

2023-2026 Three Year Plan



*Vauxhall Junior and
Senior High School*



vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching our desired future)*

engaging and empowering all learners

horizon is a learning community that **values**

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe
learning environments;
collaboration; and
accountability

2023-2026

Principal's message

Vauxhall High School “Education – a life-long pursuit”

Vauxhall High School is a rural, regional school serving the communities of Vauxhall, Enchant and Hays and provides programming for approximately 165 students in grades 7-12. We additionally accommodate the Horizon Mennonite Alternative Program, which includes approximately 60 students, for a few classes each day. In our building, the HMAP students take CTS courses like home economics, fashion studies and shop. They also take P.E. and about 25 of their high school students participate in our religious studies class.

At Vauxhall High School (VHS) the emphasis is on learning; the expectation is that everyone in the building learns every day. We believe that learning is an inherently natural activity and that all students are capable of learning. We actively support students with their academic endeavors' and strive to ensure success for all. If the school, or class or students get sick or miss school due to health related concern or an athletic pursuit it is our goal to provide quality online instruction to them.

The core academic program is supplemented by the following complimentary courses: Foods, Fashion Studies, Construction, Mechanics, Woodworking, Art, Information Processing, Financial Management, Legal Studies, Music, Drama and Sports Performance (CTS). The extra-curricular programming involves an athletic program (cross-country, volleyball, golf, basketball, baseball and badminton), drama, yearbook, Safe and Caring Student Council, a Student Leadership Council and a G.S.A. All students are encouraged to participate in extra-curricular options. Vauxhall High School is an active and caring school. By far, the strength of VHS is the people within the building.

This is the Seventeenth year of our baseball program, the Vauxhall Academy of Baseball. This program stabilized our enrolment, for a time, and has given all of our high school students' access to a sports performance program (CTS modules) which includes a Sports Psychologist, Strength and Conditioning Coach, and an Athletic Therapist. The practice squad has increased to 3 players and the VAB is home to 22 players from across Canada and the U.S.. The VAB is actively fundraising in hopes of building an indoor community center that could be used for year round baseball training as well as many other community activities such as walking for seniors, indoor soccer, indoor golf and so forth.

Like so many rural schools, we are facing a declining enrolment and the accompanying loss of staffing and programming. Working tirelessly the staff, with the help of our community, parent council, and school board, continues to look for ways to stabilize our enrolment. This cooperative and collegial environment has created other spin offs such as partnerships, pride, opportunities and inroads created within our community. We must continue to look for ways to increase or stabilize our enrolment! Or our school's enrolment and programming will continue to decline.

We are grateful that the school community in 2022/2023 is getting back to normal. Covid has been tough on students and the staff at the school. There have been many areas that need to be strengthened as the connection and mental health of students and staff are in need of support.

As within Horizon School Division, Vauxhall High School believes that:

Education makes a difference.

Every person is unique.

Every person can learn.

Learning is a life-long process.

Education is a partnership among home, community, and school.

The parent is the primary educator.

Every person has inherent value

● **What We are Doing Well**

We continued to re-engage the school community. For example, on September 29th we hosted a "Welcome Back!" BBQ, a meet the teacher Nite, as well as hosting a Show N' Shine. It was great to see and converse with parents and community members. The event went well but the attendance was less than it was in the spring. On May 24th we held a "MayDAY" school celebration. We invited our entire school community as well as V.E.S. We served taco in a bag, had an art gallery, a band performance, and various carnival games that the student climate teams created and ran. It was a lot of fun and a great way to interact with parents and students. This upcoming school year we will invite more of the surrounding schools and their parents as we head into the final month of school. It was also great that two of our teachers, who are in Horizon's leadership cohort, took the initiative by planning and running the MayDay celebration. It was another successful graduation and sports season culminating in our school hosting the tier 2 SAHBL baseball championships. The staff was able to still make meaningful

connections and show their care and concern for student learning and student mental health.

We continued teaching opportunities using virtual platforms to record and provide lessons to students. It isn't just for students that are sick, have appointments or athletic pursuits; it is also for all students that just need to review or spend more time learning a concept.

- **WHAT KEY IMPROVEMENT WORK YOU ARE UNDERTAKING**

To narrow down the key improvements that we will be focusing on during the 2023/2024 school year. It is important to look at the data from parents, students and staff. Below is a summary of areas that need more understanding and possibly strengthening:

Trends from local assurance survey

2023

Parents:

My child is learning about FNMI - 21% of parents said don't know

I am satisfied with the Communication received from my child's school – 17% of parents disagree

My child can bounce back (Resilient) from difficult situations, Stress – 21% disagree or strongly disagree.

Students:

I find school interesting – 43% disagree or strongly disagree

I feel like a belong at my school – 21% disagree or strongly disagree

My School is a place where differences are accepted – 24% disagree or strongly disagree

I can bounce back from difficult situations, stress – 21% disagree or strongly disagree

I feel like I belong at my school - 20% disagree or strongly disagree

Staff:

I am satisfied with my job – 18% disagree

I am satisfied with PD opportunities provided by my school – 18% disagree

My workload is appropriate for the time I am assigned – 27% disagree

We need to provide opportunities for parental and student engagement. This will be a topic at our PD and staff meetings as we work toward improving parental involvement and citizenship. We are going to rebuild the relationships that were grown through the multi-graded advisory program.

We also need to refocus, as a school on providing FNMI foundational knowledge and its use within all classes. The focus on the TQS and meeting the standard within the school in regard to FNMI was a major vision of the teaching staff before the pandemic. During teacher evaluations, looking at growth plans and during walk throughs it was apparent that we need to refocus and take a more wholistic approach in regard to providing authentic FNMI knowledge, examples and instruction within our curriculums and the school.

Some students are still struggling with completion of assignments and consistency in learning within the classroom. We need to work to bring back the rigor of coursework and completion of assignments that existed pre-covid. The up and downs of the year have had a dramatic effect regarding work ethic and assignment completion for some students. As a staff, we need to use our Friday After School Meetings and our Collaborative Response Model to intervene and provide support to students that have had a tough time during the last school year. Early intervention and support in the fall is key.

- Data from Assurance Survey, Staff reporting through PowerSchool, student reports and assessments are guiding planning for our Three Year Plan.

Parent Quotes:

"I happily credit the teaching and support staff of Vauxhall High School with helping me raise my two sons! I have always felt that the staff truly do care about the success of the students, both in and out of the classroom. It's NOT just about being an intellectual, it's about being a better person." Jen Peterson"

Vauxhall High School is truly a great school. There is a strong balance between sports, the arts and academics. The staff is outstanding, and they are always looking to connect with students and take the extra time to help them be successful. The teachers are always accessible, there is a small town feel but still a very strong school. Once we made the switch to Vauxhall I always felt that the staff was watching out for all children." Novalee Sandau



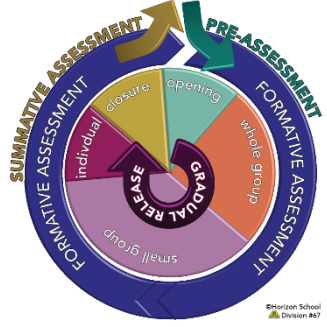
our strategic priorities

*quality teaching and optimum learning
response to intervention
Wellness & well-being*

*Re-engagement of students and
parents within the school community
with the focus of belonging and
tolerance.*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ○ Join the Collaborative Response P D with Curtis and Lorna as we have a new LST and we will develop more strategies and skills to meet the needs of ALL learners Jenna and I will be school leaders and we will help inform and train school staff. ● Budget Allocation ● PD funds and time away from school for our LST and myself.
	<ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ Continue numeracy focus in advisory for junior high students following numeracy strategies from our numeracy leader. ○ Numeracy skill development in Junior High Advisory cohorts. ○ Use of the advisory junior high time to provide focused numeracy sessions to junior and senior high through our option portion of flex.
	<ul style="list-style-type: none"> ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 		<ul style="list-style-type: none"> ● Budget Allocation ● Continue to support numeracy lead and school programming.

		<ul style="list-style-type: none"> • Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> • Curriculum Achievement <p style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p>  <ul style="list-style-type: none"> o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators. o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers. • Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment.
<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> • Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> • Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Teacher, parent, and student belief that children find school interesting <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Percent of students who are motivated to do their best at school o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> • Budget Allocation
			<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> o Support the LGM school community through opportunities to interact with parents and invite families into school. Events such as meet the teacher BBQ. Invitations to FASPA and creating a comfortable atmosphere for drop-ins and discussions. o Support a music program for all students working toward adapting it to junior high classes to build the desire for a strong fine arts program within Junior and Senior High School o Invite parental supervision for field trips and learning opportunities for all students. o Hire and retain quality staff. The aftermath of Covid has created a void in rural schools. Work with H.R. and division policy to find and attract quality staff.
			<ul style="list-style-type: none"> • Budget Allocation

		<ul style="list-style-type: none"> o Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> o Work with health and CALM teachers to develop plans for life beyond high school. o Encourage and utilize support through the Horizon's Career Counseling and Family Connections Programs. o Utilize Horizon made programs such as the SPARK fair and Science olympics. o Work closely with Career transitions to inform and provide opportunities to students such as job shadowing, career exploration sessions, EPIC Career Fair, and information sessions. o Provide opportunities for job fairs and recruiters within VHS.
		<ul style="list-style-type: none"> o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Budget Allocation ● Communication <ul style="list-style-type: none"> o Increase parental usage of messenger. Set a common goal with staff to communicate regularly with parents. o All parents must be contacted by phone or in person during the first month of school. o Use of PowerSchool with Junior High Students - open to parents.
		<ul style="list-style-type: none"> o Percent of staff who felt that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> o see School PD plans o Open dialogue with staff at our TPGP . o Supervision and support schedule for teachers. o o Best practices shared amongst peers at staff and PD. o Review and focus on the negative staff data from assurance surveys ● Budget Allocation
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> o Programs through family connections and our FSLC to supplement current programming within the school to support healthy relationships amongst staff and peers. o Friday After School and CRM meetings to guide learning through interventions and differentiation. Twenty meetings throughout the school year. o A school wide focus on student concerns found in the Assurance Survey Data. PD to deal with bullying, acceptance, tolerance and poor mental health throughout the year.

		<p>welcomed, cared for, respected and safe.</p> <ul style="list-style-type: none"> o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> ● Budget Allocation
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response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. o Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. o Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). o Partake in the National Indigenous Peoples day celebration in Taber on June 21 o Examine current data and create strategies for schools to maximize the success of FNMI students o Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way o Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome o The school invited Elder Winston Wadsworth in September in recognition of "Orange Shirt Day." Winston is going to help set up the TIPI, bless and name the school with a Blackfoot naming ceremony. o As a school community working on a joint venture to host and view the documentary "Blackfoot Skies", in which one of our Indigenous students was on the production crew. Also, try to get a viewing of the movie "Little Deer," in which one of our students is a major actor in the story of two sisters who ran away from their residential school.

		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> ○ Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student ○ Percent of staff who feel the school's collaborative response meetings are effective ○ Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> ● Budget Allocation ● Collaborative Response <ul style="list-style-type: none"> ○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry. ○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. ○ Work with the central office to help guide our new LST who is assuming the position in the fall. ● Budget Allocation
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> ○ Overall and results for teachers and parents ● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> ○ Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges ○ List of partnerships / collaborative projects ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> ○ Percent of staff who feel the school is cohesive and supportive of one another ○ Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> ○ Work within the allocated budget to provide a quality education within the community to our students. ○ Apply for resources and grants that will enhance student opportunities. Examples in the past have included shop programming, a greenhouse, and a experiential learning week, ○ Share budgets and decision making with stakeholders such as school council, parents and staff. ● Budget Allocation ● Stakeholder engagement <ul style="list-style-type: none"> ○ Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. ○ Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services. ● Budget Allocation

wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> ● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> ○ My opinions and suggestions are considered at work. ○ My supervisor shows appreciation for extra effort made by employees. ○ My workload is appropriate for the time I am assigned. ○ I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> ● I am satisfied with my job – 18% disagree ● I am satisfied with PD opportunities provided by my school – 18% disagree ● My workload is appropriate for the time I am assigned – 27% disagree ● Work together to create a team dynamic with all staff. There seems to be a higher rate of dissatisfaction with the support staff at VHS in all areas. ● Work with the new LST to strengthen relationships with support staff. ● Horizon's implementation of 9 hours for assistants will help with connection to school and division. ● Re-engage support staff through professional growth plan discussion to ascertain ways to help in areas such as job satisfaction, lack of PD opportunities and work overload. ● Work with our FSLC and mental health team to look on ways to increase staff positivity and connection.

Revamp multi-grades advisory program, work on relationships, mental health and school wide connections through advisory program.

School Measures	School Strategies
<p>Data from Local Assurance Surveys</p> <ul style="list-style-type: none"> ● I find school interesting – 43% disagree or strongly disagree ● I feel like a belong at my school – 21% disagree or strongly disagree ● My School is a place where differences are accepted – 24% disagree or strongly disagree ● I can bounce back from difficult situations, stress – 21% disagree or strongly disagree 	<ul style="list-style-type: none"> ● Staff, with student help, will revamp the school wide multi-grade advisory program as it seems to have gotten complacent over the last few years. It needs to be re-energized and made to offer a connection with the entire student body and staff. ● Continue with the re-engagement of the school community (Parental Involvement) by inviting parents in for multicultural food tasting adventures, Meet the Teacher events, school community BBQ's, fine arts night and a MAYDAY celebration. ● School wide activities to support positive mental health. ● Mental health focus for part of each staff meeting ● Continued support and guidance from school and divisions mental health team ● Use of our Family Connections Wellness Coach to work with groups and classes to create more capacity for acceptance and belonging.

- I feel like I belong at my school - 20% disagree or strongly disagree.

- Utilization of support and strategies from our mental health team which includes our clinical team leader, our FSLC and our wellness coach.
- Initiatives through health and CLM classes as well as administrative assistance to deal with belonging, mental health and tolerance.



(VHS MAYDAY!!! - School Community Celebration held on May 24, 2023)

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