



McCammon Traditional Elementary School

SCHOOL GROWTH PLAN 2016 - 2021



Chilliwack
School District

PRIORITY #1: INSTRUCTION

| Priority | Improving student achievement and well-being through high quality instruction. (Instruction) | | |
|----------------------|---|---|---|
| Goal | All students to meet or exceed grade level expectations in literacy and numeracy. | | |
| | Description | Baseline Value | Target Value |
| Outcome / Measure(s) | <p>SCHOOL</p> <p>All students will meet or exceed individualized targets in reading, writing and numeracy.</p> <p>Reading (PM Benchmarks & RAD):</p> <p>Writing (Writing Snapshot):</p> <p>Numeracy (SNAP):</p> <p>**NOTE: Baseline values are lower than normal due to CVOID-19 pandemic.</p> | <p>All Students: 39%</p> <p>Grades K-3: 28%</p> <p>Grades 4-5: 53%</p> <p>All Students: 32%</p> <p>Grades 1-3: 25%</p> <p>Grades 4-5: 43%</p> <p>Number Sense:</p> <p>Grades 2-3: 37%</p> <p>Grades 4-5: 58%</p> <p>Operations:</p> <p>Grades 2-3: 17%</p> <p>Grades 4-5: 46%</p> | <p>All Students: 70%</p> <p>Grades K-3: 60%</p> <p>Grades 4-5: 85%</p> <p>All Students: 60%</p> <p>Grades K-3: 60%</p> <p>Grades 4-5: 60%</p> <p>Number Sense:</p> <p>Grades 2-3: 90%</p> <p>Grades 4-5: 90%</p> <p>Operations:</p> <p>Grades 2-3: 90%</p> <p>Grades 4-5: 75%</p> |
| | <p>DISTRICT</p> <ul style="list-style-type: none"> Provincial Assessments Graduation Rates District Literacy Assessments District Numeracy Assessments | <p>Current Provincial Assessments</p> <p>Current District & School Graduation Rates</p> <p>RAD and PM Benchmarks</p> <p>Develop District Measures</p> | <p>Achievement At or Above Provincial Average</p> <p>Achievement At or Above Provincial Average Increase</p> <p>Develop District Measures</p> |

| <p style="text-align: center;">READING ~ All students to meet or exceed grade level expectations in literacy and numeracy. ~</p> | | | | | |
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| Strategy | Action Steps | Person Responsible | Start | Completion | Outputs |
| Tier 1 – High quality instruction (balanced literacy) (100%) | <ul style="list-style-type: none"> • Collaborative conversations • Professional Development (demo classes) • Daily guided reading in all classes • Incorporate First Peoples Principles of Learning • Co-plan and coordinate with Curriculum and Student Services staff to support literacy and numeracy development of Aboriginal students | All staff | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Daily guided reading in all classrooms • Increases in student reading achievement • To continue to increase academic success of all Aboriginal Students |
| Tier 2 – Timely and targeted interventions (10-15%) | <ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 2 supports: <ul style="list-style-type: none"> ○ PM Benchmarks ○ SNAP • Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 2 supports (Early Intervention, Learning Assistance) • To continue to increase academic success of all Aboriginal Students. |
| Tier 3 – Timely and targeted interventions (2-3%) | <ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 3 supports: <ul style="list-style-type: none"> ○ Assessments tied to Tier 3 interventions • Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE District Support Staff Outside Agencies | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 3 supports (Early Intervention, Early Success) • To continue to increase academic success of all Aboriginal Students |

| WRITING | | | | | |
|---|--|---|-----------|-------------|---|
| ~ All students to meet or exceed grade level expectations in literacy and numeracy. ~ | | | | | |
| Strategy | Action Steps | Person Responsible | Start | Completion | Outputs |
| Tier 1 – High quality instruction (balanced literacy) (100%) | <ul style="list-style-type: none"> • Collaborative conversations • Professional Development (demo classes) • Daily guided writing in all classes • Incorporate First Peoples Principles of Learning • Co-plan and coordinate with Curriculum and Student Services staff to support literacy and numeracy development of Aboriginal students | All staff | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Daily guided writing in all classrooms • Increases in student writing achievement • To continue to increase academic success of all Aboriginal Students |
| Tier 2 – Timely and targeted interventions (5-15%) | <ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 2 supports: <ul style="list-style-type: none"> ○ Grade-Wide Writes ○ Primary Assessments • Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 2 supports (Learning Assistance) • To continue to increase academic success of all Aboriginal Students |
| Tier 3 – Timely and targeted interventions (<5%) | <ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 3 supports: <ul style="list-style-type: none"> ○ Assessments tied to Tier 3 interventions • Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE District Support Staff Outside Agencies | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 3 supports • To continue to increase academic success of all Aboriginal Students |

| <p style="text-align: center;">NUMERACY ~ All students to meet or exceed grade level expectations in literacy and numeracy. ~</p> | | | | | |
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| Strategy | Action Steps | Person Responsible | Start | Completion | Outputs |
| Tier 1 – High quality instruction (balanced numeracy) (100%) | <ul style="list-style-type: none"> • Collaborative conversations • Professional Development (demo classes) • Daily guided numeracy in all classes • Incorporate First Peoples Principles of Learning • Co-plan and coordinate with Curriculum and Student Services staff to support literacy and numeracy development of Aboriginal students | All staff | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Daily guided numeracy in all classrooms • Increases in student numeracy achievement • To continue to increase academic success of all Aboriginal Students |
| Tier 2 – Timely and targeted interventions (10-15%) | <ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 2 supports: <ul style="list-style-type: none"> ○ SNAP ○ Classroom assessments ○ Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> ○ Ongoing fluidity of students accessing Tier 2 supports ○ To continue to increase academic success of all Aboriginal Students |
| Tier 3 – Timely and targeted interventions (2-3%) | <ul style="list-style-type: none"> • Use assessment information to identify students accessing Tier 3 supports: <ul style="list-style-type: none"> ○ Assessments tied to Tier 3 interventions • Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE District Support Staff Outside Agencies | Fall 2016 | Spring 2021 | <ul style="list-style-type: none"> • Ongoing fluidity of students accessing Tier 3 supports • To continue to increase academic success of all Aboriginal Students |

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| Priority | Improving student achievement and well-being through high quality instruction. (Instruction) | | | | |
| Goal | To increase students' ability to apply critical, creative and reflective thinking. | | | | |
| Outcome / Measure(s) | Description | Baseline Value | Target Value | | |
| | <p>SCHOOL</p> <ul style="list-style-type: none"> Staff will develop a collective understanding of the relationship with critical, creative, and reflective thinking and the BC curriculum, and continue to have students apply critical, creative and reflective thinking. | Establish baseline level (Strategic Plan Alignment Assessment) | <ul style="list-style-type: none"> Fully aligned in areas of Goal #2 on Strategic Plan Alignment Assessment 80% of students able to articulate their thinking strategies. | | |
| Outcome / Measure(s) | 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 | <p>0% of students</p> <p>0% of schools</p> | <p>100% of students fully meet or exceed expectations</p> <p>100% of schools</p> | | |
| Strategy | Action Steps | Person Responsible | Start | Completion | Outputs |
| Baseline Assessment | Pre-assessment on Strategic Plan Alignment Assessment | Staff | October 2019 | June 2021 | <ul style="list-style-type: none"> Determine baseline achievement for school initiatives |
| Develop shared understanding of Thinking Rubric related to BC curriculum | <ul style="list-style-type: none"> Develop understanding of creative, critical and reflective thinking Grade-group Pro-D: explore instructional practices for creative, critical and reflective thinking (Fiction & Non-Fiction Reading Power) Pro-D for higher-level questions and thinking repertoire (i.e. visuals for classrooms) | Staff Pro-D Chair & Committee | September 2019 | June 2021 | <ul style="list-style-type: none"> Collective understanding of instructional practices for creative, critical and reflective thinking related to BC curriculum Common language with all staff |
| Implementation of SD33 Thinking Rubric | <ul style="list-style-type: none"> Regular check-in ~ discussions at monthly staff meetings | All staff | Winter 2019 | on going | <ul style="list-style-type: none"> staff self-assessment use of rubric across curriculum |

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| Priority | Improving student achievement and well-being through high quality instruction. (Instruction) | | | | |
| Goal | To enhance personal and social responsibility. | | | | |
| Outcome / Measure(s) | Description | Baseline Value | | Target Value | |
| | <p>SCHOOL</p> <ul style="list-style-type: none"> Students will fully meet use of self-regulation skills in all areas of the school community <p>**NOTE: Baseline values are based on 2019/2020 assessments due to CVOID-19 pandemic.</p> | <p>Social Responsibility Competency Rubric</p> <p>All Students: 63% Grades K-3: 58% Grades 4-5: 70%</p> <p>Personal Responsibility Competency Rubric</p> <p>All Students: 57% Grades K-3: 56% Grades 4-5: 59%</p> | <p>Social Responsibility Competency Rubric</p> <p>All Students: 75% Grades K-3: 70% Grades 4-5: 80%</p> <p>Personal Responsibility Competency Rubric</p> <p>All Students: 70% Grades K-3: 70% Grades 4-5: 70%</p> | | |
| | <p>DISTRICT</p> <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 |
| Tier 1 – High quality SEL instruction (100%) | <ul style="list-style-type: none"> Collaborative conversations Professional Development: <ul style="list-style-type: none"> Mental Health Literacy Mind Up Fun Friends/Friends ALERT, ZONES, CALM Collaborative Proactive Solutions Model (Ross Greene) First Peoples Principles of Learning | All staff | Fall 2016 | June 2021 | <ul style="list-style-type: none"> Students and staff increase level of mindfulness Students increased use of self-regulation strategies Common language Timely and targeted Tier 1 interventions for students' lagging skills Increase Aboriginal students belonging and engagement at school |
| Tier 2 – Timely and targeted SEL interventions (10-15%) | <ul style="list-style-type: none"> Use assessment information to identify students accessing Tier 2 supports: <ul style="list-style-type: none"> Develop & implement school-wide SEL assessment Develop SEL tracking document | All staff CORE | Fall 2016 | June 2021 | <ul style="list-style-type: none"> Ongoing fluidity of students accessing Tier 2 supports |

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| | <ul style="list-style-type: none">○ Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | | | | |
| Tier 3 – Timely and targeted SEL interventions (2-3%) | <ul style="list-style-type: none">● Use assessment information to identify students accessing Tier 3 supports:<ul style="list-style-type: none">○ Assessments tied to Tier 3 interventions○ Collaborative conversations (CORE/SBT/staff meeting time to ensure fluidity of groups) | All staff CORE District Support Staff Outside Agencies | Fall 2016 | June 2021 | <ul style="list-style-type: none">● Ongoing fluidity of students accessing Tier 3 supports |



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PRIORITY #2: COMMUNITY & CULTURE

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| 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) | <p>SCHOOL</p> <p>Continue to provide and seek out opportunities to partner with community members and organizations to provide meaningful learning experiences for students.</p> <p>**NOTE: Baseline values are based on 2019/2020 assessments due to CVOID-19 pandemic.</p> | <p>2019 Student Learning Survey</p> <p>I am improving in math – 85%</p> <p>I am improving in reading – 89%</p> <p>I am improving in writing – 64%</p> <p>I feel like I belong at school – 70%</p> <p>I am happy at school – 81%</p> <p>I feel welcome at school – 86%</p> <p>I like school – 77%</p> | <p>2020 Student Learning Survey</p> <p>I am improving in math – 90%</p> <p>I am improving in reading – 95%</p> <p>I am improving in writing – 70%</p> <p>I feel like I belong at school – 75%</p> <p>I am happy at school – 90%</p> <p>I feel welcome at school – 95%</p> <p>I like school – 85%</p> |
| | <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 Collaborative Partnership Assessment using Partnership Quality Rubric Increased use of Blended Learning | <p>Expired Aboriginal Education Enhancement Agreement</p> <p>Student Engagement Survey Baseline Develop District Measure</p> <p>Develop District Measure</p> <p>Current Baseline</p> | <p>Renewed Aboriginal Enhancement Agreement</p> <p>Increase in Student Engagement Indicators</p> <p>Develop District Measure</p> <p>Increased Use</p> |

| Strategy | Action Steps | Person Responsible | Start | Completion | Outputs |
|---|---|--------------------|--------|------------|---|
| Strengthening connections with Aboriginal families & community | <ul style="list-style-type: none"> • Increase parent participation and voice in our school: <ul style="list-style-type: none"> ○ Aboriginal Education Advisory Grant ○ Meeting with Skwah & Skway First Nations • Strengthen and enhance our community partnerships for Aboriginal and all students: <ul style="list-style-type: none"> ○ Drumming club ○ Canoe Pull ○ School Aboriginal Day ○ Home visits ○ Breakfast & lunch program • Co-plan and coordinate with Curriculum and Student Services staff to support development of Aboriginal students: <ul style="list-style-type: none"> ○ Long House Extension Program ○ Blanket exercises ○ Drum making ○ Canoe Pull ○ Aboriginal artifacts in school | School Staff | Active | Ongoing | <ul style="list-style-type: none"> • Enhance students' learning experiences and learning outcomes • Increase Aboriginal students/families/guardians belonging and engagement at school • Increase the respect and understanding amongst all students and staff of language, culture, governance and history of Sto:lo and all Aboriginal Peoples |
| Strengthening connection with community businesses/organisations (City Life Church, Main Street Church, Po Lam Buddhist Association Mt. Cheam Lions Club, Big Brothers, Big Sisters, Murray Honda, Staples, Canadian Tire, Bowls of Hope) | <ul style="list-style-type: none"> • Afterschool Adventures • Teen Mentors • Dove Girls • Starfish Backpack Program • September backpacks and winter boots/coats • Hunger to Hope • Breakfast Program • Lunch Program • Po Lam garden program • CSS partnerships | School staff | Active | Ongoing | Enhance students' learning experiences and learning outcomes |
| Increase the sense of meaningful partnership connections between Family of Schools to assist student transitions | <p>Elementary – Middle Transitions</p> <ul style="list-style-type: none"> • Transition activities Supporting Reconfiguration • Shared decision making process (staff, parents, students) • Information sharing with PAC • Grade 5 activities | School staff | Active | Ongoing | Increase successful transitions indicators for students and parents |



PRIORITY #3: SOCIAL EMOTIONAL WELLNESS

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| Priority | Enhancing the culture, climate and learning environment to maintain a sense of belonging, diversity, well-being and safety. (Social Emotional Wellness) | | | | |
| Goal | To maintain a positive, respectful workplace culture and sense of community. | | | | |
| | Description | Baseline Value | Target Value | | |
| Outcome / Measure(s) | SCHOOL McCammon Traditional Elementary will continue to be a caring community where all members feel a sense of belonging, diversity, well-being and safety. | Establish baseline value on Employee Satisfaction Survey | 95% Satisfaction Rate on Employee Satisfaction Survey | | |
| | 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 |
| Maintain and continue to foster staff wellness | <ul style="list-style-type: none"> • Celebrate successes • Regular staff check-ins • Staff social events (social committee) • Transparent decision making process • Open door policies | All staff | Active | Ongoing | Engaged staff High levels of workplace wellness |



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PRIORITY #4: RESOURCES

| Priority | Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources) | | |
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| Goal | To align resources to efficiently, and effectively support the goals of the School Growth Plan. | | |
| | Description | Baseline Value | Target Value |
| Outcome / Measure(s) | SCHOOL A shared decision making process will be used for decisions affecting the distribution of resources throughout the school. | Annual budget review with school staff and PAC | Budget reviews with school staff and PAC three times each year |
| | DISTRICT <ul style="list-style-type: none"> The Board of Education will receive understandable, relevant and timely financial updates Survey of Budget Managers to assess access to and use of financial information for planning and decision making Regular program reviews to determine efficient and effective use of resources Analysis 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 |
|------------------|--|------------------------------------|--------|------------|--|
| Transparency | Financial records will be transparently shared with school staff and PAC three times per year. | Admin, Budget Committee, and PAC | Active | Ongoing | Maintaining trusting relationships School financial records will be shared and understood by school staff and PAC |
| Budget Committee | Budget Committee will meet three times per year to review budget before shared with school staff Collaboration with Budget Committee will occur to determine large school purchases (i.e. restricted funds) | Admin and Budget Committee members | Active | Ongoing | Maintaining trusting relationships Shared decision making process |