

Wolf Creek Public Schools



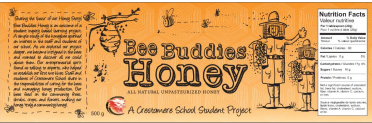

2020-2021

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

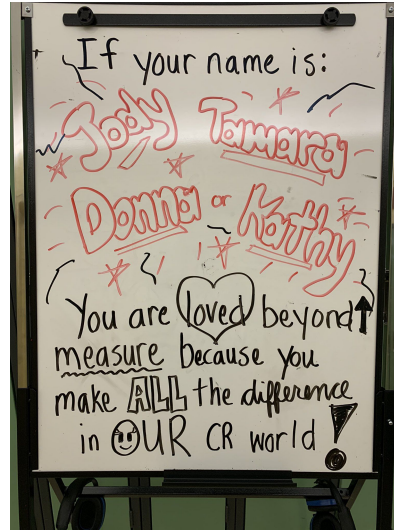
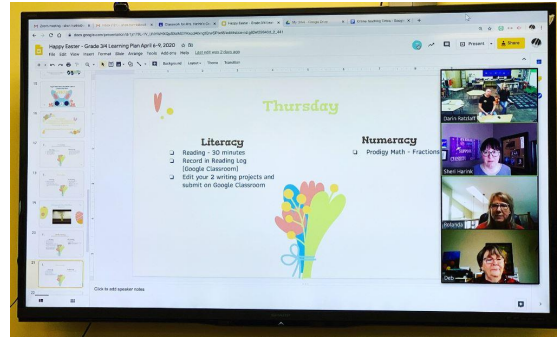
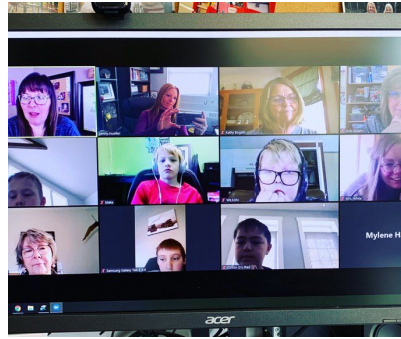
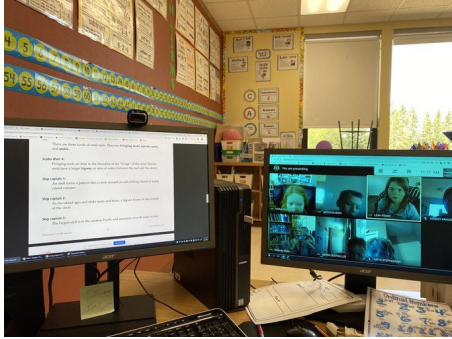
ACE Plan: Action – Collaboration - Evidence

Crestomere School

School Celebrations and Highlights

School Demographic	School Mission, Vision & Values	Program Highlights	Celebrations
<p>Crestomere School is located 22 km. west of Ponoka, and serves approximately 110 students and their families in grades K – 9 for the 2020-2021 school year.</p>  	<p>Care, Achieve, Lead & Learn</p> <hr/> <p>The Crestomere School Community fosters compassionate achievers who lead and learn.</p> 	<p>We believe students will...</p> <ul style="list-style-type: none"> • feel safe and accepted. • follow staff, who lead by example. • be challenged to their individual abilities. • take ownership in what happens in the school. • demonstrate empathy and compassion. • be excited about school. • be literate in 21st century skills & solve problems with discussion. • develop and foster an entrepreneurial spirit. • develop a desire for lifelong learning. • develop pride, respect, and success. • practice excellent overall citizens 	<p>We value being involved in...</p> <p>CRM Project Based Learning CRM & Pyramid of Intervention PLT and collaboration Intervention Team Meetings Technology Integration Olweus Bully Prevention</p> <p>LLI Literacy Support Programs Literacy Assessment Data Bee Buddies Service Learning Projects Ag Programs</p> 

School Celebrations and Highlights




Accountability Pillar / AERR

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 4202 Crestomere School



Measure Category	Measure	Crestomere School			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	84.4	89.2	89.7	89.4	89.0	89.2	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	79.7	81.3	78.0	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	87.6	88.0	90.0	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	39.4	69.0	56.9	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	5.8	6.0	6.5	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	78.6	71.5	75.2	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.5	82.9	84.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	60.4	70.3	73.8	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	71.5	74.1	79.3	81.5	81.0	80.9	Intermediate	Declined	Issue

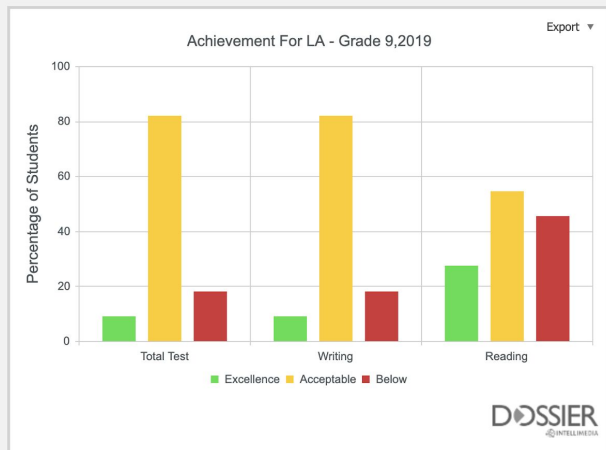
Accountability Pillar Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<p>Parent participation in Survey.</p> 	<p>Increase the amount of parents completing the survey. Only 6 parents have completed the survey in grades k-6 and 8 in grades 7-9. It is hard to analyze this small set of data.</p> <p>Increase the overall positive message around survey results.</p>	<p>Campaign through various means during the government set window for surveys. Social Media, Newsletters, School Council, Parent/Teacher interviews, etc.</p> <p>Encourage teachers to share more data sets with parents.</p>	<p>We will have more parents complete the survey and a better representation of data.</p> <p>We will have more parents sharing the positive aspects of Crestomere School.</p>

Achievement for PAT: LA - Grade 9, 2019 - All Students

**TABLE 2.1
STANDARDS DEMONSTRATED BY ALL STUDENTS**

	NUMBER	PERCENT
Students for Whom Test Results are Available:	11	100.0%
Acceptable Standard	9	81.8%
Standard of Excellence	1	9.1%
Below Acceptable Standard	2	18.2%
Students for Whom Test Results are Not Available:	0	0.0%
Students Absent	0	0.0%
Students Excused	0	0.0%
Students Who Wrote, Results Withheld	0	0.0%
Students Who Wrote Only One Part of the Test	0	0.0%
Total Enrollment Reported By Schools	11	100.0%

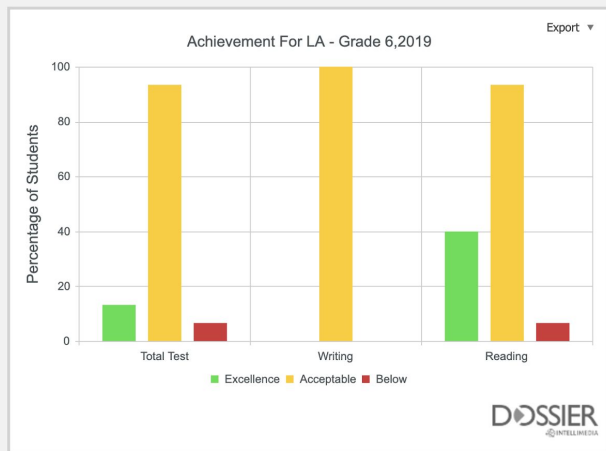


2018-2019 PAT
DATA
Grades 6 & 9
Language Arts

Achievement for PAT: LA - Grade 6, 2019 - All Students

**TABLE 2.1
STANDARDS DEMONSTRATED BY ALL STUDENTS**

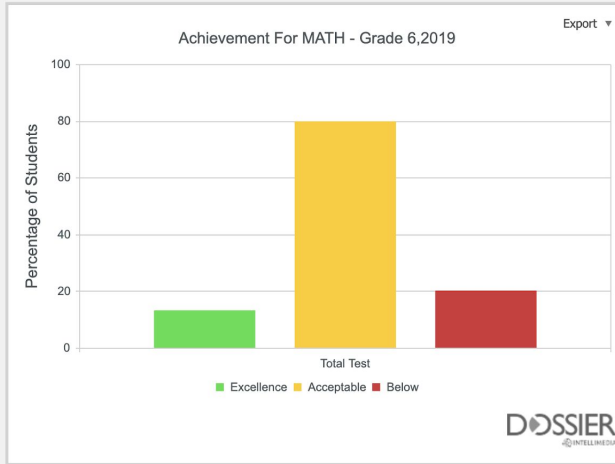
	NUMBER	PERCENT
Students for Whom Test Results are Available:	15	100.0%
Acceptable Standard	14	93.3%
Standard of Excellence	2	13.3%
Below Acceptable Standard	1	6.7%
Students for Whom Test Results are Not Available:	0	0.0%
Students Absent	0	0.0%
Students Excused	0	0.0%
Students Who Wrote, Results Withheld	0	0.0%
Students Who Wrote Only One Part of the Test	0	0.0%
Total Enrollment Reported By Schools	15	100.0%



Achievement for PAT: MATH - Grade 6, 2019 - All Students

TABLE 2.1
STANDARDS DEMONSTRATED BY ALL STUDENTS

	NUMBER	PERCENT
Students for Whom Test Results are Available:	15	100.0%
Acceptable Standard	12	80.0%
Standard of Excellence	2	13.3%
Below Acceptable Standard	3	20.0%
Students for Whom Test Results are Not Available:	0	0.0%
Students Absent	0	0.0%
Students Excused	0	0.0%
Students Who Wrote, Results Withheld	0	0.0%
Students Who Wrote Only One Part of the Test	0	0.0%
Total Enrollment Reported By Schools	15	100.0%

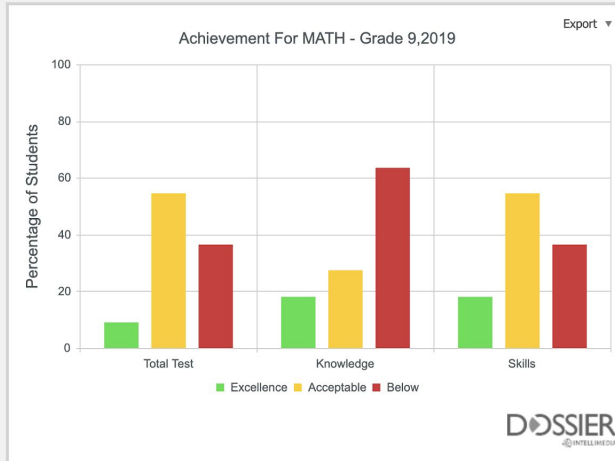


2018-2019 PAT DATA Grades 6 & 9 Math

Achievement for PAT: MATH - Grade 9, 2019 - All Students

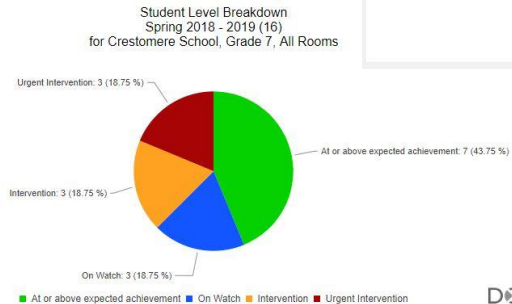
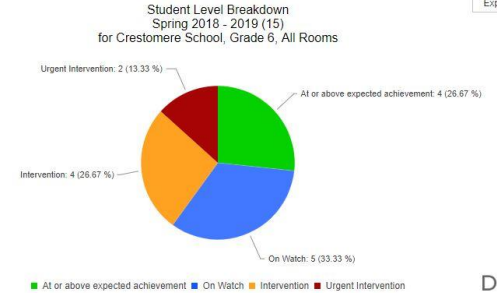
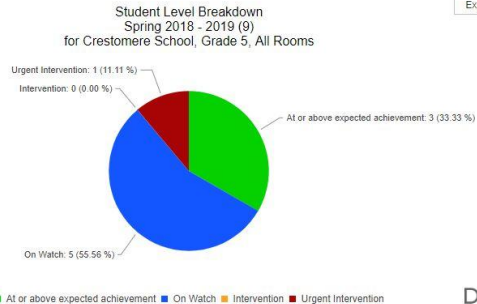
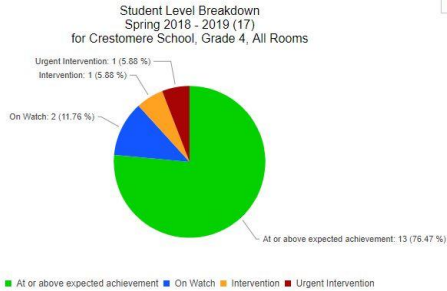
TABLE 2.1
STANDARDS DEMONSTRATED BY ALL STUDENTS

	NUMBER	PERCENT
Students for Whom Test Results are Available:	10	90.9%
Acceptable Standard	6	54.5%
Standard of Excellence	1	9.1%
Below Acceptable Standard	4	36.4%
Students for Whom Test Results are Not Available:	1	9.1%
Students Absent	1	9.1%
Students Excused	0	0.0%
Students Who Wrote, Results Withheld	0	0.0%
Students Who Wrote Only One Part of the Test	0	0.0%
Total Enrollment Reported By Schools	11	100.0%

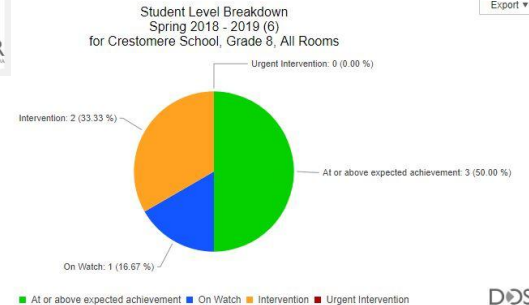


Local School Data Strategic Planning

Use School Data Measures accessible in Dossier and other data tools here
This may include STAR, F&P, EYE data, etc.



2018-2019
STAR
Literacy DATA

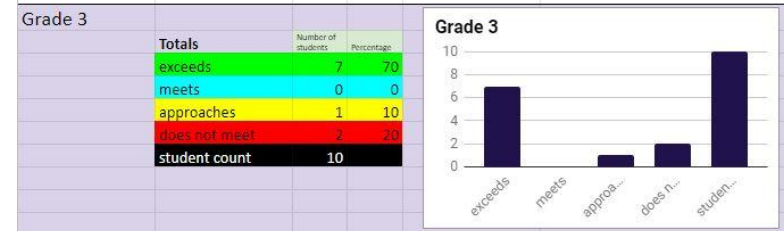
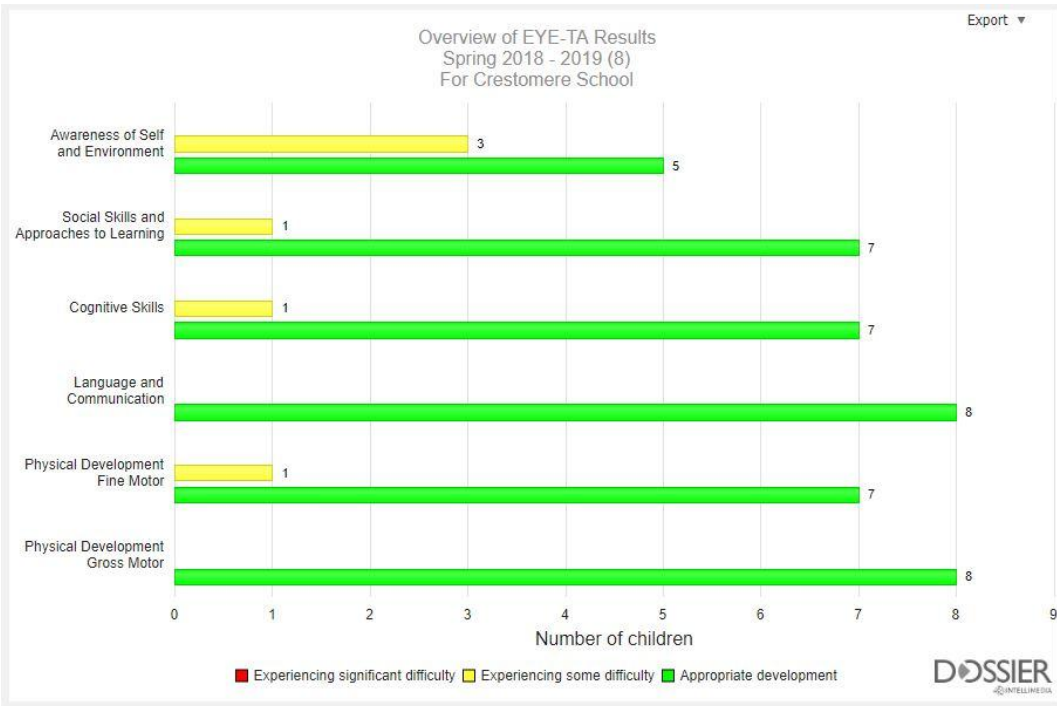


Local School Data Strategic Planning

Early Years
Evaluation

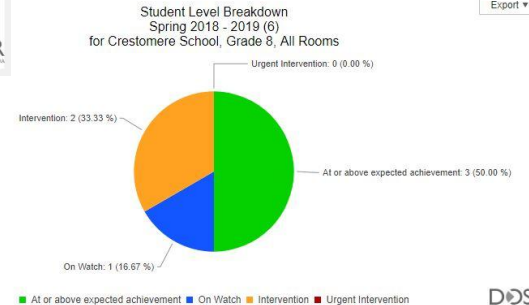
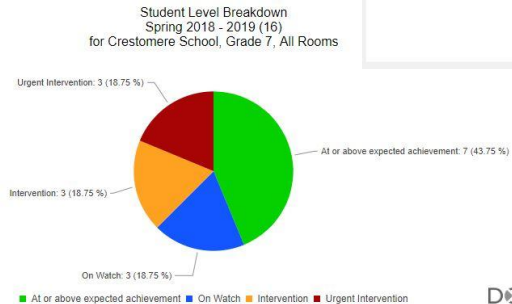
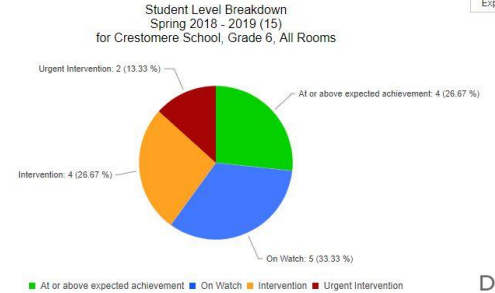
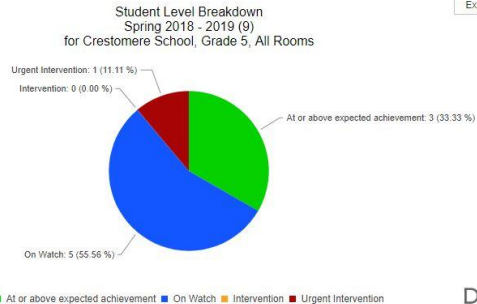
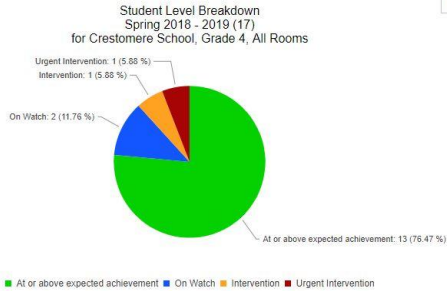
Use School Data Measures accessible in Dossier and other data tools here
This may include STAR, F&P, EYE data, etc.

Fountas & Pinnell
Literacy Assessment



Local School Data Strategic Planning

Use School Data Measures accessible in Dossier and other data tools here
This may include STAR, F&P, EYE data, etc.



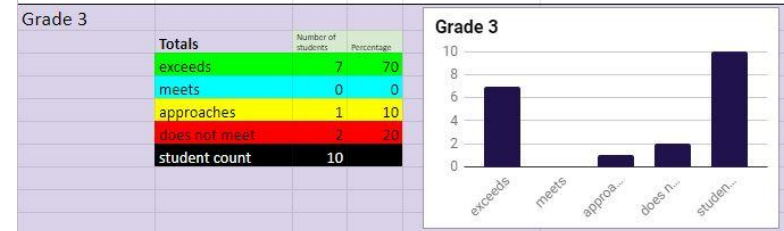
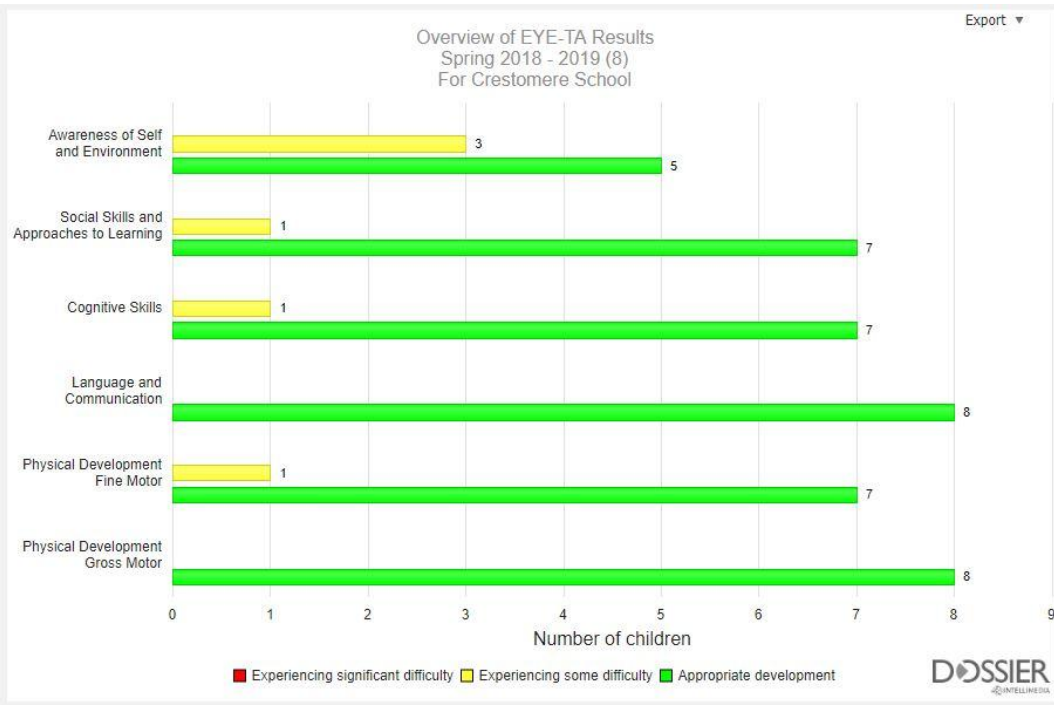
2018-2019
STAR
Literacy DATA

Local School Data Strategic Planning

Early Years
Evaluation

Use School Data Measures accessible in Dossier and other data tools here
This may include STAR, F&P, EYE data, etc.

Fountas & Pinnell
Literacy Assessment



Local School Data Strategic Planning

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
Literacy involvement at the Jr. High level.	Increase the amount to Jr. High students who are actively involved in setting goals in AR.	Promote AR within the Jr. High. Set aside specific time for the students to complete AR tests as well as monitor their own AR data.	Students will want to engage in their data sets and want to improve their reading goals. Students will want to engage in more challenging reading materials.
Reduce the amount of Jr. High student in the 'on watch' area within the STAR data assessments.	Close the gap between the 'on watch' and 'at or above' within the STAR data assessments.	<p>Continue to advocate for student involvement in various literacy interventions.</p> <p>Support interest levels in the library by bring in books that are of high interest.</p>	<p>More engaged readers at the Jr. High level and less students in the 'On watch' category.</p> <p>More Jr. High students will get excited about reading and will enjoy it. Star data will show an increase with our reluctant readers.</p>
F&P results in the upper elementary.	Reduce the number of students (grades 3) who sit within the 'does not meet' area.	Continue with the LLI intervention during our morning literacy intervention blocks.	

Local School Data Strategic Planning cont...

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<p>Structuring timetables and morning literacy blocks so that teachers have time for individual and small group literacy intervention time.</p> <p>Provide appropriate resources (when necessary) to support teachers in literacy instruction.</p>	<p>Support differentiated literacy strategies, investigate new literacy programs, and partner with home to drive instruction and supports based on data.</p>	<p>Create COVID friendly ways to support intervention groups with daily literacy activities. Schedule the time and hold teachers accountable for not using the reading block for other instruction.</p> <p>Assist students with library searches to find books of interest. Have all teacher model to daily reading.</p>	<p>Classroom teachers will report that students are developing an increased passion for reading and our overall literacy data will show a growth in both the STAR and F&P results.</p> <p>A growth in literacy will transfer to other core academic areas.</p>

Building Capacity in Inclusion

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

Area of Focus	Specific Strategies	Indicators of Success
<p>Staff beliefs regarding inclusion ~ bring awareness to our differing beliefs and attitudes and work at supporting the growth mindset of our staff. Understanding the new Teaching Quality Standard and working to support teachers with the new competency ~ establishing inclusive learning environments.</p>	<p>Complete the 'Attitudes and Beliefs Survey shared by Danica and dig into the results. Share the article, by Donohoo, Hattie & Eells, <i>The Power of Collective Efficacy</i> and discuss. Implement monthly Shelly Moore - 5 More Minutes video -n working through season 1 and 2. Investigate Shelly's classroom plan process to better plan for inclusion in our school.</p>	<p>Over time, staff will develop a shared belief or inclusive pedagogy that is consistent with our WC 3 year plan.</p>
<p>Transitioning our grades 9 students to the High School with appropriate programming in place (MyBluePrint, etc) Improve our ability to properly integrate MyBluePrint into our grade 9 programming. Plan to have our transition meetings earlier (prior to our last CRM cycle and parent interview night).</p>	<p>Gr. 9 teachers will commit to exploring MyBluePrint with all students before the end of the year. Our Jr. High teachers will work together with our admin to collaborate with the Ponoka Secondary Campus staff to organize student transitions.</p>	
<p>IPP, APP and planning for the inclusive classrooms, particularly at the Jr. High grade levels. Our goal is to review data, write achievable goals, review the IPP's in a timely manner and work with our division supports to tackle the 'how' piece. Learn the Dossier program as a tool to guide teachers with the reflection process.</p>	<p>Staff will review the IPP data and have a chance to reflect on whether or not they feel they are writing achievable goals for their students. Inclusion coach will help streamline processes and continue to support our communities inclusive needs.</p>	<p>Staff will understand how to use IPP data to plan for and strategize for student learning.</p>

Health & Wellness Strategic Planning

[Re-Entry Support Resources](#)

[Psychological First Aid](#)



Mental Health
Resources in
response to



10 Universal Elements for Caring and Compassionate Schools



Include First People's
Principles of Learning



Connect
and welcome



Talk about
feelings



Empathize
with others



Model
coping skills



Nurture
hope

Health & Wellness Strategic Planning

Area of Focus	Specific Strategies	Indicators of Success
<p>Build a healthy school community that involves gaining support of school community members, identify a health champion and creating a collaborative team who will develop a shared understanding of what it looks like to be healthy school community. All while meeting COVID restriction.</p>	<p>Designate a health champ and have weekly updates and motivations to develop school wide strategies and processes. Continue to have a student leadership team and encourage their involvement. Determine priority areas to focus on.</p>	<p>Our school will have created a solid wellness plan that will follow COVID guidelines and there will evidence of a healthy atmosphere.</p> <p>We will continue to see humor in life at school.</p>
<p>Engage staff in a “wellness improvement plan’ that will focus on the 6 dimensions of the wellness wheel. Continue to focus on students wellness through a variety of avenues especially during these COVID times.</p>	<p>Plan and engage in a staff wellness activities during PD days throughout the year. Plan for and organize a student wellness activities even if they are virtual. Focus health classes on areas of mental health to support overall wellness of students.</p>	<p>The health champ and admin will have worked together to implement a variety of wellness activities for staff and students. Staff will have gained valuable knowledge regarding the pillars (dimensions) of health and will have passes this on to the students.</p>
<p>Student overall wellbeing during COVID.</p>	<p>Compassion, understanding, listening, supporting and focusing health class on our mental well being. Involve the School Social Worker in ways that support students with navigating outside supports.</p>	<p>Students will be healthy mentally, physically, and emotional. There will be consistency in their academics.</p>

School Professional Development Plan

A large, light brown decorative swirl graphic is positioned in the upper right quadrant of the page. It consists of several concentric, curved lines that spiral inward from the top right towards the center.

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.

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

[Professional Development Plan SAMPLE](#)