

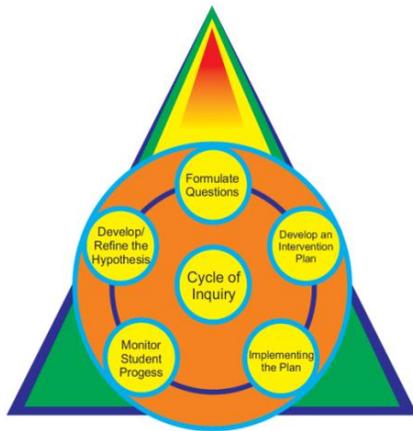
School Planning Document 2016-2017

Year of Plan				
	1	2	3	other



Please note: This is an active document, subject to continuous review and responsive to needs identified by all members of the Wellington School Community.

School Name: Wellington Secondary
Principal: Chad Lintott
Date: Oct. 15, 2016



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Wellington Secondary has a base population of 930 students in Grades 8-12, with an additional 80 International students. This represents a significant increase in enrolment over the past several years, primarily as a result of the recent closure of Woodlands Secondary. The base population is socio-economically diverse, with nearly 100 students supported by a learning designation, which is a relatively high number per capita. Wellington has a small, but growing number of ELL learners, and we are continuing to develop a successful language support program for our diverse ELL learners, with the cooperation and support of district staff.

The physical environment of the school has changed rapidly and significantly over the past three years, as an extensive seismic project was completed in the Spring of 2016. Staff has been very adaptive to unique learning environments and we are continuing to find ways to best utilize collaborative spaces for students, a new science lab and modern Learning Commons areas.

Wellington is continuing to develop a more adaptive, integrated Academic Support Model to better meet the needs of learners within an RTI framework. This new model has created opportunities to develop and share interventions and strategies, but requires further articulation and support to embed the model into the professional learning culture of Wellington. We are currently underway with an Academic Support review to determine needs and allocation of resources to meet those learning needs. Additional staffing was provided this school year to support an Academic Outreach program to support students who had displayed difficulty in engaging in a regular full-time program.

Initial conversations with the parent group has identified a desire to build a stronger **Wellington Community**, inclusive of the elementary school programs which feed into the secondary program; to better align communication with parents and to support the transition between programs in a more comprehensive manner. We feel we are responding to this request effectively by offering a number of Open House and

communication/information sessions with parents throughout the Spring and Fall of 2016. We plan to continue this communication model with parents and the Wellington Community, and encourage the participation of staff, which has been good (to date)

Of particular note is the introduction of a new Grade 8 Learning model. This program is much more adaptive and responsive to student needs, academically and socially. By communicating more effectively with students, parents and each student's elementary school educators and support providers, we are creating a program which better prepares grade 8 students to meet the academic, social, personal responsibility and character demands of high school.

Our Goals:

Our goals for 2016-17 include

- to use the embedded PLC/Rtl Inquiry Model to guide our work in the area of **formative assessment** and the development of the **integrated academic support model**;
- to use the **District Literacy and Numeracy Assessment** tools to gather authentic baseline data which will inform our instruction, shape interventions strategies and create a sole purpose for our collaboration time – to **improve student learning**;
- To further develop our enhanced Grade 8 model, inclusive of collaborative teaching and learning plans, and new assessment strategies;
- To continue to develop new curriculum for grades 8 and 9 (2016), and grades 10-12 (2017) which meet new Ministry guidelines, new graduation requirements, and embed Aboriginal teachings and understandings.

What's our inquiry question?

In Progress – new priority established to meet needs of transitioning students – more nurturing grade 8 programming and academic delivery.

How do we want to get there? What steps should we take? How will we know that we have had an impact?

The work to date has focused on the first of four pillars: **Identifying the Learning Focus** (Essential Learning Outcomes). To date, a strategy has not been developed to utilize those identified essential outcomes to guide improvement in learning, instruction, guided practice or assessment strategies.

The work of our team is to guide staff through each of the pillars:

- **Identifying Learning Needs** (common effective practices),
 - Utilize reading assessment data
 - develop targeted interventions to support mastery of outcomes
- **Establishing Collective Responsibility** (communication and collaborative norms) and
- **Developing Intervention Practices** (based on common data and an evidence-based framework)

In order to facilitate learning for all students, we must begin to collect and utilize common, authentic data to inform and enhance our practice. We must, as a matter of collective professional responsibility, use that data to design interventions and instruction and assessment strategies which guide students to their full academic and social-emotional potential.