

Wolf Creek Public Schools

2016-2017

**Education Planning & Reporting
Template for School Leaders**

ACE Plan: Action – Collaboration - Evidence

Ponoka Secondary Campus

Planning & Reporting



new

Please provide evidence in your plan that your school has attended to the following requirements for School Education Plans:

- **School Council Input**

- The 16-17 ACE Plan has been shared with School Council
- School Council has been provided an opportunity to provide advice on the development of the ACE Plan. Please refer to Section 13 of the School Councils Regulation and WCPS Admin Procedure 102

School Council Chairs will be asked to provide feedback on the input processes their council engaged in around the ACE Plan at the October 27 WCPS School Council Chair's Meeting

- **ACE Plan Reporting**

- 16-17 ACE Plan has been linked in a prominent area on the School's Website. Please refer to Pg. 10 of Policy and Requirements for School board Planning and Results Reporting

- **Accountability Pillar Reporting**

- The Fall 2016 Annual Education Results Report from the Accountability Pillar has been linked in a prominent area on the School's Website. Please refer to the Accountability Pillar Website and the Accountability Pillar Fact Sheet

Reporting & Planning

- Parent Advisory Input
- 2016 -AERR Report

Demographics

Include:

- Population 580
- Teachers 33
- Support 20
- 168 FNMI- 118 on reserve

- 14-ESL and growing

Over 125 that are identified as at risk and have supports in place. Down from 175

Vision/Mission/Beliefs

Link to our Vision, Tights and Beliefs

See Document on our Website

Given our reality we are re examining our beliefs to ensure they fit with inclusive practice, assessment, CRM and Inspiring Ed. We are also looking at beliefs vs actions and asking kids what they think about teaching and learning at PSC

Celebrations-others

Parent Survey-2016

Link to Promotional Video

<https://www.youtube.com/watch?v=J7IEEdC1NtA>

And after 5 years we have one of the finest facilities in Alberta. We have several tours a week and are a model for the province.

Program Highlights

MESST & TA

What is TA

What is MESST

In-Reach

Adapted this year to involve

- Credit recovery
- Flexible Scheduling
- Students who want to increase or decrease the speed of a course

Access of Courses on-line all the time

Continuing to build all our courses to be accessible anywhere/anytime

<http://teachmissanderson.weebly.com/>

<http://rrarick.weebly.com/>

<http://pscautomotive.weebly.com/>

2016 – 2017 PONOKA SECONDARY CAMPUS					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 9:55 75 Min	A	A	A	A	A
9:55 – 10:40 45 Min	Teacher Advisor 9:55-10:30	MESST (= Math, English, Science, Social Tutorial)			
10:40 - 11:55 75 Min	B	B	B	B	B
11:55-12:35	LUNCH				

Overview of Division Goals



Outcome 1: Wolf Creek students are successful

Outcome 2: The achievement gap between Wolf Creek First Nations, Metis, and Inuit students and all other students is eliminated.

Outcome 4: Alberta has excellent teachers, school and school authority leaders

Focus Area One: Continuation of CRM Process on Aligned Calendar Fridays

- i. **CRM Software**- Full implementation for all CRM & Intervention Teams and reflective of [ALL students](#), with appropriate links to the APP/IPP documents for very diverse students.
- ii. **Maintain a Literacy focus** for CRM Discussions based on previous PAT data, ongoing STAR and F&P (diagnostic) data and teacher observations.
- iii. **Discuss and Share practices** around literacy resources being implemented.

Focus Area Two: Continuation of Literacy Focus for K-12

- iv. **STAR Benchmarking** (minimum of twice a year - fall/spring)
- v. **Fountas & Pinnell Diagnostic Assessment** (twice a year for K-3)
- vi. **Literacy Interventions** included on Pyramid of Intervention for [all schools](#). Formal literacy intervention structures focused across all four tiers, established in all 7-12 schools [before June 2017](#).

Overview of Division Goals



Outcome 3: Alberta's education system is inclusive

Outcome 4: Alberta has excellent teachers, school and school authority leaders

Focus Area Three: Refinement of intervention processes and strategies

- i. **School-Based Pyramids of Intervention**-include literacy interventions and awareness of differences between: strategies, accommodations and interventions
- ii. **Intervention Teams for Tier 3 and 4 students** with attendance by relevant teachers involved in programming. Meetings to be held on Aligned Calendar Fridays, outside of CRM time. Intervention Teams will determine intervention programming, evidenced through supporting documents: CRM, APP or IPP. Intervention Team meetings will utilize the CRM software for their meeting records.
- iii. **Impact Assessments** completed by intervention teams, reviewed by ILS and connected to interventions in the CRM Software/APP/IPP, impacting teacher practice
- iv. **First Nations, Metis & Inuit Foundational Knowledge** all teaching staff in Alberta will be responsible for developing and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. (New TQS and School Leader Standard requirements)

Overview of Division Goals



This section is required for all Ponoka Schools in the 2016-17 ACE Plan but optional for schools who have begun or wish to begin work in this area.

Outcome 2: The achievement gap between Wolf Creek First Nations, Metis, and Inuit students and all other students is eliminated.

Focus Area Three “A”: First Nations, Metis & Inuit Success

- i. **Literacy focus Pre-K-12:** Culturally responsive resources will be used to support literacy strategies.
- ii. **Increase High School Completion:** Strong focus on First Nations, Metis & Inuit students with appropriate interventions to successfully engage in school
- iii. **Enhanced student transition processes:** Provincial Grant Partnership focuses on transitions, intentional planning on transition between grades 6 & 7 and 9 & 10
- iv. **Increase in levels of achievement:** Formalized attention to the AERR FNMI data and local measures, strategies are listed in both documents
- v. **Cultural sensitivity:** Professional Development, programming and events to support staff, students and families
- vi. **Embedded First Nations, Métis and Inuit content and perspectives:** All Ponoka Schools will complete the capacity indicator tool and use the results to inform school PD plans and must be included in the ACE plan process as well.

How have we done in the past-looking back?

DATA Links:

- a. PSC Accountability Pillar Report from 2013-2014
- b. PSC Accountability Pillar Report from 2014-2015
- c. PSC Accountability Pillar Report from 2015-2016
- d. PATs 2013-14 PATs 2014-15 PATs 2015-16
- e. Diplomas 2013-14 Diplomas 2014-15 Diplomas 2015-16
- f. FMNI 2013-14 FMNI 2014-15 FMNI 2015-16
- g. ELE data
- h. Attendance Data
- i. Literacy Assessment Results 2013-14
 - Grade 7
 - Grade 8
- j. STAR Testing Results 2014-15
 - Summary Report
 - Growth Report
 - Quicklook Graphs
- K. STAR 2016-17

- Comment on School Council, staff, student and parental involvement in how you have shared your results. Data Analysis 2015-16

Accountability Pillar

new

Include:

- All areas from your school's **2015-16 Accountability Pillar Report** that were reported as **“issue” (orange)** or **“concern” (red)**. This data has been previously collated and shared with admin teams.
 - a. **PAT/Diploma Exam Acceptable and Standard of Excellence Achievement Data**
 - b. **Accountability Pillar Survey Data**
- An **AUTHENTIC REVIEW** of the data summarizing key points, trends, successes, challenges, growth areas based on the data.
 - What does the data tell you regarding your goals from 2015-2016?
 - How does your data inform your plans for 2016-2017?
- **Each “issue” or “concern” area should have IDENTIFIED IMPROVEMENT TARGETS** for each area that outline moving each area into “improvement” in each year of the three year plan
- **SPECIFIC STRATEGIES** for meeting the identified targets
- **Outline and comment on** School Council, staff, student and parental involvement in how you have shared data and engaged these groups by collaborating on targets and strategies.

Ponoka Secondary

AERR results from 2015-2016

Measure Category	Measure Category Evaluation	Measure	School			Alberta			Measure Evaluation		
			Current results	Prev Year Results	Prev. 3 Yr. Average	Current results	Prev Year Results	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Areas of Concern		Program of Studies	73	78.8	77.2	81.9	81.3	81.4	Intermediate	Declined	Issue
		PAT: Acceptable	48.7	50	54.6	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	11.6	7.2	9	19.4	18.8	18.6	Low	Maintained	Issue
		Diploma: Acceptable	80.4	79.7	81.9	85	85.2	85.1	Low	Maintained	Issue
		Diploma: Excellence	11	8.1	9.8	21	21	20.5	Low	Maintained	Issue
		Work Preparation	63.2	60.5	66.1	82.6	82	81.1	Very Low	Maintained	Concern
		Parental Involvement	61.1	69	71.6	80.9	80.7	80.5	Very Low	Declined	Concern
		School Improvement	69.3	70.1	69.2	81.2	79.6	80	Low	Maintained	Issue

Specific Strategies to IMPROVE-Step One

- Step 1: comprehensive review of results was done by all staff on Oct 14th Admin Questions
 - Math
 - Science
 - English
 - Social
 - CTS/Work
- Step 2: Admin developed presentation
- Step 3: Follow up with depart heads & parent advisory
- Step 4: This will form the basis of bi-weekly AA meeting and improvement actions-next Slide

Concern #1 – Program of Studies

- The concern arises specifically in art, language, music, drama & computers. Up to 40% of parent respondents 'don't know' (10 respondents HS, 19 respondents JH)
- Yet...100% satisfaction in the variety of programs available in JH and 80% in HS
- Students requested more access to health programming...is this because the sampling is grade 10 and students do not take CALM until grade 11
- Students requested more access to Music

Response

- Instructed CTS department head to review all option offering at the JH-result of offering more than approved therefore students didn't get what they want
- Survey all students about options they desire
- Survey parents about options they desire
- Have CTS department use the data to inform options offered semester 2 and for planning the 2017-18 school year
- Admin will re-look at timetable to determine if we can change it to allow JH students more choice in which options they take

Concern #2 - PAT Acceptable

- PAT acceptable results are low across the board

Response

- All students will be writing PAT's with the exception of life skill level 4 students
- Science and Social are semestered allowing for 3 exams at end of year instead of 4 & allows for a more concentrated focus in those 2 courses
- Math hours have been increased from last year (18 more), every 2nd day all year long
- Departments are analyzing data and making recommendations that may change semester 2 timetable
- Read 180 is being implemented in grade 9 and planned to roll out in all 3 grades by 2017-18

Concern #3 -PAT Excellence

- Math and Science is improved and above the provincial average
- Social Studies rates of excellence are low
- LA rates of excellence are low

Response

- Grouping students according to achievement has not appeared to increase success rates, this year students are in heterogeneous groups-consideration for flex grouping in lit and num
- 2 years ago the LA teacher changed
- How are we challenging our upper level students?...2 years ago we had a PRE-AP grade 9 group of students

Concern #4 – Diploma Acceptable

- Eng 30-1 is a concern, English 30-2 is not a concern, Math 30-1 low, Math 30-2 is not a concern, SS 30-1 not a concern, SS 30-2 low, Bio 30 low but improving, Chem is low, Physic not a concern, Science 30 is low

Response

- In Biology and Chemistry a brand new teacher and many changes are happening this year as she grows and goes 2nd time around...we believe 100% this will resolve itself
- Science 30 is run as a distance learning course, numbers are low and no one person has ownership of the course...do we continue to offer this OR do we promote it and stream students into the course making it a formal class
- Find a teacher to take on Science 30 & also inform all staff about which students should be taking Science 30 based on My Blueprint results and career counseling

Concern #5 – Diploma Excellence

- Eng 30-1 good, Eng 30-2 could be better, Math 30-1 low, Math 30-2 good, SS 30-1 good, SS 30-2 maintained, Bio 30 needs to be better, Chem 30 is low, Physics is low, Science 30 is low

Response

- Offer MESST, which our upper level students take advantage off
- Diploma prep..?

Concern #6 – Work Preparation

- Results are low.
- This is not a surprise as the way that work experience is funded and run has changed
- Our work experience teacher changed 2 years ago

Response

- Implementation of My Blueprint will have a positive effect-check in points established
- Career Wednesday's continue...but also be better advertised to parents through website and twitter
- Continue conversation with central office about how we fund work experience and green certificate etc

Concern #7 – Parental Involvement

- We agree. We do not have enough parent involvement

Response

- Thought exchange is brought in and used
- Implement a weekly e-mail (from administrators not EA's)
- Continue with one on one registration interviews, continue having 1 consistent teacher (TA) throughout high school career as a connect

Concern #8 – School Improvement

- In looking at results. It is the teachers and parents who have rated our school improvement as low.
- 28% of our teachers could not answer the question
- ~88% of our students are proud of our school and would recommend it to others
- The survey questions about the access in the community is low
- Parents rated access to career counseling as low

Response

- The weekly e-mail to parents can address this...discuss changes to education and explain the how and why of changes
- Maybe we need to involve students more often in school decisions and get feedback about what works or not...town hall conversations

AERR results from 2015-2016		School			Alberta			Measure Evaluation			
Measure Category	Measure Category Evaluation	Measure	Current results	Prev Year Results	Prev. 3 Yr. Average	Current results	Prev Year Results	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Safe and Caring	Good	Safe and Caring	85.7	84	83.8	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	Acceptable	Program of Studies	73	78.8	77.2	81.9	81.3	81.4	Intermediate	Declined	Issue
		Education Quality	84.6	81.5	82	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	2.7	1.6	2.5	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	72.3	69.2	73.3	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	48.7	50	54.6	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	11.6	7.2	9	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	80.4	79.7	81.9	85	85.2	85.1	Low	Maintained	Issue
		Diploma: Excellence	11	8.1	9.8	21	21	20.5	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	49.8	47.3	47.7	54.6	54.4	53.5	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate	60.3	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	57.2	64.8	54.7	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	63.2	60.5	66.1	82.6	82	81.1	Very Low	Maintained	Concern
		Citizenship	78.5	74.1	73.9	83.9	83.5	83.4	High	Improved	Good
Parental Involvement	Concern	Parental Involvement	61.1	69	71.6	80.9	80.7	80.5	Very Low	Declined	Concern
Continuous Improvement	Issue	School Improvement	69.3	70.1	69.2	81.2	79.6	80	Low	Maintained	Issue

So Far What has been decided Themes Arising from Data Analysis and focus of AA

The Questions for Data Analysis

Guiding question- Are there structural changes we can make that will impact results in a positive way?

Document Link-AA-The Themes that Emerged

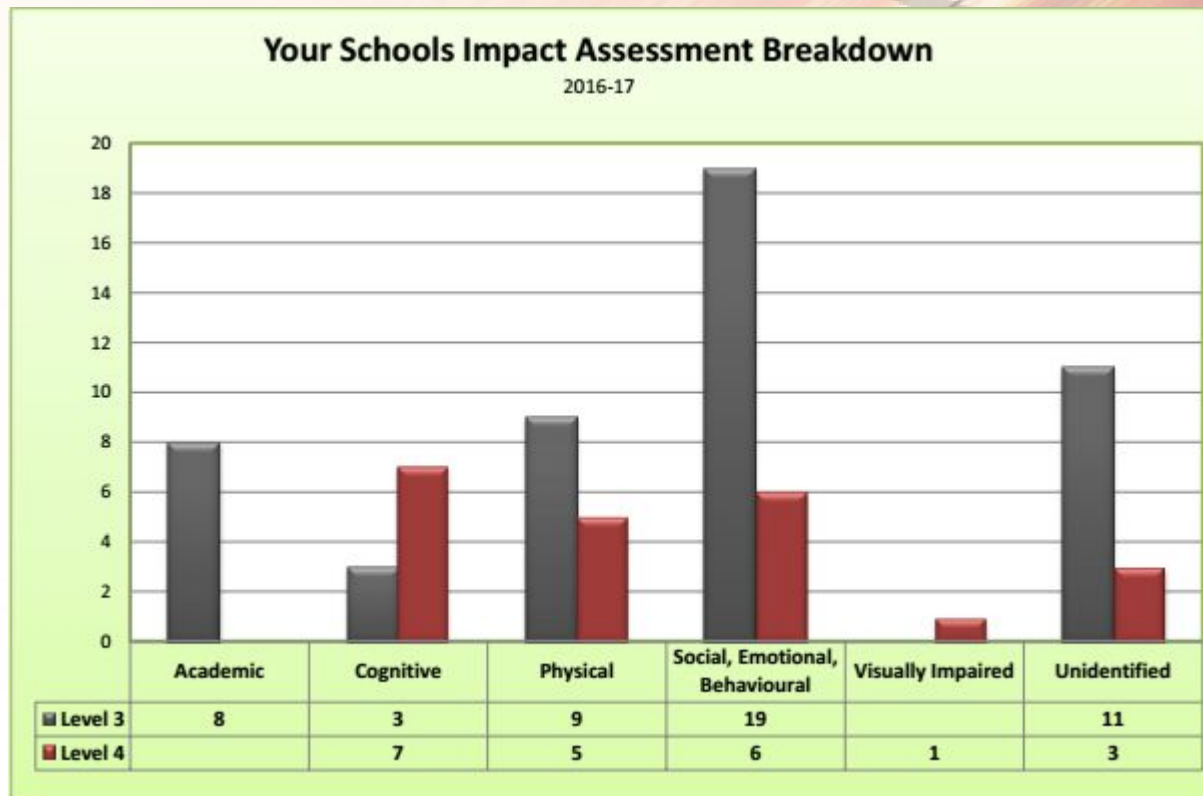
Inclusion Data Review

Include:

- All areas from your school's **2015-16 ILS Data Report and Local Measures** that were reported as **“issue”(yellow)** or **“concern” (red)**. This data has been previously collated and shared with admin teams.
- An **AUTHENTIC REVIEW** of the data summarizing key points, trends, successes, challenges, growth areas based on the data.
 - What does the data tell you regarding your goals from 2015-2016?
 - How does your data inform your plans for 2016-2017?
- Each **“issue”** or **“concern”** area should have **IDENTIFIED IMPROVEMENT TARGETS** for each area that outline moving each area into “improvement” in each year of the three year plan
- **SPECIFIC STRATEGIES** for meeting the identified targets
- **Outline and Comment on** School Council, staff, student and parental involvement in how you have shared data and engaged these groups by collaborating on targets and strategies.

ILS DATA Report 2016

PC ILS Data
Oct 2016



ILS Data Targets & Strategies

- ❑ Each “issue” or “concern” area should have **IDENTIFIED IMPROVEMENT TARGETS** for each area that outline moving each area into “improvement” in each year of the three year plan
- ❑ **SPECIFIC STRATEGIES** for meeting the identified targets

Area of “issue” or “concern”	Identified Improvement Target	Specific Strategies
High level of Social, Emotional, Behavioural issues	Ensure that every level $\frac{3}{4}$ student with these needs are being supported in this area	Cross reference Carmen & Elder’s caseload with our impact assessment data
High #of APP’s	Reduce # of APP’s by 30%	Identify if APP is needed, move other students into level 1/2 interventions recorded in CRM software
IPP themes	Ensure specific PD around common IPP goals	Our 2 inclusion coaches are meeting with teams of teachers to address IPP goals as a themed group to brainstorm specific strategies

Focus Area 1: Continuation of CRM Process on Designated Aligned Calendar Fridays

“Tight” District Expectations

- CRM Software- Full implementation for all CRM Teams utilizing the software
- Provide an overview of your plan including:
 - Dates when PLTs will be meeting to engage in CRM discussions.
 - The composition of your PLTs including Chair.
 - Supportive Structures to support CRM Process:
 - Administrator
 - Inclusion coach
 - SSW/FSLW
 - Intervention teams
 - Division Office Support Team (superintendents, coordinators & directors)
- Anticipated impacts of the CRM Process on student achievement
- Alignment with Pyramids of Intervention
- Scheduled PLT time for learning and planning related to CRM and Intervention Team discussions, interventions and commitments

Focus Area 1: Continuation of CRM Process on Designated Aligned Calendar Fridays

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
All Teachers and Support Staff who are scheduled on Aligned Day Fridays fully participate in the CRM discussions/process.	All teachers and EA's are put into grade level team (plus 1 lifeskills team) – Done EA's have been scheduled to attend CRM days - Done	2015-16 school year Oct 27, 2016 further CRM training
CRM software is used to record the commitments each CRM Team makes in response to identified student needs.	Evidence is seen in CRM entries. Ron and Kathy responsible to check data and ensure entries are happening	Staff retrained on 1 st PD day in how to record entries Leaders training -Oct 27 Kurtis Hewson - attending PD CRM days
CRM discussions, actions and commitments are focused on opportunities to discuss literacy data and growth of any students with some students being discussed in more detail at intervention meetings.	Evidence in CRM entries Team leaders will bring focus and discussion to focus on data, specifically literacy data.	-ongoing- Refocus on Oct 27 th with team leaders Kurtis Hewson - attending PD CRM day on Nov 18th with follow up recommendations

Focus Area 1: Continuation of CRM Process on Designated Aligned Calendar Fridays

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
CRM discussions, actions and commitments tightly aligned with pyramids of intervention	Reminders from AA team and inclusion coaches to constantly use the pyramid and its links to access interventions Linking our interventions into the CRM software	-ongoing- -has been a focus last year and this -
CRM discussions, actions and commitments for Tier 3 & 4 students are referred to Alert Team meetings which also utilize the software for meeting records.	ALERT uses weekly mtg All documentation recorded in CRM software and communicated with teaching team	ongoing

CRM Process

CRM Day Process

Pre CRM

CRM meeting

Kurtis Hewson -working with PSC-recommendations made

Focus Area 2: Continued Literacy Focus K-12

“Tight” District Expectations

- ❑ In alignment with the WCPS three year plan, literacy will be a tight focus throughout the 2016-2017 school year. **Deepening our understanding** of literacy strategies and interventions will be part of the tight focus for 2016-2017 as we further build capacity within our staff.
- ❑ All schools will work towards implementing the new literacy resources and programs that were purchased in 2015-2016 for the 16-17 school year by spending focused time on professional development outside of CRM discussions to explore and utilize resources more fully.
- ❑ Benchmarking for ELL students will be completed in fall and spring as per the practices in 2015-16.

...more next page

Focus Area 2: Continued Literacy Focus K-12

“Tight” District Expectations (continued)

- ❑ Reflecting back on Spring 2016 meetings that were held with Learning Services, all schools will further refine their current school literacy plan from 2015-16 in consultation with their diamond team. A review of this plan was completed in collaboration with Learning Supports in the spring of 2016. During the ACE Plan visit this literacy plan will be reviewed and areas of focus for 16-17 should be highlighted.

- ❑ All schools will administer the STAR Literacy screening software to ALL students at a minimum of two times per year. Schools will be able to administer this more frequently if they so choose.
 - ❑ STAR data will be reviewed by all PLTs to inform instructional practices and/or determine if diagnostic assessments (e.g. F&P) as well as intervention supports are necessary for specific students.

- ❑ All K-3 Schools will administer the Fountas & Pinnell Diagnostic Literacy Assessment to ALL students at a minimum of two times per year. Schools will be able to administer this more frequently if they so choose. Schools with students in Gr. 4-12 may choose to administer the appropriate F&P or QRI assessment for students that are flagged through the STAR testing that require further diagnostic assessment.

Focus Area 2: Continued Literacy Focus K-12

“Tight” District Expectations (continued)

- ❑ Intervention planning and intervention supports for staff development and student growth will be guided by the following:
 - ❑ The CRM process (focus on student learning and achievement, strategies to support learning)
 - ❑ Intervention Team meetings (focus on Tier 3 & 4 student supports and programming)
 - ❑ Diamond Team meetings (focus on staff professional development, pedagogy)
 - ❑ Data from various assessments
- ❑ Literacy Interventions will be included on Pyramids of Intervention
- ❑ A Formal Literacy Intervention Structure will be established in all Gr. 7-12 Schools

PSC Literacy Plan

2015 Literacy Plan

Focus Area 2: Continued Literacy Focus K-12

2016-2017
Literacy Plan

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
Administer the STAR literacy screen to all students Gr. 4+	Ron Rarick and Teacher Advisory	As per district guidelines
Review and reflect on STAR data to flag students for conversations in the CRM meetings and/or Intervention Meetings.	TA teacher's Nov 18 PD day ALL TA teachers	November
Implement additional assessment tools and staff PD as necessary to determine student areas of need.	Ongoing Literacy Study (see literacy Plan)-Literacy Staff team	Retreat in August and ongoing as per plan
Provide literacy interventions such as leveled literacy, ELL, Read 180 at Tiers 1, 2 & 3	JH and SH- Elliot/Hoffman and Grahn	Immediate

Focus Area 2: Continued Literacy Focus K-12

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
Refer needs at Tier 3 & 4 to Intervention Team	TA	August
Staff participation in understanding ELL benchmarking that informs instruction.	Only teachers required as per identification	Ongoing
Administration of Fountas and Pinnell (all K-3)		
Establish formal literacy intervention structures (7-12)	Read 180 Book Study -DO I really need to teach reading Literacy committee	August- full by October
Staff development around High School ReDesign measures that supports the development of literacy in flexible learning environments.	MESST-ongoing refinement and	Immediate- Read 180 -November

Focus Area 3: Student Intervention Support

“Tight” District Expectations

- ❑ All schools will refine and utilize a comprehensive pyramid of intervention model that reflects the **FOUR** tiers of intervention available in their school and in the district.
 - ❑ Each school will develop a pyramid that outlines their interventions.
 - ❑ The interventions should be explained and indicate: how they are used, duration of intervention and process to determine if the intervention is effective or impactful.
 - ❑ School-wide Impact Assessment Data will inform decisions around professional development, structures and supports to guide appropriate student programming needs
 - ❑ Provide timely, effective and appropriate strategies to students to address identified learning needs.
 - ❑ The Pyramid of Interventions aligns supports with student needs using the CRM process and software
 - ❑ Literacy Interventions will be added to the Pyramid of Interventions (all schools)
 - ❑ First Nations, Metis & Inuit interventions will be added to the Pyramid of Interventions (Ponoka Schools)
- ❑ Targeted intervention support processes and structures should be formally outlined in the school timetable and communicated to staff, students and parents. The purpose and expected outcomes of these interventions should be clearly understood.

Focus Area 3: Student Intervention Support

“Tight” District Expectations (con’t)

- ❑ All schools will establish and use intervention teams to determine the intensity and rigor of intervention programming (CRM discussion, APP or IPP).
 - ❑ Intervention Team meetings MUST be held on Aligned Calendar Fridays to ensure teacher attendance.
 - ❑ Intervention Teams must be collaborative teams which include the teachers involved in programming for each student.
 - ❑ The Intervention Team will be responsible for ensuring appropriate interventions before referring to ILS
- ❑ All schools will ensure a safe, caring and welcoming environment for all students and staff
 - ❑ Codes of conduct that define bullying, address bullying behaviour, respect diversity, recognize the third week in November as Anti-Bullying Week
 - ❑ Support student establishment of GSAs and QSAs in schools
 - ❑ Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions.

Focus Area 3: Student Intervention Support (cont'd)

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
Implement a comprehensive pyramid of intervention model to classify/categorize highly effective strategies for targeted students.	Web Page- ongoing development by ALERT Team and Inc Coaches PSC - Pyramid	Refined regularly
Consult all available student data to inform decisions around appropriate programming needs and seek out highly effective strategies.	Inclusive ed and as well as PAT and DP exams ALERT and Impact Assessment Data	Ongoing

Focus Area 3: Student Intervention Support (cont'd)

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
Ensure literacy interventions at all tiers are included in pyramid of interventions (all schools).	CRM Days ALERT Mtgs IN Caches TAT LEaders-trained and leaders All teachers	Ongoing
Ensure First Nations, Metis & Inuit interventions are included at all tiers in pyramid of interventions (Ponoka schools).	CRM Days ALERT Mtgs IN COaches TAT LEaders-trained and leaders All Teachers	Ongoing
Establish Intervention Team structure that meets on Aligned Calendar Fridays and require teacher attendance for all students being discussed	ALERT Team-needs ot be modified as to times to get teachers in, or can it exist where it is and do the same Logistics are being worked out	Ongoing ALERT(Thurs vs INterventions Friday)

Focus Area 3: Student Intervention Support (cont'd)

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
Use Intervention Team structure to determine intensity and rigor of interventions, evidenced through supporting documents (CRM, APP, IPP) and determine referral needs.	CRM Days ALERT Mtgs IN Coaches TAT LEaders-trained and leaders	
Provide timely and appropriate strategies to students to address identified learning needs with appropriate intensity and duration outlined for the intervention.	CRM Days ALERT Mtgs IN COaches TAT LEaders-trained and leaders	Ongoing
Review the impact and effectiveness on the student interventions provided using appropriate data sources.	CRM Days ALERT Mtgs IN COaches TAT LEaders-trained and leaders	

Focus Area 3: Student Intervention Support (cont'd)

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
<p>All schools will ensure a safe, caring and welcoming environment for all students and staff</p> <p>Codes of conduct that define bullying, address bullying behaviour, respect diversity, recognize the third week in November as Anti-Bullying Week</p> <p>Support student establishment of GSAs and QSAs in schools</p> <p>Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions.</p>	<p>-Ron Rarick</p> <p>-Lead- Carmen Rodwell -Administration -Teacher Advisors</p> <p>-Lead - Melissa Jacobson -Administration /SSW Teacher Advisors</p>	<p>-ongoing -parent survey during October PT evening</p> <p>-November -Anti-Bullying week</p> <p>November 23rd - session on LGBTQ -1-3 day full session in new year for further learning</p>

Focus Area 3A: First Nations, Metis & Inuit Support (Ponoka Schools)

“Tight” District Expectations

- i. **Literacy focus Pre-K-12:** Culturally responsive resources will be used to support literacy strategies.
- ii. **Increase High School Completion:** Strong focus on First Nations, Metis & Inuit students with appropriate interventions to successfully engage in school
- iii. **Enhanced student transition processes:** Provincial Grant Partnership focuses on transitions, intentional planning on transition between grades 6 & 7 and 9 & 10
- iv. **Increase in levels of achievement:** Formalized attention to the AERR FNMI data and local measures, strategies are listed in both documents
- v. **Cultural sensitivity:** Professional Development, programming and events to support staff, students and families
- vi. **Embedded First Nations, Métis and Inuit content and perspectives:** All Ponoka Schools will complete the capacity indicator tool and use the results to inform school PD plans and must be included in the ACE plan process as well.

Focus Area 3A: First Nations, Metis & Inuit Support (Ponoka Schools)

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
<p>Collaboration with First Nations, Metis & Inuit Task Force Cohort (Ponoka sector) to provide ongoing professional development to lead teachers in cultural teachings, impact of history, deficit thinking, and instructional strategies.</p> <ul style="list-style-type: none"> ○ Assists with PD for teachers ○ Build a bank of instructional strategies that are effective with FNMI students ○ Create unit plans and edu kits with a FNMI perspective for all students 	<p>FNMI Task force at PSC Mercer Paulinelli McTaggart Elliot</p>	<p>Continuing from 2015-16</p>
<p>Access and collaborate with First Nations, Metis & Inuit Elders to support students</p>	<p>All teachers/ Elders</p>	<p>-Ongoing during school days -access during PD days</p>
<p>Collaborate with FNMI Coordinator to provide in school supports for teachers and students.</p> <ul style="list-style-type: none"> ○ Education Goal setting with students ○ Monitor student academic progress ○ Intervention team support Support students transitioning to WCPS 	<p>Goal-Fessler and TA (My Blueprint)</p>	

Focus Area 3A: First Nations, Metis & Inuit Support (Ponoka Schools)

Strategies	Data Collection/Who's Responsible	Timeline for Implementation
Provide opportunities for FNMI students to share their perspective on education in WCPS through Student Voice Committee	Nahowtiwin Gathering Town Hall Meetings - Admin	
Establish formalized transition planning between grade 6 and 7 and 9 and 10 to ensure students who require additional support in ownership of learning/motivation and engagement (eg. check-in's, barriers, anxiety, what staff need to truly engage and connect with the students)	This is done for all students on the final CRM day of the year	
Establish a school wide pyramid of interventions and supports specifically focused on the deficient areas. (ie: Math), aligning with the tutorial process.	Done for all students	

Goal(s):

- 1.Re examine based on current data, flex time and scheduling to include an increased focus on literacy time
- 2.How to do things differently- alternatives to sit and get



What we feel we need to do... School-Based Initiatives -these will be ongoing and blended in

- 1) Examine alternatives to “Stand and Deliver” at PSC
 - a) Coaching Intervention
 - 2) Examine how to use our 21st century environment to its potential
 - 3) Examine meaningful teams focused not only on weaker kids but instruction and curriculum
 - 4) Examine structures that are not limited by blocks and minutes or individuals and departments, examine MESST, Enrichment and option offerings(lit focus)
 - 5) Move teachers away from the past and into something different...built by teachers
- BUT...**

BUT

Not that what we are doing is bad or wrong...

Where do we find the time for meaningful reflection and planning? We feel we are moving from item to item, data collection to more data collection and need to address Teaching and Learning(ELE's)

Can we do what is needed at WCPS and still focus on the above..if so how? This is where our AA plays a vital role-document based on Data.