



PSSC Minutes – April 4, 2017

Present: Roberta Brewer, Ewen Cameron, Stephanie Prosser, Tracy Johnston-Lovely, Cathy Ross, Marjorie McGibbon, Angela Stief Lea, Stacy Keeler, Jessica Harper

Regrets: Samantha LeBlanc, Shallon Murray, Dan Pollock, Lindsay Brown, Dawna-Lee Coneen, Crista Wood

1. Call to Order – 6:07 p.m.
2. Approval of Agenda – passed
3. Approval of Minutes of Last Meeting (February 7, 2017) – passed
4. Business Arising out of the Minutes of Last Meeting

Teleconference with Salisbury PSSC members March 30th regarding French Immersion options. Both PSSCs will propose writing to the Department of Education to express concerns that there was no community consultation, no data stating that the grade 3 entry point is not succeeding necessitating a move back to a grade 1, little consideration given to rural communities where both programs cannot be sustained which eliminates choice.

5. Correspondence
6. DEC Report
Invitation to provincial DEC/PSSC meetings May 5-7 at Delta in St. John. Roberta will forward invitation to Ewen or Stephanie to distribute to members.
7. Trades Project Update
PSSC is allowed one representative to sit on planning committee. Committee agrees that Dan Pollock would be best representative. Ewen will approach him.
8. Principals' Reports – attached
9. Date of next meeting – 6:00 Tuesday, May 2, 2017



PETITCODIAC REGIONAL SCHOOL

1 Corey Avenue
Petitcodiac, NB E4Z 6H4

Phone: (506) 756-3104
Fax: (506) 756-3110



Petitcodiac Regional School K-5 Mid-Year Update

In the Spring of 2016 we were asked to rate ourselves on the Response to Intervention Continuum and choose an area to improve in. We chose to work on the Targeted Intervention Process. We found that we were collecting data and providing targeted interventions to students but were not consistently collecting post-intervention data to determine the success of the intervention at its completion or to plan for next steps. We also found not having pre and post intervention data was affecting the quality of ESS referrals. We decided this would be our area of focus for the coming year.

When we were told in August that our School Improvement Plan should be based on the Effective Schools Framework and that we should focus on having a WIG (Wildly Important Goal), we found that the goal we had set in the Spring aligned with indicator 4 (Examination and tracking of data related to academic achievement is used for the development of strategies and the pyramid of interventions, and monitoring their effectiveness). Wanting to do one thing well, we decided to maintain our focus on providing targeted interventions in Math and Literacy with an emphasis on monitoring the effectiveness of the interventions. As we have focused on improving in Evidence-Informed Decision Making, it has led to growth in a number of other areas of the Effective Schools Framework.

On February 24th, our staff spent a half day professional learning with Cathi Poplar on School Improvement Planning (indicator 1).

We have established a Core Leadership Team with a representative from K-2 (Angela Silverthorn), 3-5 (Scott Hamer), and resource (Terri-Lynne Dunnett) (indicator 10).

On March 29th, the core leadership team met with Systemic Lead Krista Thorne to determine next steps.

On April 7th, K-5 staff will complete the book study Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Elementary (indicator 2).

We have increased our ESS meetings from twice a month to every week (indicator 14).



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Grades 6-12 Principal's Report April 4, 2017

Mission: "At PRS, we will promote literacies in all that we do"

Vision: "We will become active citizens in the global community"

Values: "We will be accountable and respectful and strive for personal excellence in all that we do."

Enrolment:

Middle School -155

High School - 185

Total - 340

Professional Development: Teachers have completed "Changing Minds" with a focus on Mental Health awareness. On Friday, April 7 teachers will explore the "Teaching Process Map". This tool serves as a guide for teachers to follow when developing lessons or troubleshooting for next steps when students don't get it.

Trades Project Update: A preliminary meeting was held March 23rd at PRS to share information on details of the project. Initial steps involve identifying possible location(s) for 300 sq. m addition. PSSC is allowed one representative to sit on planning committee. Next meeting April 19th at 10:00 am at PRS.

Policy 722: Responding to Student Threats: A letter is forthcoming from ASD-E to parents explaining the new policy. Basically the policy states it is everyone's responsibility to report their knowledge of a possible threat. "Any person in a school community having knowledge of a threat/threat related behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal."

A threat is defined as an expressed intention to harm someone or something. Examples of threats may include, but are not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to kill or harm others, internet (Facebook, YouTube, etc.) and/or text messaging threats to kill or harm others, possession of weapons and/or replicas, bomb threats, fire setting sexual intimidation or assault."

Up- Coming Events:

March 31 – Middle School Report Cards

April 5 – High School Report Cards

April 6 – Parent –Teacher Interviews 6:00 – 8:00 pm

April 7 – No School for Students - Parent- Teacher Interviews/Professional Learning for Staff

April 10 – Parents Who Care Assembly

April 13 – HS Dance

April 26 – Coffee House 7:00 pm

April 27 – Youth Mental Health Assembly

April 28 – Professional Learning Day for Staff - No School for Students

May 16 – Student Loan Presentation PRS Theatre 6:30 pm



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Petitcodiac Regional School Grade 6-12 Mid-Year Update 2016-2017

Our school year began with a few changes in personnel to our core leadership team. The initial task of identifying a WIG looked at all the internal and external sources of school data. It was not until October that we settled on focusing on “We will become proficient in balanced assessment” (indicator 29 of the Effective Schools Framework). This goal will take several year to achieve and is integrated with other indicators in the domain of Classroom Practice.

This entire process involved careful examination of our data and recognition of the need for improvement as a whole school in the areas of Literacy, Math and Science, French as a Second Language and Wellness. As a result our school has realigned our teachers vertically, from grade level PLCs to 6-12 subject area PLCs as previously outlined. For the first time we have teachers working together as a whole school in their areas of specialty. This has required much courage as teachers learn to trust new colleagues and set common goals.

Each PLC has their own data driven SMART Goal related to the WIG. Progress is measured by data. For example the FSL group has set a target of 80% proficiency in oral French.

Improvement has gone from 30% to 61% in this short time due to common strategies being used by teachers. This PLC group has developed a rubric for assessment based on the European Standard, SERC.

In addition to realigning our PLCs our Middle School and High School ESS Teams have also merged to form one common Team from grade 6-12. This has involved recreating our referral process and forms. We feel this better aligns us for the Integrated Services Delivery Model which will be implemented this fall.

All these improvements have been accomplished with the addition of a new student data base reporting system, PowerSchool, the introduction of a new k-8 report card and the use of Fresh Grade App to accompany Power Teacher Pro for all teachers. It certainly has been a year of significant change at PRS. It is our goal that our provincial test results will positively reflect these changes by 2019.



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PRS Grades 6-12 RTI Plan

Progress 2016-2017:

- Created one ESS Team 6-12
- Created new referral forms on portal - Academic and Behaviour

- ESS school team

- Encouraged teachers to participate at EES school team
- Attached an ESS team member to lead teacher referrals
- Formed new PLC teams 6-12 based on Provincial Assessments (Literacy, French Second Language, Mathematics and Wellness)
- Focus of our PLC teams are Tier 1 strategies and best practices based on assessment of progress on RTI Continuum.
- In addition Wellness group has specific focus on developing PLWEP
- Books purchased, "Grading Smarter Not Harder" for book study to be done with all teachers
- Middle School and High School used assessments to inform instructions and interventions. Middle School had specific Math and ELA intervention blocks.
- Re-assigned FTE's through 6-12 to address needs in literacy and numeracy.
- District leads have been collaborating\ co-teaching with staff.

Goals for 2017-2018

- Create a common bell schedule 6-12 for better use of teachers in their area of expertise
- Develop a common intervention block 6-12
- Develop common PLC time within the schedule
- The Learning Center (TLC) will move from a 9-12 focus to a 6-12
- Integrate ESS with ISD

Needs for 2017-2018:

- Maintain what we currently have ie. Flex Center, TLC, SIW, Guidance and Resource FTE
- The transition years, at the grade 6 and 9 level have been identified as critical years. We could best support these students in the form of school-based mentors for Math, ELA and FSL. An extra 0.5 FTE for each of these areas, totalling 1.5, would allow model teachers to co-plan and co-teach with colleagues. It would also allow for attention to targeted interventions and opportunities for enrichment.
- Funding for ESS SPR position to continue leading systemic changes.
- School data supports not combining immersion classes in middle school.
- Continued guidance from District with these systemic changes. Christa Thorne has been helpful this year with our ESS changes. More recently we have used Jason Reath as a resource in planning our imbedded intervention block for next year. Continued support and guidance would be beneficial.