



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Vegreville Composite High School **PRINCIPAL:** Rod Leatherdale

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

| STAFF FTE | | BUDGET | |
|--------------|--------|-----------------|-------------|
| Certificated | 17.086 | Salaries | \$1,841,296 |
| Classified | 8.002 | SES | \$583,352 |
| | | Total | \$2,424,648 |
| | | Surplus/deficit | \$ 0 |

SCHOOL PROFILE AND CONTEXT

Principal: Rod Leatherdale

Assistant Principals: Holly Warawa

Counsellor: Elli Hansen Vegreville Composite High School Education Plan 2018-22 Year 3

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.

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 354 students in grades 7-12.

Vegreville Composite High students are served by 18 teachers (certificated staff) and 13 support staff.

Vegreville Composite High opened in 1966.

Feeder schools include Mundare (MUN) and A.L. Horton (ALH).

The total school budget: \$2,616,677 which includes 93% of total budget dedicated to staffing.

Programming:

- Vegreville Composite High School's programming follows the Alberta curriculum and offers a range of educational courses and extracurricular classes to enhance the growth and success of all students.



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- VCHS supports an EIPS system LINKS program (Learning – Individual Needs, Knowledge and Skills).
- Off Campus Education (OCE) provides opportunities for students in agriculture Green Certificate, work experience, Registered Apprentice Program (RAP), and dual credit opportunities.
- We offer a range of Career and Technology courses designed to support student interest and career goals including cosmetology, digital design, construction, mechanics, fashion studies, personal fitness, foods, and culinary arts.
- Popular options include drama, concert band, Jazz band, French, and art.
- VCHS provides opportunities for student to participate in golf, cross country running, football, volleyball, basketball, badminton, curling, team handball, archery and track and field.
- Additional extracurricular activities include: athletic leadership, student grad council, student “Cougar” council, Skills Alberta, Skills Canada, gamer club, yearbook, and Spectrum GSA .

Budget implications

This School Education Plan reflects a reduction in the school budget by \$258,633 and a reduction in 3 certificated and 2.5 classified staff from the 2019-20 school year.

EIPS PRIORITY:

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

SCHOOL GOAL:

More students are engaged in their learning and achieve excellence.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

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.
5. Math, Science, English and Social Studies diploma and PAT exam analysis with support from EIPS consultants.
6. Regularly scheduled teacher, SFS consultant, counsellor, and administration collaborative work to identify student need, learning strategies and supports, and best instructional practices.
7. Assist students and parents in appropriate course selection using the High School Planner.



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MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

1. Increase in the number of students achieving Standard of Excellence and Acceptable on PATs and diplomas by 2%.
2. Improve 3 year high school completion rate.
3. 2% improvement in students who are interested and motivated on the Accountability Pillar survey results.
4. 2% improvement in the intellectual engagement composite on the Accountability Pillar survey results.

EIPS PRIORITY:

Success for Every Student (Priority 1, Goal 2)

SCHOOL GOAL:

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

STRATEGIES/ACTIONS IMPLEMENTED:

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.
4. Increase the number of staff who are proficient in the use of the STAR assessment tool.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

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

EIPS PRIORITY:

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



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SCHOOL GOAL:

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

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

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 educational assistant in place to support our First Nations, Metis and Inuit students and families and school initiatives.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

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.