum</li> <li>• School wide reading celebrations- One school One Book, Read- a thon-, Super Reader home reading program</li> <li>• School wide RTI support Tier 1 and 2</li> <li>• Continue to focus on students and their learning profiles-RTI Targeting interventions for students based on school-wide screening reviewed by student success team</li> <li>• K1 early intervention groups in reading, phonological awareness, and oral language development</li> <li>• Tier 2 targeted group intervention Grade 3-6</li> <li>• Use of Primary District Assessments to provide information</li> <li>• Use of PM Benchmarks for those students who are working well below grade level in reading at the intermediate level to support instruction</li> <li>• Define Essential Outcomes within BC performance Standards</li> <li>• Uninterrupted Literacy blocks for instruction</li> <li>• Regular collaboration sessions to monitor our students and plans for success</li> <li>• Continually review and update students at risk in the aspects of (Academics, Behavior, Social, Emotional, and Attendance). This will be reviewed in fall and Spring and students will be assessed on a 3-point scale based on frequency and intensity.</li> <li>• Creative writing classes as part of the Fine Arts Rotation</li> <li>• Music and Drama classes enhancing vocabulary development and oral language</li> </ul>	Classroom Teachers/Principal/Students/Parents/ Education Assistants	Fall 2016	Ongoing

<b>Priority Goal</b>	Improving student achievement and well-being through high quality instruction.		
	All students to meet or exceed grade level expectations in numeracy.		
<b>Outcome / Measure(s)</b>	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	<i>Evans Elementary</i>		
	<b>SCHOOL</b> <ul style="list-style-type: none"> <li>FSA – Grade 4</li> <li>Student Numeracy and Assessment &amp; Practice</li> <li>Report Cards-           <ul style="list-style-type: none"> <li>Primary- (approaching or higher)</li> <li>Intermediate- (C or higher)</li> </ul> </li> </ul>	<p style="text-align: center;"><u>Feb 2016</u></p> <p style="text-align: center;"><b>FSA - % Meet/Exceeding</b> Numeracy – 93%</p> <p style="text-align: center;"><u>May 2017</u></p> <p style="text-align: center;"><b>Grade 2- N.S. /Operations</b> <b>Grade 3- N.S. /Operations</b>  <b>Grade 4- N.S. /Operations</b> <b>Grade 5- N.S. /Operations</b> <b>Grade 6- N.S. /Operations</b></p> <p>Report Cards –Math Overall % Meeting/Exceeding</p> <p><b>Primary</b> <b>Intermediate</b></p>	<p style="text-align: center;"><u>Feb 2017</u></p> <p style="text-align: center;"><b>FSA - % Meet/Exceeding</b> Numeracy – 95%</p> <p style="text-align: center;"><u>May 2018</u></p> <p style="text-align: center;"><b>Grade 2- N.S. /Operations</b> <b>Grade 3- N.S. /Operations</b>  <b>Grade 4- N.S. /Operations</b> <b>Grade 5- N.S. /Operations</b> <b>Grade 6- N.S. /Operations</b></p> <p>Report Cards –Math Overall %Meeting/Exceeding</p> <p><b>Primary -75%</b> <b>Intermediate – 80%</b></p>

Strategy	Action Steps	Classroom Teachers/ principal/S BT/EA's	Start	Completion
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"> <li>• Use Jump Math interactively</li> <li>• School wide use of SNAP</li> <li>• Embedding hands-on learning and higher level thinking skills in mainstream curriculum</li> <li>• Targeting interventions for students based on school-wide screening</li> <li>• School wide RTI support Tier 1 and 2</li> <li>• Continue to focus on students and their learning profiles-RTI Targeting interventions for students based on school-wide screening Use of Primary District Assessments to provide information</li> <li>• Define Essential Outcomes within BC performance Standards</li> <li>• Regular collaboration(Team-time) sessions to monitor our students and plans for success</li> <li>• School-wide on-going weekly problem solving challenges</li> </ul>	Classroom Teachers/Principal/Students/Parents/ Education Assistants	Fall 2016	Ongoing



<b>Priority Goal</b>	Improving student achievement and well-being through high quality instruction.		
	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>
	SCHOOL		
	<i>Evans Elementary</i>	June 2017	June 2021
DISTRICT	<ul style="list-style-type: none"> <li>Students will fully meet or exceed expectations on Thinking Rubric</li> <li>Student self-assessment on Core Competencies</li> <li>Grade 6 report cards marks for Applied Skills Design Intermediate- (C or higher)</li> </ul>		100% of students fully meeting or exceeding expectations  85% of students fully meeting or exceeding expectations  100% of students fully meeting or exceeding expectations

Strategy	Action Steps	Person Responsible	Start	Completion

Grey fields are available for you to fill in with information pertinent to your school.

<p>Model and use evidence based practice for thinking skills</p> <p>Allow for teachers collaboration to discuss planning and results</p>	<ul style="list-style-type: none"> <li>• Continue to provide the students the opportunity to explore the curriculum through project based learning (L.A.A.P.)</li> <li>• Integrating hands-on learning and higher level thinking skills in mainstream curriculum</li> <li>• Learning experiences will accommodate a range of learning styles</li> <li>• Share and use rubrics to asses flexible, transformational thinking across the curriculum</li> <li>• Design and Implement flexible learning opportunities for students</li> <li>• 3 – school wide creative thinking challenges with dedicated day for classroom rotations</li> <li>• Grade 6 Student leadership model</li> <li>• Passion Project/Genius Hour</li> <li>• Student lead newspaper</li> </ul>	Classroom Teachers/Principal/School based team/ Education Assistants	Fall 2017	Ongoing
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<b>Priority Goal</b>	Improving student achievement and well-being through high quality instruction.		
	To enhance personal and social responsibility.		
<b>Outcome / Measure(s)</b>	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	SCHOOL  <i>Evans Elementary</i>	June 2017	June 2021
	DISTRICT <ul style="list-style-type: none"> <li>• BC Performance Standards for Social Responsibility ( 3 or 4 on the rating scale)</li> <li>• Discipline and attendance data from MYED</li> </ul>	_____% of students fully meeting or exceeding expectations	100%

Strategy	Action Steps	Person Responsible	Start	Completion
Model and use evidence based practice for thinking skills  Allow for teachers collaboration to discuss planning and results	<ul style="list-style-type: none"> <li>Continue to use code of conduct for school</li> <li>School wide virtue focus</li> <li>Playground Peers program (Minivisors)</li> <li>Continue PBS program in school. Create PBS leadership team, lesson plans, behavior matrix, gotcha incentives</li> <li>SBT brainstorm ways that support creative interventions to help students be successful.</li> <li>Increase student recognition through weekly assembly bulletin board displays, pictures of students showcased,</li> </ul>	Classroom Teachers/Principal/School based team/ Education Assistants	Fall 2017	Ongoing

<b>Priority Goal</b>	Strengthening meaningful relationships with parents, schools, and community to support success for students. <b>(Community/Culture)</b>		
	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.		
<b>Outcome / Measure(s)</b>	<b>Description</b>	<b>Baseline Value</b>	<b>Target Value</b>
	SCHOOL		
	<b>Evans Elementary</b>		
DISTRICT	<ul style="list-style-type: none"> <li>Parent satisfaction survey</li> <li>Student satisfaction survey</li> <li>Community events hosted at Evans Elementary</li> </ul>	2017Data	"3" or better

Grey fields are available for you to fill in with information pertinent to your school.

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Strategy	Action Steps	Person Responsible	Start	Completion
Increase awareness and participation in Aboriginal events at the school.	Aboriginal cultural events	Classroom Teachers/Principal/School based team/ Education Assistants	Fall 2016	Ongoing
Enhance the capacity of parents to support their child's critical thinking skills through community events.	Craft night, Art Show, Math night One School One Book			
Increasing student engagement and achievement through community events.	Science challenges			
Strengthening and authentically using student voice for the leadership of classrooms and school	Dove Girl Mentors Boys Club Student Newspaper			

*Grey fields are available for you to fill in with information pertinent to your school.*