



DRAFT - Greendale Elementary Growth Plan 2016 – 2021

Priority Goal	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
	All students to meet or exceed grade level expectations in literacy and numeracy.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
<ul style="list-style-type: none"> RAD PM Benchmarks School Wide Write FSA Kindergarten <ul style="list-style-type: none"> Concepts About Print School Math Assessment <ul style="list-style-type: none"> SNAP Computation Problem Solving TYPE HERE TYPE HERE 	Students will meet or exceed grade level expectation on <ul style="list-style-type: none"> RAD PM Benchmarks School Wide Write FSA Kindergarten <ul style="list-style-type: none"> Concepts About Print School Math Assessment <ul style="list-style-type: none"> SNAP Computation Problem Solving TYPE HERE TYPE HERE 	___ % of students meeting or exceeding on PM Benchmarks ___% of Kindergarten students meeting expectations on Concepts About Print 0% of students	95% of students meeting or exceeding on PM Benchmarks 100% of Kindergarten students meeting expectations on Concepts About Print 90% of students meeting or exceeding on Math assessments
	DISTRICT <ul style="list-style-type: none"> Provincial Assessments Graduation Rates District Literacy Assessments District Numeracy Assessments 	Current Provincial Assessments Current District & School Graduation Rates RAD and PM Benchmarks Develop District Measures	Achievement At or Above Provincial Average Achievement At or Above Provincial Average Increase Develop District Measures



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Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Evidence-based literacy practices	Continue small group instruction in literacy	Classroom teacher LAT/Learning support team/EF teacher	September 2016	On-going	Balanced approach to literacy instruction achieved through evidenced-based instruction and assessment Daily guided reading and/or Lit. Circles in all classrooms
	Continue “push in” team teaching	Learning support team and Teachers	September 2016	On-going	Use of various teaching methodologies to meet the needs of our learners. Increase number of learning needs being met with Tier 1 instruction.
	Collaboration time provided to review data and design targeted small group instruction practices and strategies	Teachers/Principal/LAT	Continuing from Sept. 2015	On-going	Student data will be analyzed to identify efficacy of instruction and targeted intervention
	Develop an understanding of the writing progression Develop a bank of strategies/approaches for improving writing (shared writing, writing templates, scaffolded strategies)	Teachers	September 2016	June 2018	Teaching practices align with BC curriculum. Improvement on overall SWW and FSA.
Evidenced-based numeracy practices	Continue small group instruction in numeracy	Classroom teacher LAT/Learning support teacher/EF teacher	September 2016	June 2017	Balanced approach to numeracy instruction achieved through evidenced-based instruction and assessment
	Co-construct an understanding of balanced numeracy and alignment with BC curriculum	Teachers/Principal	January 2017	May 2017	Teaching practices align with BC curriculum
		Teachers/Principal	September 2016	January 2017	Student data will be analyzed to identify efficacy of



	Develop school-based assessment package (SNAP, Problem-solving, Computation)	Principal	September 2016	January 2017	instruction and targeted intervention
	Purchase additional small group instruction materials				

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	
	SCHOOL <ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric Students will be able to self-assess on Competencies 	0% of students	100% of students fully meet or exceed expectations	
	TYPE HE DISTRICT <ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric District Assessment Rubric to determine the degree to which each school aligns with a culture of innovation and continuous improvement 	0% of students 0% of schools	100% of students fully meet or exceed expectations 100% of schools	

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Students take ownership in learning	Goal setting and self-reflection/self-assessment. Low floor/High ceiling learning activities.	Classroom teachers	September 2016	On-going	Thinking Rubric part of May assessments
	Student friendly 'thinking rubric' (begin development in 2016)	Classroom teachers		June 2018	Students able to self-assess with competencies



Increase instructional practices that promote critical, creative and reflective thinking	Pro D on project-based, problem-based learning, passion-based learning and inquiry.	Classroom teachers/ Principal/Helping teacher	October 2016	On-going	Increased frequency of project-based, problem-based learning and inquiry
	School-wide picture book project to promote critical thinking	Principal			
	Share excerpts from "Creating Thinking Classrooms" by Case & Gini-Newman at staff meeting	Teachers/Principal	November 2016	June 2017	

Priority Goal	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>		
	To enhance personal and social responsibility.		
Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL <ul style="list-style-type: none"> BC Performance Standards for Social Responsibility (i.e., Positive Behaviour) Matrix Review (Sept. and April) Gotcha draws Matrix review at monthly assemblies PBS Committee Peer Leader Program Parent Communication Attendance <i>TYPE HERE</i>	0% of students	95% of students meeting or exceeding expectations in social responsibility
	DISTRICT <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

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Establish a PBS committee	Committee meet once a month Report to staff at staff meetings	Committee chair/Principal	September 2016	On-going	Review of existing practices to promote social responsibility Regular review of data Identified target area for teaching social responsibility and matrix review
EBS matrix teaching	EBS Blitz (September & April) Assembly focus Monthly focus Reinforcement of WITS	Staff	September 2016	On-going	Common language for school expectations Focus on positive behaviours
Continue student Peer Leader program	Peer leaders Intermediate leadership activities Alpha Buddies	Principal/Counsellor & Intermediate teachers	September 2016	On-going	Student leadership increased Improved attitude about self and others
Direct teaching of social – emotional skills	Push in of counsellor/team teaching of Tier 1 SEL strategies. Mind Up Curriculum Restorative practices/circles Friends for Life 2 nd Step	Teachers/Counsellor	September 2016	On-going June 2017	Reduced emotional distress for staff and students Improved attendance Increased evidence of empathy
Direct teaching of independent problem-solving, self-care, planning etc.	Explore resources for supporting independence Develop strategies for asking for help in a specific, purposeful way. Asking for help to be successful in social/emotional/academic areas	Staff	September 2017	June 2019	Student problem solving and peer assistance (Peace Keepers) of problem solving increased.

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 <ul style="list-style-type: none"> Increase the sense of meaningful partnership between school and community Increase the sense of meaningful connections between students and adults 	Parent Satisfaction Survey Student Engagement Survey - district Gr. 4 Student Satisfaction Survey	
	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
Create opportunities for parents to be involved in student learning and school events	Noisy read Project-based learning Place-based learning Ready, Set, Learn Kinderfair Preschool Sports Day and monthly buddy visits PAC meetings Annual Greendale Family Event One Book, One School	Staff/PAC	September 2016	On-going	Parents engaged in a meaningful way with student learning



	School wide picture book project to promote critical thinking				
Create opportunities for parents and community members to be involved in school/community enhancement projects	Grass Roots Grant with the City, GECSS, GECS and PAC Access 4 All Barrier Buster Grant with Rick Hansen Foundation and Boston Pizza	Principal/Carolyn Nickel/PAC/Community School	August 2016	September 2017	Parents and community engaged in a meaningful way with school and community enhancement projects
Increase awareness of Aboriginal language, culture and history Pro D on new AEEA First People's Principals of Learning integrated with teaching of BC curriculum	Multi grades participate in Steqó:ye program Community/ School Garden	Teacher/Aboriginal EA Principal/Staff	January 2017 January 2017 Upon completion of AEEA September 2016	On-going	Aboriginal department visible in schools Aboriginal community partners visible in schools Increased achievement for Aboriginal students
Community connection through after-school programs	Maintain and increase programming opportunities for all students, youth and community members Annual Community Block Party	Community School Coordinator/Principal	September 2016	On-going	Community mentors visible in school (Community school coordinator and leaders/teachers)

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.



Outcome / Measure(s)	Description	Baseline Value	Target Value
	SCHOOL	% Satisfaction Rate	% Satisfaction Rate
	<ul style="list-style-type: none"> Grade 4 Satisfaction Survey Improvement of student absences/lates Increase staff leadership opportunities Increase opportunities for staff to get together <p>TYPE HERE</p>	Establish baseline	
	DISTRICT		
	<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	75% Satisfaction Rate Increase in Staff Attendance Levels

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Increase opportunities for staff to get together	Staff lunches Informal daily debriefs EA meetings Staff socials (social committee) Sunshine club Secret Santa	Staff	September 2016	On-going	Stronger sense of team Increased communication Engaged staff
Recognition of positive student behavior	Peer leaders Increase Gotchas – Gotcha challenges Goal bell Recognition at assemblies	Staff	September 2016	On-going	Increased sense of positive attitude and recognition among both staff and students



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 school growth plan.					
Outcome / Measure(s)	Description		Baseline Value		Target Value	
	SCHOOL <ul style="list-style-type: none">Regular program reviews to determine efficient and effective use of resources <i>TYPE HERE</i>		No review of programs		Regular review of programs to determine efficiency and effective use of resources	
	DISTRICT <ul style="list-style-type: none">The Board of Education will receive understandable, relevant and timely financial updatesSurvey of Budget Managers to assess access to and use of financial information for planning and decision makingRegular program reviews to determine efficient and effective use of resourcesAnalysis of staffing allocation processes to create a stable and satisfying working and learning environment		4 Financial Reports/Year Limited staff use of financial information Ad hoc review of programs to determine efficiency and effective use of resources Excessive number of part time jobs Lack of spring projection alignment with fall actuals		4 Financial Reports with improved analysis Increased staff use of financial information Regular review of programs to determine efficiency and effective use of resources Fewer part time jobs Greater alignment between staffing projections and staffing actuals	
Strategy		Action Steps	Person Responsible	Start	Completion	Outputs
Align resources with school goals		Review budget to ensure resources are supporting school goals	Principal and Budget Committee Members	November 2016	June 2017	Review programs to determine efficiency and effective use of resources



	Financial records are shared with staff 3x a year staff meeting discussion to determine large school purchases.				Maintaining trusting relationships Shared decision making process
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