

School Education Plan and Results Report

2018-22

Year 1



Motto:

Virtue Words: *Commitment, Empathy & Enthusiasm*

Mission:

To prepare each student to contribute fully to the community by developing responsibility, respect, and a desire for lifelong learning.

Cougar Pride:

Cougar Pride is the name we give the philosophy that guides us each day. It is based on the understanding that all students, staff and parents in our community accept responsibility for building and maintaining a positive school environment. We accomplish this by adhering to our virtue words: *Commitment, Empathy & Enthusiasm*.

We encourage the continual striving for excellence.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: More students are engaged in their learning and achieve excellence.

GOAL 2: More students will achieve a minimum of one year's growth in literacy.

GOAL 3: More students and families are connected and supported within their school community.

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Rod Leatherdale

Assistant Principals: Holly Warawa

Counsellor: Elli Hansen

Quick Facts:

- Vegreville Composite High is located in the Town of Vegreville on the eastern fringe of the Elk Island Public Schools Division with an enrollment of 378 students in grades 7-12.
- Vegreville Composite High students are served by 23 teachers (certificated staff) and 11 support staff.
- Vegreville Composite High opened in 1966.
- Feeder schools include Mundare (MUN) and A.L. Horton (ALH).
- The total school budget: \$2,887,527 which includes 95% of total budget dedicated to staffing.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes: Cougar Council Leadership, Provincial Achievement Test (PAT)/Diploma results, High School Completion rate,

Off Campus Education (OCE) and Independent study, Quality of Career and Technology Studies (CTS) options and opportunities (Construction, Communication Technology, Design Studies, Mechanics, Cosmetology, Sports Performance), Band performances with ALH/MUN, Open Mic (Lunch hour in the Cafeteria) and 1st Film Festival, Mundare Career and Technology Foundations (CTF) and ALH Band transitioning, Increased profile / communication via Social Media, Facility Upgrades (band room, automotive, construction, kitchen, computer labs, ceiling tiles /lighting), Grad Council re-design to be more inclusive, Student Voice opportunity to obtain input from variety of students.

Challenges: Providing adequate core and option opportunities given the smaller school size. Often, selected courses can only be offered at specific times or semesters due to class size. This may cause timetable conflicts for students to get all of their requested and required courses. As a result some selected courses may be imbalanced between semesters. This is ongoing work to accommodate as many student requests as possible while balancing the overall timetable.

An ongoing challenge is updating and modernizing furniture, technology, and equipment. As with any older facility it is an ongoing process to keep up to date with technology and equipment repairs/upgrades. CTS modernization process has helped significantly with the construction and mechanics option areas. However due to the high cost of specialized equipment in some option areas this can be a very expensive endeavour. As equipment/technology is upgraded it allows students to transition into the local work force with the skill set for success. The feedback we get on our work experience and RAP (Registered Apprentice Program) students from the local community supports the need for routine upgrades in equipment/technology.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

The largest challenge in a smaller school is the balance of class size with opportunity. Not being able to have multiple sections of a course causes significant challenges with overall

timetable opportunities. As a result we have enhanced our independent study and online E-learning opportunities for students. This allows students the flexibility to enroll in courses they require but also experience a variety of learning contexts. Moreover, we have been flexible with providing mixed grade opportunities, where possible, to create additional spots for students to enroll in required courses.

Additionally, with the increased technology available, teachers are using technology routinely in classes. As such, all teachers and classes are using Google Classroom, Google Drive and other Google applications within their classrooms.

As a result of the modernization of CTS options, students are able to be more engaged in their work/projects. This ultimately will lead to student completion of more meaningful projects /activities. The end result was a creation of increased opportunities for students to accommodate CTS options into their timetable.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: More students are engaged in their learning and achieve excellence.

Division Outcome: Success for Every Student (Priority 1, Goal 2), A Culture of Excellence and Accountability (Priority 2, Goal 4)

Strategies:

1. Flexible learning environment offered, including independent study.
2. Formalized and consistent redo/rewrite opportunities for all students.
3. Increased dual credit, OCE, and alternate option opportunities.
4. Utilization of online platforms such as Google Classroom and Moodle to allow students to engage in their learning in a variety of locations.

Performance Measures:

1. Increase in the number of students achieving the Standard of Excellence and Acceptable on PAT and diplomas by 2%.
2. Improve 3 year high school completion rate.
3. Improve grade level reading for identified students via STAR reading assessment.
4. 2% improvement in students who are interested and motivated on the Accountability Pillar survey results.
5. 2% improvement in the intellectual engagement composite on the Accountability Pillar survey results.

School Goal 2: More students will achieve a minimum of one year's growth in literacy.

Division Outcome: Success for Every Student (Priority 1, Goal 2)

Strategies:

1. EIPS secondary literacy consultant will provide staff in-servicing.

2. A commitment to providing collaborative professional learning opportunities for teachers including opportunities with feeder schools.
3. Standardized literacy strategies and benchmark assessments for students struggling at grade level reading.

Performance Measures:

1. Improve acceptable standard on PAT and diploma results by 2%.
2. Improve STAR results.
3. More students enrolled in, and successfully completing academic 20-1/20-2 and 30-1/30-2 high school courses.

School Goal 3: More students and families are connected and supported within their school community.

Division Outcome: Parents as Partners (Priority 3 Goal 1), Supports and Services for Students and Families (Priority 3, Goal 2)

Strategies:

1. Regular contact with home via email, positive phone calls, and through online platforms providing class progress, updates, and timelines.
2. Mental Health initiative, along with Family Community Social Services partners and community stakeholders such as Veg-Al Society, provide classroom, career, and student wellness and mentorship support programs.
3. Promote and advance School Advisory Council along with increased parent communication via weekly parent email newsletter (Prowler).
4. Increased structure and activities to support the Vegreville Composite High School Gay Straight Alliance (GSA).
5. Lead teacher and school based consultant in place to support our First Nations, Metis and Inuit students and families and school initiatives.

Performance Measures:

1. 5% increase in the Accountability Pillar Parent and Communication of Plan results.
2. 5% increase in the Accountability Pillar Continuous School Improvement results.
3. 5% increase in the Accountability Pillar Student Engagement Measures results for parents and students respectively.
4. Formative feedback from students and parents via Google surveys.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	VJS	88.6	12.9	87.1	14.5	79.1	9.0	73.3	8.3	75.3	6.5	76.8	6.6
	EIPS	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		

English Lang Arts 9 KAE	VJS	*	*	*	*	85.7	14.3	*	*	*	*		
	EIPS	75.0	3.6	60.0	0.0	71.1	13.2	62.5	9.4	65.1	4.7		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
Mathematics 9	VJS	66.7	13.0	79.4	11.1	64.7	8.8	62.9	12.9	36.7	5.1	64.1	13.2
	EIPS	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	VJS	*	*	*	*	100.0	0.0	*	*	*	*		
	EIPS	91.4	28.6	72.9	18.8	82.5	7.0	80.0	15.6	59.7	13.4		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	VJS	82.9	20.0	83.9	25.8	79.1	20.9	79.7	23.7	78.9	15.8	80.5	16.1
	EIPS	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	VJS	*	*	*	*	71.4	42.9	*	*	*	*		
	EIPS	91.3	34.8	87.9	18.2	78.0	24.4	80.6	22.6	80.6	16.7		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	VJS	68.6	21.4	75.8	29.0	79.4	13.2	59.0	16.4	62.3	13.0	63.6	13.3
	EIPS	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	VJS	*	*	*	*	*	*	*	*	*	*		
	EIPS	84.0	16.0	66.7	12.1	73.9	26.1	64.5	16.1	75.0	21.9		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	VJS	89.3	14.3	100.0	12.8	100.0	4.5	95.7	21.7	96.9	15.6	98.8	15.9
	EIPS	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	VJS	100.0	27.3	100.0	12.9	100.0	31.3	97.5	32.5	96.8	25.8	98.7	26.3
	EIPS	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
Mathematics 30-1	VJS	58.1	6.5	67.9	17.9	52.6	15.8	73.1	19.2	62.5	16.7	63.8	17.0
	EIPS	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	VJS	70.0	10.0	92.3	11.5	40.9	9.1	100.0	0.0	82.4	5.9	84.0	6.0
	EIPS	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	VJS	89.3	14.3	93.9	15.2	100.0	5.3	92.3	26.9	96.3	14.8	98.2	15.1
	EIPS	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	VJS	97.1	34.3	91.7	27.8	100.0	20.0	100.0	5.4	88.2	20.6	90.0	21.0
	EIPS	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	VJS	86.4	22.7	78.9	18.4	74.2	6.5	87.1	25.8	88.5	19.2	90.3	19.6
	EIPS	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		

Chemistry 30	VJS	84.6	26.9	90.6	31.3	82.6	17.4	96.3	48.1	76.2	14.3	77.7	14.6
	EIPS	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	VJS	72.2	27.8	100.0	26.7	90.9	54.5	100.0	68.8	81.8	31.8	83.4	32.4
	EIPS	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	76.2	69.7	83.7	78.5	85.0	81.6	79.8	82.1	81.2	84.6	75.3	76.5	76.5	78.0	78.0
4 Year Completion	89.3	90.0	78.5	92.9	82.9	84.2	86.4	84.8	86.8	86.5	79.6	79.9	81.0	81.2	82.6
5 Year Completion	84.8	90.0	91.6	80.8	94.0	85.3	86.3	87.8	86.8	88.5	81.5	82.0	82.1	83.2	83.4

Drop Out Rate - annual dropout rate of students aged 14 to 18

	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	1.1	1.5	3.0	2.6	1.4	1.9	2.5	2.2	1.9	1.1	3.3	3.5	3.2	3.0	2.3
Returning Rate	56.6	67.9	0.0	25.0	33.0	31.8	34.1	21.0	19.8	32.5	20.7	20.9	18.2	18.9	19.9

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	48.2	42.7	36.3	49.0	33.5	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0	39.3
6 Year Rate	60.7	70.5	67.9	70.9	50.3	61.6	62.4	63.0	63.2	60.5	59.0	59.7	59.4	57.9	58.7

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	72.4	54.4	68.5	n/a	n/a	62.3	60.8	62.5	n/a	n/a	60.8	62.3	63.4

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	VJS					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	12.6	22.0	9.9	17.0	10.9	11.1	12.1	9.6	11.6	9.6	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	87.4	78.0	90.1	83.0	89.1	88.9	87.9	90.4	88.4	90.4	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	83.0	76.6	87.5	77.0	87.7	86.5	85.9	87.4	85.8	88.3	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	64.4	54.3	74.7	57.4	58.9	71.5	67.7	69.3	67.5	68.9	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	57.6	46.0	61.8	42.3	45.2	59.7	56.4	58.3	55.7	56.4	50.1	54.4	54.6	54.9	55.7

% Writing 5+ Exams	35.6	33.4	34.8	18.1	23.3	40.5	36.8	38.8	36.1	36.9	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	6.8	18.1	6.4	9.1	9.6	11.7	10.9	12.1	14.0	16.1	11.4	13.1	13.8	13.6	13.9

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.0	85.7	75.0	87.7	85.3	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	81.9	88.8	n/a	93.9	96.5	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	72.6	85.1	74.2	87.3	76.8	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	79.6	83.1	75.7	82.0	82.5	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.2	76.5	56.9	79.2	75.4	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	76.2	84.4	n/a	92.9	94.8	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	68.2	74.3	52.9	76.4	60.8	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	69.2	70.8	60.8	68.3	70.8	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	61.1	84.4	42.9	81.9	83.2	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	81.0	88.9	n/a	95.7	95.7	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	41.2	80.0	42.9	68.2	70.8	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.1	84.9	80.3	88.4	86.9	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	85.7	88.9	n/a	96.4	96.4	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	76.5	80.5	81.5	87.1	78.7	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	84.2	85.2	79.1	81.8	85.6	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.9	82.4	74.5	82.6	81.0	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	83.3	84.4	n/a	86.3	84.8	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	69.7	79.7	71.2	81.3	76.3	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	80.8	83.3	77.8	80.0	81.8	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	64.0	78.2	67.8	72.2	78.2	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	66.7	80.0	n/a	72.7	82.6	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	47.1	80.0	64.3	66.7	70.8	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	78.3	74.6	71.4	77.1	81.1	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	VJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	69.2	62.7	58.6	74.4	79.8	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	82.4	61.8	n/a	77.0	89.5	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	56.0	63.5	58.6	71.8	70.2	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan: The School Education Plan will be communicated via the School Advisory Council meetings, in addition to being sent out in the VCHS News weekly 'Prowler' that provides information for families.