Wolf Creek Public Schools

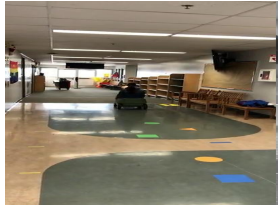# 2020-2021

Education Planning & Reporting Template for School Leaders

ACE Plan: Action – Collaboration - Evidence

Ecole James S. McCormick

School Celebrations and Highlights

School Demographic	School Mission, Vision & Values	Program Highlights	Celebrations
Students BFPA 32 students Kindergarten 104 students Grade 1 112 students Grade 2 112 students Grade 3 95 students Total: 455 students **Staff** Certified staff - 29 Non-Certified Staff - 20 1 Swifty Mascot	To promote an active partnership between Parents, School, and Community through input, collaboration, support and informed involvement. Our primary purpose is to enhance the learning of children and emphasize the importance of education throughout life. We at ÉJSMS school believe that all students should have developmentally appropriate educational opportunities in a safe and caring environment. Student programs will include flexible placement, positive peer interactions, and a strong support system that maximizes student growth.	**Team Approach To Education** - CRM & IT meetings - Teacher Mentors, Inclusion Coach, FSLW, Instructional Leaders - Multiple staff committees - School Council - Multiple PLT's **Literacy & RTI focus** - LLI, LeS, Daily Five, Je lis - Literacy Blitz - F&P, GB+ - ELL Benchmarking **Inclusion Focused** - IPP, APP, CRM, Dossier - IC support - HUB, Sensory Room, LC **Character Education** - Monthly virtual assemblies - SAFER Tools - Bucket-Filling Culture - Virtual presenters with a focus on growth mindset	IT and CRM meetings are consistent, highly effective, and designed to effectively meet student needs. We pull human and other resources from all over the school. See the proprioceptive and vestibular sensory needs being met below.

EJSMS Class Size Summary 2020-2021										
	French Immersion Classes				**BFPA**		**English Classes**			
	Kindergarten	1	2	3	M/W am	10	Kindergarten	1	2	3
	17	18	16	16	M/W pm	7	17	17	19	19
	12	20	14	15	T/TH am	8	17	20	21	19
					T/TH pm	7	17	17	18	21
							16	17	19	
Average	14.5	19	15	15.5		8	16.75	17.75	19.25	19.67

Accountability Pillar / AERR

Accountability Pillar/AERR
Ecole James S. McCormick School

Measure Categories for 2019-2020 reporting are:
- Safe and Caring
- Program of Studies
- Education Quality
- Work Preparation
- Citizenship
- Parental Involvement
- School Improvement

Note: Other measures are not complete/accurately represented due to the pandemic.

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Maintained	Excellent
Very High	Maintained	Excellent
Very High	Maintained	Excellent
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a
Very High	Maintained	Excellent
Very High	Maintained	Excellent
Very High	Maintained	Excellent
Very High	Maintained	Excellent

Accountability Pillar Data Strategic Planning

There is a culture at JSM that revolves around the meeting of individual student needs. This is evidenced in the number of interventions in place for students to help them academically, socially, emotionally, physically, and behaviorally and in the commitment of staff members to attend to individual needs. Staff members primarily work with small groups, which is a highly effective way to tailor instruction to the needs of the group. Having said that, the results below appear to indicate some teachers are seeking more in the way of external assessments and interventions. We want to greater understanding of these results..

Teachers provide interventions as part of their daily programming.

| Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Student assessment services for students with learning difficulties.	• Increase understanding of when and why assessments are used. (Also see slide 8.)	• Examine values and practices during a PD day. • Increase the number of staff members able to do level B assessments.	Zero people dissatisfied on the next accountability pillar (assurance model).
Services to help students read and write.	• Increase more staff members' skill sets, confidence, and understanding of how to address gaps for individual students through universal and targeted strategies.	• Survey the staff to find out what types of services are needed to help students read and write. • Provide PD accordingly.	Zero people dissatisfied on the next accountability pillar (assurance model).
Supports for students with special needs.	• Increase more staff members' skill sets, confidence, and understanding of how to address gaps for individual students through universal and targeted strategies.	• Survey the staff to find out what types of supports are needed for students with special needs. • Provide PD accordingly.	Zero people dissatisfied on the next accountability pillar (assurance model).

Local School Data Strategic Planning - <u>English Data</u>   <u>French Data</u>
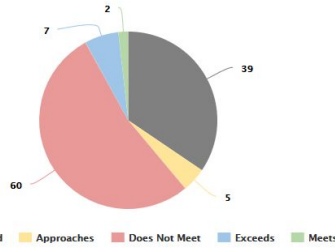
Grade One 19/20
Fountas and Pinnel Results
Ecole James S. McCor – Fall – 2020-2021

6
7
44
59
5

■ Not Assessed ■ Approaches ■ Does Not Meet ■ Exceeds ■ Meets
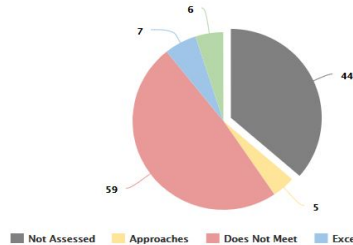
Grade Two 20/21
Fountas and Pinnel Results
Ecole James S. McCor – Fall – 2020-2021

2
7
39
60
5

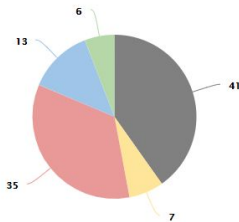■ Not Assessed ■ Approaches ■ Does Not Meet ■ Exceeds ■ Meets

Comparing the Same Cohorts - Fall 19/20 and Fall 20/21

Grade Two 19/20
Fountas and Pinnel Results
Ecole James S. McCor – Fall – 2019-2020

6
13
41
35
7

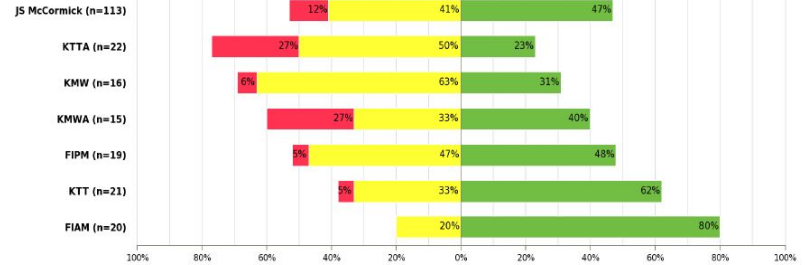## Grade Three 20/21
Fountas and Pinnel Results
Ecole James S. McCor – Fall – 2020-2021

10   6
8   16
66
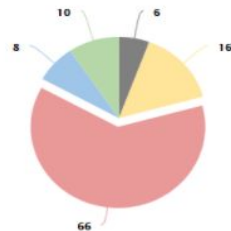
Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework
Classrooms are sorted in ascending order by the percentage of children in Tier 1

■ Tier 1 (requires quality classroom instruction)
■ Tier 2 (requires quality classroom instruction plus targeted, small-group instruction)
■ Tier 3 (requires quality classroom instruction plus individualized instruction)

JS McCormick (n=113): 12% | 41% | 47%
KTTA (n=22): 27% | 50% | 23%
KMW (n=16): 6% | 63% | 31%
KMWA (n=15): 27% | 33% | 40%
FIPM (n=19): 5% | 47% | 48%
KTT (n=21): 5% | 33% | 62%
FIAM (n=20): 20% | 80%

Early Years Evaluation - Teacher Assessment (EYE-TA)
Summary Report for JS McCormick
30 Sep, 2019 - 8 Nov, 2019

Results for each participating classroom: Percentage

Classroom	Domain																					Responsive Tiered Instruction (RTI) Category		
	Awareness of Self and Environment			Social Skills and Approaches to Learning			Cognitive Skills			Language and Communication			Physical Development											
													Fine Motor			Gross Motor								
	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=	▲	●	■	n=
FIAM	0%	0%	100%	20	0%	0%	100%	20	5%	35%	60%	20	0%	0%	100%	20	0%	25%	75%	20	0%	20%	80%	20
FIPM	0%	0%	100%	19	5%	11%	84%	19	11%	52%	37%	19	0%	5%	95%	19	5%	42%	53%	19	0%	16%	84%	19
KMW	0%	13%	87%	16	0%	13%	87%	16	13%	62%	25%	16	0%	13%	87%	16	0%	38%	62%	16	0%	44%	56%	16
KMWA	0%	7%	93%	15	7%	7%	86%	15	27%	33%	40%	15	0%	27%	73%	15	7%	13%	80%	15	0%	20%	80%	15
KTT	0%	0%	100%	21	0%	5%	95%	21	5%	33%	62%	21	0%	10%	90%	21	10%	33%	57%	21	0%	19%	81%	21
KTTA	0%	5%	95%	22	5%	18%	77%	22	18%	50%	32%	22	0%	41%	59%	22	5%	14%	81%	22	0%	23%	77%	22
All participating classrooms	0%	4%	96%	113	3%	9%	88%	113	12%	45%	43%	113	0%	16%	84%	113	4%	27%	69%	113	0%	22%	78%	112

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: In the RTI Category columns of the all-participating row: 12% | 41% | 47% | 113

Local School Data Strategic Planning

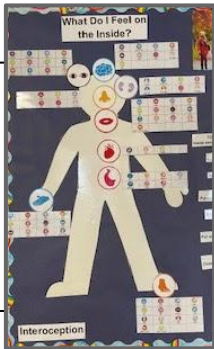| Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Move from binder portfolios to digital portfolios.	All teachers will use digital portfolios (many have been for a while already).	Develop skills and understanding for using digital portfolios through PD sessions and mentoring.	1 - All teachers use digital portfolios. 2 - Digital portfolios are regularly updated so parents/guardians are regularly informed.
Digital portfolios are not just a collection of pictures of student activities and/or products. Entries need to reflect actual outcomes and student progress in relation to them.	Assessment will be used to identify gaps in emotional, physical, social, and academic development and inform instruction and interventions (Level A and B).	Review the requirements for assessment as per JS Guidelines (blue binder) and the new TQS.	Portfolio entries have assessment information attached to them.

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
Students are far behind due to the lockdown and this year's rate of absenteeism, so we need to provide intensive interventions and have strong universal literacy programs that target individual needs and differentiation.	- PD (see the plan) - CRMs with intensive focus on literacy - both universal and interventions - Regular and Intensive IT Meetings - Tons of interventions (all hands on deck at all times)	- Intervention Tracking - F & P and GB+ scores - Level A Assessments
Deep dive into literacy practices, especially how they allow for individualized needs to be met through inherent differentiation.	PD on... - learning disabilities - guided reading - writing & spelling - sketching notes - PWIM - differentiated instruction	More students approach, meet or exceed grade levels.

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.

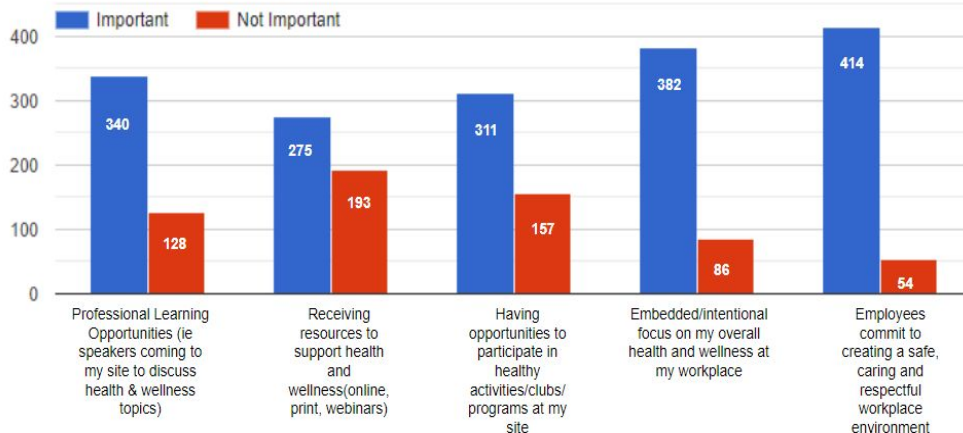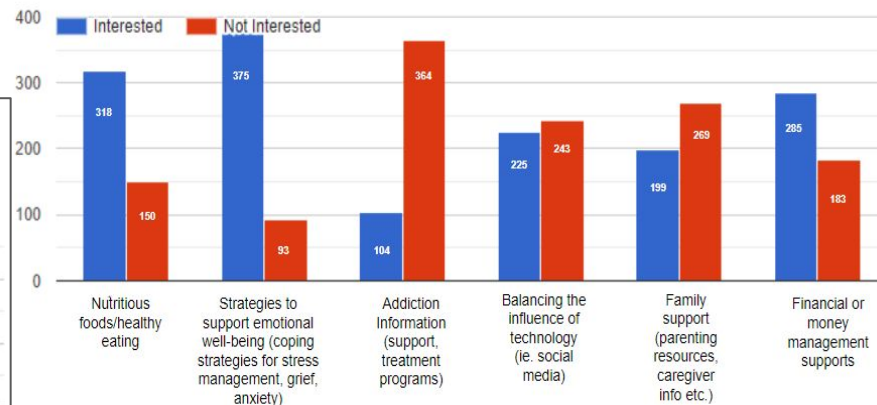| Area of Focus	Specific Strategies	Indicators of Success
Continue to make filling gaps our primary goal. This includes social, emotional, sensory, physical, and academic needs.	Provide staff with an updated resource that links to highly useful strategies for interventions. Use this as a reference when meeting with staff members individually or in IT/CRM meetings.	This. → "The quality of a school is measured by the degree to which it is responsive to the developmental variability of its students." - Dr. Ross Greene www.livesinthebalance.org
Continue to grow the use of interoception along with proprioceptive and vestibular interventions to support students' self regulation.	Train staff members.	Students with special needs will identify internal sensory input and know how to use it to regulate physical, social, and emotional states.
Ensure all teachers have interventions in place for students with gaps in development.	1) Have staff members examine beliefs/values/practices (see slide 4). 2) Meet with teachers one on one and use IT/CRM meetings as a way to identify, track and support with interventions.	Track intervention data. The intervention data tracking sheets will reflect attention being paid to filling gaps.

Health & Wellness Strategic Planning

Re-Entry Support Resources

Psychological First Aid

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

Interested / Not Interested

- Nutritious foods/healthy eating: 318 / 150
- Strategies to support emotional well-being (coping strategies for stress management, grief, anxiety): 375 / 93
- Addiction Information (support, treatment programs): 104 / 364
- Balancing the influence of technology (ie. social media): 225 / 243
- Family support (parenting resources, caregiver info etc.): 199 / 269
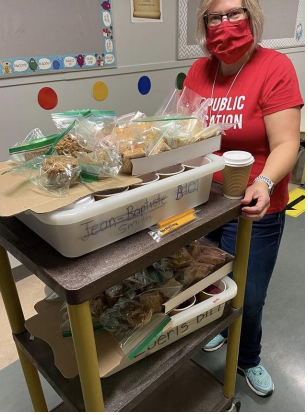- Financial or money management supports: 285 / 183

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.

Important / Not Important

- Professional Learning Opportunities (ie speakers coming to my site to discuss health & wellness topics): 340 / 128
- Receiving resources to support health and wellness(online, print, webinars): 275 / 193
- Having opportunities to participate in healthy activities/clubs/programs at my site: 311 / 157
- Embedded/intentional focus on my overall health and wellness at my workplace: 382 / 86
- Employees commit to creating a safe, caring and respectful workplace environment: 414 / 54

Health & Wellness Strategic Planning

Area of Focus	Specific Strategies	Indicators of Success
- Ensure all protocols for limiting COVID-19 transmissions are adhered to carefully and consistently. - Find ways to offset exhaustion and anxiety.	1 - Teachers and EAs are doing a lot of cleaning on a regular basis. Hands are sanitized between activities. Masks and barriers are used regularly. Door to door delivery of treats with personalized notes. 4 - Teachers/students finding ways to promote wellness for other students and for themselves.	*Mentally and physically healthy staff and students.*

2 - School Nutrition Program

3 - Staff Acknowledgement!

5 - Stress relief activities and wellness PD on aligned days.

6 - Have lots of laughs.

7 - Enforce 7 to 7 expectation.

8 - Positive messages and up to date info in the staff memos.

School Professional Development Plan

Please provide a comprehensive plan for how your school will leverage the Aligned Calendar Days and other opportunities throughout the 2018-19 School Year to implement and attend to the strategies that have been identified to meet the improvement targets in your ACE Plan.

2020/21 Professional Development Plan Template