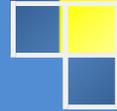




Horizon School Division W.R. Myers High School

*Combined 2020-21 to 2022-23 Education Plan and
2020 Annual Education Results Report*



*An inclusive learning community that engages
and empowers all learners for success.*

W.R. Myers High School
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Our Priorities

Horizon School Division Core Goal and Key Action Items

All learners leaving school are competent contributing global citizens.

- **Strong instruction that develops competencies**
 - Literacy
 - Numeracy
 - Assessment
- **Response to intervention to meet the needs of all students**
 - Collaborative Response Model

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- Alberta's education system supports Indigenous student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

All learners leaving school are competent contributing global citizens.

- **Strong core instruction that develops student competencies**
- **Response to instruction and intervention framework to meet the needs of all students**
- **Student success is a collective endeavor**



Principal’s Message

Welcome to W.R. Myers High School! We are a rural, regional high school located in Taber, Alberta. We serve approximately 400 students in grades 9-12. Our school mission statement is to “Inspire Excellence” and to create a learning environment that best serves the students of W.R. Myers High School. Thus creating a sense of “Rebel Pride” within our school community. Learning is always the core mandate of our school; student achievement is important to the development of a balanced education for students. The following chart lists some of our academic programs, athletics and our community engagement that creates an opportunity of a balanced education for the students of W.R. Myers High School.

Academic	Community	Athletics
<p>The academic focus of W.R. Myers High School is our primary focus. Teachers at W.R. Myers create a positive and structured learning environment. We are able to offer a range of programs at our school.</p> <ul style="list-style-type: none"> • Explore the world of music (concert band and stage band), art and drama. • Technology program (computers, media and design, video and animation, computer science and programming) strives to remain current and offer students transferable and marketable skills. • CTS program include shop (welding, construction, electrical, mechanical, robotics), foods, textiles (sewing, handcrafts), photography, yearbook, financial management and cosmetology (hair braiding, styling, make-up, nails, nail art). • To support ongoing literacy learning, we offer Reading 15 and Reading 25 and reading support in grade 9. • The off-campus program Work Experience, Green Certificate Program and the Registered Apprenticeship Program (RAP). 	<p>W.R. Myers has a thriving school community that offers an opportunity to connect with and build a community at large.</p> <ul style="list-style-type: none"> • Student Council is a large team of students practicing leadership and service. This group is an integral part of the school culture that is part of the “Rebel Pride” mentality. • Taber Food Bank, with Stuff-a-Bus and creating care packages. • International students – This year we have welcome 4 students from Spain and Japan. • We have a variety of other clubs within our school such as: Debate Club, a Curling Club, a GSA club, and a Travel Club. We send students to Model UN, Skills Canada, Honour Band, Science Olympics, the Delf Exam and Cardboard Boat Races. • Our students serve as mentors in the Stepping Stones Mentorship Program and meet weekly with their mentee – both mentor and mentee look forward to it. 	<p>The athletics program is busy throughout the school, and often beyond. Our students compete in:</p> <ul style="list-style-type: none"> • Football • cross-country, • golf, • volleyball, • basketball, • badminton, • wrestling, • rugby, • track and field <p>High school athletics is a core component to building a balanced education for students. The students that are part of the athletics program are often found in other aspects of our school such as, band, student council, skills Canada program, just to name a few.</p> <p>Our coaches spend a significant amount of time developing student athletes who become life-long learners to healthy living.</p> <p>Our Physical Education program is a busy program, providing development in personal fitness and participation in numerous activities</p>

Finally, a big thank you to our parents! We have a strong Results Report and it is an indication of your support for our school. We appreciate your support and our partnership between home and school.

Have a great year and enjoy being a part of the Rebels Family,

Ken Pon
Principal

Rebel Pride!

W.R. Myers High School

Home of the Rebels!

Statement of Values

R Respect
E Excellence
B Balance
E Effort
L Loyalty

Beliefs

As Rebels,
We believe students deserve the best education.
We believe every person is important.
We believe every person has potential.
We are engaged in learning.
We believe in lifelong learning.
We are a welcoming, caring and safe environment.
We believe education must continually evolve.
We practice citizenship and respect.
We are a compassionate community, focused on success.
We take pride in our school.
We embrace diversity and practice inclusion.
We develop opportunities for success.

Mission Statement

Inspiring Excellence.

Vision

The vision of W.R. Myers High School is to foster dignity, integrity and responsibility in students in an inclusive and positive school community that challenges students to create, innovate and think critically in a changing world.

Our Success story

Our success lies entirely in our students. Our students are:

- ✓ kind and respectful
- ✓ willing to get involved
- ✓ willing to challenge themselves
- ✓ willing to try something new

Our staff is committed to “our kids” and their learning, as well as their ongoing professional learning and contributions.

Our student council is a large, voluntary body that practices leadership and service.

Our high school completion rate is excellent, year after year; a demonstration of the commitment we have to our students and their success.

Our support services encompass learning and life (mental health and support, academic and career counselling, school resource officer, learning support).

Our partnership with the outreach schools in Taber (ACE Place Learning Centre and Taber Mennonite School) allows students to blend programs and transition easily between schools.

School spirit and support for athletics is tremendous.

Our multi-graded (and multi-term) Independent Learning Time classes are creating connections between teachers, students and parents.



Rebel Pride!!





Accountability Pillar Overall Summary
Annual Education Results Reports - May 2020
School: 6606 W. R. Myers High School

Measure Category	Measure	W. R. Myers 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	84.8	93.4	92.3	89.4	89.0	89.2	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	89.4	89.6	89.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	86.0	94.3	92.7	90.3	90.2	90.1	Intermediate	Declined	Issue
	Drop Out Rate	1.8	1.1	1.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	88.8	88.0	89.9	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	72.2	68.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	18.8	16.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	86.9	90.2	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.6	19.9	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	45.0	52.1	50.0	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	73.6	72.8	68.7	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.1	63.3	60.1	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	75.0	89.4	86.4	84.1	83.0	82.7	Intermediate	Declined	Issue
	Citizenship	71.4	86.3	83.0	83.3	82.9	83.2	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	75.4	89.5	85.5	81.8	81.3	81.2	Intermediate	Declined	Issue
Continuous Improvement	School Improvement	64.9	91.2	90.6	81.5	81.0	80.9	Very Low	Declined Significantly	Concern

**Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1988 Taber Mennonite School**



Measure Category	Measure	Taber Mennonite 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	95.6	87.6	91.7	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	84.0	75.9	73.2	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	95.5	91.3	91.4	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	9.4	3.6	4.9	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	52.1	67.6	80.9	79.7	79.1	78.4	Very Low	Declined	Concern
	PAT: Acceptable	55.0	49.0	48.9	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	4.3	6.1	9.0	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	*	73.9	81.3	83.6	83.7	83.1	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	*	0.0	3.4	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	26.1	6.8	14.3	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	57.1	14.3	31.3	66.6	64.8	63.5	Intermediate	n/a	n/a
	Transition Rate (6 yr)	*	*	n/a	60.1	59.0	58.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	96.2	87.5	89.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	90.0	80.9	84.7	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	90.4	95.0	85.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	95.0	91.2	85.1	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

TARGETED AREAS FOR IMPROVEMENT IN 2020-2023

Performance Area	Current Result	Target (2020-21)
School Improvement	64.9	85.0

Comment on Results:

An overview of the last year:

	WRM			Alberta		
	Current Result	Previous Year Result	Previous 3 year average	Current Result	Previous Year Result	Previous 3 year average
October 2019	64.9	91.2	90.6	81.5	81.0	80.9

- A significant decline in this measure.
- Various factors such as construction, discipline plans and student engagement are areas of concern.

Strategies:

- 360 degree dialogues and discussions with staff, students and parents to target areas that require improvement.
- Survey parents, students and staff via google forms to tabulate data.
- Inclusion of staff committees to solve areas that require development.

Budget Allocation:

Performance Area	Current Result	Target (2019-20)
Work Preparation	75.0	85.0

Comment on Results:

Work Preparation experienced a significant decline in our accountability report. It is an area that we hope to

Strategies:

1. Ensure students know post-secondary entrance requirements.
2. Encourage students to access work experience programming where available.
3. Encourage students to complete science and math courses to the 30 level.
4. Placement Appeal Form – this document will open conversations of creating the best educational pathway for students.

Budget Allocation:

Division office investment into an Off-Campus Coordinator will help support student work preparation.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Core Goal - All learners will finish school able to be contributing global citizens who possess the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit

Key Action 1 - Success for each student through strong core instruction that develops student competencies.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Monitor student performance; provide support.	2020-2021 school year	Flex teachers	
Provide space and time for students to complete course work	2020-2021 school year	School administration Flex teachers	
Support PD and all opportunities to participate in Alberta Education/ATA work (marking diploma exams, curriculum committees).	Ongoing	Teachers	
Support increased efforts for project based learning.	Ongoing	Teachers	

Key Action 2 - Employing our teaching and learning Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Collaborative Response Model	2020-2021 school year – Implementation is ongoing	Teachers	
Continue literacy intervention for all grades.	2020-2021 school year	Quintina Halladay Greg Bowes	

Key Action 3 - Engaging all stakeholders as student success is everyone's business.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Parent Council Surveys	Complete survey in March 2020	Ken Pon	
Use of PowerSchool Parent Portal	Ongoing	All (students, parents, teachers)	

Provincial Desired Outcome for FNMI – The achievement gap between First Nations, Metis, and Inuit students and all other Students is eliminated.

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
We will start with building our knowledge, understanding and respect of Canada's indigenous peoples.	Horizon PD day	Ken Pon	
Support and encourage opportunities for cultural learning (meeting with elders, attending conferences/pd sessions).	Ongoing	Ken Pon Lisa Sowinski	

High School Redesign

Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Flexible Learning Environments *also addresses mastery learning, personalization, assessment, welcoming, caring, respectful and safe environments.	2020-2021	WRM teachers	
Implement Collaborative Response Model for student intervention.	Ongoing	Ken Pon	

Support Staff Professional Learning (12 hrs discretionary)

The discretionary hours are to support students, attend team meetings and learning opportunities.

Appendix: W.R. Myers Home of Taber Mennonite School Program

Taber Mennonite School (TMS)

Taber Mennonite School had operated as an outreach program in the heart of Taber's downtown business core for the past 12 years. Over this time our student enrollment has grown to over 110 students. As a result of this success we outgrew our downtown location. Over the past 3 years we consulted with our parents and students about the possibility of moving to the W.R. Myers High School complex. The recently completed renovation of W.R. Myers was done in such a manner that space was available for our program within the building. Our students and families endorsed the idea, and over the last 18 months we have finalized details on the move and are now a part of W.R. Myers High School.

TMS has had a long and close relationship with W.R. Myers. As the program got larger we used vacant classroom across the building for our high school program, leaving the downtown store front program housing grades six through nine. Having moved into our new home at W.R. Myers, we have dropped our school code and now operate our middle school program under D.A. Ferguson Middle School, and our High School program under W.R. Myers. Our Low German Mennonite (LGM) students are now located in a large wing of W.R. Myers. This allows our students, many of which are related to each other, to maintain closer relationships with their siblings or cousins that are part of the program and not to be separated by our previously divided campus. We have a small cohort of approximately seven teachers' who are able to deliver a faith-based program to our LGM students, in an isolated portion of the W.R. Myers complex.

Along with offering a faith-based program we continue to offer flexibility in meeting our students where they are at:

- Staggered entry for students working the harvest.
- Understanding seasonal travel and migration (admittedly less of an issue this year)
- Incorporating effective ELL instructional methods.
- Respecting their culture, values, beliefs, and educational needs.

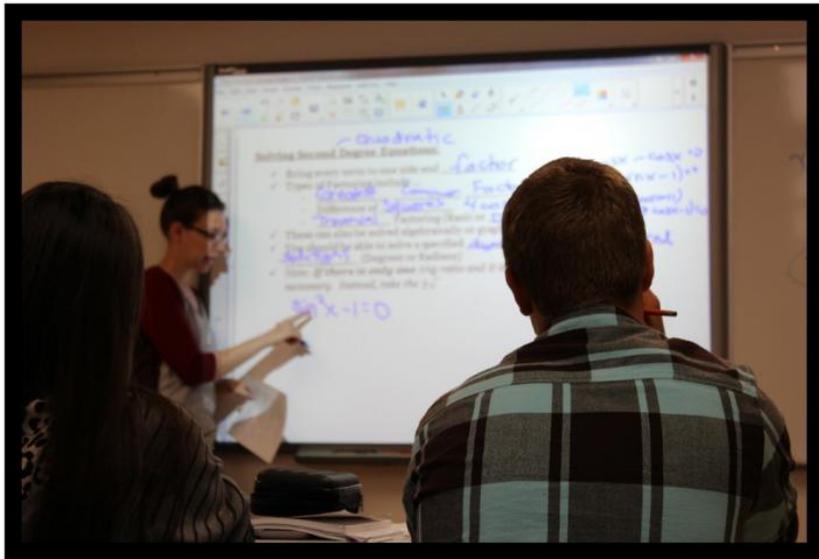
The coming year will be full of opportunities associated with our new location: use of an onsite gymnasium, specialized labs, an open field to use during breaks, and a cafeteria.

Our programs site-based PD will follow along with W.R. Myers and include sections relative to combating Teacher fatigue and burn out. The close of the 2019-20 school year was unprecedented in Alberta's history of public education. Teachers saw themselves navigating new forms of delivering courses, and ways of interacting with student. Although rewarding, it was much more fatiguing than their previous professional experience. During portion of site-based PD events I will be engaging staff in presentations on strategies to combat burnout as presented in The Burnout Cure: Learning to Love Teaching Again (Mielke, 2019).

Our program has an opportunity to grow to the next level, with our dedicated teaching staff, please find our Accountability pillar results attached. Which demonstrates growth in some important areas: Safe and Caring, Program of Studies, Education Quality, and Citizenship. Obviously, several areas of concern remain: Dropout rate, high school completion, PAT results, and Diplomat exam participation. Given the population we work with has a historical animosity toward public education, and significant challenges as ELL students learning in an English language-based program we are playing a long game toward improvement.

Key to this improvement is the maintenance of strong relationships with our families. The unique climate of 2020-21 will challenge our capacity to maintain these ties like no other year. We must remain flexible, committed, and above all caring of students and their families.

Mark Harding
Vice Principal of Mennonite Programing
W.R. Myers High School



Students receiving Core instruction from TMS program teachers.



TMS Grade Class!



Above: Students engaging in Visual Arts Project.

Below: Students taking in a presentation on vocational education, and apprenticeship.

