



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Vegreville Composite High School

PRINCIPAL: Cheryl Semeniuk

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

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

SCHOOL PROFILE AND CONTEXT

Principal: Cheryl Semeniuk

Assistant Principal: Holly Warawa

Counsellor:

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 School is located in the Town of Vegreville on the Eastern edge of the Elk Island Public Schools Division with an enrollment of 355 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), A.L. Horton (ALH) and Andrew (ADW). The total school budget: \$2,714,994 which includes 94.7% 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).



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- 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, band, French, and art.
- VCHS provides opportunities for student to participate in cross country running, football, volleyball, basketball, badminton, curling, and track and field.
- Additional extracurricular activities include: athletic leadership, student grad council, student “Cougar” council, Skills Alberta, Skills Canada, yearbook, and Spectrum GSA
- Students supports include the Mental Health Capacity Building program and an on-site Mental Health Support Coach, a Family School Liaison Worker and a school counsellor.

EIPS’ PRIORITY: *Promote Growth and Success for All Students*

SCHOOL GOAL 1: By building capacity for teachers to implement numeracy strategies in all classes, students will demonstrate growth in numeracy and math achievement.

STRATEGIES:

1. Time with consultants to model, observe and discuss best instructional strategies.
2. A commitment to providing collaborative professional learning opportunities for all teachers in numeracy strategies.
3. Teachers will analyze data from numeracy screeners, common exams, diplomas, and PATs to improve and inform instruction.
4. Use of vertical non-permanent surfaces (VNPS) for student assessment and feedback.
5. Use of common assessments to align instruction.

MEASURES:

1. The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 9 Mathematics Provincial Achievement Test.
2. The percentage of students who achieved the acceptable standard and standard of excellence in Mathematics 30-1 diploma examinations.
3. The percentage of students who achieved the acceptable standard and standard of excellence on the Mathematics 30-2 diploma examinations.
4. Growth in grade equivalents as measured by the STAR Math assessment
5. The percentage of families who agree the numeracy skills their child is learning at school are useful (Alberta Education Assurance Survey).
6. The percentage of families who agree their child’s demonstrating growth in numeracy (EIPS Parent/Caregiver Survey).
7. The percentage of students in grades 9 who agree they’re demonstrating growth in numeracy (EIPS Student Survey).



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8. The percentage of students in grades 12 who agree they're demonstrating growth in numeracy (EIPS Student Survey).

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS' PRIORITY: *Promote Growth and Success for All Students*

SCHOOL GOAL 2: More students will achieve a minimum of one year's growth in literacy by supporting teachers' capacity for implementing literacy strategies.

STRATEGIES:

1. Teachers will differentiate for reading levels by using book clubs, instead of whole class novel studies.
2. A commitment to providing collaborative professional learning opportunities for all staff.
3. Assessment will include observations and conversations.
4. The use of Vertical Non-Permanent Surfaces in Humanities classrooms as a teaching/feedback strategy.
5. Using STAR Data and other Diagnostic Strategies to assist in reading intervention strategies, class composition, and scheduling.
6. ELA/Social Coordinators to work with secondary literacy consultants to establish consistency of writing practices and authentic tasks through diploma data analysis, scope and sequencing, junior/senior high collaborative groups, and common assessment practices.
7. Support the development of student exemplars at the 10-1, 10-2, 20-1, 20-2 levels of ELA and Social Studies to allow teachers to have common conversations and expectations surrounding student writing.
Recognize the growing diversity of student population through literature choices and purchasing in high school libraries and classrooms (LGBTQ+, BIPOC, First Nations, Métis, and Inuit Perspectives)



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MEASURES:

1. The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 9 Language Arts Provincial Achievement Test.
2. The percentage of students who achieved the acceptable standard and standard of excellence in English 30-1 diploma examination.
3. The percentage of students who achieved the acceptable standard and standard of excellence on the English 30-2 diploma examinations.
4. Average grade equivalent on Star 360 Reading Assessment – 4-year trend data.
5. The percentage of families who agree the literacy skills their child is learning at school are useful (Alberta Education Assurance Survey).
6. The percentage of families who agree their child’s demonstrating growth in literacy (EIPS Parent/Caregiver Survey).
7. The percentage of students in grades 9 who agree they’re demonstrating growth in literacy (EIPS Student Survey).
8. The percentage of students in grades 12 who agree they’re demonstrating growth in literacy (EIPS Student Survey).

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS’ PRIORITY: *Enhance Public Education Through Effective Engagement*

SCHOOL GOAL 3: 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.
4. Monthly meetings for students and families develop skills such as communication.
5. Lead teacher in place to support our First Nations, Métis and Inuit students and families and school initiatives.
6. Support through Learning Strategies curriculum and becoming aware learners.

MEASURES:

1. The percentage of families who agree students find schoolwork interesting (EIPS Parent/Caregiver Survey).
2. The percentage of families who agree their child’s learning what they need to know (Alberta Education Assurance Survey).
3. The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being (Alberta Education Assurance Survey).



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4. The percentage of teachers, families and students who agree students are engaged in their learning (Alberta Education Assurance Survey).
5. Percentage of families who agree they're satisfied with the opportunity to be involved in decisions at their child's school (EIPS Parent/Caregiver Survey).
6. Percentage of families who agree there is open and honest communication within their child's school (EIPS Parent/Caregiver Survey).
7. Percentage of families who agree the school keeps them informed about their child's progress and achievement (EIPS Parent/Caregiver Survey).
8. Percentage of families who agree the Division's commitment to engaging families in matters that affect public education (EIPS Parent/Caregiver Survey).

RESULTS: (This section completed in November 2023 for Assurance Review)

