

2024-2027 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

2024-
2027

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 150 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, class or students get sick or miss school due to health related concerns, 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 Eighteenth 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 4 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 looking at some significant changes to our advisory program and personal use of technology (Smart Phone) policy for the 2024-2025 school year.

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**

The results from the AB. Ed. and Local Assurance survey showed noted improvement over areas of concern last year. We continued to re-engage the school community. For example, on September 28th we hosted a "Welcome Back!" BBQ/meet the teacher Nite. 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 29th 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. We also brought back our "Show N' Shine" which was a huge success. The event was well attended, it was a lot of

fun and a great way to interact with parents and students. It was another successful graduation and sports season. The staff was able to still make meaningful connections and show their care and concern for student learning and student mental health.

We are working harder at deepening our school community. Community is vital for success as a staff and for students.

The start of a Misogi club toward the end of the school year has provided a positive movement for students in regards to accomplishing goals and striving for daily improvement. Misogi, meaning ‘water cleansing,’ is an ancient Japanese practice involving purifying the mind, body, and spirit through physical and mental challenges. In samurai tradition, it helps build mental clarity and greater understanding of self by pushing their limits.

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 2024/2025 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:

Cell Phone changes - we have created a survey to get data from parents, students and staff so that we can enhance and unify our Personal Use of Technology school policy to align with the jurisdiction’s policy and create an atmosphere for students and staff free from distractions. The survey has been completed by staff and students and for parents it is to be completed by June 26, 2024. It will be used to guide changes for the 2024-2025 school year.

Vape Sensors - we are part of Horizon’s Pilot group that will have 4 Vape sensors installed in the school. We must continue to educate, be proactive, and engage students so that they understand the dangers of vaping.

Advisory Changes - this year we will change the current schedule of advisory to one period on Wednesday’s per week to work on building community and culture within the school. We will extend each class period by 5 minutes on Monday, Tuesday and Thursday to focus on rigor, academic challenge and increase motivation for students in regards to excellence and course completion.

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 ups and downs of the year have had a dramatic effect regarding work ethic and assignment completion for some students. For some students, there is a lack of motivation and fear of striving for excellence. 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.

Attendance changes - more consistent application of school and district attendance policies. Administration to check attendance each night, make phone calls to parents and enforce current attendance policy. We need to get back on track.

Communication – weekly update of website calendar with games and practice schedules. Continue to use “School Messenger” to keep parents informed.

Local Assurance Survey Trends to note:

My Child can handle stress effectively and can bounce back from difficult situations

29% disagree or strongly disagree (Parents)

31% of students disagree or strongly disagree

There is some Negativity in some results and comments from support staff. Mostly in regards to pay and workload. There is a MOA currently on the table.

From AB Assurance Survey:

Our grade 9 PAT Standard of Excellence was low in L.A., Math and Social Studies.

Diploma – Social 30-2 – Acceptable and standard of excellence was low.

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
responding with intervention
finding wellness in the work*

*(Note the difference in
wording of priority two
and three)*

VHS Priority:

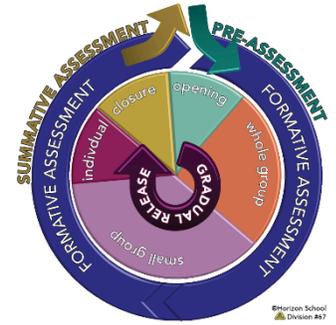
We need to increase rigor, motivation, student resilience, and the desire for academic excellence within Vauxhall Junior and Senior High School.

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 ● 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"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent & 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 specific group ● A list of the Alberta Education approved screening assessments used at each grade level; ● Total number of students assessed at the beginning of the school year in gr 1, 2, & 3. ● Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. ● Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. ● Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, & 3. ● Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, & 3. ● A summary of support strategies used for students identified as being at risk at each grade level. <ul style="list-style-type: none"> ● Parent satisfaction that their children have grown in their ability to do math. 	<ul style="list-style-type: none"> ● Literacy ● 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. ● Our LST and I joined the Collaborative Response P D with Curtis and Lorna(Jigsaw Learning). We expanded our knowledge and are developing an implementation plan for our CTM in 2024/2025. We will implement strategies and focus on Key Issues at our Collaborative Response Meetings. We also will, as a staff, develop support structures (Pyramids of intervention) for literacy and behavior. We will implement 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. ● Now that we have gone through training we will implement the new CRM with our LST's lead. <p>Budget Allocation:</p> <ul style="list-style-type: none"> ● Will continue to support literacy training for staff through school budget, time at staff meetings and time for Friday After School Meetings. <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.

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- Junior and Senior high school preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.
- Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- Assessment
 - Build on key assessment principles to increase teacher conceptual understanding of assessment.
 - Work with Terri-Lynne to further develop J.H report Cards.
- Budget Allocation
 - Will continue to support numeracy training for staff through school budget, time at staff meetings and time for Friday After School Meetings. Support our school's numeracy lead,

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.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
 - o Overall and results for teachers, parents, and students.
- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
 - o Student belief that teachers provide different ways to make learning interesting
 - o Students agreement that they enjoy learning 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
 - Overall and specific group results

- Learning
 - Support the LGM school community through opportunities to interact with parents and invite families into school. Events such as meet the teacher BBQ. Creating a comfortable atmosphere for drop-ins and discussions.
 - Support a new 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 (Hired a new teacher)
 - Invite parental supervision for field trips and learning opportunities for all students.
 - 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. We have a particular need for support staff.

		<ul style="list-style-type: none"> o Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and specific group results 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ● Work with health and CALM teachers to develop plans for life beyond high school. ● Encourage and utilize support through the Horizon's Career Counseling and Family Connections Programs. ● Utilize Horizon made programs such as the SPARK fair and Science olympics. ● 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. ● 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"> ● Communication <ul style="list-style-type: none"> ● Increase parental usage of messenger. Set a common goal with staff to communicate regularly with parents. ● All parents must be contacted by phone or in person during the first month of school. ● Use of PowerSchool with Junior High Students - open to parents.
		<ul style="list-style-type: none"> o Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percentage of teachers satisfied with the professional development opportunities provided by the school and division 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> o see School PD plans ● Open dialogue with staff at our TPGP . o Supervision and support schedule for teachers. ● o Best practices shared amongst peers at staff and PD. ● Review and focus on the negative staff data from assurance surveys
		<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 students who feel connected and have a sense of belonging at school o Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations o Percent of staff who feel that the school is 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"> ● Programs through family connections and our FSLC to supplement current programming within the school to support healthy relationships amongst staff and peers. ● Friday After School and CRM meetings to guide learning through interventions and differentiation. Twenty meetings throughout the school year. ● 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.

welcomed, cared for,
respected and safe.

responding with 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 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"> • Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. • 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. • 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). • Partake in the National Indigenous Peoples day celebration in Taber on June 21 • Examine current data and create strategies for schools to maximize the success of FNMI students • 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 • 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 • 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. • 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. • Collaborative Response <ul style="list-style-type: none"> • Utilize a response to intervention framework that includes a universal benchmark assessment, a

		<p>continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.</p> <ul style="list-style-type: none"> o Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and specific group results 	<p>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.</p> <ul style="list-style-type: none"> ● 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.
<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"> o 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"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges 	<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.
		<ul style="list-style-type: none"> ● 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"> o Percent of staff who feel the school is cohesive and supportive of one another o 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"> ● 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.

finding wellness in the work

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"> o Percent of staff satisfied with their job - 94% Agree or Strongly Agree 	<ul style="list-style-type: none"> ● Develop Deep Community (Paul Born) within the staff of VHS. This is where we as school staff want to be rooted in. This type of community is strengthened by: "Sharing Our Story, Enjoying one another by spending time together, Caring for one another and Working together to build a better world. ● The power of community is truly remarkable! Some of the most memorable experiences in my journey as a school leader have been

o Percent of staff who can handle stress effectively and can bounce back from difficult situations - 94% Agree or Strongly Agree

witnessing my staff come together to address major school challenges, working together as a community to find solutions. We must continue to share our expertise and collaborate as we build community

- Staff 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.
- 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 Mental Health in Schools training as well as administrative assistance to deal with belonging, mental health and tolerance.

We need to increase rigor, motivation, student resilience, and the desire for academic excellence within Vauxhall Junior and Senior High School.

School Measures

- Percentage of students taking English and Social 30-1 as compared to 30-2
- Increase grade 9 PAT Standard of Excellence in L.A., Math and Social Studies.
- Increase Acceptable and standard of excellence in Social 30-2
- Attendance rate improvement for H.S. students
- Follow up survey for Cell Phone usage
- Increase in student involvement in Misogi Program
- Improvement from students and parents for the local assurance measure of: “My Child can handle stress effectively and can bounce back from difficult situations?”
- Reduced distractions from personal communication devices from survey in 2025.

School Strategies

- As a staff, revamp advisory program to focus on mental health and resiliency for students and staff.
- Continue with, and increase the benefits that have been noticeable for staff and students with events and activities such as the Misogi Club.
- Better enforcement and communication to parents and students of our school attendance policy.
- More PD and mentorship for less experienced teachers for mastery of teaching and learning in their subject area.
- Focus at Collaborative Response Meetings for universal strategies, and specific strategies, to improve student literacy and numeracy.
- Working together to build a deeper community at VHS for students, parents and staff. Community-School events/ Improve School council attendance/bringing in guests/Involvement of local expertise within current programming.
- Survey to parents, students and staff in regards to further developing a personal technology use policy.
- We will be looking at different levels (JH and SH) and possibly zero tolerance of smartphones in classrooms. Cell phones are creating distractions, lack of attention, bullying, social awkwardness and to some extent noticeable screen use addiction. (VHS Policy)



Show N' Shine and MayDay Community Celebration

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