W.R. Myers 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

2022-2025

Principal's message

W.R. Myers is the regional High School located in Taber, AB. We have a student population of approx. 380 students from grades 9-12. Our student population comes from Taber as well as rural communities from around the M.D. Our building is connected to D.A. Ferguson which is the local grade 6-8 middle school.

Our school places a strong emphasis on inclusion. We have an optional Mennonite program allowing students and families to embrace their cultural heritage. We also offer a Knowledge and Emplyability Skills program that supports students in developing social and job related skills that will allow young adults to become contributing members of our community.

The following chart lists some of our academic programs, community engagement initiatives and athletic opportunities that create a balanced education for the students at W.R. Myers High School.

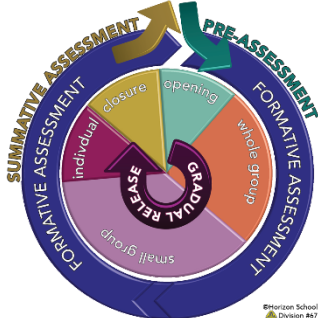| Academic	Community	Athletics
We are able to offer a wide range of programs at our school. **Fine Arts:** Concert / Stage Band, Art and Drama. **Technology:** Computers, media and design, video and animation, computer science and programming strive to remain current and offer students transferable and marketable skills. **CTS Program:** includes shop (welding, construction, electrical, mechanical, robotics), foods, textiles (sewing, handcrafts), photography, yearbook, financial management and cosmetology (hair braiding, styling, make-up, nails, nail art). **Work Experience:** Green Certificate Program and the	W.R. Myers has a thriving school community that offers an opportunity to work with and learn from our community. **Taber Mennonite Program:** Our school has an optional Mennonite program that allows community members to attend school in a culturally safe environment that honours their Mennonite Heritage. **Knowledge and Employability Skills:** our K&E students have the opportunity to volunteer and work with businesses within our community while learning job related skills. **Student Council:** a large team of students contribute to leadership and service. This group is an integral part of the school culture.	The athletics program is busy throughout the school, and often beyond. Some of the sports our students compete in include: • Football • Cross-country • Golf • Volleyball • Basketball • Badminton • Wrestling • Rugby • Baseball • Track and Field High school athletics is an important component to building a balanced education for students. The students that are part of the athletics program are often found in other aspects of our school such as, band, student council, skills Canada program, just to name a few.

Registered Apprenticeship Program (RAP). **Knowledge and Employability Skills:** During the 2021-22 school year, we initiated a K&E program with grade 10 students. We look to expand this in the future.	**International students:** this year we have welcome 4 students from Spain, Korea and Japan. **Clubs:** we have a variety of other clubs within our school. These include, but are not limited to: GSA, Science Olympics, Student Mentorship, Cardboard Boat Races…	Our coaches spend a significant amount of time developing student athletes who become life-long learners who believe in a sports for life mentality.

our strategic priorities

quality teaching and optimum learning
response to intervention

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.	• 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) ○ 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. ○ 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. ○ 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. ○ Overall and results for teachers, parents, and students • A measure of student engagement in their learning at school	• 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. ○ Overall and results for parents, and students • Parent satisfaction that their children are able to do math at the level that is expected of them at school. • Teacher, parent, and student agreement that children will be prepared for the next grade level ○ Overall and results for teachers, parents, and students	• 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. • Budget Allocation ○ we have a full-time Learning Support Teacher who's role is to increase student success by building capacity in teachers by identifying student supports and connecting with families. • Numeracy ○ We offer a tiered approach to numeracy, allowing students to transition from –1, –2, and –3 classes in order to find the program that works for them. Students are then able to transition to different programs as they obtain the necessary skills that will allow them to be successful in their chosen program. • Curriculum Achievement **HORIZON INSTRUCTIONAL MODEL** ○ High school redesign principles and 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. • Budget Allocation ○ Full-time LST.

Teaching & Leading			
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 Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning ▪ Overall and results for teachers, parents, and students o Teacher, parent, and student belief that children find school interesting ▪ 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 ▪ Overall and results for parents, and students	• Learning o Feedback from stakeholders helps to drive school-based decisions. This data comes from: ▪ School Council Meetings ▪ Student Council ▪ School-based surveys ▪ Horizon-based Surveys ▪ Monthly staff & CRM meetings ▪ Staff 'Fireside chats' This feedback drives the school's Professional Development Plan as well as targetted budget allocation.
		o Parent, and student agreement that students have a plan for life beyond high school ▪ Overall and results for parents, and students	• Life plan o Academic and Career Advisor o Off-Campus Education • Budget Allocation o Dedicated staff positions to cover these responsibilities.
		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	• Communication o Website & Social Media Posts (Twitter, Facebook, Instagram) o Newsletter
		o Percent of staff who fell 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	• Continual improvement o See WRM PD plan. o A focus for the 2022-23 school year will be: Book Study: The Third Path – A Relationship-Based Approach to Student Well-Being and Achievement. • Budget Allocation o Dedicated PD time throughout the year o Purchase of The Third Path for staff.

| | | o professional development opportunities provided by the school and division
o Executive summary of Joint Horizon/ATA PD activities | |
| | | 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 welcomed, cared for, respected and safe.
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. | • Inclusion and respecting diversity
o Dedicated days of recognition throughout the school year (Pink Shirt Day, Orange Shirt Day…)
o Student Generated / teacher sponsored clubs (GSA, Student Mentorship, Student Leadership…),
o Teacher/Staff – Indigenous Allies
o School Based Programs (Taber Mennonite School Program, Knowledge and Emplyability Skills Program…) |

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies (Add/modify school specific strategies as appropriate)
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.	• 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. 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	• 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. 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 ▪ Overall and results for teachers, parents, and student	• Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) 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

		• 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.
		  o Teacher, parent, and student agreement that students receive the help and support they require at school
		    ▪ Overall and results for teachers, parents, and student
		  o Percent of staff who feel the school's collaborative response meetings are effective
			• Collaborative Response
			  o 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.
			  o 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.
			• Early Learning
			  o Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.

		o Percent of students reaching age-appropriate developmental milestones	• Budget Allocation o Dedicated CRM time each one and an LST to facilitate.

Governance
Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.
	• Teacher and parent satisfaction with parental involvement in decisions about their child's education.
	  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 %).
		• 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.
		  o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges
		  o List of partnerships / collaborative projects
			• Resource Management
			  o Teacher Professional Growth Plans allow staff the autonomy to focus on the resources and supports they need to grow as a professional.

			• Budget Allocation o Decentralized budget allows for the autonomy to support initiatives.

		• 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 *School Councils Regulation*, section 12.
		  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
			• Stakeholder engagement
			  o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school.
			  o Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services.

			• Budget Allocation o $500 to support guest speakers and initiatives.

School strategic priority – Vision and Mission

School Measures	School Strategies
● Vision and Mission alignment	● W.R. Myers had a school vision and mission statement that was previously different from what our division recently developed. As a school, we must better understand the meaning of Horizon's vision and mission and ensure that our school community (WRM staff, students and parents) understand the direction we are moving as a division.

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