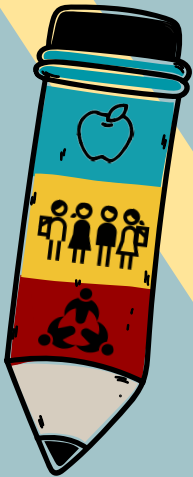


ACE PLAN 2022-2023

West Country Outreach School



raven

TRANSFORMATION

KNOWLEDGE

CREATIVITY

CURIOSITY

CREATION

CHANGE

PRESTIGE

HEALING

CLARITY

HUMOR

TRUTH



West Country Outreach School...The "Who", the "What", and the "Why"

West Country Outreach School meets Alberta Education's mandate for providing an alternative to traditional schooling. The school offers flexibility in the pacing and completion times for courses; strong interventions and supports for complex learning and personal needs; and allows students to continue their studies around work and family commitments, allowing an opportunity for

academic success. The students receive highly individualized program planning. We focus on providing an excellent learning environment to meet the academic and personal needs of our diverse population of learners, including those from our 'feeder schools'.

Our focus is on a strong culture of 'family', providing a safe and caring environment for all learners and excellence in learning!



Pointing Out the Facts

West Country Outreach School



Staff = 8 - (6 part-time, including a 0.3 Social Worker & 0.8 Admin. Assistant). WCO is a school offering an alternative to traditional education for students experiencing social/emotional, psychological, physical barriers to education and wellbeing. We provide a more holistic approach to student-centered learning. Our goal is to reduce barriers to optimize success! We support, on average, 65-70 students in grades 7-12 from Rimby and surrounding areas. **Students = 70 as of Nov. 21/22 (duals = 24)**

Collective efficacy demonstrated through our partnership with community schools in the Rimby area, in order to ensure the best possible educational decisions are made for ALL students in our community. As such, we work closely with RJSH, and Eckville Schools (and occasionally Bluffton and Crestomere) to provide full-time transfers based on student need, and/or dual student status based on individual course requirements. This is an extremely successful partnership that benefits schools, students, and our communities

2021-2022 School Partnerships Data:

Number of full time student transfers to WCO from RJHS = 12

Number of dual students from RJSH = 26

Number of dual students from Eckville = 14

number of courses provided for dual students through WCO = 51 courses

Facilitative Leadership At WCO - Collective Efficacy

Facilitative leadership has been transformative for building capacity in our school's staff and enhancing ownership of our goals and vision. My role as a facilitative leader is about supporting leadership in my school by encouraging diverse views and individual interests and expertise. Our group shares ownership of decisions and reflects regularly on our collective progress and challenges. Facilitative leadership involves trust, open dialogue, active listening and guidance. One person cannot achieve a shared vision. One person is not an 'expert'. Collectively, the leadership potential among staff and their willingness to take risks is critical in achieving our shared mission - *"To instill hope and inspire success for all learners"*. Building capacity in others encourages actively engaging the talents and contributions of everyone, aligning our efforts more purposefully towards a future of success for our students. *"Facilitative leaders model their genuine selves for others and help create the space that honors the diversity and genuineness present in any group."* (Cufaude, J., 2018).

Collective Responsibility: Leadership Roles

"If you fail to honor your people,

They will fail to honor you;

It is said of a good leader that

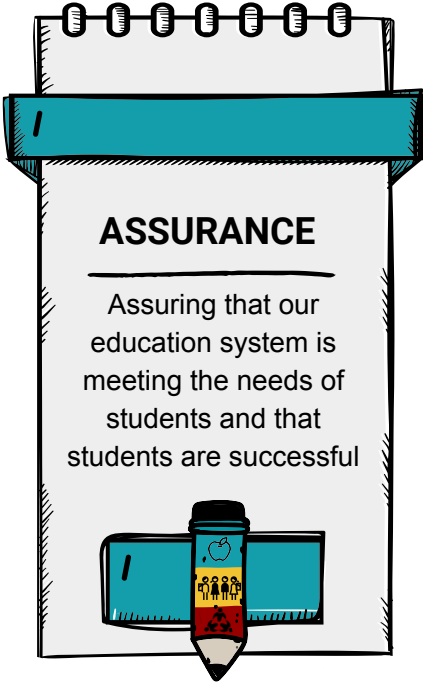
When the work is done, the aim fulfilled,

The people will say, "We did this ourselves."

Lao Tzu, , 604-531 B. C.,

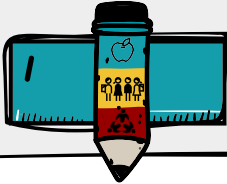
"My facilitative leadership roles have allowed me to learn new information as well as create and interpret data to become the resident "expert" in these areas to guide and assist my colleagues. This has created valuable dialogue around the needs of their own wellness, helped assist students' own needs, and benefited our teachers in ensuring we are providing the best literacy instruction as possible. Overall, it feels nice to feel confident in certain areas and learn from other "experts" in other areas as well."

ACE Plan



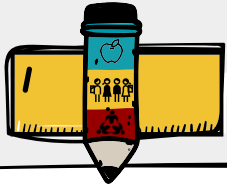
ASSURANCE

Assuring that our education system is meeting the needs of students and that students are successful



COLLABORATION

Collaboratively, we create and sustain a culture of continuous improvement

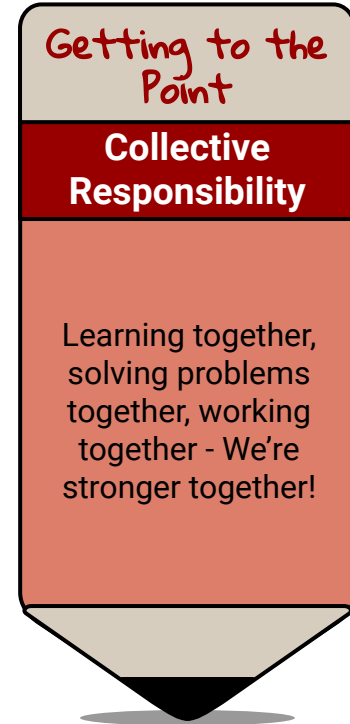
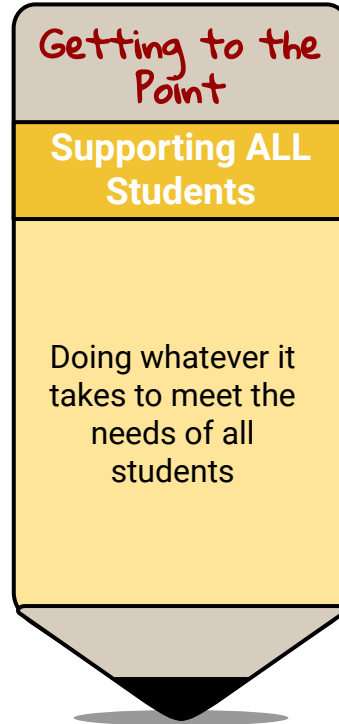
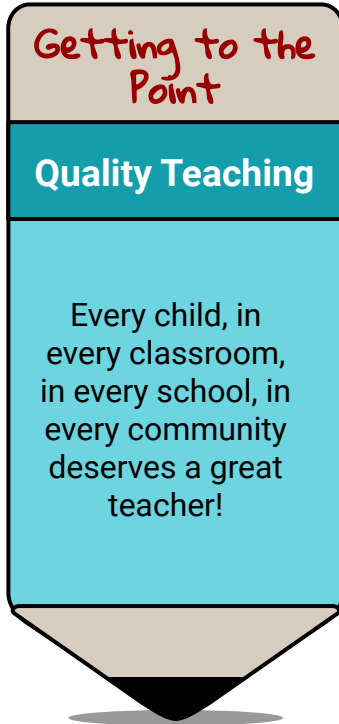


ENGAGEMENT

Authentic engagement with education partners including input and reporting



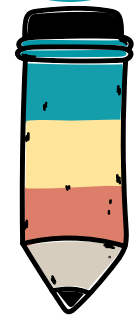
Wolf Creek Public Schools Priorities



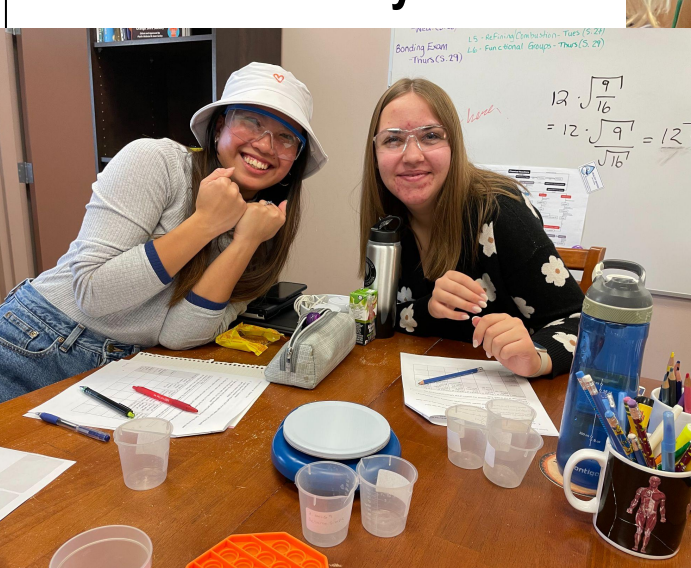
Quality teaching is our priority. We know that teachers have the most influence on student learning and achievement in our classrooms. Teachers, Administrators and Support Staff contribute to excellent learning environments in our Wolf Creek School community.



Quality Teaching



Every child, in every classroom, in every school, in every community deserves a great teacher!



What is "Quality Teaching? What are the attributes of a "quality teacher"? (May staff survey, 2022).

The focus on 'Quality Teaching' began through a reflection survey. Sample Responses from teachers included:

1. *What are the attributes of a quality teacher that you exemplify?*

"Listening, safe spaces, continuous contact with families, celebrations of success, differentiating learning, self-discovery, building relationships, empathy, my voice, patience.

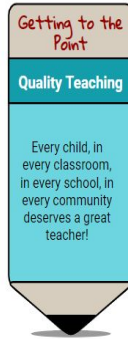
2. *What data helps to inform 'quality teaching' in your context/subject area?*

"Exam grades, module/course completion, "aha" moments, independent practice to show mastery, attendance, intangibles (laughs, tears)"

"In addition to the usual measures, like tests and assignments, I take feedback from measures like improved attendance, participation in school activities, improved executive functioning skills in the classroom, and achievement of IPP goals I have set for the student. In the sciences, I am pleased when students are able to read/understand/converse about relevant science articles or news items, can design and perform experiments, and show evidence of establishing their own ways of reading texts and creating study materials, and in their ability to attack different kinds of test items, like multiple choice or essay formats."

These, and other responses, affirmed our high rates in the "Welcoming, Caring, Respectful, and Safe Learning Environment" indicator of the AERR and a focus on a variety of measures. The results also suggested that our focus on the "heart" of Outreach Education is perhaps not also focused on pedagogy, curricular outcomes, and the quantitative data that informs quality instruction. The mind".

Simply put: If we are excelling at the "safe & caring" AERR indicator, thereby reducing barriers for our students, then we should be able to capitalize on quality teaching and learning, evidenced through improved results. The head and the heart!



West Country Outreach QUALITY TEACHING FLOURISHING GOAL

Our Quality Teaching Flourishing Goal is

100% of students will reach acceptable standard on the diploma exam.

How does quality teaching influence student learning and achievement? (Teacher Response)

Teacher: *"It's important to diagnose where a student is starting in their learning, both cognitively and emotionally, and begin your instruction there. Learning should have more "wins" than failures, so starting students from a position of knowing allows them to build gently from there to bigger concepts. Learning should also spark curiosity, and allow for exploration and deeper thought about information and issues. As a great teacher, I try to bring the best of myself to every interaction - empathy for life's struggles, shared personal interests, passion for learning new things, modeling tolerance and understanding of another's journey, and a sense of humor (and accountability) when things don't go as planned. For me, learning is never contained within a school day or the covers of a book. I try to show students how to follow their curiosity and revel in the power of their brains and body - to wonder about the world, to enjoy the pursuit of "knowing", and to sometimes accept the "not knowing", too."*

West Country Outreach QUALITY TEACHING FLOURISHING GOAL

Our Quality Teaching Flourishing Goal is

100% of students will reach acceptable standard on the diploma exam.

Evidence & Engagement

What evidence tells you this is an area of focus?

What does the evidence tell you about how to approach this focus area?

What evidence will you use to know the work you are doing in this area is making a difference?

Additional Teacher Reflections:

1. How do we know this is our flourishing goal? **Because all students are capable of achieving success if we reduce barriers.**
2. Who are we at our best? **We're at our best when our students are at THEIR best. We're at our best when we capitalize on the Outreach model of 'the heart' to increase academic confidence and success in "the minds" of our students.**
3. What might we be? **A school with a reputation for academic success, no matter past and present barriers facing our students. What are the possibilities. We can reduce the gap between course awarded mark and diploma exam mark to +- 10% collectively.**
4. What would support innovation in this area? **Including academic interventions in our CRM. A focus on Collective Efficacy**
5. What are the barriers to achieving our flourishing goal? **Post-Covid culture, complacency and exhaustion. Historical practices and resistance to change. Changing the measurement of success to one where ALL students can meet high academic potential.**

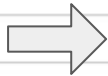
Gap analysis - Diploma and Course awarded grades - AERR

School Reports - Diploma subjects (Extranet) (2018) - analysis of types of questions, student responses, provincial responses.

The evidence is telling us that there is, historically between 10% and 40% difference between awarded grades and diploma grades. We'll use the AERR data and School Reports as benchmarks. Growth will show that all students will reach

Annual Education Results Report (AERR)

2020 & prior



	West Country Outreach 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
Diploma: Acceptable	63.6	62.7	58.6	83.6	83.7	83.1	Very Low	Maintained	Concern
Diploma: Excellence	4.5	9.0	4.1	24.0	24.2	22.5	Very Low	Maintained	Concern

Assurance Domain	Measure	West Country Outreach 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
Student Growth and Achievement	Student Learning Engagement	87.3	81.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.4	88.0	87.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	58.3	71.4	60.7	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	78.3	51.0	70.2	87.1	86.2	85.6	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	25.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	3.6	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	63.6	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	4.5	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	85.4	92.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	88.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.9	94.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.7	100.0	80.5	78.8	79.5	81.5	Very High	Maintained	Excellent

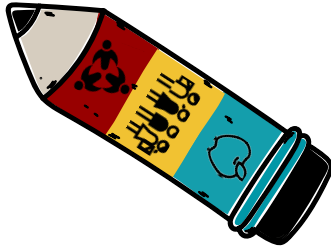
FOCUS AREA



Annual Education Results Report (AERR)

(AB Ed) Percentage of students in grade 12 meeting or exceeding the Acceptable Standard on Diploma Exams.

SPRING 2022	WCO Prev 3-yr average			Prov. Average		
Diploma: Acceptable	n/a	n/a	63.6	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	4.5	n/a	n/a	24.0
Education Quality	96.0	85.4	92.0	89.0	89.6	90.3



Analysis of Success & Opportunities for Improvement

EDUCATION QUALITY: We focused on improving experiences for students following Covid pandemic restrictions and 'at-home' learning. We're proud that our stakeholders recognize a 'quality education' is multi-faceted.

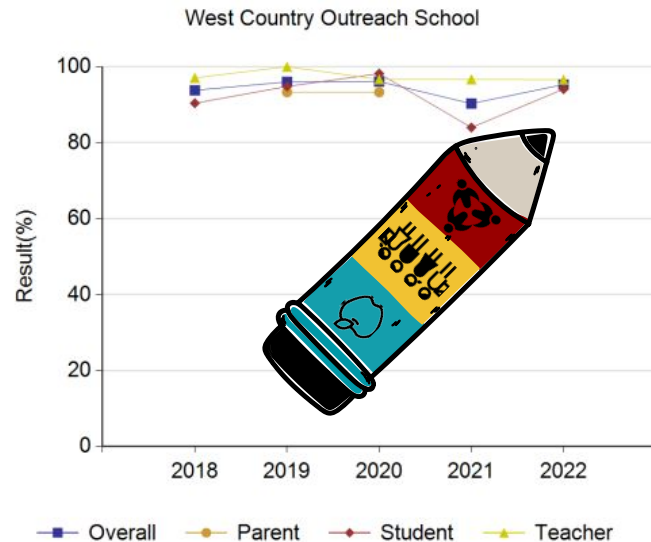
DIPLOMA ACCEPTABLE: We'll implement a schoolwide goal of reducing the gap between the diploma and school-awarded marks, with the goal of ensuring that students meet the acceptable standard on diploma exams.

Staff PD & Goal Setting: October 7, 2022. *Please open the link below for an overview of our goal-setting process....*

[PD Day Presentation - Facilitative Leader: Mairead McLaughlin](#)

Annual Education Results Report (AERR)

(Ab Ed) Percentage of teacher, parent and student who agree that their learning environments are welcoming, caring, respectful and safe



2020		2021		2022		Measure Evaluation		
N	%	N	%	N	%	Achievement	Improvement	Overall
35	96.1	32	90.3	33	95.3	Very High	Maintained	Excellent
						*	*	*
						Very High	Maintained	Excellent
						Very High	Maintained	Excellent

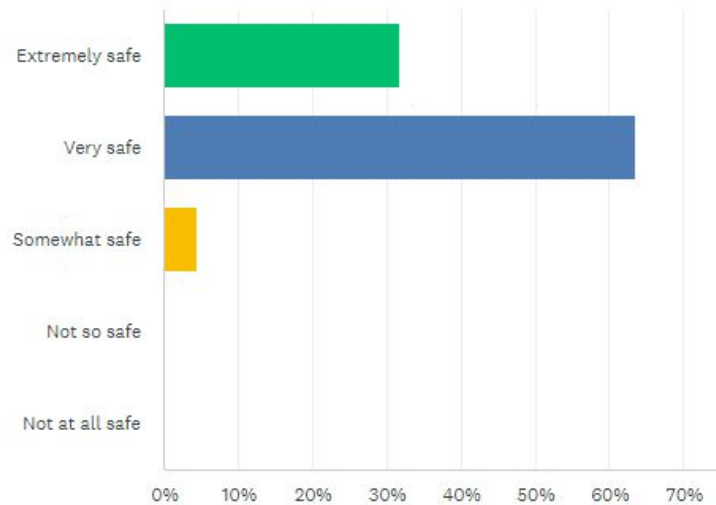
Analysis of Success & Opportunities for Improvement:

We noticed a drop in our results for 2021 and in discussion with students, realized that the indicator for “I feel safe to and from school” was interpreted through a Covid lens. Students voiced that they felt unsafe on the school bus because they were unused to the strict rules for cohorts and masking. Our results for a ‘safe and caring environment’ continue to be our strongest measure.

Safe and Caring + Local Measure (May, 2022) - Student Survey

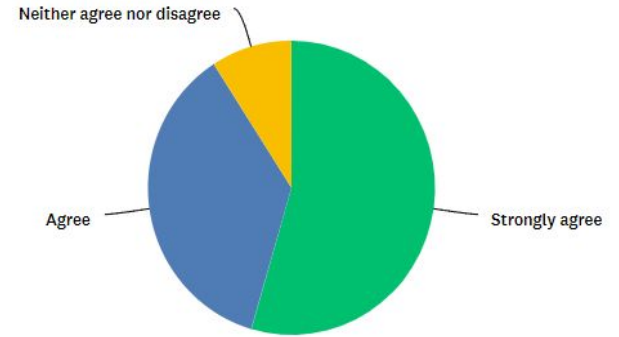
How safe do you feel at this school?

Answered: 22 Skipped: 0



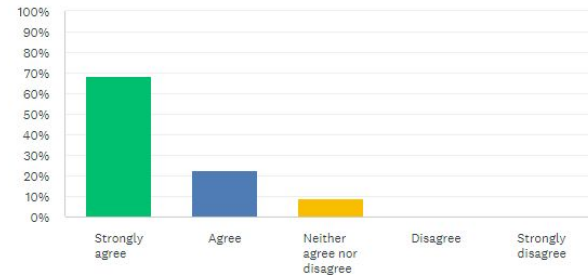
The teachers care about their students' wellbeing.

Answered: 22 Skipped: 0



I am treated fairly by the adults in my school.

Answered: 22 Skipped: 0

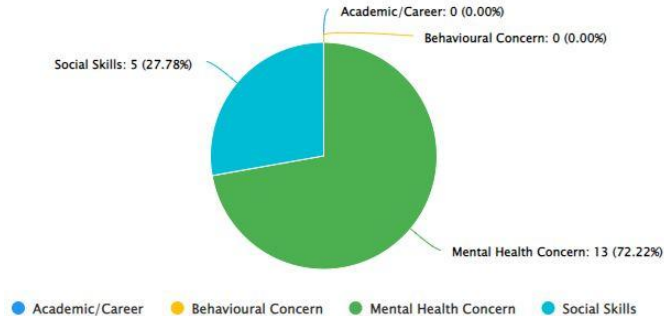


Annual Education Results Report (AERR)

Analysis of Success & Opportunities for Improvement

Counselling Log Primary Concern Counts (18)

All Schools
2022 - 2023 School Year

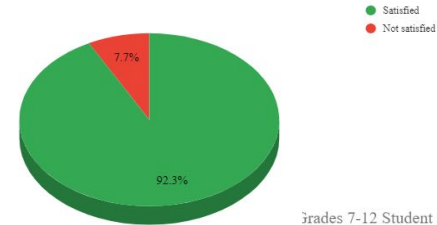


A reduction in our SSW services from 0.4 FTE to 0.3 FTE will have an impact on this school year. As noted above, the majority of referrals support students' mental health, which is a diverse, dynamic and ongoing intervention. Our SSW program is vital. We'll monitor the mental wellbeing of students through CRM, and we'll check in on our SSW often to ensure the FTE capacity meets the needs of students AND the SSW. We're very grateful for this service and the expertise of our SSW.

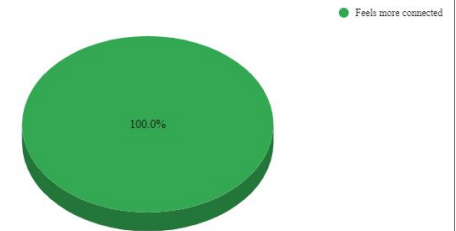


(WCPS) School Social Worker program data including satisfaction with the support received, feeling more connected as a result of support received, caseload and referral data.

Grades 7-12 SSW Program Satisfaction (13 Student Responses)



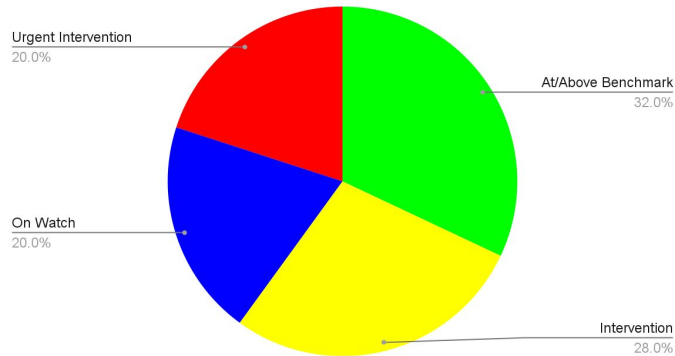
Grades 7-12 Student Connection Average (13 Student Responses)



Annual Education Results Report (AERR)

(WCPS) Percentage of students who show growth on literacy and numeracy benchmark and diagnostic assessments (STAR)

WCO Star Student Level Breakdown (Fall 2022)



Analysis of Success & Opportunities for Improvement

Our students learn in a unique environment and it is more impactful to have our results depicted collectively by STAR level rather than by grade level. 68% of our students are in need of some level of literacy intervention, but from what we know about quality teaching, we are aware that there is an opportunity for 100% of students to benefit from differentiation in this area.

The instructional planning provided by STAR indicates that 100% of the 68% of students who “require intervention”, need support in the area of “responding to texts” (G.O.#2). Our opportunity for improvement lies in developing and utilizing strategies which help students link texts to personal and lived experiences.



From the Literacy Lead

While testing platforms such as STAR and F&P can provide insightful **quantitative** data, it can be equally as important to examine areas which provide **qualitative** data.

Our literacy focus for our school this year centers upon “*Reading For Enjoyment*” where we are actively sharing and promoting our collective love for reading. To support this focus, we have created a bulletin board titled “**What We’re Reading**”, an interactive opportunity to promote a “Writer of the Month”, new additions to our reading material, and a book study led by our FNMI Lead.



Despite only being two months into the school year, we are already observing positive changes in attitudes and behaviours when it comes to reading! For example, students are initiating conversations regarding reading selections and are opting to read in our device-free zone when needing a break from work.

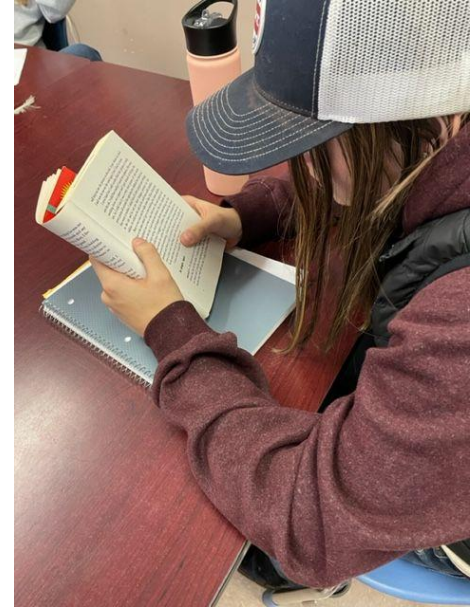
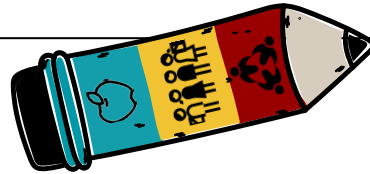
From the Literacy Lead (cont.)



"In 2002, OECD research reported that reading enjoyment is more important for children's educational success than their family's socio-economic status."

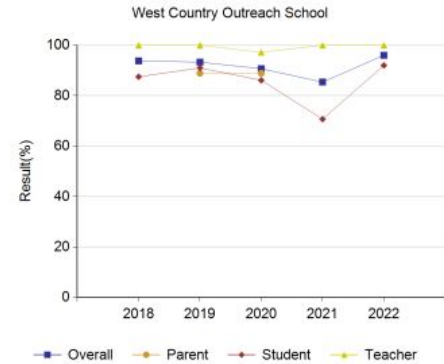
(natlib.govt.nz)

And if more quantitative evidence were needed...here is a snapshot of what we are observing: positive behaviours stemming from our **"Reading for Enjoyment"** focus. Observed here is a grade 8 student enjoying quality reading time in the device-free zone and a new-to-us grade 11 student who is already comfortable with buckling down and reading in our "big room".



Annual Education Results Report (AERR)

(Ab Ed) Percentage of teachers, parents and students satisfied with the overall quality of basic education



percentage of teachers, parents and students satisfied with the overall quality of basic education.

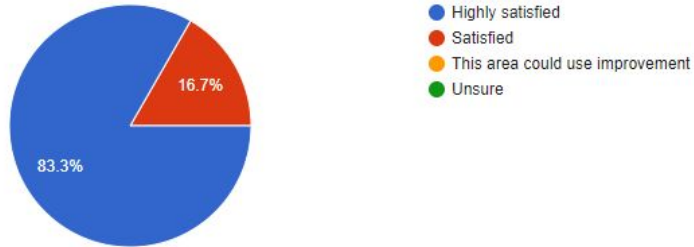
	West Country Outreach School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	39	93.8	47	93.3	35	90.7	33	85.4	33	96.0	Very High	Maintained	Excellent
Parent	5	*	6	88.9	6	88.9	5	*	1	*	*	*	*
Student	32	87.5	35	91.0	23	86.1	27	70.7	27	92.0	Very High	Maintained	Excellent
Teacher	7	100.0	6	100.0	6	97.2	6	100.0	6	100.0	Very High	Maintained	Excellent

Our data indicated a 'dip' in satisfaction in the 2021 school year. We attributed this to students having to adapt and pivot through pandemic restrictions. They missed 'in-person' access and relationships. Our efforts to improve their experiences during the 2022 school year (a return to 'normal') impacted their perceptions of quality educational experiences. NOTE: It's the same N for 2021 and N for 2022 (sample size). The increase is higher than any of the 4 years prior! However, we have not been successful in gaining parent data through the AERR. Our own survey was more effective in determining satisfaction. (next slide)

Quality of Education: Local Measures, Spring 2022 - Parent Survey

How satisfied are you with the school's support of your child achieving an Alberta High School Diploma?

6 responses



PARENT SATISFACTION SURVEY - MAY 2022 QUALITATIVE DATA

*My child finds her school to be a safe place and a place she feels at home. She thrives there.

*Thank you for supporting our child.

*I am super happy with this school.

*up, satisfied.

*Good school

*Great staff great programs

*I feel like this is such an amazing atmosphere!

*nice they work with the high school to offer some of the electives they offer to our students

*Thank you all so very much for your continual support of your students and our children. You make a difference every day!

*This is the most wonderful, supportive, and accommodating school and staff that I've ever come across. They understand each child has different needs and different learning abilities, and allows each student to learn the way they can. They are educated when it comes to the mental health aspect of students, and willing to go extra mile.and then some if necessary, to ensure each student succeeds.

Annual Education Results Report (AERR)

(AB Ed) Percentage of students in grades 6 and 9 meeting or exceeding the Acceptable Standard on Provincial Achievement Tests

Our limited enrolment below 6 students would eliminate this data from the AERR results.

Parents typically request that their grade 9 students not write this test. Though a variety of barriers exist for junior high outreach students, 'anxiety' is an overarching indicator of their enrolment in this specialized setting. Parents communicate that they prefer this achievement test not be used as a measure of academic success. Data wouldn't appear on the AERR, as we never have 6 or more grade 9 students.



Annual Education Results Report (AERR)

(Ab Ed) Percentage of students who completed high school within 3 years of entering grade 10.

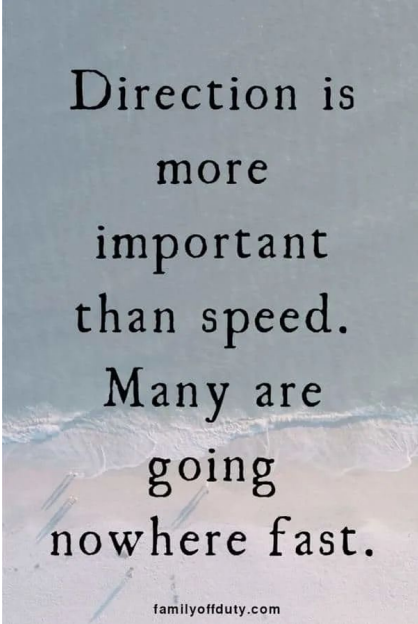
Analysis of Success & Opportunities for Improvement:

Previous data in 2020 and 2021 ACE Plans show a purposeful movement towards higher academic achievement and post-secondary goals for students at WCO. A four-year graduation plan allowed for upgrading to higher education to meet these goals. A five-year plan filled post-pandemic gaps. (see next slide)



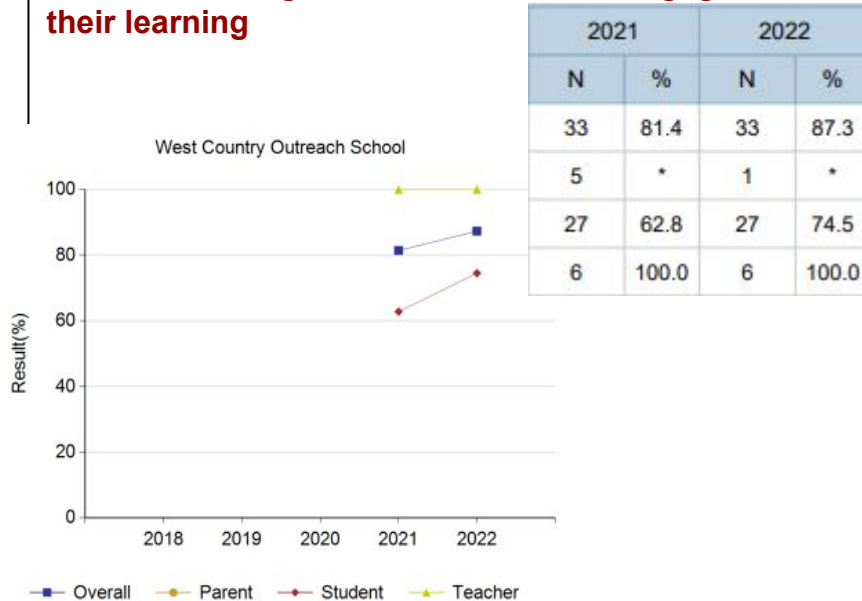
	West Country Outreach School										Measure Evaluation		
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	13	69.2	14	37.3	15	73.3	7	71.4	12	58.3	Very Low	Maintained	Concern
4 Year Completion	11	81.8	13	77.2	16	44.6	17	72.3	7	76.3	Low	Maintained	Issue
5 Year Completion	17	77.0	11	82.2	13	77.3	16	51.0	17	78.3	Low	Maintained	Issue

Accountability Pillar Data Strategic Planning

Area of Issue, Concern, or Focus	Our Story	Indicators of Success
<p data-bbox="81 336 479 417">3 - 5 Year High School Completion Rates</p>  <p data-bbox="208 497 504 995">Direction is more important than speed. Many are going nowhere fast.</p> <p data-bbox="295 1038 426 1052">familyoffduty.com</p>	<p data-bbox="703 334 1456 1017">As an Outreach School, we prioritize individualized pacing and flexibility to reach the goals of school completion. Students are encouraged to set a three-year plan for completion, but are also assured that success is not always measured by this timeframe. Given the barriers that our students present with (their reasons for attending a non-traditional setting), we focus on reducing the anxiety students face surrounding time-focussed completion (many students have fallen behind upon arrival here). Often a goal of 4 or 5 year completion provides more opportunity and maturity for students who have traditionally NOT believed in themselves. We focus on filling gaps in lost educational opportunities, reducing social-emotional barriers, providing a 'safe space' to grow and learn. This ensures students meet their goals for life, work, and post-secondary education after high school. Students often say, "I wouldn't have made it without the Outreach." This statement encompasses more than a high school diploma. It encompasses life.</p>	<ol data-bbox="1495 338 1889 733" style="list-style-type: none">1. Intake Meetings (one-on-one with Principal). Reviewed together yearly on "Diploma Planning Sheet"2. Student Post-Secondary Planning - regular "check ins" and pivots.3. Year 4 Upgrading - part of the normal language of WCO.4. Year 5 post-pandemic upgrading.

Annual Education Results Report (AERR)

(Ab ED) Percentage of teachers, parents, and students who agree that students are engaged in their learning



Analysis of Success & Opportunities for Improvement

We're seeing a tremendous improvement in students' perceptions of learning engagement. This isn't unusual, considering the difficulties in learning engagement during the pandemic. Online learning and google meets do not replace the importance of relationships. We expect to see this number increase in 2023!

Overall

Parent

Student

Teacher

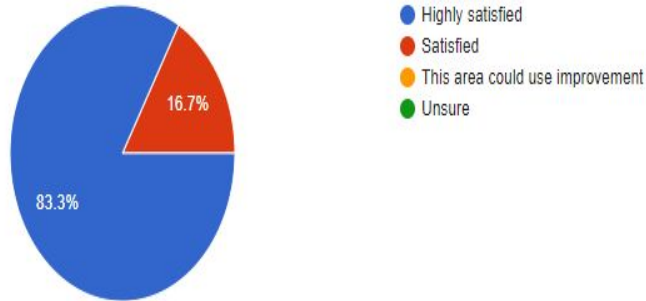


Annual Education Results Report (AERR)

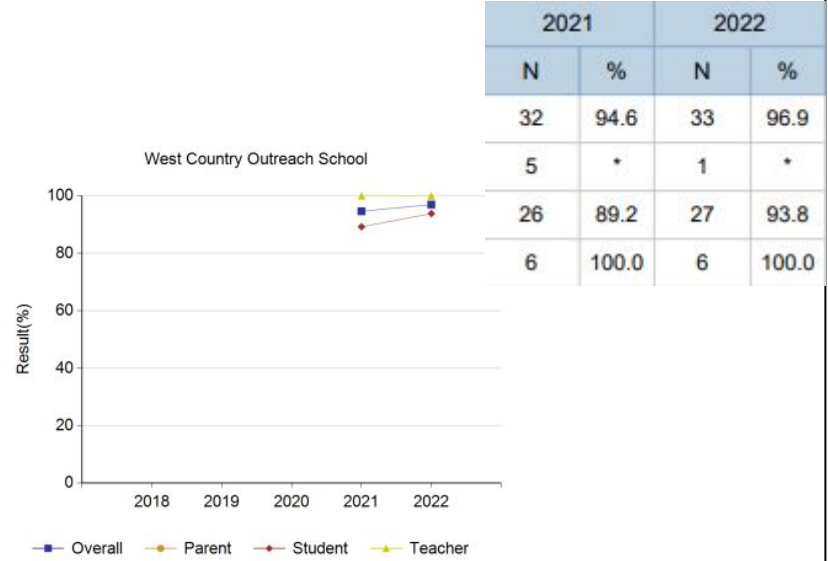
Analysis of Success & Opportunities for Improvement PARENT SURVEY

How satisfied are you with the support given for students experiencing mental and/or physical health barriers?

6 responses



(AB Ed) Percentage of teachers, parents and student who agree that students have access to the appropriate supports and services at school.



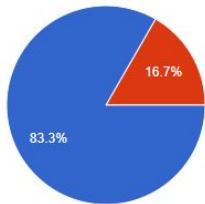
Annual Education Results Report (AERR)

Analysis of Success & Opportunities for Improvement

PARENT SURVEY: Parents are kept informed and involved through efforts of our School Council, newsletters, and our Tracking Sheet. Parents are kept in constant contact and are vital in decision making for our students. This is a strength at WCO.

How satisfied are you with the consistency and frequency of school to home communication?

6 responses

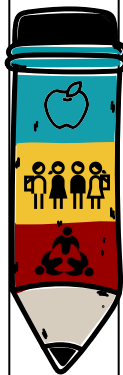


- Highly satisfied
- Satisfied
- This area could use improvement
- Unsure

(AB Ed) Percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education

West Country Outreach School										Measure Evaluation			
Overall	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	7	100.0	12	79.4	12	81.7	6	100.0	6	96.7	Very High	Maintained	Excellent

Number of school to home contacts tracked, Sept. 21 - March, 2022 = 2083.



WCOS Student Tracking 2021/2022

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100% 100 123 16

A111 Sample Student

Date/Time	Teacher	Subject	Contact Method	Academic Progress	Personal Anecdotal	Action Required
Sept. 7/21	AH	Math 10-C, ELA 10-2, SS 10-2	Parent (mom) phone	New students. Starting new program	Transfer in from RH. Dealing with personal loss. Assessments on file.	CRM - Sept. 17.
Sept. 17/21	AH, MB, MM, DR	all	email to mom	Working from home. Keeping up with deadlines.	Loves the school and feels she can be successful here.	Person on Point - DR
Sept. 30/21	DR	Progress check	phone - mom	Month end progress excellent. Struggling in Math.	Attending more often. Has upcoming appointments. Mom will keep us informed.	
October 14	AH	wellbeing	email from mom	Falling behind in math.	Mom letting us know about anxiety and depression as deterrents to success. Recent diagnosis on file.	IPP

West Country Outreach School Assurance Plan- Quality Teaching

Action Plan

(include strategies and timeline below)

Evidence & Engagement

Planning & Differentiation

Casidy - Science:

Adapting course work to accommodate students needs - reducing number of questions on pages, reducing number of distractors in reading segments, adding images to support written instructions.

Mairead - ELA: Based on STAR testing DATA, some JH students will receive some form of LLI to help support their mastery of reading comprehension, oral fluency, and writing stamina. LLI's include, but are not limited to, sight work accuracy, read aloud activities with follow up questions, modified course work (for example, extra practice with specific skills).

Natalya- emphasize the importance of finding the main idea of the problem's question, use highlighters for the relevant information, cross out irrelevant; co-reading the questions and discussing what this question is asking to do; include more real life related projects in Apprenticeship and Workplace courses, incorporate My Blue Print into completion of the projects.

Improvement in student engagement and application of knowledge.

Growth in STAR spring testing session (summative). Growth in everyday communicative skills (formative).

Eventually students will be able to do it independently.
Students will recognize the importance of math skills in trades, etc., learn how to use research tools in order to complete the project

West Country Outreach School Assurance Plan- Quality Teaching

Action Plan

(include strategies and timeline below)

Instructional Delivery & Student Engagement:

Dave

CALM - Hapara - effective and efficient way to organize teaching, especially with students who have outside commitments (rodeo, family commitments, health issues, etc.)

-ability to adjust resources based on student need/learning style.

SS - Utilization of visual aids (whiteboard political spectrum, films, movies, documentaries)

- Daily Worldle game for all students - Geography

- Addition of multiple choice questions throughout - utilize diploma questioning techniques ("most likely", "least likely", "best", etc.

Aboriginal Studies - ChatterHigh.com - Game-like approach with internet based 'seek-and-find' activities. Research the answer using reputable online resources/websites.

Mairead - ELA: Implementing small changes to encourage and support a love for reading among all students.

Some of the small changes include using our bulletin boards to showcase what the WCO staff are reading and highlighting a writer of the month.

Revamping of LA 7 and 8 modules to ensure the teaching materials and correlating assignments are engaging, relevant, and meaningful.

Marq - Biology 30: make use of collaborative concept map building to strengthen vocabulary and identify relationships between the Nervous/Endocrine system and Human Reproduction & Development and Cell Division. I will create laminated vocabulary cards and download various templates to show the possibilities; then i will engage with students to create one big concept map for the first half of the course, prior to the Midterm.

Evidence & Engagement

-Unit/Course completion

-Students with outside commitments keeping up with their studies.

-Hapara = excellent learning for teacher as well.

What does and does not work.

-Exam marks should improve as students are better prepared for "How" diploma questions are asked.

-Students enjoy use of videos and various websites to enhance learning.

Anecdotal evidence: conversations, new interest areas, increase in reading for pleasure

Improved student use of academic vocabulary in their verbal discussions

Photos of created concept maps, or sections of maps

Improved performance on diploma questions requiring students to make connections between different units, and between healthy and disordered anatomy and physiology.

West Country Outreach School Assurance Plan- Quality Teaching

Action Plan

Evidence & Engagement

Assessment: Course specific focus on improved Diploma exam Acceptable Standard

Casidy - Science:

Using Diploma answer test sheets used on every unit exam, The Key for test question examples, quarterly check-ins, evaluating outcome mastery to find the gaps in knowledge. Familiarity of Diploma answer sheets, improved scoring on unit exams. Using anecdotal results to improve subsequent course work.

Dave - CALM, SS, Aboriginal Studies:

Tests resemble what Diploma Exams look like, incorporate questions asked in a similar fashion to Diplomas, written assignments resemble look of Diplomas, use of video and internet based resources to appeal to students.

Marg - Biology 30

Improving ADLC course materials: fixing errors, removing confusing questions, addition of page references and hints, so students have a more positive and productive experience with course work. Coaching on test-taking strategies and close reading of text/vocabulary to improve performance and decrease anxiety - 1:1 consultation on graded assignments with teacher, who models thinking process and strategies.

Addition of released diploma questions on every assignment to familiarize students with the format, wording, appearance, and difficulty level of diploma exam, with the goal of improving confidence in students.

Use of diploma bubble sheet on course midterm and final exams to decrease anxiety around unfamiliar and intimidating test materials.

Mairead - ELA: Supplementing linear module course work with diploma part B practice to be completed side-by-side with teacher. Every student has some degree of nerves, stress, and anxiety that they will carry with them into the high-stakes diploma examination. We should be teaching students the strategies and techniques to handle those feelings.

Natalya- in order to lower the difference between school awarded marks and the diploma results:

- make the use of “bubble” answer sheets from diplomas everyday practice in order to improve the ability to get the correct answers in numerical responses Math 30. Before writing chapter test students will practice questions from released diplomas and The Key
- practice full answers for written response
- Chunk the test chapter into smaller pieces and provide secure place for writing the test

Diploma Exam Reports indicate a gap of 30% between school awarded marks and diploma examination marks. Diploma exam reports from 2023

Anecdotal reflections with students showing a reduction of testing anxiety.

Practice with MC questions that are asked in the same fashion as Diplomas. Same with written.

Better/more engagement in a tech style kids already enjoy.

Students will “mark up” assignments and tests, crossing out wrong answers, “brain dump” in margins, notations on graphs and figures.

Gap of 10% between course mark and diploma score.

Anecdotal evidence of decreased anxiety/improved confidence in students.

Diploma Part B results will indicate a difference between course awarded mark and achieved exam mark no greater than 10%.

Diploma exam results showed a gap of 35%-40% between school awarded mark and diploma marks. Many numerical response question were not answered. Student will be able to complete the partial test within the given time, content of the test will be secure

2022-23 Reflection

School Council Meeting: November 21
Staff Reflections: November 25 (Aligned Day)
Mid-Year Revisions: January 31

