



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

**SCHOOL:** Vegreville Composite High School

**PRINCIPAL:** Brandon Salyzyn (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: Brandon Salyzyn (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.

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**SCHOOL GOAL 1:**

By building the capacity for teachers to implement literacy and numeracy strategies in all courses, students will demonstrate one year's growth as measured by the STAR reading and math assessment.

**EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

**STRATEGIES:**

- Time with consultants to model, observe and discuss high-leverage instructional strategies in literacy and numeracy.
- A commitment to providing collaborative professional learning opportunities for all teachers in numeracy and literacy instruction and assessment.
- Teachers will analyze data from STAR, common exams, diplomas and PATs (Provincial Achievement Tests) to improve and inform instruction.
- Use of vertical non-permanent surfaces for student assessment and feedback.
- Continue to encourage engagement with the Learning Commons through reading events, book talks, and guest speakers, and increasing the collection with high interest and new resources.

**MEASURES:**

- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.

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### **SCHOOL GOAL 2:**

Increased percentage of students, parents and staff, indicating a positive school culture where students and families are connected in meaningful, authentic and engaging ways in an inclusive environment where diversity is embraced.

### **EIPS PRIORITIES AND GOALS:**

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

### **STRATEGIES:**

- All staff will use a trauma-informed lens to guide their practices.
- Continue to implement a collaborative response model for targeted support.
- Participate in the EIPS Mental Health Pilot Project - ReSet Room.
- Family School Liaison Worker to support students needing mental health support and community resources.
- Professional development focused on diversity, equity and inclusion.
- First Nation, Metis and Inuit Lead teachers with
- Teachers will incorporate mindfulness practices and mental health curriculum lessons into their classes.
- Build a strong connection between the school and community with events, athletics, and parental engagement opportunities.
- Culture and Race Engagement information and conference each year.
- Lunchtime clubs and opportunities for students to engage in social activities across all grades.
- Mental Health Capacity Building will continue to provide group support, lessons and activities throughout the year.
- Participate in all EIPS special events such as Anti-Bullying, Orange Shirt Day, Pink Shirt Day, and Mental Health Week as they occur.
- Student leadership is encouraged in the classroom and throughout the school.

### **MEASURES:**

- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.



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- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.



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### **SCHOOL GOAL 3:**

To implement a comprehensive system of student instructional feedback and assessment that fosters student engagement, increases students' ability to handle rigor, and improves students' motivation to succeed academically across all subjects and grade levels.

### **EIPS PRIORITIES AND GOALS:**

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

### **STRATEGIES:**

- Implement teacher assessment plans annually.
- Develop a systematic feedback framework that aligns with the learning assessment administrative procedure.
- Design clear guidelines and rubrics to ensure consistency in feedback delivery across all courses and grades.
- Provide professional development opportunities to equip teachers with the necessary skills and knowledge to deliver effective instructional feedback.
- Encourage collaborative learning among teachers to share best practices, exchange feedback strategies and promote continuous improvement.
- Continue to celebrate student achievement through awards academic, athletic and fine arts awards events.
- Foster a positive learning environment where students feel comfortable seeking and receiving feedback.
- Encourage students to actively participate in feedback by providing self-reflection opportunities and setting personalized goals.
- Teach students and parents how to interpret information on the PowerSchool portal to guide their learning journey.
- Consistently use the Brightspace platform to streamline accessibility to classroom content.
- Leverage technology to provide immediate feedback when appropriate, enhancing student learning experiences.
- Use universal instructional strategies such as audio and video recordings of content.
- Engage parents and guardians in regular communication to foster a supportive feedback culture at home.
- Foster autonomy and choice in assignments and content that connect to real-life situations, helping students see the value and purpose behind their academic efforts.
- Create a classroom environment where students feel safe to take intellectual risks and collaborate with their peers.

### **MEASURES:**

- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- 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.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of families who agree students find schoolwork interesting.



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- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of students in grades 9 and 12 who agree they're engaged in their learning, and the schoolwork's interesting.
- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.