



Wetaskiwin
Regional
Public
Schools

Our Learning Success Story & School Plan 2021-2022

Wetaskiwin Composite High School

4619 - 50 Avenue

Wetaskiwin, Alberta T9A 0R6

Phone Number (780.352.2295)

wc@wrps11.ca

[Website](#) [Twitter](#) [Facebook](#)

Table of Contents

Table of Contents	2
Chapters in Our Story	3
Supporting Information	4
Priorities of Wetaskiwin Regional Public Schools	5
Our Profile	6
Our Celebrations	6
Our Demographics	6
Our Data Sets	6
Priority Area of Focus: What are specific areas that the school would like to focus on that connect to the Board's Ed plan? (Bowling Bumper lanes) Exemplar provided: (Early) Literacy and Numeracy	7
Student Growth and Achievement	
Teaching and Leading	
Learning Supports	
Governance	
Local and Societal Context	7

Chapters in Our Story

- School Administration
 - Karen Elgert, Principal
 - Jonathan Meyers, Vice-principal (Grades 9/10)
 - Shawn Willmott, Vice-principal (Grades 10/12)
- School Mission, Vision, Philosophy

Our Mission

WCHS is committed to the development of responsible citizens.

Our 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.

Our “Way”

A school that expects high standards of conduct and achievement.

District Priorities

The Board Strategic Plan outlines strategic priorities, purposes, goals and objectives.

- Strategic Priority 1: Student Achievement
- Strategic Priority 2: Indigenous Student Success
- Strategic Priority 3: Fiscal Sustainability
- Strategic Priority 4: Infrastructure Capacity

Supporting Information

- [WRPS Education Plan](#)
- WRPS [Principles of Assessment](#)
- Literacy Action Plan (District and or School?)
- Collaborative Response: Understanding and Supporting our Students
- Continuum of Supports
- * Jr. Achievement

Priorities of Wetaskiwin Regional Public Schools

Our Learning Success Story is our Learning Success Plan, and reflects the needs and priorities of our school, the district and the local community. This plan is designed to align with the priorities of Wetaskiwin Regional Public Schools and Alberta Education, including the Program of Studies, Leadership Quality Standards and Teacher Quality Standards, ensuring the priority areas that have been identified will drive plans for the upcoming year and continue to create a foundation of planning for upcoming years.

WRPS Foundation Statements, Priorities and Beliefs can be found online [here](#).

Priority: Assess and address student learning gaps

Priority: Emphasize early childhood learning

Priority: Champion student and staff well-being

Priority: Encourage and celebrate active citizenship in our school communities

Priority: Align resources to advance board priorities

Our Profile

Wetaskiwin Composite High School serves students in grades 9-12. WCHS was modernized in 2017 and 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.

We offer a diverse academic program that provides programming for both the vocational and academic-oriented student enriched by a solid fine arts program, a strong physical education program, a wide variety of CTS courses, and extracurricular learning opportunities.

As Grade 8 students near the end of their junior high years, the WCHS Student Services Department engages in an extensive orientation program to make the transition from grade 8 to high school a smooth and worry-free experience. The orientation includes school visits, program information, parent-family orientation nights, and one-on-one registration assistance.

Our Demographics

Wetaskiwin Composite High School 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.

The school has a professional staffing complement of 49 teachers and an additional 23 support staff consisting of Administrative Assistants, custodians, and educational assistants.

Our Data Sets

- Assurance Framework
 - Safe and Caring Schools Information
 - Achievement Data (PAT, Diploma)
 - Indigenous
- Local Data Sets
 - Literacy
 - Fountas and Pinnell
 - STAR Reading
 - SAMs

- Numeracy
 - MiPi
 - District Common Final

The priority areas of focus below are designed to help answer the following guiding inquiry question from the WRPS Education Plan:
“In what ways, and to what extent, does our implementation of Professional Learning Communities and Collaborative Response in WRPS address students’ learning gaps and support them in their learning, so that all students can successfully complete high school?”

Priority Area of Focus: Literacy (English Department)

Our Inquiry Question	To what extent does our focus on a comprehensive repertoire of effective literacy planning, instruction, and assessment practices to meet the learning needs of every student impact vocabulary growth?
Alberta Education Assurance Domain(s)	<p>Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context</p>
Board Priority(s)	<p>Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities</p>
Understanding the Context	<p>Previous to the pandemic, our department identified vocabulary building as a vital focus for our students. Perhaps, an increasing reliance on technology coupled with a decreasing interest in uninterrupted, sustained reading have contributed to what we see in our classrooms; reasons for this are sundry and largely beyond our control. Generally, as students are not reading as much any more, they are simply not exposed to the diverse lexicon they once were.</p> <p>A robust vocabulary improves all areas of communication — listening, speaking, reading and writing. Vocabulary is critical to a student's success, and vocabulary growth is directly related to school achievement in all subject areas.</p>
Outcome	<p>We have three goals related to vocabulary building:</p> <ol style="list-style-type: none"> 1. to provide students with skills/opportunities to learn words independently. 2. to teach students the meanings of specific words. 3. to increase achievement on provincial exams in both reading comprehension and written response.

Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
<p>Our area(s) of emphasis will be on vocabulary building, with a focus on two categories of the scoring guide: Matters of Choice and Matters of Correctness. Through consistent and competent vocabulary instruction, students will practice and be cognizant of a variety of effective strategies for vocabulary building, and by extension, retention.</p> <p>Teachers will pilot the usage of Star Reading Assessment to help inform our instruction.</p> <p>Teachers will also discuss strategies, share resources, and employ a formative pre-assessment and a final assessment in order to evaluate student progress.</p>	<p>Ongoing for the 2021-22 school year</p>	<p>Using final exam marks and diploma exam reports, we will examine the upcoming January and June results.</p> <p>Evaluate Star Reading results on second administration in January 2022 for semestered students and in April 2022 for ELA 9 students.</p>	<p>PLC days and when we receive data reports from Alberta Education Assessment Branch.</p>

Priority Area of Focus: Literacy (Social Studies Department)

Our Inquiry Question	To what extent does our focus on demonstrating a professional body of knowledge create observable and measurable foundational literacy skills for students?
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<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context</p>		
<p>Board Priority(s)</p>	<p>Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities</p>		
<p>Understanding the Context</p>	<p>Within Social Studies we will be working on the shared (province, district, school and department) goal of literacy. Literacy itself is significant in the 21st century due to the hyperconnected nature of our contemporary existence and within that, the ever present focus on effective communication and understanding.</p> <p>To that end it is critical to understand that literacy comes in many facets, especially within our study. We examine traditional literacy; that includes print reading and writing, but also mix in 21st century literacy that includes a focus on media, digitization, financials, and culture.</p> <p>It is also our belief that as Social Studies teachers we are also Humanities teachers. To that end we see ourselves as extensions of the English language Arts department and work with them towards common literacy goals. Included in that would be vocabulary, reading comprehension and functional writing.</p> <p>Other types of major writing pieces include; critical, analytical and argumentative writing.</p>		
<p>Outcome</p>	<p>Our goal is to enable our students to be able to (now, and in the future) analyze someone else’s ideological perspective and then present a clear and purposeful response.</p>		
<p>Action Strategies</p>	<p>Timelines</p>	<p>Indicators of Success</p>	<p>Evidence of Success Our Story(Timelines for Sharing our story)</p>

<ol style="list-style-type: none"> 1. Communicate to students ways to unpack the perspectives of others. 2. Communicate to students ways to effectively respond. This includes ways to organize their own perspective. 3. Present the structured, modelled and guided approach each of the five writing assignments. 4. Identifying and teaching content specific vocabulary and organizing that into a document that can be shared with students for review purposes. 5. Implement a modelled and guided approach to analytical reading. 6. Provide opportunities for discussion on content specific topics built around critical thinking and analysis and culminating with free discussion. 	<p>This is an ongoing process that is scaffolded over their high school years. Along the journey there are frequent opportunities to check in and check up, providing a fluidity of assessment.</p>	<p>Ultimately, the goal is effective communication that includes unpacking the perspective of others and being able to respond with clarity and purpose.</p> <p>Qualitative feedback - this can be collected in discussions and debates. It is the nature of our pedagogical study that we have numerous opportunities to unpack the nuances of perspectives and formulate responses.</p> <p>Quantitative feedback - because the writing assignments are scored using a standardized rubric, it allows us to track both short and long term progress.</p>	<p>We will continue to evaluate and adjust our plan at least every semester, potentially more if needed.</p>
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Priority Area of Focus: Numeracy (Mathematics Department)

Our Inquiry Question	In what ways is our implementation of applying student assessment and evaluation practices, meeting the numeracy needs of every student? Quantitative		
Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context		
Board Priority(s)	Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities		
Understanding the Context	Our implementation described above will support both our math department goal at WCHS (...) as well as the WRPS goal of improved numeracy. To increase the number of students successfully completing a grade 12 level math course, as well as increase our high school completion.		
Outcome	Greater overall success of math students as evidenced by improved summative and formative assessment results; higher completion rates in Math 10C; higher completion rates in grade 12 level mathematics courses.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
Development and implementation of the Math 9 Essentials (Numeracy) course taken by all grade	Ongoing	Successful completion of Mathematics 9	Every quarter

nine math students			
Development and implementation of the Math 9 Prep course taken by all grade nine math students	Ongoing	Students are successful in their appropriately enrolled math course, at the grade 10 level	Every quarter
Development and implementation of the Competencies in Math course, taken by students to increase their numeracy and curricular skills before enrolling in Math 10C course.	Ongoing	Successful completion of Mathematics 10C	Every quarter
Development and implementation of the Math 10C Recovery course, re-demonstrate their understanding of Math 10C content, leading them to successful completion of a 20-level mathematics course.	Ongoing	Students are successful in their appropriately enrolled math course, at the grade 11 level	Every quarter

Priority Area of Focus: Numeracy (Science Department)

Our Inquiry Question	In what ways does the science department’s focus on collaboration to incorporate a comprehensive repertoire of effective planning, instruction, and assessment practices impact numeracy learning gaps and allow students to successfully complete high school?
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Alberta Education Assurance Domain(s)	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context		
Board Priority(s)	Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities		
Understanding the Context	Numeracy is foundational to success in math and science.		
Outcome	The goal is to decrease the numeracy learning gap which will in turn increase the high school completion rate.		
Action Strategies	Timelines	Indicators of Success	Evidence of Success Our Story(Timelines for Sharing our story)
Develop mini lessons that address foundational numeracy skills. Eg. graphing, significant digits, scientific notation, order of operations, unit conversions, algebra (formula manipulation/solving for different unknown variables).	PLC Days-	Students can successfully demonstrate the skills that have been focused on.	(When will the school add to the story - check-in/check-back times)

Priority Area of Focus: Well-Being

<p>Our Inquiry Question</p>	<p>In the domains of well-being, how does engaging in career-long professional learning and ongoing critical reflection improve teaching and learning in order to build capacity to support students' success in inclusive, welcoming, caring, respectful, and safe learning environments?</p>		
<p>Alberta Education Assurance Domain(s)</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context</p>		
<p>Board Priority(s)</p>	<p>Assess and address student learning gaps Emphasize early childhood learning Champion student and staff well-being Encourage and celebrate active citizenship in our school communities Align resources to advance board priorities</p>		
<p>Understanding the Context</p>	<p>The concept of well-being encompasses a number of domains such as social/emotional, intellectual, physical, and spiritual/creative. In order for students and staff to function at an optimal level, a balance between the domains are important.</p>		
<p>Outcome</p>	<p>Our end goal is to learn and implement strategies to support personal wellness in students and staff.</p>		
<p>Action Strategies</p>	<p>Timelines</p>	<p>Indicators of Success</p>	<p>Evidence of Success Our Story(Timelines for Sharing our story)</p>
<p>Create a foundation of knowledge across the school community regarding the 5 domains of well-being.</p>			
<p>Social Student to student connection Collaborative meetings Creating social norms within the classroom Create staff support initiatives (yoga, etc., soup</p>			

club)			
Physical Activity breaks within classes Ensuring teacher participation in Breakfast Program Modeling healthy living habits; water, sleep, relaxation (Calm App) Create a school wide activity challenge Create staff support initiatives (yoga, etc., soup club)			
Intellectual Book study ALE training SPRINTS Seminar (student) Self-interest professional development (courses, Masters, leadership)			
Spiritual/Creative Display of artwork Evening of the Arts Paint night/cake night Smudging/Elder Indigenous games (stick) Balancing of the Medicine Wheel Give back to the community Kindness initiative (painting community rocks, leaving positive messages, etc.)			
Emotional Counselling Partner with organization for pet therapy Journaling			

Relaxation/Mindfulness Sensory room Self-regulation strategies Smudging Practicing coping strategies Establish safe places			
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