West Central High School
3 Year Plan
Submitted November 22, 2019-22

Motto: Desire, Perseverance, Attitude

Vision: Working together to build relationships and learning experiences that inspire all to persevere, lead, and succeed.

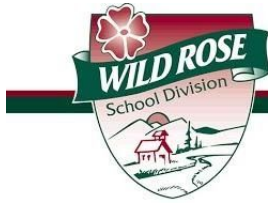*Mission: Ensuring all students achieve at grade level or higher.*

Wild Rose School Division

4912-43 Street, Rocky Mountain House, AB T4T 1P4
Ph: 1-800-771-0537 | (403) 845-3376 | Fax: (403) 845-4287
www.wrsd.ca | Twitter: @WildRoseSchools

Table of Contents

Click link to jump to section

Wild Rose School Division

4912-43 Street, Rocky Mountain House, AB T4T 1P4
Ph: 1-800-771-0537 | (403) 845-3376 | Fax: (403) 845-4287
www.wrsd.ca | Twitter: @WildRoseSchools

A. School Profile

School Name: West Central High School
Principal: Ms. Stacey Wigley
Vice Principal   Mr. Edward Coles
Address: 5506 - 50th Street
Phone: (403)845-3711
Student Population: 443
Teachers: 21
Support Staff: 10
Grades Served: 9-12

West Central High School is the only public high school in Rocky Mountain House, Alberta and shares its campus with the Catholic High School, St. Dominic's High School, and with Red Deer College. This year, RDC offers the Health Practitioner Program at the campus as well as running our Library Commons.

West Central High School offers a full complement of academic, fine arts, career and trades, second languages and extra-curricular opportunities. The school opened in September of 2005: a new building. The community of Rocky Mountain House is a mixed demographic housing a combination of professional, trade and labour career opportunities.
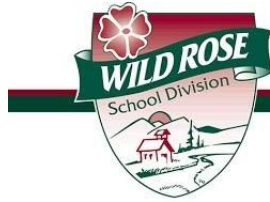
Wild Rose School Division

4912-43 Street, Rocky Mountain House, AB T4T 1P4
Ph: 1-800-771-0537 | (403) 845-3376 | Fax: (403) 845-4287
www.wrsd.ca | Twitter: @WildRoseSchools

School Council

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, hundreds of volunteer hours are logged in West Central High School School in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Our school is required to have a School Council according to Provincial legislation. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to Principal Cloke on matters that range from school programs, policies, and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings.

Trustees: Heidi Hetherington & Julie Andrew

School Council Chair: Carolyn Gough

School councils consist of parents, principals, teachers, secondary students and community representatives who work together to support and enhance student learning. They provide a way for members of the community to consult with and offer advice to the principal and the school boards.

School councils are legislated under Section 22 of the School Act and are mandated to be an advisory voice to the school council. School council focus on what is best for all students in the school, considers the interests of all school stakeholders, develop and maintain and reflect the culture of the school, represent the parent voice in the school community that provides perspective and advice to the School Principal.

Key Initiatives of the School Council during 2019-20
Network and communicate with the school community and other school councils to build support and success of identified school goals
    Involvement in school-based planning
    Increase the parent community involvement within the school
    Consulting with the principal to ensure ministry standards for fiscal responsibility and student opportunities
    Advise the school principal and School Board and Superintendent through the Umbrella Council of School Councils
    Continued involvement at the division level for input to division based planning and initiatives

B. October 2019 Report (2018-19)
2018-19 Year Education Plan Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 4105 West Central High School

Alberta Government

Measure Category	Measure	West Central High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.9	83.8	85.9	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	79.2	76.7	75.0	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	81.8	85.4	84.3	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	2.1	1.3	2.8	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	83.1	75.2	78.7	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	60.9	59.5	59.8	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	13.0	14.7	12.9	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.4	85.6	81.0	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.4	18.3	15.2	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	52.4	42.3	44.2	56.3	55.7	55.1	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	63.2	58.0	57.6	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	58.0	40.3	49.5	59.0	58.7	58.7	High	Improved	Good
	Work Preparation	83.5	67.1	76.1	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	69.0	69.9	71.3	82.9	83.0	83.5	Low	Maintained	Issue
Parental Involvement	Parental Involvement	70.9	74.0	75.3	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	78.2	70.4	72.9	81.0	80.3	81.0	High	Improved	Good

Areas of Improvement -

- PAT: Acceptable, Educational Quality, Citizenship and Parental Involvement - 4 categories with low achievement
- PAT: Acceptable - "very low" - 12.9% below provincial up 1.4%
- PAT: Excellence - down 1.7% and 7.6% below Prov
- Diploma: Acceptable declined 7.2%
- Diploma Excellence declined 1.9% and 7.6% below Prov

Areas of Growth - High or Very High

- Program of Studies - 79.2 - High & maintained
- Drop out Rate - High 2.1% & above Prov avg.
- High School Completion is improved 8% and 4% above Prov
- Exam Participation improved 10.1%
- Rutherford Scholarship Eligibility improved 5.2% and within 1% of Prov avg
- Transition Rate improved 18% and 1% below Prov avg
- Work Preparation improved 16.4% and slightly above Prov avg.
- School Improvement is up 7.8% to "high" achievement

C. *October 2018 Report
2017-18 Year Education Plan Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 4105 West Central High School

Alberta Government

Measure Category	Measure	West Central High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.8	88.9	84.4	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	76.7	71.8	74.8	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	85.4	86.4	83.0	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	1.3	2.4	3.3	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	75.2	82.2	80.9	78.0	78.0	77.0	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.5	52.1	58.7	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	14.7	7.7	10.9	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.6	78.9	78.5	83.7	83.0	83.0	High	Improved	Good
	Diploma: Excellence	18.3	13.5	12.9	24.2	22.2	21.7	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	42.3	44.1	43.9	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	58.0	54.0	57.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.3	57.1	53.2	58.7	57.9	59.0	Low	Declined Significantly	Concern
	Work Preparation	67.1	77.1	77.9	82.4	82.7	82.4	Low	Declined	Issue
	Citizenship	69.9	71.4	70.1	83.0	83.7	83.7	Low	Maintained	Issue
Parental Involvement	Parental Involvement	74.0	79.1	73.9	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	70.4	77.9	74.3	80.3	81.4	80.7	Low	Maintained	Issue

D. 2018-19 Results Overview - Results and learnings regarding key school strategies from your 2018-19 Ed Plan

(17 Parents answered questionnaire & 96 students)

Safe & Caring

Finding	Overall Intermediate & Maintained 74.3% of students agree or strongly agree their teachers care about them. 13% don't know and 14% disagree
Drill Down	● This is a 7% increase from last year. ● 88% of Parents agree or strongly agree that teachers care about their children- up 2%
Interpretation	● Connections between staff and students are strong and improving. ● Overall, less students than parents (8%) agree with safe and caring questions
Strategies	● West Central staff continues to focus on connecting with students and using trauma sensitive strategies when working with students.

Finding	2019 - Safe and Caring is 82.9 so remains fairly steady. 6% below province Compass Survey from same year 80% of students feel safe at school 2018 - Safe and Caring is 83.8% which is a 3% drop from last year and is 5% below province
Drill Down	● 67% Students feeling safe at school - 8% drop ● 88% of parents agree or strongly agree their children are safe at school & 100% believe children are safe on the way to and from school ● 59% Parents agree students treating each other well; 73% Students agree students treat each other well ● 88% Parents agree teachers care about their child; 73% Students feel that teachers care about them - 7% improvement from last year (Compass - 72% feel close to people at school).
Interpretation	There may be an issue with peer interactions. There no serious discipline issues or fighting (two in fall 2019) , so this seems like day to day behavior that is below the radar. - Actual discipline reports to office by students and teachers of fighting or bullying behavior is low.

Strategies	- Purposeful cultivation of culture of kindness - School Council Activities, Random Acts of Kindness. - Implement Safer Schools - See it, Say it anonymous online reporting tool - Respond to each report & follow up communication - monitor - Principal's Advisory Council - survey and discussion

Program of Studies

Finding	Overall - Steady improvement over the last two years. High/Maintained Increase 2.5.% 82.5% parents and 71.3% students are satisfied with the opportunity for students to receive a broad education program of studies including fine arts, career, technology and health and physical education. 2.5% improvement overall
Drill Down	100 % of Parents 88% of students satisfied with variety of subjects available. (improvement) - Second language 60% - is a 15% improvement - Between 10 - 35% of parents "don't know" which specific programs are available 72% of students are satisfied with opportunities to learn about computers. 11% disagree and 17% don't know.
Interpretation	- Students seem to want more options or need to be more aware of options that are available. 2019-2020 full time Art teacher - We need to do a better job informing parents what courses are and what is available to students. - French and French Immersion was offered as an option, but perennially has low enrollment. WCHS eliminated the single block of French Immersion when our teacher was hired full time at another school in the division. This number will plummet next year. - Survey interest for second language.

Educational Quality

Finding	Low/Maintained
Drill Down	88% of parents & 84% of students agree quality of teaching is very good or good. 53% of parents & 47% of students find school work is interesting. 88% parents & 89% students agree overall education is good or very good.
Interpretation	Although students believe the quality of teaching is good, they don't find their school work engaging.

Drop Out Rate

Finding	Drop out rate is 2.1% of students drop out
Drill Down	WCHS's results are slightly better than province
Interpretation	- Variety of options; Directions program, Connections program; Visions Outreach School - FWW support - Comprehensive approach to grad list eligibility - Career Counsellor support - No spares allowed in grade 10 and 11; only one spare allowed in grade 12 - Work experience and RAP programs - Struggling economy

High School Completion Rate

Finding	Very High/Maintained/Excellent
Drill Down	4% above Province 83.1 of students complete high school in 3 years. 7.9% increase 88% of students complete high school within 5 years.
Interpretation	- WCHS has alternative ways for students to complete course work: Directions, Connections. - Some students transfer to Visions West Outreach. - FWW Support for students struggling with social/emotional issues - Flexible programming for students struggling with physical or mental health issues (the instances of anxiety and depression are increasing for our students.

Program of Studies - At Risk Student Details

Finding	82% of parents agree teachers are available to help when it is needed, **but** only 64% of students
Drill Down	There is a disconnect between what the parents see and students see.
Interpretation	It is interesting that with the implementation of REAL time, which allows for students to meet with their teachers during blocks twice a week to get help, that some students feel they can't access their teacher. - We need to work with students to build skills to study, organize, complete work and use REAL time effectively REAL time needs to be restructured from homework block to time with teachers to learn identified essential outcomes.

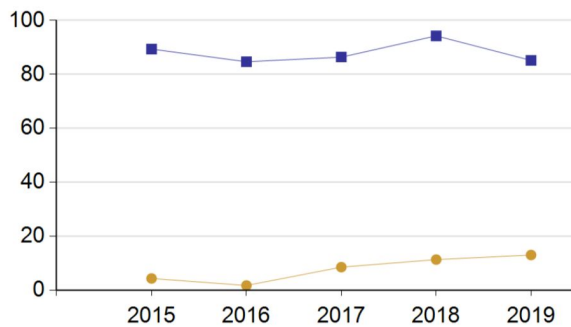|	
Finding	53% of parents believe students found school work interesting. (20% drop) 47% of students say school work is interesting (9% drop)
Drill Down	● 84% of students agree that teaching quality is good or very good ● 88% of parents agree that teaching quality is good or very good.
Interpretation	● Students do not find their learning engaging. ● The draw of personal technology is a challenge to engagement ● More of a focus on choice and connecting learning to relevance in daily life ● Career counselling earlier so students find a purpose and goal to learning

PAT Results

Finding						
	English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	104	73.1
		Standard of Excellence	Intermediate	Maintained	Acceptable	104	12.5
	K&E English Language Arts 9	Acceptable Standard	*	*	*	4	*
		Standard of Excellence	*	*	*	4	*
	French Language Arts 9 année	Acceptable Standard	Very Low	n/a	n/a	18	50.0
		Standard of Excellence	Intermediate	n/a	n/a	18	11.1
	Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Acceptable Standard	Low	Maintained	Issue	99	53.5
		Standard of Excellence	Low	Improved	Acceptable	99	12.1
	K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	8	37.5
		Standard of Excellence	Low	Maintained	Issue	8	0.0
	Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	102	68.6
		Standard of Excellence	Very High	Maintained	Excellent	102	16.7
	K&E Science 9	Acceptable Standard	*	*	*	4	*
		Standard of Excellence	*	*	*	4	*
	Social Studies 9	Acceptable Standard	Low	Maintained	Issue	102	58.8
		Standard of Excellence	Intermediate	Maintained	Acceptable	102	13.7
	K&E Social Studies 9	Acceptable Standard	*	*	*	4	*
		Standard of Excellence	*	*	*	4	*

Drill Down	Very low/Maintained/Area of Concern
	● Area of Issue for Acceptable Standard Achievement in ELA 9, Math 9, Social 9
	● Area of Issue of Standard of Excellence Math 9 (improved)
	● Intermediate/Very High - ELA 9 Standard of Excellence, Science 9 Acceptable & Excellence, Social 9 Standard of Excellence

Interpretation	● There are small improvements in all areas except for a small decline in Social Studies.
	● This may be related to students' lack of engagement in their learning

Diploma Exam Results - by Course

Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average	
					N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	54	85.2	57	88.5
	Diploma Examination Standard of Excellence	High	Improved	Good	54	13.0	57	7.2
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	51	84.3	43	90.8
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	51	7.8	43	4.6
French Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	36	75.0	29	56.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	36	19.4	29	17.9
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	40	70.0	34	60.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	40	10.0	34	6.3
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	29	93.1	36	86.5
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	29	37.9	36	18.7
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	64	68.8	63	84.8
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	64	3.1	63	11.8
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	56	82.1	45	84.5
	Diploma Examination Standard of Excellence	High	Maintained	Good	56	30.4	45	23.4
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	47	74.5	51	83.8
	Diploma Examination Standard of Excellence	Low	Declined	Issue	47	17.0	51	27.4
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	30	80.0	22	75.0
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	30	23.3	22	29.8

West Central High School

Learning - Strengths	Areas of Growth

English 30-1

English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable
	Diploma Examination Standard of Excellence	High	Improved	Good

- 85.2% students at Acceptable - at Provincial
- 13% students at Standard of Excellence

Math 30-1 - Improved
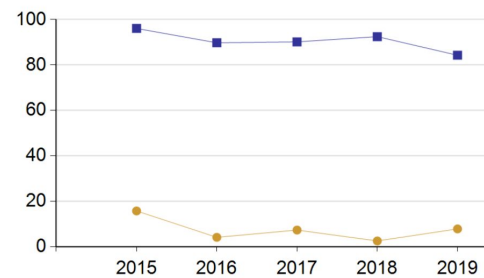- 20% increase over the last two years - 75% students at Acceptable - with 2% of Provincial

English 30-2

English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue
	Diploma Examination Standard of Excellence	Low	Maintained	Issue

- 84.3 students at Acceptable - within 5% of provincial
- 7.8% students at Excellence - 6% improvement from 2018

Social Studies 30-2

Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern

- 68.8% of students Acceptable (17.2% decline) 10% below Province
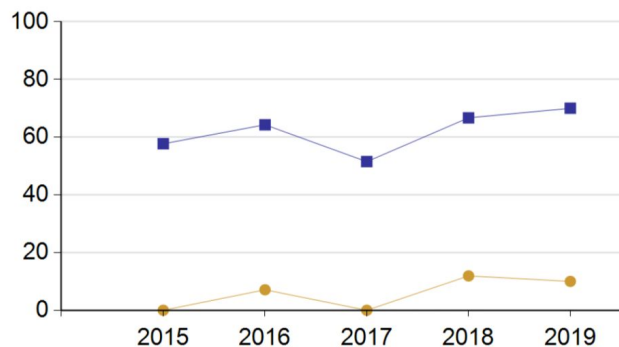- 3.1% Excellence- 4% decline
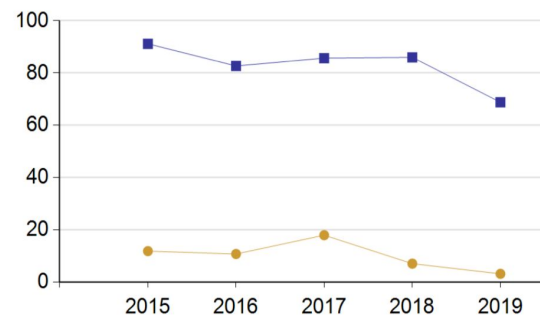
Math 30-2 - Improved

- 2018 - Math 30-2 was area of concern
- 70% students achieved Acceptable level - 20% increase of last two years - within 6% of Provincial
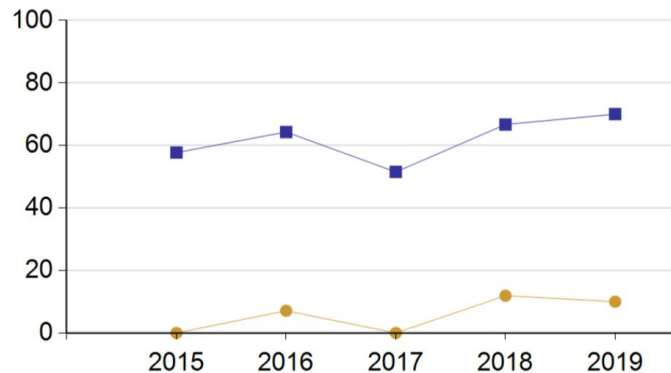
Social Studies 30-1

Social Studies 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent

- 93% student at Acceptable - 7% above Provincial
- 37.9% student at Excellence - 20% above Provincial & 16% improvement

Chemistry 30

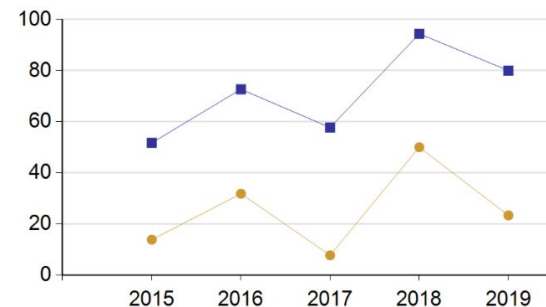| Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue
	Diploma Examination Standard of Excellence	Low	Declined	Issue

- 74% students achieved Acceptable - 10% below provincial
- 17% students achieved Excellence - 17% drop and 25% below provincial
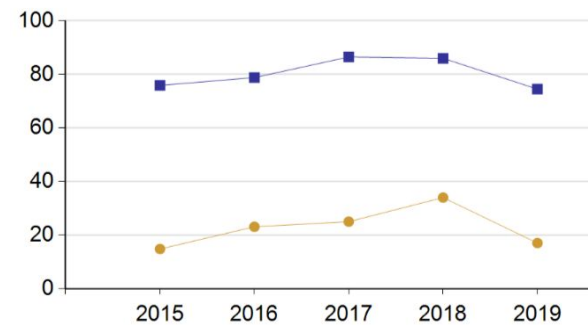

Physics 30

Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable

- 80% students achieved Acceptable - this is 20% growth over last two years.
- 23% of students achieved standard of excellence (20% below province)

Biology 30

Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable
	Diploma Examination Standard of Excellence	High	Maintained	Good
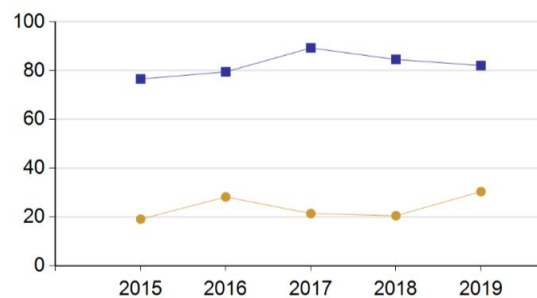
- 82% students at Acceptable @ Provincial
- 30.4% students at Excellence - 10% increase

E. 2018-21 Three Year Education Plan -

1. **Inquiry Question: What processes and strategies ensure all students learn at grade level or higher?**

Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
School Wellness	- Staff are connected with each other through social activities - Model and reinforce values of respectful & collaborative communication - Communication that is clear and transparent (email, conversations, information is readily accessible & timely - Peek at the Week, Teacher Google Classroom) - Survey to ensure each student is connected to school adult. - Implement focused supports for groups: FWW can run focused groups during REAL time for tier 2 social and emotional support and development "Talking Circle" with Warren Fay (elder) as tier 2 support during REAL time. Connections with culture and peer support. - Wellness discussions/check-ins in PGP conversations specifically and at other times. - Continue 6 to 6 email - communicate with staff expectations & culture around email work after hours. - Model "clear is kind" communication - do not avoid tough but necessary conversations and develop that culture between staff.	- Staff Absenteeism - Staff survey feedback - Staff survey & Principal's evaluation - Student responses in AERR & Compass Survey & Principal's Advisory Council - List of groups and attendance; student feedback; students report improvement - Information and follow up supports for staff from discussions	- Wellness is a fundamental requirement for a happy and productive work place and learning environment. - Staff and students must feel physically and psychologically safe in order to take risks to grow.

Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
Growth plan processes, Use of Data & Instructional Leadership	● Regularly scheduled PGP meetings with teachers. ● Admin frequently visits classrooms. ● Learning discussions with staff based on visits and achievement data. ● Admin meets with teacher teams to facilitate the analysis of macro data (SLAs, PATs, DIPs, Acct Pillar, Rutherford data, Literacy Screen, focus groups) ● PLC teams review PAT and DIP data and look at outcome strengths and weaknesses - ● Collaborate on high quality instructional practices in PLC> ● Personalized supports for teachers based on learning conversations and walkthroughs.	● Calendar of scheduled and completed PGP meetings; notes from meetings; PD that is aligned with individual and school goals. ● Big sheet data; improved achievement measures and course completion.	● Supporting staff growth is essential to ensure high quality instructional practice, assessment and relationship development. When admin "goes where the work is", they can identify and support teacher growth through learning conversations, allocating resources, connecting teachers to build powerful learning environments for both teachers and students.
Powerful Learning Environments	● Lead teacher team to attend RTI at Work Conference in November 2019 ● Teachers working collaboratively in PLC to identify essential outcomes ● Embed PLC time into REAL time schedule (⅓ week PLC rotation in addition to PD days and staff meetings) ● Ensure students are attending REAL time ● Use REAL time to focus support on students identified from formative assessment - fundamental shift from "homework study hall" structure to focused support. ● Develop process and place for students who "have already learned it" ● Investigate ways to engage students in their own learning - how to make it more interesting. ● Identify students who are not completing assessments and using ZAP REAL time structure to ensure teachers have the data their need to assess student learning.	● Shared staff knowledge & understanding ● Essential outcomes in student language for each course ● PLC Calendar ● REAL time attendance records ● Review student achievement monthly. (each grade names of students failing one or more classes). ● Improvement in student attendance and feedback on "I find my school work interesting" in AERR	● Shared knowledge, connection & workload. ● Students and teachers able to precisely identify areas of support ● Teachers have embedded time within the day to work collaboratively on "What Do Students Need to Know?" ● Students will have the language and targets to support their own learning.

Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
Responding to all students needs	● Continue to use CRM Model as a way to identify student needs and collectively develop personalized supports. ● Leadership team continues to use our data (CRM google sheets) to track student progress. ● Admin is highly visible to students and engaged in connecting with them on personal levels (morning greeting, attend, events) ● Continue to meet monthly with Principal's Advisory Committee to hear students concerns and get feedback and input on topics. ● Continue to use MIPI, F and P and Jerry Johns to identify student needs and design personalized learning ● Schedule literacy tier 3 class for grade 9 students - Master Schedule & staffing. ● Schedule numeracy tier 3 support for identified grade 9 students.	● Improvement in student achievement and/or mental health ● Admin know students' names and is understand the background of a wide range of students. ● Data collected from PAL meetings and progress on identified issues. ● Evidence in literacy assessments ● Evidence in numeracy assessments	This meets WCHS mission: "ensuring all students achieve at grade level or above". Being able to personalize supports for students paves the way for their success.
School vision - clarity of direction	● Clear focus is implemented by collective consensus, mission is on all meeting materials and is referenced often. ● Mission is shared with students & Parents at meetings ● Using mission as a tool to reflect on decisions. (Is this strategy, behavior, discussion focused on ensuring grade level achievement for all students).		A clear and meaningful vision can provide inspiration, clarity, accountability and collective commitment to becoming a high achieving school. When school achieve, it means their students are successful.

Areas of Focus	Strategies	Evidence	Impact on Teacher Practice Student Experience
Lead Team What does your lead team look like? Who is on it and how often do they meet?	● Develop leadership team at different levels (RTI guiding coalition, admin leadership, teacher leadership team). ● PPT Meetings are weekly on Thursdays am. ● RTI guiding coalition meets monthly or when required (PD days) ● Teacher leadership team meets monthly		● Shared leadership and capacity building is essential for teacher growth and organizational health and productivity.

F.   Describe how you plan to use your School Based PD days to address the strategies listed in your Education Plan

West Central High Schools 2019-20 Professional Learning Plan

G. Signature Page

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

_____ _____

     Stacey Wigley, Principal   **Date**

_____ _____

     Brad Volkman, Superintendent   **Date**

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

_____ _____

Teacher Representative   **Date**

_____ _____

Carolyn Gough
Chairperson, School Council   **Date**