



SCHOOL EDUCATION PLAN 2021-2024

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	17.35	Salaries	\$2,523,140
Classified	8.36	SES	\$203,553
		Total	\$2,726,693
		surplus/deficit	(0)

SCHOOL PROFILE AND CONTEXT

Principal: Rod Leatherdale

Assistant Principals: Kelly Sawatzky (Acting for Holly Warawa)

Counsellor: Kelly Sawatzky

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 355 students in grades 7-12.



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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) and Andrew (ADW).

The total school budget: \$2,726,693 which includes 93.5% 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.
- 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 Apprenticeship 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, band, French, and art.
- VCHS provides opportunities for student to participate in 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, yearbook, and Spectrum GSA

EIPS PRIORITY: Promote Growth and Success for All Students

SCHOOL GOAL: By building capacity for teachers to implement numeracy strategies in all classes, students will demonstrate growth in numeracy and math achievement.

STRATEGIES:



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1. Explore with school team best practices in numeracy development.
2. A commitment to providing collaborative professional learning opportunities for all teachers in numeracy strategies.
3. Professional learning plan includes collaborative time with numeracy consultant.
4. Increase the number of staff who are proficient in the use of the MIPI assessment tool and the data.
5. Each month provide numeracy strategies and updates in the newsletter for families.
6. Assess growth using the MIPI tool.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL:

1. Increase in the number of students achieving Standard of Excellence and Acceptable on PATs and diplomas by 2%.
2. 90% of students reporting that they are demonstrating growth in numeracy on the EIPS student survey.
3. 90% of parents reporting that their child is demonstrating growth in numeracy on the EIPS parent survey.
4. 100% of staff reporting on the staff Engagement Survey that in the last year they have had opportunities to learn and grow.
5. 100% of teachers are implementing best practices in their classes as observed by principal observations.

RESULTS: (To be added for Results Review)



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EIPS PRIORITY: Promote Growth and Success for All Students

SCHOOL GOAL:

More students will achieve a minimum of one year's growth in literacy by supporting teachers' capacity for implementing literacy strategies.

STRATEGIES:

1. EIPS secondary literacy consultant will provide staff in-servicing.
2. A commitment to providing collaborative professional learning opportunities for all staff.
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.
5. Communicate to families literacy strategies and initiatives to foster engagement from home.

MEASURES:

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.
4. 90% of students report they are demonstrating growth in literacy on the EIPS student survey.
5. 90% of parents report their child is demonstrating growth in literacy.

RESULTS: (To be added for Results Review)



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EIPS PRIORITY: Enhance Public Education Through Effective Engagement

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

STRATEGIES:

1. Regular contact with home via email, positive phone calls, and through online platforms providing class progress, updates, and timelines.
2. Create networking opportunities to foster collaboration and communication between school based and community based supports for families.
3. Promote and advance School Advisory Council along with increased parent communication via 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.
6. Increase planned and scheduled activities for students, families and staff to further foster a sense of community.

MEASURES:

1. 5% increase in the Assurance survey parents satisfied with parental involvement in decisions about their child's education. .
2. 5% increase in the Assurance survey Continuous School Improvement results.
3. 5% increase in the Assurance survey Student Preparation for Lifelong Learning, World of Work, Citizenship.
4. Formative feedback from students and parents via Google surveys.
5. 90% of students report that the staff at my school care about me on the EIPS student survey.
6. 90% of students report they are satisfied with the opportunities provided for their parents or guardians to be involved in their education.
7. 90% of parents / guardians report that school staff care about their child.
8. 90% of parent / guardians report they are satisfied with the opportunities to be involved in their child's education.



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9. Increased parent involvement with the Parent Advisory Council.
RESULTS: (To be added for Results Review)

LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	A portion of the funding will provide lead teacher time. Through the 2020-2021 school year we assigned 0.150 fte teacher time for a literacy lead. Using STAR data and feedback from staff, the lead identified students who would benefit from targeted literacy supports and worked with 2 educational assistants to provide support to a broad group of students. We will use this model of support for the 2021-2022 school year but will also address numeracy gaps as well.	\$16,040 for 0.150 FTE Literacy Numeracy lead
	We will use this portion of the funding to provide release time for the lead teacher to work with an EIPS consultant or to collaborate with other literacy leads to build capacity in intervention strategies.	\$ 1356 release time



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		Total Allocated
		\$ 17,396

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Our plan is to provide training for our full staff, certificated and classified, in the area of Trauma Informed Practice. The funds will be used to pay for the training, materials and release time for staff. With this training we will build capacity in our staff to better understand mental health, and how to best provide a supportive and safe learning environment that addresses the needs of all students. We chose this model because trauma informed care comes from the perspective that we treat everyone as if they have trauma and create safe spaces for them to feel like they belong.</p>	\$ 10,749
		Total Allocated
		\$ 10,749

