

Wolf Creek Public Schools

2020-2021

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

ACE Plan: Action – Collaboration - Evidence

Ponoka Secondary Campus

School Celebrations and Highlights

School Demographic	School Mission, Vision & Values	Program Highlights	Celebrations
<p>474 students (-55 from last year) 214 grade 7-9's 260 grade 10-12's 46 students on VL 147 declared FNMI 82 on reserve 65 off reserve</p>	<p>PSC has adopted Wolf Creeks updated Motto, Mission, Vision and Beliefs</p>	<ul style="list-style-type: none"> ● Jr. High Literacy Interventions on 6 week rotations ● Jr. High Read 180 in 6 week rotations 	<ul style="list-style-type: none"> ● 214 students were targeted with literacy supports.
<p>29 certified staff 9 educational assistants 11 support staff 4 part time supports (SRO & Elders)</p>	<p>From Wolf Creeks statements, the school created 8 commitment statements</p>	<ul style="list-style-type: none"> ● Senior High WIN time ● Gr. 10 Read 180 ● World History AP ● FNMI support teacher ● Elder program 	<p>Terry Fox Run Remembrance Day Christmas Banquet Bronc of the Month Halloween Extra Curricular Teams Fall/Grad Awards</p>

Accountability Pillar / AERR

Measure Category	Measure	Ponoka Secondary Campus			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.8	78.3	83.2	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	78.0	69.6	72.1	82.4	82.2	82.0	Intermediate	Improved	Good
	Education Quality	87.5	83.6	84.4	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	2.7	1.9	2.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	84.9	74.9	71.2	79.7	79.1	78.4	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	53.5	48.3	51.7	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	10.3	7.9	8.8	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.2	77.4	78.5	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	17.7	10.9	11.6	24.0	24.2	22.5	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	46.1	38.5	46.2	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	67.9	56.6	59.2	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	55.5	57.6	53.9	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	81.4	78.3	72.1	84.1	83.0	82.7	High	Improved	Good
	Citizenship	72.5	67.0	72.1	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	75.3	65.3	68.9	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	74.7	62.6	70.2	81.5	81.0	80.9	Intermediate	Improved	Good

Accountability Pillar Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
PAT (Final Exam)	Increase PAT acceptable % to 60%	<ul style="list-style-type: none"> - Full year Math and LA classes with a focus on process and application. - common final exams with cumulative sections on every unit exam -have teachers run a mandatory “rock the PAT” session 	The acceptable standard on all 4 PAT exams will be 60%
PAT (Final Exam)	Increase PAT Excellence to the Provincial Average 19.6%	Implement project oriented projects for the students who are meeting grade level to challenge their depth of understanding.	We will match the provincial results.
Diploma	Increase Diploma Excellence to the Provincial Average 22.5%	Implement project oriented projects for the students who are meeting grade level to challenge their depth of understanding.	We will match the provincial results.

Accountability Pillar Data Strategic Planning

2019-2020 Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Citizenship	See a 3% increase in our results to 70%, students respecting each other was a specific issue at Junior High	<ul style="list-style-type: none"> - focus on executive functioning with grade 7-9 - every junior high student received an agenda - teachers allow time and have students fill in agendas - every student has a laminated reminder in locker of what to bring to class - in teacher advisor, teachers clearly outline expectations of behaviour and respect and revisit it throughout the year with specific lessons 	We had a 5% gain and achieved 72.5% on the AERR
Parent Involvement / School Improvement	40.9% of parents believe our school improved or stayed the same last year, our target is 60%	<ul style="list-style-type: none"> - have more parents complete our surveys - run sessions at PT interviews to inform parents and try to encourage an active parent council - fuller, more complete principal messages and more often - PE 20/30 classes starting the good neighbour favour - expand our culture day to include more cultures and more parents 	This year our AERR reported that 75.3% of Parents feel involved in the school decisions and 74.7% of Parents feel the school is continuously improving.

Accountability Pillar Data Strategic Planning

2019 -2020 Growth	Indicators of Success
Safe and Caring	We had a 5.5% gain and achieved 83.8% on the AERR
Program of Studies	The AERR indicates 78% of stakeholders believe we are improving our programming, an increase of 8.4%
Education Quality	We achieved an 87.5% from stakeholders an increase of 4%
High School Completion Rate	We jumped 10% to 84.9% on our AERR results.
Rutherford Scholarship Eligibility	We registered an increase of 11%.
Work Preparation	Jumped 3%
School improvement	Increased by 12%

Local School Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Literacy at the Junior High level	Have every student reading and comprehending at grade level if capable.	Jr. High literacy time Star test data F&P and Imagine Learning and IXL English support for intervention students Read 180 during Jr. High Literacy time	STAR and Imagine Learning results will show raised reading results
Junior High Intervention Days	Increase student engagement, understanding, and completion of identified outcomes.	We will be inviting the students who are not meeting the grade level expectations or have missed key outcomes to literacy and numeracy classes during the exam weeks.	We will have more student successfully achieve grade level outcomes and fewer fail junior high courses.
Senior High Quartered Classes	Less classes to focus on during each quarter will result in students retaining and understanding core content in more detail and depth.	We have moved all of the Sr. High classes to the quarter system. This means students will only be enrolled in two courses per quarter	Students will demonstrate a higher level of success in core subjects resulting in more students taking courses at the -1 level. More students taking math and sciences at the 30 level.

Deepening Capacity in Learning Practices

Within the goal areas from the District 3 Year Plan, please identify areas within **Focus Area One** related to ongoing growth in your school..

Area of Focus	Specific Strategies	Indicators of Success
Common Summative Assessment	<p>Team time on PD days to allow teams of teachers time to build common assessments</p> <p>Release time to allow teachers to build common assessments</p>	Common summative assessments
Outcome Based Assessment	<p>Work as department to identify the key outcomes students need at grade 9 and 12, so we can use backwards design to target the outcomes at all other grade levels. This plan will develop a deeper understanding of the curriculum in our staff and enable them to focus classroom instruction on the most important outcomes. It will also make it easier for students to be prepared for success at the next level.</p>	<p>We will have better assessment results.</p> <p>Increased students attempting the 20 and 30 level Math and Sciences.</p> <p>Increased number of students in our -1 streams of Social Studies and English.</p>
Building literacy supports	<p>Focus support for small groups during Junior High Literacy time - EAs and Inclusion Coach support a combined program - Read 180, Imaging Learning, Vocabulary, and Writing Skills/</p>	Star literacy scores moving up

Building Capacity in Inclusion

Within the goal areas from the District 3 Year Plan, please identify areas within **Focus Area Five** related to ongoing growth in your school.

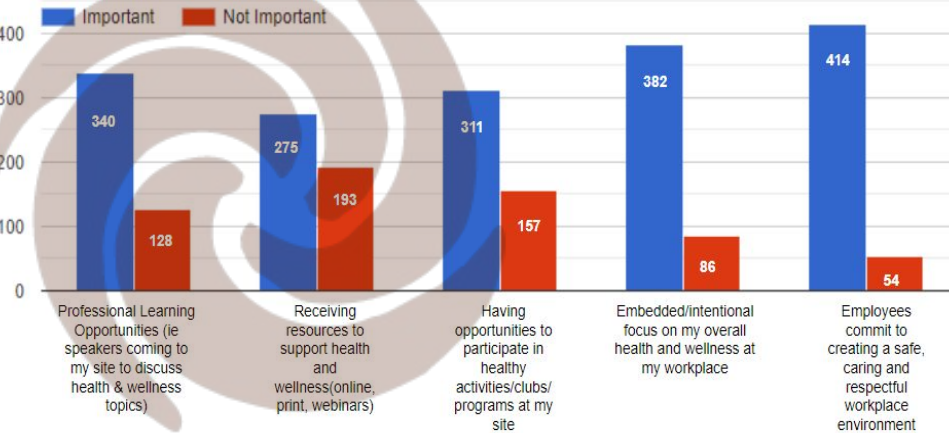
Area of Focus	Specific Strategies	Indicators of Success
Building capacity of 3 administrators	Regular communication with division office ILS team 3 scheduled meetings per week to be able to focus on inclusion...1 meeting with whole team present Get Assistant Principals trained to complete Level B testing.	Students with needs are having those needs addressed. Teachers support students with special education requirements. Inclusion Coaches support teachers in building IPPs, identifying goals, and implementing strategies to develop the necessary skills to successfully accomplish the identified goals.
Interpreting data	Learning sessions with inclusion staff at division office to learn how to interpret data 'Experts' coming in to meet with admin and parents to interpret data	Attend sessions Reduced reliance on 'experts' needed to interpret data
Teachers using tier 1 and 2 interventions	Use of CRM / pyramid of intervention Creating attainable IPP / APP goals	Less referrals to ALERT team Increase success for student in the classroom

Health & Wellness Strategic Planning

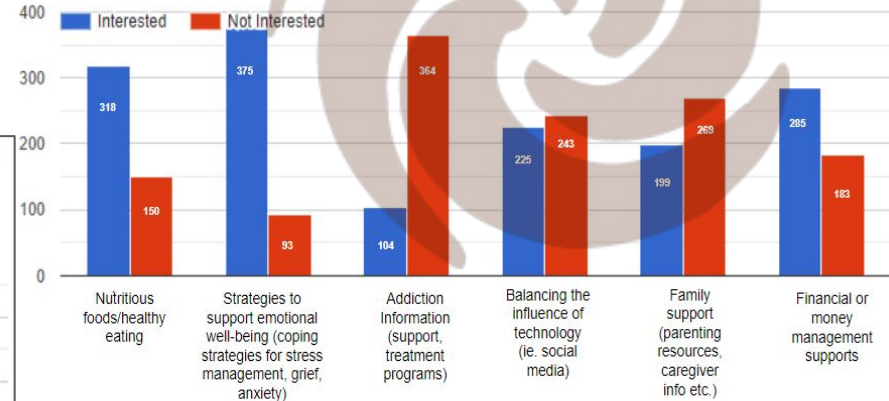
[Re-Entry Support Resources](#)

[Psychological First Aid](#)

Are the following ideas important to you in creating a healthy workplace for you and your colleagues? Please click on the choice that best represents your opinion.



Which of the following topics would you be interested in knowing more about in order to maintain or improve your personal health and wellness?



Health & Wellness Strategic Planning

Area of Focus	Specific Strategies	Indicators of Success
Building Staff Wellbeing during a Pandemic	Allotting funds for team building within the departments. Department Heads use these funds to create opportunities to build comradery with in the department.	Staff feeling connected with each other and having the relationships that enable them to reach out for help or identify when a colleague is struggling.
Mindfulness of the current state of the world	Adhere to our 7 to 7 policy in regards to emails and other communications. Reminders when needed to staff and each other of current mental health needs. Not overwhelming staff with new initiatives.	Less stress leaves, less stress. Less absences Feeling among staff to feel capable to continue teaching

First Nations, Metis & Inuit Student Data Strategic Planning (Ponoka Schools)

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
PAT excellence and acceptable standards	Achieve Provincial Average for both Acceptable and Excellent Standards	<ul style="list-style-type: none"> - Tina Nielson will monitor and support students in the am and specifically during literacy time to pull students out and help them get caught up - core classroom teachers have access to select students one extra time per week during literacy - common final exams with cumulative sections on every unit exam -have teachers run a mandatory “rock the PAT” session 	This is a 3 year plan, we are hoping to hit 40% Acceptable and 3% Excellent in the first year. This would be a 10.5% increase in Acceptable and a 3% increase in Excellent.

First Nations, Metis & Inuit Student Data Strategic Planning (Ponoka Schools)

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<p>Transition Plan...and by proxy, diploma exam participation rate</p>	<p>To have students have a solid plan of what they are doing, how and where, after high school graduation</p>	<ul style="list-style-type: none"> - increase the use of My Blueprint - have the academic counsellor meet with students (and parents) more often to have these conversations - set the expectation to students early on..."when you graduate", not if you. "Where you go to post secondary, not if you - focus families on a goal after high school - continue to use SWAC and other programs for students to gently move into a 'after high school' role while still within the support of high school 	<ul style="list-style-type: none"> - More students indicating at grad that they have a plan <p>(18 of the 19 FNMI students we had on track to graduate - did graduate)</p>

School Professional Development Plan

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Please provide a comprehensive plan for how your school will leverage the Aligned Calendar Days and other opportunities throughout the 2020-21 School Year to implement and attend to the strategies that have been identified to meet the improvement targets in your ACE Plan.

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[2020/21 Professional Development Plan Template](#)