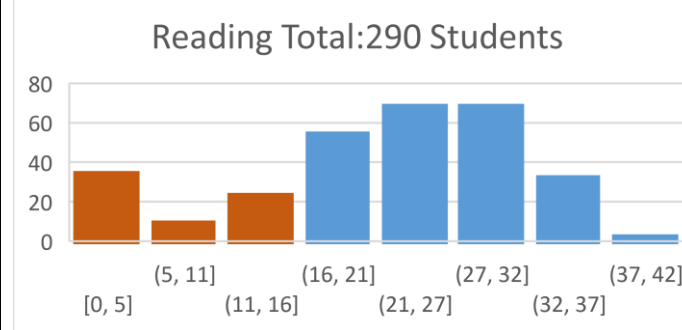


STRATEGIC PLANNING 2016 – 2021

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																																																					
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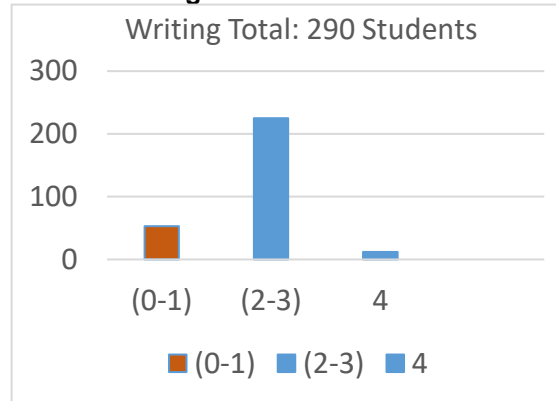
Total	479	100%
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FSA 7 2018 Reading



Reading		
Emerging	On Track	Extending
0 - 15	16 - 33	34 - 42

FSA 7 2019 Writing



Writing		
Emerging	On Track	Extending
0 - 1	2 - 3	4

School Wide Write

To have students significantly improve their scores from fall to spring. To have students continually improve and to have 100% of our students fully meeting or exceeding expectations.

FSA 7 Reading

To have students continually improve and to have 100% of our students fully meeting or exceeding expectations.

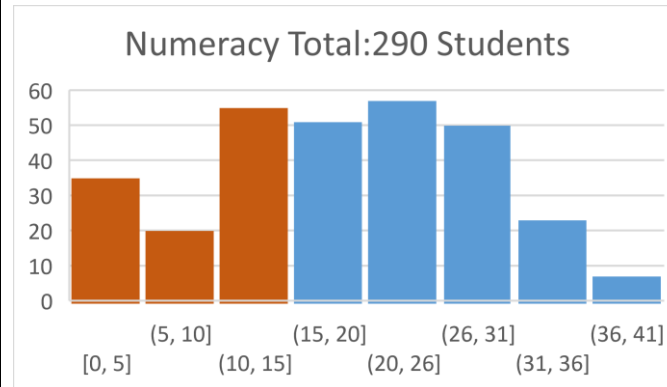
FSA 7 Writing

To have students continually improve and to have 100% of our students fully meeting or exceeding expectations.

FSA 7 Numeracy

To have students continually improve and to have 100% of our students fully meeting or exceeding expectations.

FSA 7 2019 Numeracy



Numeracy		
Emerging	On Track	Extending
0 - 15	16 - 33	34 - 42

PM Bench Marks

Strategy	Action Steps	Person/Department Responsible	Start	Completion	Outputs
-Literature circles, debates & Socratic seminars	-Meet as department to share strategies & resources -Share methodology for evaluation -Clear format & thoughtful preparation by teachers and students	Language and Social Studies teachers French Department	Fall 2016	To be revised June 2017	Increased oral output in Français.
Engage in Professional Development and Collaboration to ensure continued delivery of high quality instruction.	Professional Development and Collaboration (in school and 6 after school sessions). Create time during the regular instructional day for on-going teacher driven collaboration. Team Time Collaboration on Mondays and Wednesdays after student dismissal for full year. During the collaboration time there is focused and continued professional learning.	Humanities Department	2018	2021	Improved grades and student engagement
Write FSA 7	Mark and analyze FSA 7 data	Humanities Department	2016	Ongoing	Improved numeracy and literary skills
Ensure students read more.	Purchase more high interest, low vocabulary and graphic novels.	Librarian	2016	Ongoing	Improved literacy skills
LA and EA assistance where possible for ministry identified students and others who require extra support	-identify students from gr. 5 transition meetings -Testing -File Reviews -Program students with previous LA into next grade LA -communicate transition information with teachers	-LA, Resource and Counsellors Student Services Department	Sept 2016	Ongoing	-Fewer students failing classes; check Report Card marks; greater feeling of support and accomplishment with students
Homework Club	-To better communicate with parents about Homework Club -Encourage staff to help out if they have assigned students to Homework Club	-SBT Student Services Department	Sept 2016	Ongoing	Fewer students failing classes; greater understanding of course materials, check Report Card marks; greater feeling of support and accomplishment with students

	- Increase adult assistance and supervision				
IEPs and SSPs for students needing individualized support plans	-Continue building IEPs and SSPs with teachers for ministry identified students and struggling learners	-LA, Resource and Counsellors, Teachers, EAs Student Services Department	Sept 2016	Ongoing	-All IEPs completed and published
Regular SBT meetings to plan for and case manage at-risk students	-Continue to meet on Wednesday mornings to discuss students who need extra support and attendance concerns and to put plans in place. -Communicate with teachers and staff	-SBT Student Services Department	Sept 2016	Ongoing	- Fewer students failing classes; check Report Card marks; better attendance, greater feeling of support and accomplishment with students
Regular case conferences to meet with parents and teachers	Continue to meet with parents, teachers and students to design and implement plans to support students	LA, Counsellors, Resource Student Services Department	Sept 2016	Ongoing	- Fewer students failing classes; check Report Card marks; greater feeling of support and accomplishment with students
Identify At-Risk students	Identify, at midterm and at the end of each term, students who are not meeting grade level expectations in reading, writing, and math and create Student Success Plans which involve parents, students, and teachers. We assign a case manager to ensure each plan is being followed.	LA, Counsellors, Resource Student Services Department	Sept 2016	Ongoing	- Fewer students failing classes
Build self-advocacy skills in students for their own learning.	Continue to work with students to promote independence.	Teachers, counsellors, peer tutors Student Services Department	Sept 2016	Ongoing	Fewer students struggling and disorganized.
Provide a structured approach for core Math and Science Concepts	Continue to use best and proven teaching practices. Ex: Scaffolding, gradual release of responsibility, inquiry, open ended questioning.	All teachers	2016	Ongoing	Student results show a strong foundation in the core concepts, allowing them to be successful critical thinkers now and in the future.

Team Leader Meetings and Staff Meetings	Organize Team Leaders Meetings and Staff Meetings once a month or as needed to discuss short term and long term plans for student success. District, school and department goals should guide their planning.	Administrators and teachers	2016	Ongoing	More time to discuss the Strategic Plan and new curriculum.
Establish grade wide testing at beginning and end of courses to determine literacy and numeracy levels	SNAP – numeracy Grade Wide Write / RAD etc.	Math/ Hum teachers Admin Dist. Helping Teachers	2016	Ongoing	Better indicator of what students need to learn and what they have accomplished.
Continue to develop literacy/ numeracy teaching strategies	Familiarize staff with effective literacy/ numeracy strategies. To continue professional development in these areas.	Helping teachers Admin Math/ Hum teachers	2016	Ongoing	Increase teachers' toolkits Improve literacy/ numeracy skills of students.
Inclusion Instruction	Identify at-risk students will work in small groups with the inclusion teacher to complete missing assignments, write or re-write tests, or to improve their marks and work on social emotional needs.	Administrators and teachers	2018	Ongoing	Fewer at-risk students
Team students for core subjects at all grade levels.	Team students for core subjects each level. This will allow teacher teams to collaborate about instruction and implement student interventions through a team approach.	Humanities and Math/Science teachers	2018	Ongoing	Less teacher contact for students, better communication about students and instruction, more integration of curriculum.

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
	SCHOOL		
	Vedder Middle School		
	DISTRICT		
	<ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric 	The rubric was introduced to staff and students in September 2016	100% of students fully meet or exceed expectations

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
-Project-based learning, student planning & reflection	Establish department learning standards for inquiry model.	All teachers French Department	Fall 2016	To be revised in June 2017.	Student work and teacher evaluation.
Define a departmental critical, creative, and reflective thinking vocabulary to ensure vertical integration and application.	Development of the vocabulary terminology.	Humanities Department	2016	2021	Application and evidence of understanding of terms and meaning in student work
Provide increased opportunities for critical and creative thinking in classrooms.	-increase inquiry based learning (labs, research) -if, then questioning -deeper thinking math questions	Math/Science Department	2016	2021	Increased critical thinking skills, assessed using SD33 Thinking Rubric.
Allow students to show learning in multiple ways.	Guided student choice	Math/Science Department	2016	2021	An increase in high quality projects or assignments.
Familiarize/ Revisit SD #33 Thinking Rubric and Thinking Rubric – Curricular Connections	Distribute the Thinking Rubric. Access professional sources and professional development -E.g. <i>Creating Thinking Classrooms</i> - Roland Case	Admin Teachers	2016	2021	Increased focus on thinking Increased student engagement

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 Vedder Middle School		
	DISTRICT <ul style="list-style-type: none"> Attendance Data (includes excused and unexcused absences) Discipline Data from MyEd DBC Behaviour Data 1701 Count of Number of Students leaving as a result of Institutional Factors 	93% average daily attendance 96% on time 57 actions No referrals to DBC 5	97% average daily attendance 98% on time 40 actions No referrals to DBC 3

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Increase oral output in relationship to work habit	-Regular oral activities -Establish, implement & share department oral language standards with all immersion students	All teachers French Department	Fall 2016	To be revised in June 2017	Student oral fluency and consistent work habit.
Recognize and include personal and social responsibility in current lessons wherever applicable.	Using personal and social responsibility performance standards	Humanities Department	2016	2021	Inclusion of personal and social responsibility in assessment rubrics or criteria.
Track attendance	--Review student absenteeism list at weekly SBT to determine follow up if necessary	Case managers Student Services Department	Sept 2015	Ongoing	Attendance Reports
Weekly Clearinghouse SBT	Regular planning for individual at-risk student success	SBT Student Services Department	Sept 2015	Ongoing	- Minutes published to staff

Regular meetings with District Transition Team	Planning for at-risk students who are not succeeding with our school interventions.	Case managers/SBT Student Services Department	Sept 2015	Ongoing	- Minutes published to SBT and Transition team. - Decisions re: at risk student placement and/or interventions
Guest Speakers, Assemblies	Continue to coordinate special assemblies on personal and social responsibility topics (bullying, self-regulation, relationships, mental health)	Counsellors Student Services Department	Sept 2016	Ongoing	- Increased number of students demonstrating social and personal responsibility
Cooperative Learning	Discussion Circles, TPS, visibly random groups	All teachers Math/Science Department	2018	Ongoing	As students move from grade 6 to 8 social skills improve from the practice.
Provide clear criteria of what makes a successful student/citizen	Model and practice behaviors, Apply curriculum content to real life. (eg. Finances, scientific literacy)	All teachers	2016	Ongoing	Improving school culture. A positive learning environment where everyone feels welcome.
Refocus on EBS expectations – behaviour expectations in each part of school	<ul style="list-style-type: none"> - EBS stations September - Grade Wide Meetings - WEB Day 	Admin Teachers Support Staff	2016	Ongoing	Students have clear boundaries from beginning Fewer behaviour infractions
Explicit instruction of Habits of Successful Students	Homeroom/ binder organization etc. Planner implementation	Homeroom Teachers	Sept 2016	Ongoing	Responsible students who know expectations and have the habits to succeed/ excel

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 Vedder Middle School		
	<ul style="list-style-type: none"> Increase the sense of meaningful connections between students and adults Use the Aboriginal Enhancement Agreement as a guide to building relationships with the Aboriginal community. 	Increase Aboriginal Awareness Aboriginal Enhancement Agreement	Increase Aboriginal Partnerships Renewed Aboriginal Enhancement Agreement

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Connect with local Aboriginal groups, contact Métis group	Invite special speakers -Plan cultural activities. -Quebec cultural experience	All teachers French Department	-Fall 2016 -Every winter	To be revised in June 2017 One week in Quebec	Cultural experiences
District Aboriginal Grant	Apply for the District Aboriginal Grant and use funds to raise awareness of Aboriginal culture and increase a sense of belong	Aboriginal EA, Administrators	2016	Ongoing	Increased Aboriginal awareness and a sense of belong for Aboriginal students
Open to collaboration and articulation with feeder and transition schools.	Continue positive communication and relationships with feeder and transition schools.	Humanities Department	2016	2021	Evidence of communication and meetings. Successful integration of students into their new schools.

Communication between SBT and staff	Publish minutes, and access to SBT for sharing teacher concerns about individual students.	SBT chair and secretary Student Services Department	Sept 2016	Ongoing	Minutes
Transitioning from Elementary to VMS and VMS to SSS	- Scheduled meetings with family of schools partners to discuss each student transitioning in or out of the building -Scheduled meetings with families and SBT re: IEP planning	SBT at each school and classroom teachers (from elem). Student Services Department	Spring 2016	June 2016	-Class compositions -Notes available to teachers/counsellors re: incoming students -Testing list generated - Case management determined - IEP programing and meeting
Aboriginal Mentorship program	- SBT makes referrals to the Ab Mentorship program for at risk students in the aboriginal community. - Once relationships established, include the mentor in meetings and planning/collaborating re: supports that can be put in place for the student at risk.	SBT and case manager Student Services Department	Sept 2015	Ongoing	- Healthy positive adult relationship in the community - Connection between school buy-in and cultural community.
Sto lo Health	- SBT flags families who may need extra support (SES) and connects them with the services at Sto-Lo Health (do not need to be aboriginal to access).	SBT and case manager Student Services Department	Sept 2015	Ongoing	- Connects families with resources available (optometry, dental, mental health, psychiatry, and sexual health)
Child and Youth Mental Health	- SBT refers students with mental health concerns (anxiety and depression, eating, and self-harm). - Connects and informs family re: process for accessing services. - Case manager consults with clinician assigned to the student	SBT and case manager Student Services Department	Sept 2015	Ongoing	- Connects students and families with mental health support. - Creates a relationship between school and clinician for consultation re: the student.

Implement and continue to use planning and collaboration opportunities	-Use built in Team Time collaboration time productively. -Commit to using CPD time for department and feeder school collaborations	Math/Science Department	2018	2021	Positive school interactions and culture.
Provide opportunities for parents to meet their teachers	-VMS Meet the Teacher night, Term 1 parent/teacher conferences to allow for face to face meetings and establish relationships	Whole School	Already doing	Continue going forward.	Parents know who teachers are and how to approach and contact them.
Full participation in IEP meetings for students	-All participating parties attend meetings.	All caregivers and teachers	Already doing	Continue going forward	Better understanding of students needs and backgrounds.

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 Vedder Middle School		
	Create a positive culture and sense of belonging for students and staff.	Establish baseline	100% satisfaction rate

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
-French club for all students -Celebrate « la semaine de la francophonie »	French-based activities and fun French activities	Linda Jones Various teachers French Department	Fall 2016 Spring 2017	June 2017 One week	
Follow District and CTA guidelines to foster a positive, respectful workplace culture and sense of community.	Annual review of guidelines.	Humanities Department	2016	2021	Satisfaction rate of departmental staff.
Class composition meetings	- Take information gathered from elementary schools and build sections taking into account behavior and academic needs. - Meet with teachers from previous grade, and determine next year's sections based on their input.	SBT and Case management Student Services	2016	June 2016	- Sections built based on input from staff so that they staff has a voice in creating their groups for the upcoming year.



Create opportunities for all students and staff to be involved in the school	Activity day, clubs, sports teams, band concerts, field trips, award and recognition assemblies, intramurals	Volunteer parents and teachers, participating students. Math/Science Department	Ongoing	Continue going forward.	Increase in student participation and staff/parent involvement.
Providing opportunities for play/ fun with students/ staff/admin	Student – teacher games Staff meeting fun	Intramural teacher	Ongoing	Continue	Increase engagement and wellness for all Better school climate/ culture
Staff Appreciation	Recognition of staff at Staff Meetings, birthday cards, etc.	Administrators	Ongoing	Continue	Increased morale and a sense of belonging

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>Vedder Middle School</p> <ul style="list-style-type: none"> Regular program reviews to determine efficient and effective use of resources 	Resources needed to improve student achievement and aligned with the Strategic Plan, school goals, and Team goals.	Resources needed to improve student achievement and aligned with the Strategic Plan, school goals, and Team goals.

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Streamlining the acquisition of French resources new French resources	In department meetings Administration and SD	POSR and BM French Department	Through year Fall 2016	March annually Ongoing	More Fr resources available to Fr students and teachers Always quality instruction in the target language
Maximizing school and departmental resources	Ongoing communication and collaboration regarding resources.	Humanities Department	2016	2021	Evidence of resource use.
Gathering of data re: students with categories (1701 data collection)	- Information used to inform staffing distribution within student services (LA blocks, Resource, Counselling, EA allocations)	RT, Counselling, LA and admin Student Services Department	Sept 2016	Ongoing	- Students who require supports are supported (we are not currently meeting this goal)
Analysis of staffing allocation processes to create a stable and	-Continue to design an efficient timetable that maximizes staff abilities	Administration Math/Science Department	2016	2021	Increased staff satisfaction in teaching assignments.

satisfying working and learning environment	-Continue to provide opportunities for staff input into the process.				
Good communication	-Efficient communication between teaching staff and office staff -Effective communication between administration, team leaders, and departments.	All staff	2016	2021	Staff are well informed.
Use appropriate resources and tools to meet the learning needs of students, using the new BC curriculum	-Acquire more access to personal computing devices for all students -Acquire new textbooks and resources to successfully implement new curriculum goals.	District Administrators School Administrators BC Government	2016	2021	-Improved learning resources -Students become better independent learners and thinkers.