

STRATEGIC PLANNING 2018 – 2021 (Adjusting from existing 2016 document) Updated Nov. 2019

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 Education Centre students will demonstrate significant growth in literacy and numeracy</i></p>	<p>Examples:</p> <p>WIAT Test</p> <p>Writing Samples</p> <p>Psycho-educational Testing</p> <p>Course Completion in Mathematics and English</p> <p>Cross-curricular projects with literacy and numeracy deeply embedded</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 	<p>Current Provincial Assessments (New Literacy & Numeracy Assessments)</p> <p>Current District & School Graduation Rates</p>	<p>Achievement At or Above Provincial Average</p> <p>Achievement At or Above Provincial Average</p>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Use of Student Data	Review data from school testing Review Psych Ed Testing Review course completion data in Mathematics and English	Teachers, Counsellor and Admin	Sept 2016	June 2021	Educational decisions made based on school data
Individualized Student Plans	iPads SET BC Classroom Based Solutions Hand-On Project Based learning Place-based and experience-based learning Differentiated Instruction Learning Supports-EAs and adapted strategies Cross-curricular projects with numeracy and literacy deeply embedded Integrated core academics with experience-based passion-based themes RTI that mixes need with interest 1-on-1 Interventions: <ul style="list-style-type: none"> • LA Teacher • District Helping Teachers 	Classroom Teachers, LA Teacher, and EAs.	Sept 2016	June 2021	Every student will have a individualized educational (IEP or SLP) plan regardless if category or non-category, based on the individual needs of the student Opportunities for students to be engaged through place-based, experience-based, and outdoor experiences Creation of practical, sustainable outdoor learning spaces and partnerships.

	<p>Provide learning opportunities for teachers to explore place-based and experience based learning</p> <p>Use the First People Principles of Learning to enhance classroom opportunities connected to sense of place and the outdoors</p>				
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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
	<p>SCHOOL</p> <p>Education Centre will teach students to problem solving through the Design Thinking Curriculum</p>	Creating the baseline in this initial year	<p>To learn and apply these critical skills and transfer it in everyday life.</p> <p>Assessed through Self-Evaluation</p>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
<p>Applied Designs</p> <p>Inquiry Process – Guided Inquiry Projects</p>	<ul style="list-style-type: none"> -Cross-curricular projects -Projects that include two or more classes sharing thoughts and challenging ideas -Morning Circles -Building Construction -Class projects (Trades projects, Sustainable Resources challenges (chicken coop), genius hour, Identity Project in 	Admin and classroom teachers	Sept 2016	June 2021	Increases in critical thinking and problem solving abilities

Learning as a Process and not a singular action	Expressive Arts, construction math, etc....) -Real world learning in place-based classrooms -Electives Classes: Drafting (Street of Dreams project), Science 10, Science and Technology 11, Senior English...)				
Pro-D / In-Service	-Collaboration time for staff to design cross-curricular projects -Collaboration time for staff to design cross-curricular projects that include multiple classes -Training Days and Staff Meetings focused on sharing successful lessons that foster critical and reflective thinking	School Staff	Sept 2016	June 2021	A collaborative staff that is working together for designing rich learning experiences that improves critical and reflecting thinking for all members of the school community
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
Building an Inclusive School	- Student Services Groups (Learning 2 Lead, Girls' Group, Boys' Group, Transforming Trauma, Diversity Club, and Yo-Bro)	Students Services Team Outside Agency Supports	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
	<p>SCHOOL</p> <p><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></p>	<p>Based on individualized information gathered:</p> <p>Wheel of Protective factors</p> <p>Admin Conduct Notes</p> <p>Student Reflections</p>	<p>90%+ of students will know and be able to apply self-regulation skills learned at the school</p>
	<p>DISTRICT</p> <ul style="list-style-type: none"> BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) Discipline Data Attendance Data DRT/DBC Behaviour Data 1701 Count of Number of Students leaving as a result of Institutional Factors 		

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Mindfulness	<p>Morning Circles</p> <p>Check & Connect 1-10 emotional state scale</p> <p>Yoga /Relaxation Class</p> <p>Supporting students to be calm, focused, and alert through the</p>	<p>School Staff</p> <p>St. John's Therapy Dog Team</p>	Sept 2016	June 2021	Students develop knowledge and skills to self-regulate or use tools to help regulate emotions, stress, and behaviours

	<p>use of self-regulation tools, including:</p> <ul style="list-style-type: none"> • Various Self-Regulation techniques taught during morning activities • Chairs, stools, and calming accessories <p>Mental Health Literacy Curriculum</p> <p>Mental Heather First Aid (Staff)</p> <p>Therapy Dogs – weekly visits from our Therapy Dogs</p>				
Supporting Structures	<p>What we want from our students document</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>	Sept 2016	June 2021	Predictable school environment where students are aware of rules, expectations, and build positive student-adult relationships
Data Collection	<p>Group Session Attendance</p> <p>Student Self Evaluation/reflections</p>	<p>Counsellor</p> <p>Classroom Teacher & Student</p>	Sept 2016	June 2021	To collect data that demonstrates students' personal growth in self-regulation skills

	Counsellor's notes IEP Progress Reports	Counsellor Classroom Teachers and Case Managers			
Softening School Environment	Purposeful Physical Designs: <ul style="list-style-type: none"> • Soft Lighting • Mindful gardens • Community Minded Classrooms • Artwork around school and classrooms • Soft Spaces for independent work 	School Staff	Sept 2016	June 2021	To create a school environment that is mindful, researched based, welcoming, and void of hand-me-down and broken materials To create a school that parents want to send their children to
Enhance Mental Health Literacy across Site	Lead Teacher in charge of Mental Health Literacy and Curriculum Build Mental Health Literacy off of our Mental Health First Aid In-Service from 2017-18 school year	School Staff	Sept. 2018	June 2021	Increased student engagement in schools and classrooms Increased understanding of the stigma of mental illness and how to support those struggling with mental illness Increasing self-efficacy so staff and students will seek help and find support

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.		
	Description	Baseline Value	Target Value
Outcome / Measure(s)	SCHOOL	Some students are aware of these services	Students and families become aware of district

	<i>Education Centre will work closely with the district and outside agencies to provide services that will address the needs of our students.</i>		and community agencies, make use of their services, and build relationships with them.
	<p>DISTRICT</p> <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 	Aboriginal Education Enhancement Agreement	<p>Aboriginal Enhancement Agreement</p> <p>Increase in Student Engagement Indicators</p>

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Aboriginal Education and Partnerships	<p>Connecting and Planning with Aboriginal Mentorship Team</p> <p>Bringing in Aboriginal Artists</p> <p>Scheduling Steq'oye Workshops</p> <p>Aboriginal texts and stories used in classroom instruction</p> <p>Increased indigenization of curriculum</p> <p>Understanding and Implementing the First Peoples Principles of Learning</p>	Admin, Classroom Teachers, Aboriginal EA	Sept 2016	June 2021	<p>To enhance Aboriginal education and content in the classroom and school</p> <p>Aboriginal Family Gatherings</p>

<p>Staff –Student Connections</p>	<p>Morning Circles /Check & Connect</p> <p>Morning breakfasts together</p> <p>Regular activities:</p> <ul style="list-style-type: none"> • Weight Room • Intramural Activities • Individualized instruction in the class • Teacher & EA Team Structure & Support • Projects & Place-based opportunities • Field Trips • Counseling Sessions • LA Interventions • Electives • Elementary Classroom Model • Small class size 	<p>School Staff</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>Students build connections with the adults at school</p> <p>Students having a positive school experience</p>
<p>District Support</p>	<p>District Curriculum Teachers training staff & working with students</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>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>Classroom visits by; RCMP, PCRS, Sto:lo Health, Chilliwack Hospice, Ann Davis, Youth Health Clinic, Yo Bro, Yo Girl, Aboriginal Mentorship Team, Anxiety Canada</p> <p>PAC Meetings and Planning</p> <p>Offer Parent Nights with agencies supporting the school/students; ie... Anxiety Canada, PCRS</p> <p>Offer Parent/Teacher/Student meetings twice a year</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>Strong Post-Secondary and Community Work Experience Partnerships</p>	<ul style="list-style-type: none"> -Build on the UFV Trades Discovery opportunities for students -Strive to establish post-secondary connections for all classes -Increase Work Experience placements for all classes 	<p>Teachers, Admin, Student Services Team</p>	<p>Sept 2016</p>	<p>June 2021</p>	<p>Increased number of students graduating with a Dogwood Certificate</p> <p>Increased SWEAT, WEX and apprenticeship placements – using the District WEX Facilitator to help find program specific volunteer WEX placements</p> <p>Increase in students participating in UVF</p>

	<p>-Increase apprenticeship placements</p> <p>-Build on the strong partnership with district supports for Work Experience and Apprenticeship</p> <p>-Ensure SWEAT (Supervised Work Experience And Training) opportunities are available for all classes</p>				programs (Example: UFV Trades Discovery)
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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>Education Centre 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	80% Satisfaction Rate <5% Stress Leaves

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 	Lead Teacher Team	Sept 2016	June 2021	To have a well trained staff as mental health leaders in the district.

	<ul style="list-style-type: none"> • Wellness • Mindfulness • Self-Care • Mental Health Literacy & First Aid • District & School Wellness Initiatives • After School Collaboration • Common Staff Time 				To become a trauma informed staff and school
Acknowledging and Showing Appreciation for Staff	<ul style="list-style-type: none"> -Kudos to start staff meetings -Emails for acknowledging student and staff accomplishments -Regular Classroom Visits -Allocating staff time to complete important work when needed -Transparent budget process where all staff have access to the school budget and are invited to provide feedback regarding allocation of funds 	Admin, Lead Teacher Team, and Counsellor	Sept 2016	June 2021	Staff members have a voice, are cared for, and appreciated.
Communication & Collaboration	<ul style="list-style-type: none"> -Monthly Staff Meetings -School-Based Team Meetings -Mid-Year and Year-End Planning Meetings -Weekly Student Services Meetings -Lead Teacher Team Meetings -Weekly Staff Newsletters & Communication 	Admin & Office Staff	Sept 2016	June 2021	To have a well informed staff that takes an active part in school planning

	- Weekly Review – Mail Chimp				
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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
	SCHOOL <i>The school will spend monetary resources and professional time & training to ensure the Education Centre meets its school growth plan goals.</i>			Establish baseline values	Staff fully aware of school financial allocations and expenditures. Staff participation in resource expenditure All spending supports school goals
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 Education Centre Educational Resources	Mindful classroom designs Mindful school environment Move from paper-based to hands-on learning 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
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