

2021-2024 Alberta Education Assurance Report

W.R. Myers High School



vision *(desired future)*

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.

mission *(our approach to reaching our desired future)*

Inspiring Excellence.

horizon is a learning community that

values

Statement of Values

R Respect
E Excellence
B Balance
E Effort
L Loyalty

Beliefs

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.



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 at 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 at 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>

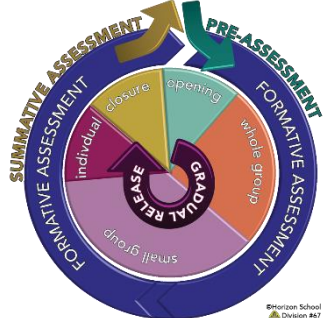
Finally, a big thank you to our parents! We have a strong results report, and it is an indication of your support for our school. We appreciate your support and our partnership between home and school.

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

Ken Pon
W.R. Myers High School

our strategic priorities

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement</p> <p>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children can read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.
		<ul style="list-style-type: none"> ● Parent satisfaction that their children can do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ Balanced approach to math instruction in 9-12 with the support of rich tasks, math embedded in literature, and math workstations.
		<ul style="list-style-type: none"> ● Teacher, parent, and student agreement that children will be prepared for the next grade level. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> ● Curriculum Achievement <p style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p>  <ul style="list-style-type: none"> ○ High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators. ○ Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers. ● Assessment <ul style="list-style-type: none"> ○ Build on key assessment principles to increase teacher conceptual understanding of assessment.
			<ul style="list-style-type: none"> ● Budget Allocation - \$3000 ● Budget Allocation - \$2500 ● Budget Allocation - \$1500

Teaching & Leading
 refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning.
 Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
 - Overall and results for teachers, parents, and students.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision, and evaluation processes.
 - Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
 - Overall and results for teachers, parents, and students
 - Teacher, parent, and student belief that children find school interesting.
 - Overall and results for teachers, parents, and students
 - Percent of students who are motivated to do their best at school.
 - Parent, and student satisfaction that they know what their child(ren) must be able to be successful in school.
 - Overall and results for parents, and students

- Learning
 - Create an opportunity for students and teachers to connect through online learning platforms such as google classroom, zoom and google meets.
 - Provide an opportunity for staff to engage in Assessment practice professional development.

● Budget Allocation- \$1500

- Parent, and student agreement that students have a plan for life beyond high school.
 - Overall and results for parents, and students

- Life plan
 - Connect students with opportunities within the following programs: Registered Apprenticeship Program, Green Certificate and Work Experience Programs.
 - Develop and inform student decisions on career choices.
 - Construct life skills plan for students who are not part of high school diploma completion route.

● Budget Allocation – time will be invested by all staff to support student understanding.

- Percent of parents who feel the school keeps them informed about their child's progress and achievement.
- Percent of parents who are satisfied with the communication they receive from their child's school

- Communication
- Combination of telephone, e-messaging, in-person conversation, mail outs to communicate academic achievement and concerns.
 - Focus on communication outside of the report card process.

● Budget Allocation – time will be invested by all staff to improve this component.

- Percent of staff who felt that their conversations with school administration about their professional growth plan are meaningful

- Continual improvement
 - see School PD plans
- Budget Allocation – timetable support

		<ul style="list-style-type: none"> and allow them to reflect upon their practice. ○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision, and evaluation of teachers in our school. ○ Percentage of staff satisfied with the professional development opportunities provided by the school and division. ○ Executive summary of Joint Horizon/ATA PD activities 	
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g., beliefs, abilities, cultures, religions, identities) ○ Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. ○ Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ○ Acquire resources that focus on developing awareness and knowledge of current societal contexts. ● Budget Allocation - \$3000 (2023)

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> ○ Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. ○ Bring awareness of the experiences of residential school survivors (e.g. participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity).

		<p>experiences, treaties, agreements, and the history and legacy of residential school.</p> <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ○ Partake in the National Indigenous Peoples day celebration in Taber on June 21 ○ Examine current data and create strategies for schools to maximize the success of FNMI students. ○ Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way. ○ Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome
		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> ○ Teacher, parent, and student agreement that students receive the help and support they require at school. <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student ○ Percent of staff who feel the school’s collaborative response meetings are effective. ○ Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> ● Collaborative Response <ul style="list-style-type: none"> ○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry. ○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program.
			<ul style="list-style-type: none"> ● Budget Allocation - \$500 ● Budget Allocation – \$1500 (yearly)
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child’s education. <ul style="list-style-type: none"> ○ Overall and results for teachers and parents ● Budget-Actual Comparison: report the “Total Expenses” line from Schedule 12 (“Unaudited Schedule of Variance Analysis”) comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies, and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies. <ul style="list-style-type: none"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges. ○ List of partnerships / collaborative projects 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ Create a positive connection and partnership with the Taber and area organizations such as Taber Special Needs, Safe Haven, Taber Police Service, etc. ● Budget Allocation – time invested to meet organization stakeholders.
		<ul style="list-style-type: none"> ● Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the 	<ul style="list-style-type: none"> ● Stakeholder engagement <ul style="list-style-type: none"> ○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ○ Mobilize student leadership to promote youth education related to e-cigarettes

		<p><i>School Councils Regulation, section 12.</i></p> <ul style="list-style-type: none"> ○ Percent of staff who feel the school is cohesive and supportive of one another. ○ Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<p>through a partnership project with Alberta Health Services.</p> <ul style="list-style-type: none"> ● Budget Allocation - \$500 (yearly)
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W.R. Myers School Strategic Plan – 2021-2024

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
Monitor student performance; provide support.	2021-2022 school year	Flex teachers
Provide space and time for students to complete course work	2021-2022 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 new teaching and learning Response to Instruction and Intervention Framework to improve literacy and numeracy proficiency.

Strategies (plan for action)	Timeline (including dates)	Person responsible
Collaborative Response Model	2021-2022 school year – Implementation is ongoing	Teachers
Continue literacy intervention for all grades.	2021-2022 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
Parent Council Surveys	Complete survey in March 2022	Greg Bowes
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
We will start with building our knowledge, understanding and respect of Canada's indigenous peoples.	Horizon PD day	Greg Bowes
Support and encourage opportunities for cultural learning (meeting with elders, attending conferences/pd sessions).	Ongoing	Greg Bowes Lisa Sowinski

High School Redesign

Strategies (plan for action)	Timeline (including dates)	Person responsible
Flexible Learning Environments *also addresses mastery learning, personalization, assessment, welcoming, caring, respectful and safe environments.	2021-2022	WRM teachers
Implement Collaborative Response Model for student intervention.	Ongoing	Quintina Halladay



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