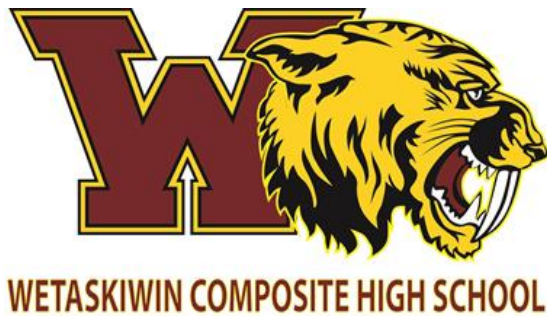


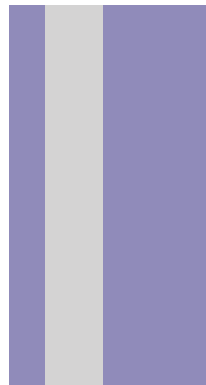


WETASKIWIN REGIONAL PUBLIC SCHOOLS



Wetaskiwin Composite High School

School Improvement Plan 2017 – 2018



Wetaskiwin Regional
Public Schools

FOUNDATION STATEMENTS

Mission Statement

WCHS staff will promote the overall development of a responsible citizen by:

- Providing a place where every student, every day, learns, grows, and feels valued;
- Providing a healthy, safe environment that fosters dignity, respect, a sense of self-worth and a desire for lifelong learning;
- Providing opportunities for everyone without discrimination; and,
- Expecting high standards of conduct and performance.

School Motto:

"WCHS...where teachers care that every student, every day, learns, grows, and feels valued"

School Priorities:

Priority 1: Enhance student success of all students

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

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 the Four Nations Reserve 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 52 teachers and an additional 29 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.

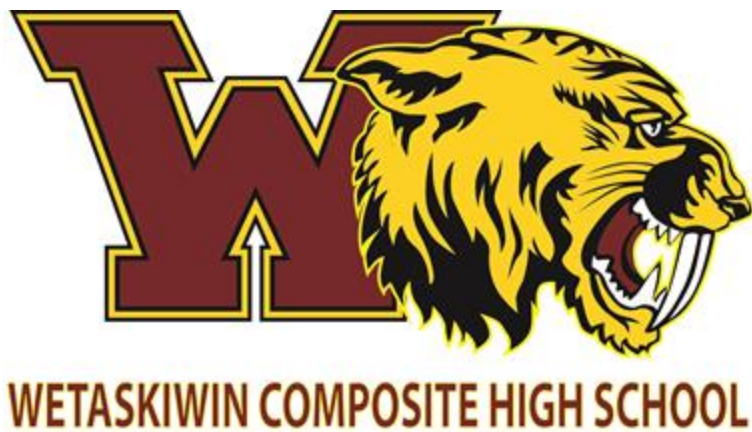
Programing and Services

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 areas. Even though academic results are acceptable, we continue to work to improve in all areas of education for our students.

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

This year WCHS has started to reflect on our school's mission, vision, and values. As a part of this process we will be reviewing our priorities and setting new school goals each year. These new goals and priorities will go through the consultation process with staff, students, parents, and the school community through our school council. These priorities and goals will continue to be in aligned with the WRPS Board priorities:

- Improve the academic success of all students; and
- Enhance the success of First Nations students and encourage the active involvement of their families

Data from the Accountability Pillar Survey, "Our School" Data, Parent Surveys, Student Surveys, Diploma Examinations, Achievement Test as well as data collected at the school through surveys and focus groups will be used to measure implementation.

To start the 2017 – 2018 school year, WCHS will build on the two priorities that were created in consultation with the staff.

Priority 1: Enhance student success of all students

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

Priority 1: Enhance student success of all students

Alberta Education Desired Outcome:

- Student are successful
- Alberta has excellent Teachers, and schools, and school authorities
- Alberta's education system is well governed and managed effectively
- The systemic education achievement gap between First Nations, Métis, Inuit students and all other students is eliminated

Outcomes:

- Students achieve student learning outcomes
- Students demonstrate a strong foundation in literacy and numeracy
- Teacher preparation and professional growth will focus on the competencies needed to help students learn
- The School will demonstrate collaboration and engagement. Effective learning and teaching is achieved through collaborative leadership

Performance Measures:

- Students demonstrate high standards in terms of High School Completion Rate (3 year)
- Students demonstrate high standards in learner outcomes on Diploma Exams
- Students demonstrate high standards in learner outcomes on Provincial Achievement Tests
- Students are satisfied with education opportunities that are provided by the school. (Tell Them From Me: Perceptions of student learning, WCHS Student Survey Data, Focus Group Data)
- Student Grade Progression: The percentage of students that progress to the next grade level (Gr. 9 – 10, Gr 10 -11, Gr.11-12) each year
- High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10
- Overall percentage of self-identified FNMI students who achieved the acceptable standard on Diploma examinations (overall results) as well as Grade 9 PAT.

Instruction and Assessment practices at Wetaskiwin Composite High School are the means to improve student learning and achievement. All students at Wetaskiwin Composite High School will be given the means to reach excellence. Instruction will be: modeled on exemplary teaching; be culturally responsive; based on the learning outcomes of the Program of Studies; differentiated to meet the needs of students; driven by diligent and insightful analysis of data.

Key Initiatives for 2017 – 2018

- High School Redesign:
 - Mastery Learning
 - Assessment Practices: WCHS will be conducting a review of our student assessment practices. This review will be based on many of the assessments beliefs and principles adopted by the Alberta Assessment Consortium. 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 review will be focused on ensuring consistency within our assessment practices as well as putting an emphasis on descriptive feedback and formative assessment. Assessment will be addressed and refined through site based professional development in our Departmental Learning Team structure.
 - 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.
 - Flex Block – In 2015 we introduced flex blocks into our schedule where students have the opportunity to seek remediation. These blocks are intended to provide extra time for students to complete curricular outcomes outside regular class time. In 2016 we have expanded this concept to offer remediation and enrichment opportunities our students. Each year we continue to examine the effectiveness of Flex Block. This year we are forming a Flex Block Improvement Committee to examine Flex Block. Ideas for improvement included: Flex Block scheduling, the development passion projects (Cree language, tourism classes, landscaping, athletics training, writing workshops, etc.) or extensions activities from assigned subjects that students are eligible to sign up for. Our Flex Block supports Mastery Learning and Personalization within a Flexible Learning Environment.
 - Personalization
 - The development of a Student Learning Inventories that are intended to be performed in all classes at the start of each school year.
 - Required student projects and presentations that allow for mastery.
 - Allowing for student choice in project based assessments.
 - 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 than traditional instruction.

- Individual Student Interventions (RTI) – Students will have access to Literacy and Numeracy specialists in the learning commons 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. At the same time we are creating extended learning opportunities through project based inquiry within an enrichment setting. Our intent is to use this flexible setting by personalizing curriculum to meet the needs of our students.
- Flex Blocking – See previous explanation
- The Learning Commons – See previous explanation
- The Flipped Classroom – See previous explanation
- Individual Student Interventions (RTI) – See previous explanation

- Literacy Programming:

- WCHS has specifically targeted Literacy for 9 students. Based in a Response to Intervention model, we will be implementing 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.
- Grade 9 students and ELL (English Language Learners) will be 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.
- These groupings will provide opportunities for our students to implement strategies that will help them become active readers and critical thinkers.

Supporting Initiatives:

- WCHS Professional Development: Department Learning Teams
- WCHS Positive Environment Plan
- Indigenous Program Logic Model

1. Professional Development:

- In maintaining with the direction laid out by the WRPS learning cycle and our High School Redesign Initiative, the teaching staff of WCHS has developed collaborative learning teams within our department structure to support the professional growth of our teachers. Our department teams will focus on:
 - a. Creation of Grade 9-12 Scope and sequence (Curriculum Mapping) of all courses.
 - b. In subject specific teams, teachers will identify the essential understanding in each course.
 - c. Teachers will examine their assessment practices and focus on providing effective feedback that supports student learning.
 - d. Using the essential understanding, teachers will collaborate to develop formative and summative assessments.
 - e. Teachers will continue to design and implement lessons based on the WRPS Learning Cycle (Instructional Best Practice).
 - f. Teachers will collaborate to ensure consistent and meaningful adaptation and accommodations of student learning.
 - g. Integrated 5 pillars of our High School Resign Initiative into everyday practice.
 - i. Mastery Learning
 - ii. Flexible Learning Environment
 - iii. Personalization
 - iv. Rigorous and Relevant Curriculum
 - v. Assessment
 - h. Integration of Technology into Teaching Practice
 - Utilization of Google Apps for Education

2. Positive School Environment Plan

- 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
 - Incorporate strategies are research / data informed

3. 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:
 - 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. Time will be set aside within the school timetable to allow for 1-1 assistance in our learning commons.
 - Support reading and writing development through a structured literacy program and our Wahkohtowin room delivery model
 - Support with numeracy development through our flex block math recovery and our Wahkohtowin room delivery model
 - Student acknowledgment: Continue with the Eagle Feather ceremony at Graduation
 - Career education: In addition to work currently being done by the school's career counselor, the school will arrange for the following:
 - Work with the community to provide information about post-secondary opportunities
 - Attend the Ever Active conference when possible
 - Provide information and access to career fairs

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

Alberta Education Goals:

- Student are successful
- Alberta Education system is Inclusive
- The systemic education achievement gap between First Nations, Métis, Inuit students and all other students is eliminated

Outcomes:

- Student's achieve student learning outcomes
- Students and communities have access to safe and healthy learning environments.
- The education system demonstrates collaboration and engagement
- Students will display attitudes and behaviors that will make them successful

Performance Measures:

- 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
- Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school
- Student's perception of their learning - Tell Them From Me Data
- Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.
- Percentage of teachers, parents and students satisfied with the overall quality of basic education (Accountability Pillar).

WCHS Key Initiative for 2017 – 2018

- High School Redesign – See previous explanation
- Positive School Environment Plan – See previous Explanation
- WCHS Indigenous Plan
- 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.

Supporting Initiatives

- 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.

Key Implementation Strategies for 2017 - 2018

Academic Focus

- High School Redesign
 - Targeted Flex Time Interventions
- Literacy Program – See previous explanation
- Creation of PLC's for each Department
- Implement a Response to Intervention Model within WCHS. The basis of this model will be adopting the belief that all students can succeed. This model will include the development of:
 - School wide Intervention Teams
 - Collaborative Response Model
 - Collaborative Department Teams
 - Use of Universal Screening and Diagnostic Assessments
 - Tier 1 Interventions that are:
 - School Wide Supports
 - Learning Team Interventions (LST's, Teacher Councilors and Success Coaches)
 - Tier 2 Supplemental Core Programming
 - Tier 3 Intensive programming
 - Utilization of Flex Time to provide Tier 2 and 3 Interventions.
- Support for Special Need Learners – Our Learning Support Teachers and our Student Services department work together to ensure that students with various special learning needs receive services in a quick and efficient manner. Students are tracked to ensure program completion by their appropriate counselor who follows them through their high school experience.
- Teachers will implement the strategies of the WRPS Learning Cycle:
 - Assessment for Learning
 - High Yields Instructional Strategies
 - Student Engagement
 - Differentiated Learning
 - Technology Integration
 - Implementation of Google Apps for Educations for student to support the personalization component of our High School Redesign Initiative.
- Student Assessment and Evaluation Policy
 - In 2017/18 WCHS will examine and update our Student Assessment and Evaluation Policy. Our focus will include:
 - Formative Assessment Practices – Feedback to Students
 - Summative Assessment
 - Throughout the school year teachers will ensure all summative assessment are accurately reflecting the weighing of Curriculum Outcomes
 - Teachers will use common Summative assessment in all courses

- Ensuring that High School Students are placed in the appropriate educational program to ensure Academic Success:
 - The involvement of Teachers, Parents, Counselors and Administration in all placement discussions.
 - Students receive extra instructional time in flex block to receive targeted instruction. (Tier 2 Interventions)
- Comprehensive Concentrated Professional Development
 - Through our department organizational model, our Department Heads will facilitate teacher collaboration to implement department improvement goals. This includes subject specific teacher collaborative groups that will:
 - Map the “Essential Understandings” in each curriculum
 - Refine and develop common summative assessments
 - Refine formative assessment techniques
 - Focus on integrating the Pillars of High School Design into each Unit.
- Redesign and reorganize the IPP process to ensure that a usable and workable document that is transparent for our parents and staff is created.
- Utilization of learning teams in the school. Bi-Weekly collaborative meetings will be scheduled.
- Graduation Coach – to help our First Nations students be successful, the Graduation Coaches connects and works with families to overcome barriers that prevent students from completing their programs.
- Investigate ways and means for the school to be more responsive to parental input.
- Continue to ensure teachers are available for extra help after school.
- Continue to analyze achievement test and diploma examination data and use this data to facilitate instructional improvement plans.
- Teacher will develop and utilize accommodations, adaptations and when appropriate modifications to ensure that every student can be successful in their class.
- Increase the amount of time LST is in the classroom to support classroom teachers.
- Consistency in Practice
 - Teacher Instruction
 - Teacher Assessment
 - School Code of Conduct - Response to Inappropriate Student Conduct

Emotional Focus

- The WCHS Student Services department includes three Teacher counselors and three Learning Support Teachers. This department is proactive as well as reactive to meet the emotional needs of the student body through:
 - Counseling Services, Presentations, and Programming
 - Updates at Learning Team Meeting and Staff meeting about students in need so that we can ensure our student needs are being met (Improved Communication).
- Safe and Caring School Environment
 - Positive School Environment Plan
- Consistent Messages – The staff have adopted these three general rules:
 - Respect All, Ready to Learn, Demonstrate Openness to All.

- Collaborative Atmosphere – the team of staff in the school must feel involved in all aspects of the daily operations. Students and parents also must be part of the team. Participation in decision making and projects will ensure all feel connected to the culture of the school.
- Programs that Promote Social Interactions –clubs and groups that invite student participation will make valuable inroads to engaging students in their school. A coffee house with inviting activities will encourage students to become involved with staff and community partners. It will also feature student space that is inviting for all to enjoy. Other initiatives such as the gaming club, chess club, and after school fitness club help to connect students to our school. Our school demonstrates a true culture of caring with the evolution and growth of programs such the Safe Space group and Campus Life club.
- Culture of Acceptance – our school hosts a number of students of diverse backgrounds and cultural ancestry. The expectation for acceptance of all and the recognition of individuality is celebrated. The establishment of our Safe Space welcomes students of all kinds to openly discuss their success, challenges, and interests and to socialize in a welcoming environment.
- Continued Partnership with the RCMP Resource Officer – to work with students who are involved in bullying, either as victims or as aggressors. The school has a mandate to address and investigate all incidents that are reported with the hope that these incidents will occur less often.
- Active School Council – Our school council is a valuable sounding board and connection to our community. We will work to involve our school council in decision making and make their involvement meaningful. By inviting their participation in projects and discussions around meaningful topics, it is hoped that this group grows into a highly involved support for the school
- Humanitarian Interest and citizenship – our school engages our students in charitable work for various charities as well as community involvement.

Physical Focus – healthy children enables maximum achievement.

- Active Options – our school has incorporated active options such as outdoor education, tundra sports and sports performance into our curriculum offerings.
- Provide enrichment opportunities in Flex Block that focus on personal health.
- Active lunch hour option – each day, the gymnasium is open for students to join intramural sports
- Extracurricular offerings – WCHS staff members and community are incredibly dedicated and therefore offer a dynamic extracurricular program
- Weight Room Use by Students – students can access fitness equipment once they are properly trained. If they have free time during the school day they can access the fitness center with supervision. There is also opportunity to join a group in the fitness center after school.
- Breakfast Club – students have access to nutritious food from the breakfast club. Items are purchased with staff and community donations.

- Cafeteria – allows students to access fresh hot food during the day. It also gives them a place to gather and socialize. The food is prepared with health in mind and offers an alternative to the fast food alternatives that students would otherwise access.
- Locked Exterior Doors – to ensure the safety and security of the building, exterior doors are locked during class times, with the exception of the front doors. This allows office staff to better monitor the visitors to the building.
- Clean School Environment – promotes and strengthens the healthy living messages of our school. Students are respectful and responsible when keeping gathering and eating areas clean.

Social Wellness – opportunities for students to enjoy healthy relationships with others

- Events that Promote Pride and Responsibility – students can demonstrate their sense of belonging in a number of low risk ways. By wearing their team jersey on game day, to dressing up in a mature way for spirit days, students can demonstrate their own maturity. Participation in Bully Week activities, 12 days of Christmas, and other activities promotes this sense of well –being.
- Grade 9 Transition - In the spring of 2018 the school will be holding a Grade 9 information meeting to welcome new students into WCHS and lay out their Educational roadmap for the next 4 years.
- Grade 10 Transition - In the spring of 2018 the school will be holding a Grade 10 information meeting in which we outline Graduation requirements and inform our Grade 9 parents about the importance of course selections moving forward into High School.
- Grade 11 Transition Meeting – All grade 11 parents and students are invited to a spring meeting to help with the transition into grade 12. The purpose of this is to ensure that all grade 12 students are in line to graduate as well as providing students and parents with information about post-secondary opportunities.
- Counselors – our students have access to educational, emotional/social, academic, career, counseling staff. These staff members meet with administration and Learning Support Teachers on a regular basis.
- RCMP, Mental Health and Other Partnerships – by strengthening partnerships with these support agencies, students will find better supports for their emotional needs. They can utilize these partners once they establish a relationship through counselors, Boys and Girls club, Youth Justice and the coffee loft.
- Student Code of Conduct – addresses student conduct toward others and demands respect, caring and kindness.

Measures of Success:

- i. Students demonstrate high standards in terms of High School Completion Rate (3 year)
- ii. High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10
- iii. PAT and DIP results – continued success of students to meet or exceed provincial averages would be a fair indication of WCHS students meeting outcomes.
 - a. Students demonstrate high standards in learner outcomes on Diploma Exams.
 - b. Students demonstrate high standards in learner outcomes on Provincial Achievement Tests.
 - i. ELA: 90% Acceptable 20% Excellent
 - ii. Math: 90% Acceptable 20% Excellent
- iv. Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results) as well as Grade 9 PAT.
- v. Students are satisfied with education opportunities that are provided by the school. (Our School Data: Perceptions of student learning, WCHS Student Survey Data, Focus Group Data)
- vi. Student Grade Progression: The percentage of students that progress to the next grade level (Gr. 9 – 10, Gr 10 -11, Gr.11-12) each year.
- vii. Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school Parents, Students and Teacher will indicate that the school has improved.
- viii. Drop-out Rates – decline in dropout rates as provided by Alberta Education and follow-up data collected by the counseling department to find out why students drop out and what we can do to get them back to school. A decline in dropout rates should indicate programs and strategies that meet the needs of students.
- ix. Tracking of Positive School Behaviors (Local Data) will indicated increased attendance and decrease in incident of student discipline.
- x. Tracking the number of students that are receiving a failing grade in 1 or more students at each reporting period.