

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

2024-
2027

Principal's message

W.R. Myers is the regional High School located in Taber, AB. We have a student population of over 400 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. Within our building, we have the Horizon Christian Program (formerly Taber Mennonite School Program) providing students and families with a faith-based program with smaller class sizes. We also offer a Knowledge and Employability 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
<p>We are able to offer a wide range of programs at our school.</p> <p>Fine Arts: Concert / Stage Band, Art and Drama.</p> <p>Technology: Computers, media and design, video and animation, computer science and programming strive to remain current and offer students transferable and marketable skills.</p> <p>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).</p> <p>Work Experience: Green</p>	<p>W.R. Myers has a thriving school community that offers an opportunity to work with and learn from our community.</p> <p>Horizon Christian Program: Our school has an optional faith-based program with smaller class sizes.</p> <p>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.</p> <p>Student Council: a large team of students contribute to leadership and service. This group is an integral part of the school culture.</p> <p>International students: we often have students from</p>	<p>The athletics program is busy throughout the school, and often beyond.</p> <p>Some of the sports our students compete in include:</p> <ul style="list-style-type: none"> ● Football ● Cross-country ● Golf ● Volleyball ● Basketball ● Badminton ● Wrestling ● Rugby ● Baseball ● Track and Field <p>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</p>

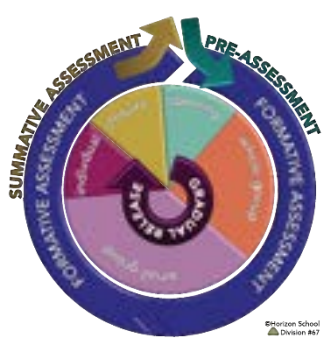
<p>Certificate Program and the Registered Apprenticeship Program (RAP).</p> <p>Knowledge and Employability Skills: during the 2023-24 school year, we are initiating a new K&E program for grade 10-12 students. We are offering specialized K&E classes in the areas of: Life Skills, English, Social Studies and Math.</p>	<p>Spain, Korea and Japan.</p> <p>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...</p>	<p>program, just to name a few.</p> <p>Our coaches spend a significant amount of time developing student athletes who become life-long learners who believe in a sports for life mentality.</p>
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our strategic priorities

*quality teaching and optimum learning
responding with intervention
finding wellness in the work*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies (Add/modify school specific strategies as appropriate)
<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"> o Overall and specific course results for all students o 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"> o Overall and specific course results for all students o 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"> o 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"> o 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"> o Overall and specific group 	<p>Literacy</p> <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.
		<ul style="list-style-type: none"> • Parent satisfaction that their children have grown in their ability to do math. 	<p>Budget Allocation</p> <ul style="list-style-type: none"> o We have a full-time Learning Support Teacher (LST) who's role is to increase student success by building capacity in teachers by identifying student supports and connecting with families. <p>Numeracy</p> <ul style="list-style-type: none"> o 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.
			<ul style="list-style-type: none"> • Curriculum Achievement <p>HORIZON INSTRUCTIONAL MODEL</p>  <p>© Horizon School Division #17</p> <ul style="list-style-type: none"> • 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

<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"> ○ 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"> ○ Student belief that teachers provide different ways to make learning interesting ○ Students agreement that they enjoy learning at school ○ 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 specific group results 	<ul style="list-style-type: none"> ● Build on key assessment principles to increase teacher conceptual understanding of assessment. ● Budget Allocation <ul style="list-style-type: none"> ● Full Time LST
		<ul style="list-style-type: none"> ○ 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"> ● Learning <ul style="list-style-type: none"> ● Feedback from stakeholders helps to drive school-based decisions. This data comes from: <ul style="list-style-type: none"> ○ School Council Meetings ○ Student Council ○ School-based surveys ○ Horizon-based Surveys ○ Monthly staff & CRM meetings ○ Staff 'Fireside chats' <p>This feedback drives the school's Professional Development Plan as well as targeted budget allocation.</p>
		<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ● Academic and Career Advisor ● Off-Campus Education 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ● Website & Social Media Posts (Twitter, Facebook, Instagram) ● <u>Newsletter</u>
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> ○ see School PD plans
		<ul style="list-style-type: none"> ○ 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 ○ Percentage of teachers satisfied with the professional development opportunities provided by the school and division 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ● Dedicated days of recognition throughout the school year (Pink Shirt Day, Orange Shirt Day...) ● Student Generated / teacher sponsored clubs (GSA, Student Mentorship, Student Leadership...), ● Teacher/Staff - Indigenous Allies ● School Based Programs (Taber Mennonite School Program,
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ Percent of students who feel connected and have a sense of belonging at school 	

		<ul style="list-style-type: none"> 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 welcomed, cared for, respected and safe. 	<p>Knowledge and Employability Skills Program...)</p> <ul style="list-style-type: none"> ● Development of new clubs: <ul style="list-style-type: none"> o eg. - E-Sports.
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responding with intervention

Domain	Provincial Measures	Horizon Measures	School Strategies (Add/modify school specific strategies as appropriate)
<p>Learning Supports</p> <p>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
		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a 	<ul style="list-style-type: none"> ● 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.
<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"> o
		<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"> o

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 o Percent of staff who can handle stress effectively and can bounce back from difficult situations 	<ul style="list-style-type: none"> • Increased admin time for the 2024-25 school year to allow for more effective dialogue. • Activities (optional) outside of school time to allow staff to interact socially.

School strategic priority

School Measures	School Strategies
Based on data received from:	<ul style="list-style-type: none"> • Collaborative Response 'Reboot'

- quality teaching and optimum learning
- response to intervention
- wellness and well-being

These are our key priorities/improvements for the 2024-25 school year

- Friday FLEX
 - Clear expectations for attendance
- Increased Admin Time for the 2024-25 School Year
 - Increased 1:1 Meetings with staff
 - Increased Professional Growth Plan Meetings
 - Wellness & Well-being – dialogue with staff
- Reading Intervention
 - Dedicated time to assist students reading below grade level
- Knowledge & Employability Skills
 - New grade 10-12 program
 - English
 - Social Studies
 - Math
 - Life Skills
- Newsletters / Website / Social Media
 - Renewed focus on communication going home



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