

Victoria Park High School



2018/19 Three Year Education Plan

and

2017/18 Results Report

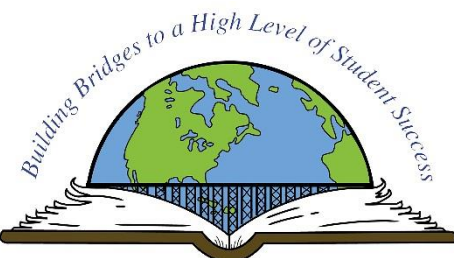
Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens

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Lethbridge School District No. 51



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Lethbridge School District Priority: Achievement.

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

Strategies

- FNMI lead teacher will be team teaching with English and Social Studies teachers bringing unique perspective and knowledge as it relates to FNMI culture and tradition to students. Current issues, topics and challenges for the FNMI culture will be explored.
- Offering of Blackfoot Culture and Language option through Art.
- Administrative team committed to LNES courses as professional learning.
- Entire staff PL opportunity (1/2 day) spent analyzing the Treaty 7 document as a perspective into what was and how this treaty as impacted the FNMI population both historically and currently.
- District & Community wide Orange shirt Day event.
- Entire staff committed to Inquiry based PL (excellent opening session on August 30th, 2019)
- Continue to bridge positive relationships with traditional high schools to genuinely support both personal social and academic needs of students. Communication between schools is key and will continue to be a focus.
- Building procedures and opportunities to fill in educational gaps students may have in literacy and numeracy. Targeted work in this area is occurring in the COS, Grade 9 Alternative and K & E Alternative programs (Jen Giles working with teachers).
- Increased teaching time dedicated to K & E class as numbers have grown and needs of students have increased both academically and for WE placements. A focus on developing positive and transferrable skills to the work place will be a focus for the program this year.
- Leadership opportunities include; QSA, I AM WE, Feed the Children, Interact, FNMI Mentorship, Student mentorship with elementary aged students, Encounters With Canada, opportunity for students to attend RYPEN and RYLA Rotary Camps.

Lethbridge School District Priority: Innovation

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

Performance Measures

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Strategies

- Continual restructuring/modifying of timetable to reflect needs and interest of students.
- Math 10-3/Construction Class, Active Lifestyles/CALM, Blackfoot Language and Culture through Art, CTS Textile Modules in Science 14, Tuesday/Thursday Art Class, Healthy Relationships and Wellness, CTS modules embedded into English, Social and Biology, Photography and Robotics class, new fashions lab.
- Alignment of DL courses with classroom based delivery.
- Differentiated assessment including self assessment and 1-1 consultation with teacher to assess curricular outcomes.
- Exploring options for students to demonstrate that learning outcomes have been met outside of traditional assessment such as exams.
- Flip Grid Classroom approach being implemented in English 20 and 30.
- Increased focus on communication about Flex Fridays and its purpose resulting in increased attendance and students using it to assist them with academic success (currently going very well with 90-100 students accessing Flex Fridays.

Lethbridge School District Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school.

Strategies

- Restructuring and refocusing on the advisor system to improve advisor contact and follow up with students and home, with the hope of improving student engagement. Some improvements include 45 minute intakes, designated advisor phone homes prior to each reporting period, recording and monitoring of these contacts.
- Setting high expectations at the beginning of the year in the building in regards to overall citizenship, respect for others, positive choices and commitment to academic goals. Done through talking points provided by admin team and teacher led discussion in classes, reinforced by admin team visits to classrooms.
- Wellness Team Yearly Plan to be carried out with a major of focus on “universal wellness/counselling”. We know that many of our students seek out the services provided by the Wellness Team but we want to ensure we are contacting more students and providing valuable information on topics such as self-regulation, healthy relationships and more. In addition to the information presented and discussed our hope is to provide students with a list of community resources that are also helpful.
- Continued high profile focus on transition from high school into the world of work and post-secondary studies. This has been highly successful and important to our students helping bring them a focus and meaning to their learning and in many cases hope for the future. Our Career Practitioner has played a key role in helping facilitate this awareness and appreciate her efforts. Eg. Fall in Love With Your Future Event as example – develop strong relationships with community resources.
- Continued focus on articulation and communication with Satellite Schools in successful transition of students to VPHS. This has been very successful and has helped many students achieve success both academically and on the personal/social level also helping to create a very inclusive environment.
- Partnership with Ever Active School promoting fitness, leadership, FNMI cultural awareness (Earth Day, Run Club, Resiliency Summit Conference, Indigenous Games and equipment construction).

School Priority: Student Advocacy

Outcomes:

- Continued focus on developing strategies to help alternative students meet their goals and preferred future.
- Students have ownership and guidance in setting and achieving their academic goals.

Performance Measures

- Students achieving their goals.
- Course completions both in class and through DL.

Strategies

- Improved communication between advisors and advisees.
 - 3 designated advisor contacts times to revisit goals and academic progress in addition to regular contact
 - tracking student goals
- More time set aside for advisor intakes. Students defining goals and knowing that they can be changed or modified.
- Post secondary and other forms of transition from high school remains a visible presence in the school supported by collaboration of all stakeholders: OC team, school based CP, Career Transitions, Alberta Works.
- Using inquiry based questioning strategies when meeting with students to help students achieve their goals and preferred outcomes.

Accountability Pillar Results

Measure Category	Measure	Victoria Park High			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	91.2	91.5	91.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	57.2	49.9	56.6	81.8	81.9	81.7	Very Low	Maintained	Concern
	Education Quality	91.4	88.8	90.8	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	19.8	15.7	21.6	2.3	3.0	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	27.3	19.6	12.8	78.0	78.0	77.0	Very Low	Improved Significantly	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	0.0	10.0	5.4	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	0.0	0.0	0.0	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	70.6	69.8	71.9	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	7.3	5.7	7.3	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	3.2	0.0	0.0	55.7	54.9	54.7	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	25.6	35.9	35.8	63.4	62.3	61.5	n/a	Declined Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	15.6	17.1	14.1	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	91.7	90.5	89.8	82.4	82.7	82.4	Very High	Maintained	Excellent
Parental Involvement	Citizenship	83.6	82.1	82.0	83.0	83.7	83.7	Very High	Maintained	Excellent
	Parental Involvement	78.3	69.0	72.1	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	84.4	83.8	85.5	80.3	81.4	80.7	Very High	Maintained	Excellent

Highlights

- Successful update of OSIMS as SIS system for DL and Summer School courses. Working well and district support has been appreciated.
- Continued focus of successful work towards Truth and Reconciliation and FNMI Culture and Awareness within the school. Supported by all staff. Highlights include painting of district Tipi and successful team teaching with John Chief Calf, staff PL and presence of elders in process.
- Satellite Schools continue to provide excellent support to “at risk youth” and work very closely in transitioning and sharing many of these youth with VPHS helping create enhanced success for students.
- Steady decrease in dropout rate. 62 graduates in 2017-2018.
- Number of students writing diploma exams has doubled in the past few years.
- Dropout rates are showing a steady decrease.
- Student reports indicate quality of education as excellent, improvement from last year.
- 3 Year High School Completion rate has improved significantly.
- Teachers reported that PL contributed significantly to their ongoing professional growth.
- APORI results indicate VPHS achieving very high in: safe and caring school, education quality, work preparation, citizenship and school improvement.

Challenges to Address

- Attendance – ongoing concern with portion of student population, continue to work on new and creative ways to engage students (course offerings, designated advisor phone homes, program designs, staff communication in regards to students)
- Dropout rates, decreasing but still room for improvement.
- Summer School – Increased numbers (275). Who should it be serving? Physical space and air conditioning/quality?
- PowerSchool – shared students in particular as well as grade reporting and course scheduling.
- Increase number of students writing diplomas – reached maximum space and technology resources.
- OHS Protocol and Procedures – clarification on roles, responsibilities, training, forms, emails.