

West Central High School

3 Year Plan

Submitted November 30, 2016



School Profile

West Central High School is Grade 9 - 12 school of 520 students. It is the only public high school in Rocky Mountain House and shares its campus with the Catholic High School, St. Dominic's High School. The 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 and so is a relatively new building. The community of Rocky Mountain House is a mixed demographic housing a combination of professional, trade and labour career opportunities.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2016
School: 4105 West Central High School

Measure Category	Measure Category Evaluation	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	Good	Safe and Caring	85.0	79.4	79.0	89.5	89.2	89.1	High	Improved	Good
Student Learning Opportunities	Acceptable	Program of Studies	76.5	76.2	74.2	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	81.2	81.4	77.4	90.1	89.5	89.5	Low	Maintained	Issue
		Drop Out Rate	4.6	2.9	3.8	3.2	3.5	3.5	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	78.5	81.9	77.4	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	67.7	56.4	54.8	73.6	72.9	73.4	Low	Improved Significantly	Good
		PAT: Excellence	16.3	8.6	7.9	19.4	18.8	18.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	82.4	83.9	86.3	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	14.2	13.3	16.9	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	46.3	41.3	37.7	54.6	54.4	53.5	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate	60.7	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	51.2	51.3	47.5	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	84.2	72.5	68.7	82.6	82.0	81.1	High	Improved	Good
		Citizenship	72.5	66.3	64.4	83.9	83.5	83.4	Intermediate	Improved	Good
Parental Involvement	Issue	Parental Involvement	72.9	69.7	69.0	80.9	80.7	80.5	Low	Maintained	Issue
Continuous Improvement	Issue	School Improvement	70.3	74.7	66.0	81.2	79.6	80.0	Low	Maintained	Issue

2015-16 3 Year Education Plan Results

West Central High School embarked on a comprehensive review of our educational offering to the community. We began by examining the data we had on file and the information we knew but could not quantify. As a result we focused upon 2 major areas of growth. The first was to more fully engage our students in rigorous learning. The second was to build effective learning relationships with our community. This review was achieved under the development of a High School Redesign application.

As a result of the findings a team was developed which included staff and students, and parents were involved in evening reviews periodically throughout the year (twice in set meetings and each month reports were given to the School Council for feedback). This team spent the first half of their work researching other like sized schools with similar demographics. Then plans were developed and cleared with staff that would reorganize our school to meet our 2 defined objectives.

Resultant changes:

1. The school day was rearranged to allow for student involvement in their own learning. Specifically, we embedded REAL Time (Rigorous, Engaged, Active, Learning) into our Monday Wednesday and Friday schedules. This 45 minute period is structured for the student to do homework, get help from teachers, enrich their learning, work in groups, work on assessments and generally make choices that impact their own learning. To balance the demands of change within this program, each teacher has been given a prep period during REAL time once every two weeks. This is for collaboration and preparation.

Results - use of the REAL Time sessions is not as efficient as we would like. By the end of the year we achieved approximately 75-80% attendance to these sessions. Though this was lower than we would like, it is reasonable. Student use of the time is reasonable, but needs to be improved.

2. We introduced one of these REAL Time sessions every two weeks as a Teacher Advisory Class during which students work with a TA who will follow them through their 4 years of school and help them with decision making and problem solving. the purpose was specifically to build effective learning relationships with our students so that they have one adult in the school they know can help them with difficult educational decisions.

Results - Teacher Advisory was not a success last year. A lack of understanding and structure led to a poor implementation. This will be revisited next year.

3. Grade 9 classes were streamed by academic capability. Though controversial, with this we address the weakness in our grade 9 performance. This streaming allows us to focus on the holes that exist in student learning, address those issues as a group and move at a pace that will assist the student learning. Every effort is made to direct the learning to the potential of the student in those classes.

Results - highly optimistic. PAT results were much higher than previous years and student reporting was highly positive regarding this change. Staff and parent response has been highly supportive of this change as well.

2016-17 3 Year Education Plan

Student Wellness

- Establish a student survey identifying student connection with at least one adult - self reported.
- Review the principles of relationship building with the staff on a regular basis. Model these strategies in our relationships and interactions with the staff.
- Teacher Advisory classes established to create a relationship based connection with students and one adult in the school. Staff will move with the students year to year within their TA's.

Pedagogy

- Establish a collaborative model of professional development with departments throughout school division.
- Review of outcomes for each grade and course area.
- Introduction and review of the essential nature of formative assessment to effective pedagogy.

Collaborative Response Model

- We are in the second year of establishing CRMs. Teacher Advisories are in place, RTI screening tool has been established and is being used. Structured and effective PPT's have been initiated.
- Review the purposes and process of RTI; Identify our school interventions; Begin application of these interventions.
- Collaborative time will be carved out of existing REAL Time; we will establish a clear structure of CRM meetings; structure of PPT Meetings solidified and in place; the process of assisting students to grow in their learning will be understood and applied.

FNMI

- We will interview each FNMI student within the school to determine their needs and place within the school community.
- Establish community connections with FNMI leaders and community.

Literacy and Numeracy

- Implement a benchmark system to identify students who we believe are struggling with literacy. We will be using the Jerry Johns format to test these students and then target them through RTI with strategies that will assist their learning.

Professional Development Plan - 2016 - 17

PD Days:

The professional development for 2016-17 will focus on assessment of and development of collegial collaboration. Each pd day will be organized in the morning as department meetings focused on professional growth. Subjects for discussion will be decided upon by the departments and may include development of collaborative assessments, determination of consistent outcomes, etc.

Staff Meetings:

Staff meetings will be structured to address issues and communication and to move forward the plans/goals of the school.

Changes will be implemented regularly and continuously as the staff meets and determines the need for change from gathered data. Staff will be focusing on how to use the structures in place to maximize and deepen engaged learning within their classrooms and within the school.

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