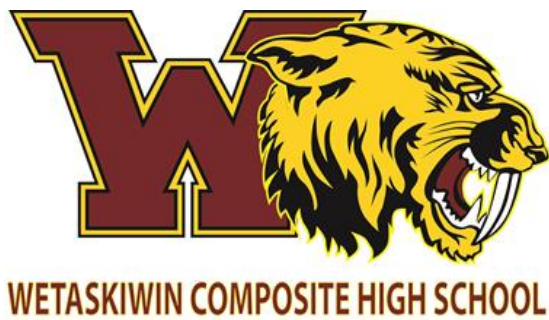


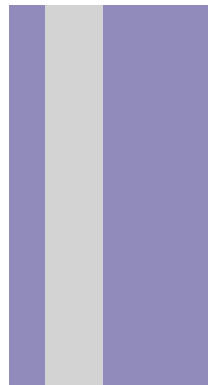


WETASKIWIN REGIONAL PUBLIC SCHOOLS



Wetaskiwin Composite High School

School Improvement Plan 2018 – 2019



Wetaskiwin Regional
Public Schools

FOUNDATION STATEMENTS

School Mission Statement

WCHS is committed to the development of responsible citizens.

School Vision

A place where every student, every day, learns, grows, and feels valued;

A healthy, safe environment that fosters dignity, respect, a sense of self-worth, and a desire for lifelong learning;

A school that provides opportunities for everyone without discrimination.

School Values

A school that expects high standards of conduct and achievement.

SCHOOL PROFILE

Wetaskiwin Composite High School is a Grade 9 – 12 school that serves the needs of approximately 900 students from the City of Wetaskiwin, Town of Millet and the rural area of the County of Wetaskiwin, east of Highway 2. In addition, First Nations students from Maskwacis south of Wetaskiwin are served through a tuition agreement with the Wetaskiwin Regional Public Schools.

Approximately 45 percent of students attending Wetaskiwin Composite are bussed to the school with the remainder coming from the City of Wetaskiwin.

The school has professional staffing of 54 teachers and an additional 31 support staff consisting of administrative assistants, custodians, and educational assistants.

Wetaskiwin Composite High School is approximately 6,500 square meters in size. It is located next to the City of Wetaskiwin Recreation Complex, which consists of an indoor swimming pool, tennis courts, two ice arenas, curling rink, baseball diamonds and football/soccer field.

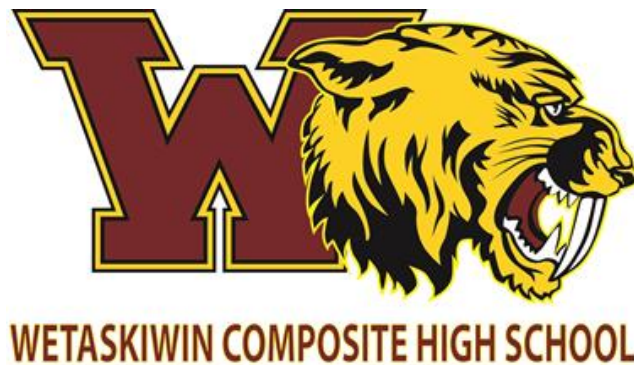
Programing and Services

The school is constantly adapting to meet the needs of its continually changing clientele. Programs include Alternate Education, In-reach Programming, Career and Technical Studies (Business and Vocational Education), General and Advanced level courses and a wide variety of complementary and optional courses.

Our school also offers a full range of extra-curricular activities including football, basketball, volleyball, cross country running, track and field, golf, badminton, curling, music productions, drama productions, student leadership opportunities.

Overall, WCHS has a long standing tradition of strong academic performance. Academically, the vast majority of students perform well, with WCHS meeting or exceeding provincial averages in most subject areas. Even though academic results are acceptable, we continue to work to improve in all areas of education for our students with a collective focus on improving our High School Completion Rates.

We are proud to be a part of Alberta Education's High School Redesign Initiative. As such, we also offer programing that is focused on making sure that all students are successful and graduate High School.



SCHOOL IMPROVEMENT PLAN

WCHS has revised the school’s mission, vision, and values. As a part of this process, we set priorities and school goals each year. These new goals and priorities have went through the consultation process with staff, students, parents, and the school community through our school council. These priorities and goals are in align with our WRPS Board priority:

- To increase the rate of high school completion.

Data from the Accountability Pillar Survey, “Our School” Data, Parent Surveys, Student Surveys, Diploma Examinations, Achievement Tests as well as data collected at the school through surveys and focus groups are used to measure implementation.

School Priorities

Priority 1: Enhance student success of all students

Priority 2: The establishment of a welcoming high quality learning and working environment

School Goals

- WCHS will increase the percentage of all students that complete high school within three years by 10% by June 2021.
- WCHS will increase the overall percentage of students who score at an acceptable level by 10% and at the excellent level by 5 % on all PATS
- WCHS will increase the overall percentage of students who score at an acceptable level by 5% and at the excellent level by 5 % on all DIPS

WRPS SMART GOAL 1: STUDENTS SUCCESSFULLY COMPLETE SCHOOL

- WCHS will increase the percentage of all students that complete high school within three years by 10% by June 2021.

Performance Measures:

- High School Completion Rate: Students demonstrate high standards in terms of High School Completion Rate (3 year)
- High School Completion Rate: Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10
- Students demonstrate high standards in learner outcomes on Diploma Exams
- Students demonstrate high standards in learner outcomes on Provincial Achievement Tests
- Student Grade Progression: Tracking of students that progress to the next grade level at WCHS (Gr. 9 – 10 and Gr 10 -11).

Key Initiatives for 2018 – 2019

- Job Embedded Professional Development
 - WCHS has embraced the Professional Learning Community (PLC) framework. This framework relies on focused collaboration with all staff. At WCHS, our Department Heads form our Guiding Coalition and are the leaders in the PLC process. Our DH's guide their subject specific teams with a focus on Tier 1 Instruction. Tier 2 and 3 supports are developed, facilitated, and implementation through our Intervention structure led by the Vice Principals.
 - Subject Specific Teams meet during each collaboration day. The Teams have developed Team Goals in line with our overall academic School Goals. Each team completes assigned tasks and are accountable to their colleagues as they work towards attaining their goals.
 - Intervention Structure (RTI): Through the development of a Learning Team structure, WCHS provides extensive Tier 2 Interventions to our students with a focus on work completion. The Learning Teams are led by the Vice Principals and contain every members of our Student Services Department as well as Teachers and Support staff during our Intervention meetings.

- High School Redesign:
 - Mastery Learning
 - Assessment Practices: WCHS has developed consistent policies and beliefs in terms of all Assessment practices. As a school, we believed that “assessment is used as part of the learning process that provides feedback about how to improve and gives students a clear view of what is expected.” Our policies focus on providing feedback to students in a timely manner, maintaining consistent assessments expectations in each department, and ensuring we have summative assessment that are in line with the program of studies as well as Diploma and PAT standards.
 - The Learning Commons: Through the creation of our Learning Commons and “In-reach Program” at the school, we will provide students an alternative method to complete courses and achieve credits. This alternative delivery will enable students to have personalized instruction and allow them to demonstrate mastery of curricular outcomes.
 - Directed Learning Blocks: These blocks are intended to provide extra time for students to complete curricular outcomes outside regular class time.
 - Personalization
 - Student Learning Inventories are intended to be performed in all classes at the start of each semester.
 - After school Exam Writing Center
 - The Flipped Classroom: Our school and staff have an understanding that learning is not contained to the classroom. Through the use of Google Classroom, teachers will have course material available online for students to take. When students are in the classroom, they will be receiving support and guidance rather traditional instruction.
 - Individual Student Interventions (RTI): Students will have access to Literacy and Numeracy specialists in the learning commons, our Wahkohtowin room, and through a pull-out model. This intervention will be available to students that need flexible pacing in a course, to students seeking additional remediation or enrichment, or to students that require credit recovery.
 - Flexible Learning Environments
 - The creation of an environment that allows for a variety of learners using different strengths and working at a different pace. As a school, we are creating an environment that students have the support to receive the remediation and the extra help required to be successful.
 - Directed Learning – See previous explanation
 - The Learning Commons – See previous explanation
 - The Flipped Classroom – See previous explanation
 - Individual Student Interventions (RTI) – See previous explanation

WRPS SMART GOAL 2: LITERACY

- WCHS will increase the overall percentage of students who score at an acceptable level by 10% and at the excellent level by 5 % on the Grade 9 ELA PAT.

Performance Measures:

- Students demonstrate high standards in learner outcomes on Diploma Exams in ELA and Social Studies
- Students demonstrate high standards in learner outcomes on the ELA Provincial Achievement Tests
- Overall percentage of self-identified FNMI students demonstrate high standards in learner outcomes on the ELA Provincial Achievement Tests
- Percentage of Grade 9 Students that benchmark at grade level on the SAM (Literacy Benchmark) in January and May.

➤ Literacy Programming:

- WCHS has specifically targeted Literacy for grade 9 students. Based on a Response to Intervention model, we implement a standardized assessment measure (SAM Benchmark) which is administered to all Grade 9 Students three times a year as a universal screening and diagnostic assessment. This allows teachers to track the grade level abilities of each student in terms of reading comprehension and writing. Using this baseline data, students are placed in a specific program that focuses on remediation or enrichment with the goal to have all students reading at grade level by the end of grade 9. Through this intensive program, we believe our students will acquire the literacy skills they need to be successful.
- At the beginning of quarter 2, each student transitioned into intensive literacy supports classes using Leveled Literacy Interventions and additional resources to meet the needs of each student. Each class will provide different instruction, ranging from comprehension, vocabulary, fluency, decoding, exam skill building, writing, etc.
- Grade 9 students and ELL (English Language Learners) are benchmarked to receive specific, targeted, strategic instruction. Students are introduced to a reading and writing strategy, guided through the implementation of the strategy, and given time to practice the strategy.
- WCHS will focus on the instruction of subject specific vocabulary in all courses. Tier 3 Vocabulary (Subject Specific) will be explicitly taught to students. Our staff will understand the concept Tier 3 vocabulary and pre-teach vocabulary before specific topics/outcomes instructed to our students.

WRPS SMART GOAL 3: NUMERACY

- WCHS will increase the overall percentage of students who score at an acceptable level by 10% and at the excellent level by 5 % on the Grade 9 MATH PAT.

Performance Measures:

- Students demonstrate high standards in learner outcomes on Diploma Exams in Math
 - Students demonstrate high standards in learner outcomes on the Math Provincial Achievement Tests
 - Overall percentage of self-identified FNMI students demonstrate high standards in learner outcomes on the Math Provincial Achievement Tests.
 - Student Course Marks are within 5% of Provincial Achievement Tests results.
- Numeracy Supports
- WCHS is focused on improving Numeracy through Tier 1 universal instruction. Through the work in our Math PLC, all teachers (9-12) will collaborate to ensure students success, as students' progress through mathematics. This collaboration will lead to continual reflection on teaching, review and evaluation practices that result in changes in instruction practices, leading to improved student success
 - Key strategies in this process include:
 - All teachers will employ formative assessment on an ongoing manner.
 - All teachers will include exams style exemplars (MC and NR) in their daily lessons.
 - Exams will now have a non-calculator component.
 - Teachers will use review materials for each chapter, to be used by students to prepare for chapter exams. These review materials will be of the same design and difficulty as the unit exams and Math 9 PAT
 - Directed Learning and LST support to provide Tier 2 Intervention.

Supporting Initiatives:

1. Positive School Environment

- Wetaskiwin Composite School is concerned with the educational, personal/social, and career development of students in order to encourage the building of strong citizens for our community.
- The emphasis of the work in this school is student-centered and considers the four pillars of student wellness: physical health, emotional well-being, social sense of belonging and academic achievement.
 - Ensure a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
 - Ensure clear code of conduct philosophy
 - Ensure a positive discipline approach

- Ensure consistent, positive classroom management
- Promote ethical citizenship
- Proactive and reactive strategies from our School Councilors
- Mental health education through our MHCB partnerships and
- The LGBTQ community will feel comfortable, safe and welcomed in the school environment

2. Indigenous Plan

- In alignment with the WRPS Indigenous program logic model, WCHS is developing an Indigenous plan that addresses the following outcomes:
 - Completion and sense of belonging: Complete high school at the same rate as all other students
 - Attendance, study habits, work ethic, planning: Transition into post – secondary/workforce as the same rate as all other students
 - Achieve literacy at the same rate as all other students
 - Achieve numeracy at the same rate as all other students
- School based strategies that we will be utilized to meet these outcomes include:
 - Success coaches will be point of contact for students and families
 - Ensures cultural awareness exists with our staff and students
 - Build and maintain positive and meaningful relationships
 - Provide attendance support to families and students
 - Set student schedules for course completion
 - Track students and their progress and follow up with students
 - Prepare study plans and schedule
 - Bi-weekly team meeting around Indigenous students at risk
 - Increase the amount of academic assistance provided to students.
 - Support reading and writing development through a structured literacy program and our Wahkohtowin room delivery model
 - Support with numeracy development through our DL math recovery and our Wahkohtowin room delivery model
 - Student acknowledgment: Continue with the Eagle Feather ceremony at Graduation
 - Career education: School’s success coaches and School Councilor.

Additional Strategies

- Grade 9 Teacher Advisory Groups: Teacher advisory groups provide students with academic and non-academic support while empowering our students through prescribed lessons that will be taught to all students.
- Consistency in School Practices
 - Student Code of Conduct
 - Staff members will continue to work together to identify and implement effective discipline strategies
 - Office referral

- Referrals to Student Services
- Ensure that Parents are involved/informed about any incidents of Bullying that take place in the school
- Effectively Target behaviors that are detrimental the safe and caring learning environment
 - Educate / Counsel / Support students through positive reinforcement and Role Modeling
 - Apply appropriate consequences for inappropriate behaviour
- School Communication Policy
 - Teachers will communicate early and often with parents and students.
 - School will make effective use of the technology to distribute information to our stakeholders (Message System, Email and Website)
 - School Council meetings will be important ways to solicit feedback about the school.
 - Daily announcements will be displayed throughout the school and placed online.
 - Utilization of Social Media to communicate with parents and students.
 - Teacher's Markbooks are available online for students and parents to view.
- Work with our School Bus drivers to improve student conduct when being transported to and from school.