



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

2025
2028

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/Band/Drama
<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>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>Athletics: 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

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 Registered Apprenticeship Program (RAP).

Knowledge and Employability Skills: The Knowledge and Employability (K&E) Program is designed for students who benefit from hands-on, practical learning focused on essential academic and workplace skills. It supports learners who may struggle in traditional settings by providing a modified curriculum that emphasizes literacy, numeracy, and real-world applications. K&E courses help students build confidence, independence, and employability through experiential learning and career exploration. The program is intended to lead students toward a

Student Council: a large team of students contribute to leadership and service. This group is an integral part of the school culture.

International students: we often have students from Spain, Korea and Japan.

Clubs: we have a variety of other clubs within our school. These include, but are not limited to: Science Olympics, Student Mentorship, Cardboard Boat Races, eSports, Weightlifting Club etc

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.

Our coaches spend a significant amount of time developing student athletes who become life-long learners who believe in a sports for life mentality.

Band: Our band program offers students the opportunity to develop their musical skills while performing in a collaborative, high-energy environment. Students learn to read music, improve technique, and build confidence through regular rehearsals and public performances. The program fosters creativity, discipline, and school spirit through the shared joy of making music.

Our band takes annual trips to perform.

Drama: Our drama program engages students in the world of performance, storytelling,

Certificate of High School Achievement and future success in the workplace or further training. K&E fosters a supportive environment where individual growth and meaningful progress are prioritized.

and stagecraft. With major productions staged every other year, students have the chance to take part in all aspects of theatre, from acting to set design. The program builds confidence, communication skills, and a strong sense of community.



our strategic priorities

*responding with intervention
finding wellness in the work*

W.R. Myers Priorities are

- Student Engagement & Motivation
- Academic Support & Success for At-Risk Learners
- Healthy School Culture

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.	<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 • 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"> • Literacy <ul style="list-style-type: none"> • Benchmark assessments (Fountas and Pinnell) and follow up with intervention programming for at-risk students. • Teacher intervention blocks to provide students with on one support of Literacy teachers
		<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"> • Numeracy <ul style="list-style-type: none"> o At WR Myers High School, we are proud of the strong instructional practices within our math department. While we do not currently run specialized numeracy programs, our skilled teachers consistently deliver high-quality instruction that emphasizes conceptual understanding and real-world application. Through the use of rich tasks, projects, and collaborative learning, students are encouraged to think critically and make meaningful connections between mathematics and everyday life. Our focus is on building confident, capable problem-solvers prepared for both academic and practical challenges beyond high school.

			<ul style="list-style-type: none"> Curriculum Achievement <p>HORIZON INSTRUCTIONAL MODEL</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. <ul style="list-style-type: none"> Assessment <ul style="list-style-type: none"> Our staff view assessment as a critical tool for learning, not just for grading. Teachers regularly use a variety of assessment data to inform instruction, identify learning gaps, and adapt their teaching to meet student needs. We foster a culture of continuous improvement, where educators actively reflect on and refine their assessment practices to ensure they are fair, meaningful, and aligned with learning outcomes. Our staff are committed to using assessment to support growth—for students and themselves. Budget Allocation <ul style="list-style-type: none"> Myers spends a considerable portion of their budget providing students the resources they need to be successful in their learning and teachers be successful in improving and optimizing their instructional practices.
<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</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 	<ul style="list-style-type: none"> Learning <ul style="list-style-type: none"> At W.R. Myers High School, we actively support teaching and leadership quality by embedding structured professional learning, effective supervision, and consistent evaluation processes. Our team routinely analyzes local and provincial survey data—including feedback from students, parents, and specific demographic groups—to guide instructional adjustments and inform school-wide strategies. This commitment helps foster an

professional practice standards.		<ul style="list-style-type: none"> 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 specific group results 	<p>environment where students report increased engagement, enjoyment in learning, and clarity about what success looks like at school.</p>
		<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"> o At W.R. Myers High School, we are committed to fostering the knowledge, skills, and attitudes that prepare students for lifelong learning. Our dedicated career planning and off-campus staff work closely with students to support their post-secondary goals, providing guidance, resources, and personalized planning throughout high school. By connecting learning to future opportunities, we help students see the relevance of their education beyond graduation. Survey data, including specific group results, reflects strong parent and student confidence that Myers graduates are equipped to thrive in a rapidly changing world.
		<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 <p>We've implemented school-wide protocols to ensure timely communication about student progress, giving staff, students, and families clear insight into learning expectations.</p>
		<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
		<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 	<ul style="list-style-type: none"> • Inclusion and respecting diversity <ul style="list-style-type: none"> o W.R. Myers High School is committed to creating a respectful, inclusive environment where all students feel seen, heard, and valued. This year, we've taken a proactive step by forming a school-wide diversity group that includes students, staff, and administration. This group meets to openly discuss school-level issues, share perspectives, and identify meaningful actions that promote equity and belonging. Through these collaborative efforts, we continue to build a school culture that celebrates differences and ensures every student has a voice.

		<ul style="list-style-type: none"> 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. 	
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responding with 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.	<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"> o At W.R. Myers High School, we are committed to embedding First Nations, Métis, and Inuit perspectives into our teaching and school culture. Our teachers make intentional efforts to incorporate Indigenous content and ways of knowing into their subject areas. We also collaborate closely with our Indigenous liaison to support school-wide initiatives that honor and celebrate Indigenous histories, cultures, and contributions. This ongoing work helps foster respect, understanding, and meaningful reconciliation within our school community.
		<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"> 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 	<ul style="list-style-type: none"> • Collaborative Response <ul style="list-style-type: none"> o At W.R. Myers High School, we prioritize Collaborative Response to ensure every student receives the support they need to succeed. Our staff meets monthly for CTM (Collaborative Team Meetings) to identify student needs, share strategies, and coordinate interventions. In addition, our school-based leadership team and Learning Support Teacher meet weekly to review student progress and develop targeted support plans. This consistent, team-based approach allows us to respond quickly and effectively to individual student needs.
Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community	<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 	<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, 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> o At W.R. Myers High School, we take a strategic and collaborative approach to managing resources in order to meet the diverse needs of our students. We regularly partner with local agencies, municipal services, and nearby schools to enhance programming, streamline

engagement, transparency and accountability.	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 %).	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 	supports, and access specialized resources. Internally, staff collaboration is a cornerstone of our practice—teams work together to solve problems, align efforts, and support one another in achieving school-wide goals. Survey data reflects a strong belief among staff that this teamwork is both valued and effective, contributing to a positive and solution-focused school culture.
		<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 At W.R. Myers High School, we believe in transparent, inclusive decision-making that actively involves our stakeholders. We engage parents through regular School Council meetings in accordance with Section 12 of the School Councils Regulation, where we share data, gather feedback, and discuss school priorities. Students are given multiple avenues to share their voices, including participation in surveys, leadership groups, and one-on-one conversations with staff. Internally, staff report a strong sense of cohesion and collaboration, reflecting a school culture built on trust, shared purpose, and continuous improvement. These combined efforts ensure that our goals are shaped by the people most affected by them—students, staff, and families.

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 	At W.R. Myers High School, we prioritize staff well-being and professional fulfillment as key pillars of a thriving school environment. We’ve built a culture where staff feel supported through strong collaboration, open communication, and a formal mentorship program that helps new and experienced staff navigate challenges together. This ongoing support fosters a sense of belonging and shared purpose. Survey data reflects high levels of job satisfaction among staff, along with confidence in their ability to manage stress and bounce back from difficult situations. Our team’s resilience is a direct result of the positive relationships and mentorship that strengthen our school community.

School strategic priority (based on “what we can do better”/”what we should start doing” feedback)

School Measures	School Strategies
<ul style="list-style-type: none"> • Engagement & Motivation • Academic Support & Success for At-Risk Learners • Healthy School Culture 	Student Engagement & Motivation

- Implementation of school-wide protocols for timely feedback and progress reporting
- Expansion of options and choice in assignments and assessments
- Student leadership and voice opportunities (e.g., student council, diversity group)
- Use of survey data to guide instructional practices and school improvement
- Extracurriculars and athletics to foster connection and belonging

Academic Support & Success for At-Risk Learners

- CTM (Collaborative Team Meetings) to identify and respond to struggling students
- Weekly School-Based Team and LST meetings to plan interventions
- Push-in/pull-out supports or targeted learning blocks
- Credit recovery or flexible learning options
- Career planning and off-campus supports for individualized pathways

Healthy School Culture

- Creation of a school-wide diversity group for inclusion and voice
- Formal mentorship for new staff to strengthen team cohesion
- Wellness-focused PD and team-building activities
- Communication protocols and shared planning time to support collaboration
- Recognition of student and staff contributions
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