

## Salmo Elementary School: Three Year Strategic Plan 2020-23

<b>Board Goals:</b>	<b>Learning: Literacy, numeracy and Transitions</b>	<b>Organizational Excellence: trades, Arts, Athletics, Lang</b>	<b>Engagement: Service and Environment</b>	<b>Relationships: Mental Health Wellness and Physical Literacy</b>
Student Expectations	Academic Success	Creativity and Imagination	Citizenship	Resilience
Aboriginal Enhancement Agreement Goals:	Academic Success	Awareness of History, Culture and Identity	Connections between Aboriginal student, families, communities and schools	Beliefs, Pride, Identity

<b>School Values:</b>	<b>Inspiration, Curiosity, Creativity, Critical Thinking, Lifelong Learning</b>	<b>Creativity, Curiosity, Strength Based, Nature</b>	<b>Community, Connection, Caring</b>	<b>Caring, Personal Growth, Inclusion, Individual Responsibility</b>
<b>School Goals:</b>	1. All students will achieve grade level <b>numeracy and literacy competencies</b>	1. Students will identify and develop areas of strength, interest and creative thinking in the areas of the <b>arts, technology and athletics</b>	1. Students will take <b>responsibility</b> for their learning and actions, both within and without the school	1. Students will increase understanding and awareness of a positive <b>school culture</b> and environment
	2. Strong <b>early years connections</b> and learning experiences will increase the success of learners	2. Students will attain a sense of self, responsibility and connection through <b>place based and nature learning</b>	2. Students will learn and understand their place in community by engaging in <b>service learning</b> : giving to others in a thoughtful way	2. Students will grow in their understanding of <b>mental health</b> and social emotional resiliency, demonstrating a positive sense of self.
	3. Students will be academically and socially prepared for <b>transition to high school</b>	3. Consistency of <b>school branding</b> , policies and expectations will encourage excellence for all.	3. A strong <b>connection between school and home</b> (parents and school) will support student learning and school culture	3. <b>Staff</b> will be a cohesive team, collaborate and engage in <b>positive mental health strategies</b> .
		4. Students will achieve <b>digital literacy</b> through the embedded use of technological tools in instruction and learning		
<b>YEAR 1 (2020-21)</b>				
<b>Objective 1</b>	<b>1. Grade level numeracy and literacy competency</b>	<b>1. Creative and critical thinking through inquiry, project based learning. Strength based focus in arts, technology and athletics</b>	<b>1. Student responsibility</b>	<b>1. Positive school culture</b>
<b>Strategies</b>	120 min of literacy instruction per day; engagement in Literacy Coherence ProD K/1; establish use of LST for literacy support; establishment of school wide assesment tools (school wide writes); Fay Brownlie ProD for Gr. 2/3; Fay Brownlie implementaion at Gr. 4-6; celebrations of learning; data gathering and baseline assessments; establishment of library programming and learning commons support; Staff ProD in Carole Fullerton numeracy approach; school wide numeracy assessments	ADST teaching position; 1-2hr/wk of direct ADST instruction; Tier 2/3 LST focus on project based learning; use of Makerspace classroom for recess/lunch; classroom experiences in place based learning; Art starts mural project	direct instruction on core-competencies; adapt for student interest/enhance personal discovery; teacher proD on inquiry based learning; student self assessments as part of reporting process; student participation in co-development of code of conduct	PBIS approach/ Collaborative revision of CoC; whole school CoC activities and posters/ Teachers will teach CoC expectations/ ProD on PBIS/ CoC School wide assembly focus/
	place-based outdoor literacy/numeracy learning	1-2hr/week of music instruction to all classes; digital music performances; shared music staff with SSS to establish continuity; lunch time music club; music as LST support	direct instruction on school code of conduct; PBIS approach to conduct; reconciliation approach to discipline	Direct instruction on social thinking in primary classes; direct instruction on positive social relationships in intermediate classes; ABED support for indigenizing curriculum within the classroom;
		school based lunchtime Intramurals (cross-country, basketball, archery, volleyball, hockey, etc); host district indigenous run/walk		Counseling and practices of reconciliation will develop student capacity for positive relationships; art therapy; direct student counselling;
<b>Indicators</b>	student participation in FSA follow up; collaboration and conversation with primary teachers; fall and spring classroom assessments	record of events/displays for art work/ performances	students able to articulate core competencies; student self assessments as part of reporting; student self management of portfolios; student engagement in code of conduct activities	student involvement in CoC revision; reduction of behaviour referrals; counseling caseloads; student surveys
	Redesigned literacy program; student success in literacy			
<b>Objective 2</b>	<b>2. Strong early years connections</b>	<b>2. Place based learning</b>	<b>2. Community Connections and Service Learning</b>	<b>2. Mental health, social emotional resiliency, positive sense of self.</b>
<b>Strategies</b>	SEY2K - develop team, engage virtual initiatives, initiate projects, partnerships with SVECAC	Teacher ProD on outdoor education; place based learning in the community; small groups of classes collaborate on outdoor education opportunities; development of outdoor learning spaces; planning and collaborating with community and PAC for more outdoor learning classrooms	Contribute to existing community services; local environmental initiatives (ie - turtles, streams, local watersheds, old growth forest); recycling/composting initiative; seniors outreach; community fundraisers; Involve an increasing number of students and staff in social service activities	Increased awareness of Core Competencies/ use of communicating student learning with report card/ collaborative planning involving direct teaching of competency skills

		individual classes engage in outdoor learning at least once per week; teacher participation in CBEEN; Wildsight "Through the Seasons" mentorship program	classroom service engagements (ie - recycling, snow removal, garbage pick up; garden clean up); School wide Halloween for Hunger	Direct classroom instruction by SBT on topics of mental health, anxiety, social strategies; support from district team in classrooms; celebrations of learning and diversity
<b>Indicators</b>	family surveys, attendance records; Kindergarten enrolments	types and frequency of outdoor learning; participation; events; development of outdoor spaces	record of events/ results from surveys done annually by students, staff, families and community	
<b>Objective 3</b>	<b>3. Transition to High School</b>	<b>3. Consistent school branding, policies and expectations</b>	<b>3. Connection between school and home</b>	<b>3. Staff will be a cohesive team, collaborate and engage in positive mental health strategies.</b>
<b>Strategies</b>	Class configuration for Gr. 6 class; leadership expectations for Gr. 6 (ie - Assemblies, School events, etc.); transition meetings and spring visits; fall and spring academic assessments; early interventions; LST support for Tier 2/3;	aligning signage with new logos; update/revise school documents; consistent communication strategy	continual communication with home via virtual portfolios; zoom assemblies; zoom classroom meetings; ABED connections to community; PAC involvement/events and virtual support; family events; celebrations of learning	Support from District mental health and wellness; school mental wellness committee; Consistent checkins and mindfulness practice; staff book study; team activities
<b>Indicators</b>	participation in school leadership; student feedback, assessment results, attendance at transition events	completion of school documents; installation of new signage; consistent communication	regular communication with teachers; attendance at zoom events; attendance at family events; family surveys	Creation of team teaching partnerships, opportunities for collaboration, social opportunities
<b>Objective 4</b>		<b>4. Digital literacy</b>		establishment of teams, functioning partnerships, staff surveys
<b>Strategies</b>		all classes use digital portfolios; intermediate classes learn and integrate google classroom; google read and write available as part of LST delivery; use of digital learning software (IXL, mathletics, prodigy, etc.); introductory coding and robotics instruction; typing instruction; guest speakers/presentations on social media;		
<b>Indicators</b>		classroom participation in digital portfolios; use of google classrooms; use of educational digital platforms; participation in social media presentations		

<b>YEAR 2 (2021-22)</b>				
	<b>Goal #1:</b>	<b>Goal #2:</b>	<b>Goal #3:</b>	<b>Goal #4:</b>
<b>Objective 1</b>	<b>1. Grade level numeracy and literacy competency</b>	<b>1. Creative and critical thinking through inquiry, project based learning. Strength based focus in arts, technology and athletics</b>	<b>1. Student responsibility</b>	<b>1. Positive school culture</b>
<b>Strategies</b>	focus on comprehension strategies; establishment of LST for numeracy support; continued support from LST for literacy support; creation of literacy centres/classroom circle assessment/mini-teacher; community story walk/readers' theatre; authors month; further developed library programming; library as part of learning support model; learning commons connecting with curriculum	continued scheduled ADST instruction; further development of Makerspace programming; teacher ProD in inquiry based learning; curricular integration in project based learning; school wide STEAM projects/ Genius hour	whole school approach with core-competencies; class reviews/profiles constructed and reviewed with SBT; staff proD on curriculum development according to class profiles; student self assessments and peer assessments;	Full implementation of CoC; monthly assemblies on CoC; student leadership team develop a school identity; direct instruction in social thinking grades K-3 and Gr. 4-6; direct instruction on positive conflict resolution strategies; interest based lunch time clubs; celebrations of learning - events, posting student work, digital/social media posts
	whole school math; Carole Fullerton implemented in all grades; creation of Carole Fullerton resource packs	2-3 hr/week of music instruction to all classes; shared music staff and programming with SSS; lunch time music club; Performances (ie- Talent show, readers theatres, spring fling, Winter concerts); music as LST support - small ensembles	student led instruction on code of conduct; student development of school identity; circle approach to reconciliation and restitution	Counseling and instruction in practices of reconciliation will develop student capacity for positive relationships; art therapy; direct student counselling; friendship groups
	place-based outdoor literacy/numeracy learning	Intramurals (cross-country, basketball, archery, volleyball, hockey, etc); winter activities; shared sports teams with SSS; host athletic events; host special olympics; host district indigenous run/walk	develop student leadership team/ survey school leaders/ have students plan and organize events	
<b>Indicators</b>		record of events/displays for art work/ performances	students able to articulate core competencies; student self assessments as part of reporting; student self management of portfolios; student engagement in code of conduct activities; participation in student leadership team	reduction of behaviour referrals; counseling caseloads; student surveys
<b>Objective 2</b>	<b>2. Strong early years connections</b>	<b>2. Place based learning</b>	<b>2. Community Connections and Service Learning</b>	<b>2. Mental health, social emotional resiliency, positive sense of self.</b>
<b>Strategies</b>	SEY2K projects continue; parent education; family events; early years programming	individual classes engage in outdoor learning at least once per week; establish outdoor ED program for Gr. 4-6; regular outdoor ED instruction/activities for K-3	Create partnerships with local community services and environmental initiatives (ie - turtles, streams, local watersheds, old growth forest); recycling/composting initiative;seniors outreach; community fundraisers; Involve an increasing number of students and staff in social service activities	language of Core competencies used school wide (assemblies, office referrals, etc); Class profiles and student self assessments at the beginning of year/ use of communicating student learning with report card/ collaborative planning involving direct teaching of competency skills

		Teacher participation in CBEEN; Wildsight programming; participation in community environmental programs, projects and initiatives; build connections with community partners	classroom service engagements (ie - recycling, snow removal, garbage pick up; garden clean up); School wide Halloween for Hunger; school wide service learning in the time-table	Student leadership team assist with directing mental health initiatives; school wide awareness programs (including all classrooms/ parent & family events); Direct classroom instruction by SBT on topics of mental health, anxiety, social strategies; support from district team in classrooms; celebrations of learning and diversity
<b>Indicators</b>	family surveys; attendance records; participation in community events; kindergarten registrations; kindergarten entrance assessments	record of events and activities; participation records; types and frequency of outdoor learning; participation; events; development of outdoor spaces	record of events/ results from surveys done annually by students, staff, families and community	all students can talk about mental health, describe their resiliency, support one another; surveys; SBT data
<b>Objective 3</b>	<b>3. Transition to high school</b>	<b>3. Consistent school branding, policies and expectations</b>	<b>3. Cconnection between school and home</b>	<b>3. Staff will be a cohesive team, collaborate and engage in positive mental health strategies.</b>
<b>Strategies</b>	Class configuration for Gr. 6 class; leadership expectations for Gr. 6 (ie - Assemblies, School events, etc.); develop school leadership team; leadership of school wide initiatives and mentorship programs; transition meetings and spring visits to SSS; fall and spring academic assessments; early interventions; LST support for Tier 2/3; collaboration with SSS (ie - shared intramurals; sports teams; music programs); mentorship program with SSS; tutoring program with SSS	review of school process/procedures and update/revise; consistent school branding ; school hoodies; building of school identity with student leadership team	continual communication with home via virtual portfolios; zoom assemblies; Family events (ie - Ice Cream Social/Community winter concert/ learning celebrations); volunteers in classrooms; increased PAC involvement with events and learning initiatives at the school	Support from District mental health and wellness; school mental wellness committee; teacher leadership of staff wellness; Consistent checkins and mindfulness practice; staff book studies; team activities; continued team teaching partnerships, opportunities for collaboration, social opportunities
<b>Indicators</b>	participation in school leadership; student feedback, academic assessment results, attendance at transition events; attendance in combined school initiatives and events; participation in school leadership programs	revised school processes; purchases of school merchandise	regular communication with teachers; attendance at zoom events; attendance at family events; family surveys	establishment of teams, functioning partnerships, staff surveys; teacher leaders
<b>Objective 4</b>		<b>4. Digital literacy</b>		
<b>Strategies</b>		all classes continue use digital portfolios; google classroom widely used in intermediate classrooms; google extensions used and explored; google read and write available to all students; continued use of digital learning software (IXL, mathletics, prodigy, etc.); continued instruction in coding and robotics instruction; typing instruction introduced to Gr. 2-3; guest speakers/presentations on social media; use digital platforms to connect globally with partners; introductory instruction in website development;		
<b>Indicators</b>		classroom participation in digital portfolios; use of google classrooms; use of educational digital platforms; participation in social media presentations; positive social media understanding and presence		

<b>YEAR 3 (2022-23)</b>				
	<b>Goal #1:</b>	<b>Goal #2:</b>	<b>Goal #3:</b>	<b>Goal #4:</b>
<b>Objective 1</b>	<b>1. Grade level numeracy and literacy competency</b>	<b>1. Strength based focus in arts, technology and athletics</b>	<b>1. Student responsibility</b>	<b>1. Positive school culture</b>
<b>Strategies</b>	established school wide literacy/numeracy assessment and data analysis protocol; real life application/ projects in literacy and numeracy; participate in writing contests (ie - Polar Expressions/NaNoWriMo; Spelling bee; financial literacy; school wide business initiatives (ie - canteen)	District wide maker space projects; multi-age exploratory block once per week; curricular integration in project based learning; school wide STEAM projects/ contests	whole school approach with core-competencies; class reviews/profiles constructed and reviewed with SBT; staff proD on curriculum development according to class profiles; student self assessments and peer assessments;	Continued full implementation of CoC; collaboration with SSS on similar/connected CoC; student council promote and extend school identity; direct instruction in social thinking grades K-3 and Gr. 4-6; school wide positive conflict resolution strategies; interest based lunch time clubs; student led celebrations of learning - events, posting student work, digital/social media posts
		3 hr/week of music instruction to all classes; shared music staff and programming with SSS; lunch time music club; Performances including: Talent show, readers theatres, spring fling, Winter concerts, shared music performances with SSS, community and other schools in district: Music as part of LST support - individual instruction and small ensembles	develop student council; work with district student leaders; have students plan and organize community and district events	School wide practices of reconciliation; inclusive art therapy model in the classrooms; direct student counselling; friendship groups in collaboration with SSS
		Intramurals (cross-country, basketball, archery, volleyball, hockey, etc); winter activities; sports teams established and play with other schools in district; shared sports teams with SSS; host athletic events; host special olympics		

<b>Indicators</b>	literacy and numeracy assessment scores; completed projects; successful school business; contest entries	record of events/displays for art work/ performances	students able to articulate core competencies; student self assessments as part of reporting; student self management of portfolios; student engagement in code of conduct activities; participation in student council	reduction of behaviour referrals; counseling caseloads; student surveys; student leadership
<b>Objective 2</b>	<b>2. Strong early years connections</b>	<b>2. Place based learning</b>	<b>2. Community Connections and Service Learning</b>	<b>2. Mental health, social emotional resiliency, positive sense of self.</b>
<b>Strategies</b>	SEY2K projects continue; expanding partnerships; multi-age school programming to include younger years (ie - programming partnership with Children's Centre); family events; participation in community events	individual classes engage in outdoor learning at least once per week; expand outdoor ED program for Gr. 4-6; establishment of outdoor program for Gr. K-3; Teacher participation in CBEEN; Wildsight programming; participation in community environmental programs, projects and initiatives; strengthen connections with community partners; global initiatives	Grow partnerships with local community services and environmental initiatives; recycling/composting initiative; seniors outreach; community fundraisers	language of Core competencies used school wide (assemblies, office referrals, etc); Class profiles and student self assessments at the beginning of year/ use of communicating student learning with report card/ collaborative planning involving direct teaching of competency skills
<b>Indicators</b>	family surveys; attendance records; participation in community events; kindergarten registrations; ongoing kindergarten entrance assessment data; attendance at multi-age programming	participation in outdoor ED programs; participation in CBEEN/Wildsight; list of community connections and initiatives	classroom service engagements; School wide Halloween for Hunger; school wide service learning in the time-table; multi-age service learning targeted initiatives	Student leadership team assist with directing mental health initiatives; school wide awareness programs (including all classrooms/ parent & family events); Direct classroom instruction by SBT on topics of mental health, anxiety, social strategies; support from district team in classrooms; celebrations of learning and diversity
				all students can talk about mental health, describe their resiliency, support one another; surveys; SBT data
<b>Objective 3</b>	<b>3. Transition to High School</b>	<b>3. Consistent school branding, policies and expectations</b>	<b>3. Connection between school and home</b>	<b>3. Staff will be a cohesive team, collaborate and engage in positive mental health strategies.</b>
<b>Strategies</b>	Class configuration for Gr. 6 class; leadership expectations for Gr. 6 (ie - Assemblies, School events, etc.); develop and lead student council; Gr. 6 student trustees; leadership of school wide initiatives and mentorship programs; transition meetings and spring visits to SSS; fall and spring academic assessments; early interventions; LST support for Tier 2/3; collaboration with SSS (ie - shared intramurals; sports teams; music programs); mentorship program with SSS; tutoring program with SSS; shared leadership of community and district events with SSS; shared programming with SSS	review of school process/procedures and update/revise; school hoodies/caps/leisure wear; advertising/implementing school identity with student leadership team/student council	continual communication with home via virtual portfolios and google classroom; zoom assemblies; Family events (ie - Ice Cream Social/Community winter concert/ learning celebrations); volunteers in classrooms; increased PAC involvement with events and learning initiatives at the school;	Support from District mental health and wellness; school mental wellness committee; teacher leadership of staff wellness; Consistent checkins and mindfulness practice; staff book studies; team activities; collaboration with SSS staff (instruction and wellness); community members and partnerships created to support wellness; continued team teaching partnerships, opportunities for collaboration, social opportunities
<b>Indicators</b>	participation in leadership team, student council, student trustees; student feedback, academic assessment results, attendance at transition events; attendance in combined school initiatives and events;	established school identity; efficient school procedures; purchase of school merchandise.	regular communication with teachers; attendance at zoom events; attendance at family events; family surveys	establishment of teams, functioning partnerships, staff surveys; teacher leaders
<b>Objective 4</b>		<b>4. Digital literacy</b>		
<b>Strategies</b>		all classes continue use digital portfolios; google classroom widely used in intermediate classrooms; google extensions used and explored; google read and write available to all students; continued use of digital learning software (IXL, mathletics, prodigy, etc.); introductory coding and robotics instruction; typing instruction introduced to Gr. 2-3; guest speakers/presentations on social media; use digital platforms to connect globally with partners; extended website development;		
<b>Indicators</b>		classroom participation in digital portfolios; use of google classrooms; use of educational digital platforms; participation in social media presentations; positive social media understanding and presence		