

STRATEGIC PLANNING 2016 – 2021

Priority Goal	Improving student achievement and well-being through high quality instruction.			
	All students to meet or exceed grade level expectations in literacy.			
Outcome / Measure(s)	Description	Baseline Value	Current Value	Target Value
	<i>Tyson Elementary School</i>	June 2016	June 2018	June 2021
<p>SCHOOL</p> <ul style="list-style-type: none"> • RAD • PM Benchmarks • FSA 	<p>RAD 3: NYM 12% FM/E 56%</p> <p>RAD 6: NYM 4% FM/E 80%</p> <p>PM Benchmarks (G2) NYM 33% FM/E 67%</p> <p>PM Benchmarks (G3) NYM 22% FM/E 78%</p> <p>FSA Reading (G4) NYM- 12% FM/E-88%</p> <p>FSA Writing (G4) NYM- 11% FM/E- 89%</p>	<p>RAD 3: NYM 4% FM/E 60%</p> <p>Rad 6: NYM 2% FM/E 62%</p> <p>PM Benchmarks (G2) NYM 7% FM/E 92%</p> <p>PM Benchmarks (G3) NYM 7% FM/E 88%</p> <p>FSA (G4) Data Not Available</p>	<p>RAD 3: (School) NYM 5% FM/E 70%</p> <p>RAD 6: (School) NYM 5% FM/E 85%</p> <p>PM Bench (School- G2) NYM 15% FM/E 85%</p> <p>PM Bench (School- G3) NYM 10% FM/E 90%</p> <p>FSA Reading (G4) NYM 10% FM/E 90%</p> <p>FSA Writing (G4) NYM 10% FM/E 90%</p>	

Strategy	Action Steps	Person Responsible	Start	Completion
<p>Model and use evidence based practice for Reading, Writing, and Oral Language</p> <p>Common Assessment</p> <p>Allow for teachers collaboration to discuss planning and results</p> <p>Supporting at Risk Students</p>	<ul style="list-style-type: none"> • Daily 5 • Guided Reading K-4 • Reading Power/Smart Learning in Intermediate Classrooms • Continue using RAD for our Gr 3 and 6 students • KLST to identify Kindergarten students for Talking Tables and Moe the Mouse • Ready-set-learn, Pre-school Library Drop-ins (5), Kinderfair to support students (and parents) prior to their entry into Kindergarten • Embedding hands-on learning and higher level thinking skills in mainstream curriculum • School wide reading celebrations: Book Adventures Program, One School One Book • School wide RTI support Tier 1 and 2 • Use of Primary District Assessments to monitor at-riskness (EPAS) • Use of PM Benchmarks for those students who are working well below grade level in reading at the intermediate level to support instruction • Define Essential Outcomes within BC performance Standards • Regular collaboration sessions to monitor our students and plans for success • SBT meeting to meet with families of our most at-risk in reading • Continually review and update students at risk in the aspects of (Academics, Behavior, Social, Emotional, and Attendance) via RTI Leadership Team and Teacher Teams • Targeting interventions for students based on school-wide screening • Early Intervention Literacy Support 5 days per week for students most at-risk for language/reading development based on regular assessments (EPAS/PM) 	<p>Classroom Teachers/Principal/School Based Team/</p>	<p>09/2015</p>	<p>Ongoing</p>



Priority Goal	Improving student achievement and well-being through high quality instruction.		
	All students to meet or exceed grade level expectations in numeracy.		
	I can apply my numeracy skills to my life in school and out.		
	Description	Baseline Value	Target Value
	<i>Tyson Elementary School</i>	May 2018	
Outcome / Measure(s)	<p>SCHOOL</p> <ul style="list-style-type: none"> • Student Numeracy and Assessment & Practice <ul style="list-style-type: none"> ○ Number Sense (N.S.) ○ Number N.O. (N.O.) • Foundation Skills Assessment (FSA) 	<p>SNAP Overall (3 or 4)</p> <p>Grade 2- N.S. 73% /N.O. 70% Grade 3- 84% /N.O. 70% Grade 4- N.S. 83%/N.O. 71% Grade 5- N.S. 71%/N.O. 64% Grade 6- N.S. 73% /N.O. 81%</p> <p>FSA Math (G4) Data not available</p>	<p>SNAP Overall (3 or 4)</p> <p>Grade 2- N.S. 85%/N.O. 85% Grade 3- N.S. 85%/N.O. 85% Grade 4- N.S. 87%/N.O. 87% Grade 5- N.S. 89%/N.O. 89% Grade 6- N/A</p> <p>FSA Math (G4) NYM- 10% FM/E-90%</p>

Strategy	Action Steps	Person Responsible	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"> • Use Jump Math interactively • Utilize Smart board, iPads to integrate technology into math lessons (e.g. virtual manipulatives) • School-wide use of SNAP • Intervention support (Tier 2) built into weekly schedule for “second dose” instruction for vulnerable students • Embedding hands-on learning and higher level thinking skills in mainstream curriculum • Targeting interventions for students based on school-wide screening • School wide RTI support Tier 1 and 2 • 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 • Define Essential Outcomes within BC performance Standards • Regular collaboration sessions to monitor our students and plans for success • SBT meeting to meet with families of our most at-risk in mathematics • Continually review and update students at risk in the aspects of (Academics, Behavior, Social, Emotional, and Attendance) via RTI Leadership Team and Teacher Teams 	Classroom Teachers/Principal/School Based Team/Education Assistants	09/2015	Ongoing

Priority Goal	Improving student achievement and well-being through high quality instruction.		
	To increase students' ability to apply critical, creative and reflective thinking.		
	I can use my thinking skills to flexibly adapt to any learning situation.		
	Description	Baseline Value	Target Value
	SCHOOL <i>Tyson Elementary School</i>	June 2018	June 2021
Outcome / Measure(s)	School		
	<ul style="list-style-type: none"> Student self-assessment on Core Competencies (G2-5) Six Cedars taught to all grades, with support from Teacher Librarian (GK-5) 	<p>97% of students fully meeting or exceeding expectations</p> <p>97% of students fully meeting or exceeding expectations</p>	<p>95% of students fully meeting or exceeding expectations</p> <p>100% of students fully meeting or exceeding expectations</p>

Strategy	Action Steps	Person Responsible	Start	Completion
Model and use evidence based practice for thinking skills Allow for teacher collaboration to discuss planning and results	<ul style="list-style-type: none"> Continue to provide the students the opportunity to explore the curriculum through project based learning Integrating hands-on learning and higher level thinking skills in mainstream curriculum (e.g. Genius Hour/Passion Projects) Learning experiences will accommodate a range of learning styles Share and use rubrics to asses flexible, transformational thinking across the curriculum Design and Implement flexible learning opportunities for students 	Classroom Teachers/Principal/School Based Team/Education Assistants	09/2015	Ongoing

Priority Goal	Improving student achievement and well-being through high quality instruction.		
	To enhance personal and social responsibility.		

I can behave as a respectful and effective member of my class and school community.				
Outcome / Measure(s)	Description	Baseline Value	Target Value	
	SCHOOL <i>Tyson Elementary School</i>		June 2018	June 2021
	School <ul style="list-style-type: none"> BC Performance Standards for Social Responsibility (3 or 4 on the rating scale) 	94 % students fully meeting or exceeding expectations	100%	

Strategy	Action Steps	Person Responsible	Start	Completion
<p>Model and use evidence based practice for thinking skills</p> <p>Allow for teacher collaboration to discuss planning and results</p>	<ul style="list-style-type: none"> Continue to use code of conduct for school Continue PBS program in school. Continue PBS leadership team, lesson plans, behavior matrix, incentives <ul style="list-style-type: none"> Tyson 10s/Tyson 100s House Teams rather than individual to promote collective responsibility, teamwork Regular Matrix "Blitzes" to ensure matrix being taught SBT brainstorm ways that support creative interventions to help students be successful. <ul style="list-style-type: none"> Sensory toolkits and spaces (individual, classroom and sensory room) Make Self-regulation a cornerstone to staff instruction (Zones, etc.) Lunchtime groups (Girls Groups, Anxiety Group, etc.) led by staff for vulnerable students. Regular student recognition for various successes at monthly Celebration Assembly (Reading, PBS, etc.) 	Classroom Teachers/Principal/School Based Team/Education Assistants	09/2015	Ongoing
Priority	Strengthening meaningful relationships with parents, schools, and community to support success for students. (Community/Culture)			
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.			
	I can participate meaningfully and appropriately in the education of my child at school and home.			

	Description	Baseline Value	Target Value
Outcome / Measure(s)	SCHOOL <i>Tyson Elementary School</i>		
	SCHOOL <ul style="list-style-type: none"> Parent / student satisfaction survey 	2018 Data Sample too small	"3" or Better

Strategy	Action Steps	Person Responsible	Start	Completion
Enhance the capacity of parents to support their child to become an autonomous learner	<ul style="list-style-type: none"> Kinderfair, Ready-Set-Learn, Preschool Library Drop In Classroom and School Newsletter "How-to's" School Based Team Meetings Curriculum Fairs Parent-Teacher Conferences 	Classroom Teachers/Principal/School Based Team/Education Assistants	09/2015	Ongoing
Use technology to improve communication from school to home	<ul style="list-style-type: none"> Newsletter online monthly (updated weekly) Email Lists for school/classroom communication Texting parents "in the moment" 			
Prepare students, parents, and teachers for successful transitions	<ul style="list-style-type: none"> Kinderfair, Ready-Set-Learn, Preschool Library Drop In Grade 5 Transition Activities with VMS Pre-Mid Extra Transition Visits (Jan-Jun) for vulnerable students 			