



*Horizon School Division*

**VAUXHALL ELEMENTARY SCHOOL**  
*Combined 2020-21 to 2023 Education Plan and  
2019-20 Annual Education Results Report*



*An inclusive learning community that engages  
and empowers all learners for success.*

Vauxhall Elementary School  
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## **Foundation Statements**

### **Vision**

Passionately engaged learners who confidently pursue continual improvement now, and in the future as contributing global citizens.

### **Mission Statement**

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

### **VES Mission/Vision**

Our mission statement and vision was developed in 2010-11. We took the ancient saying by “Confucius” that fit very well with how we believe we need to teach our children. We also wanted to add an element that is more in line with 21<sup>st</sup> century learning and to include some form of citizenship responsibility. The first three lines are from Confucius and the last line is from our discussion with staff and parents. We have adopted the last two lines as our new vision-mission statement.

Tell us and we will Forget  
Teach us and we will Remember,  
**Include Us and We Will Understand**  
**Inspire Us and We Will Inspire Others**

### **Beliefs**

- Kids matter and kids need safety, security and positive relationships to thrive.
- Relationship provides the foundation for learning.
- Success builds confidence and that all children need to succeed.
- Engaged and inspired students will succeed and inspire others.
- Learning empowers students to be contributing global citizens and leaders in the future.
- Each person needs to live an active lifestyle.
- The arts are an integral part of learning in the 21<sup>st</sup> century.
- Lead by example – model at all levels.
- Technology is a valuable learning tool in today’s world.
- We must have the courage to change and grow.

## Values

- Excellence – we strive to always do our best
- Mutual Respect – we accept each other’s differences and we look for opportunities to empower and encourage each other.
- Teamwork – we collaborate to reach common goals
- Citizenship – we put others first (Pay it forward). Home, school, community, country, global
- Responsibility – we are dependable and accountable.

<b>TURBO TICKETS</b> Name: _____ Grade: _____	<b>MONTH: September</b> Climate Team Name: _____	 <b>G</b> GIVE your time or share something with someone.	DESCRIBE ACTIVITY: _____  NAME: _____ SIGNATURE: _____ TEAM: _____ SIGNATURE: _____	CLASS DRAW CLIMATE TEAM 5 POINTS
	 <b>R</b> RESPOND to someone in need.	DESCRIBE ACTIVITY: _____  NAME: _____ SIGNATURE: _____ TEAM: _____ SIGNATURE: _____	CLASS DRAW CLIMATE TEAM 5 POINTS	
	 <b>O</b> OFFER to do something without being asked.	DESCRIBE ACTIVITY: _____  NAME: _____ SIGNATURE: _____ TEAM: _____ SIGNATURE: _____	CLASS DRAW CLIMATE TEAM 5 POINTS	
	 <b>W</b> WORK do your very best work!	DESCRIBE ACTIVITY: _____  NAME: _____ SIGNATURE: _____ TEAM: _____ SIGNATURE: _____	CLASS DRAW CLIMATE TEAM 5 POINTS	

### Mascot/School Colors

Our school team name is the TORNADOS and we have two mascots, Turbo and Turbo Jr. Our school colors are orange, black and white.



## Our Priorities

### Horizon School Division Core Goal and Key Action Items

- All learners leaving school are competent contributing global citizens.
  - Strong instruction that develops competencies
    - Literacy
    - Numeracy
    - Assessment
  - Response to intervention to meet the needs of all students
    - Collaborative Response Model

### Alberta Education Key Action Items (Desired Outcomes)

- Alberta’s students are successful
- Alberta’s education system supports First Nations, Métis and Inuit student success
- Alberta’s education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

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## ***What makes us Vauxhall Elementary School***

### **Principal's Message**

2020 has been a “back to school” like no other! After 6 months of isolation and changes in our lives, all were eager and excited to get back to the somewhat “normal” routine of school. Beyond all the health and safety guidelines and extra preparation, the staff at VES are excited and grateful to have the kids back again. Above all, we want the students to feel cared for and make VES a warm, welcome and fun place to learn. To this end, we thought it would be fun to adopt the theme of having classroom Islands! Island life is known to be a laid back, safe haven from stress and that’s the kind of environment we are trying to create so that we can all learn and grow together this year. And though we have to be isolated in our safety cohorts, we’ll try every day to create a beautiful shared experience of learning. I ‘ll begin each day with the saying “Welcome to another day of learning and growing together on the VES Islands.” Welcome to this special place in which learning should be a fun and collaborative experience while we help each other stay safe and grow in our skills and understanding.

Though there are many changes in safety protocols, our dedicated staff continue to make this a place of inspiration. We strive to inspire our students to be whatever they aspire to be. We inspire them to practice healthy lifestyles by improving their physical well - being through daily PE and Fitness Friday, enjoying healthy snacks and playing a variety of games. We inspire them to explore the fine arts through music, drama and art. We ensure their mental well-being is taken care of by creating a safe and caring atmosphere and providing supports through counselling and family connections as the needs arise. We inspire our students to make a difference in this world and respect others for who they are: their opinions, beliefs, ethnic diversity and economic status. We inspire them to be volunteers as a way to helping their community and others. At VES we consider everyone family.

I would like to welcome all new students and families that have registered with us this year. It is great to have you on board. A few of staff changes for this year include the addition of Miss Brianna Tower who teaches grade 1, Mrs. Tammy Reiling and Mrs. Debbie Fettig teaching grade 2-3, Ms. Shelley Rourke teaches grade 4, Mr. Matthew Hawke moves to grade 5, and Miss Emily Johnson moves into grade 6 with Mrs. Vogel.

We are very hopeful to have Missoula Children’s Theatre return in the Spring again this year with the classic of Hansel and Gretel.

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Along with our Daily 5 in LA we have shifted our grade one LA program a research-based phonics approach to give our youngest readers and writers the strongest start possible. We will also continue to provide reading intervention support to students.

We also have a school-wide focus on improving our students' math skills. This begins with pre-assessing the Math skills and understanding of all students so we know where they are in terms of the curriculum expectations. We are tracking student results via a google sheet which can be live updated throughout the year. Every other week our teachers are also engaging in a math study led with resources from Christina Tondevold.

We will also continue to look for opportunities for students to learn more about our First Nations, Metis and Inuit people as well as their own cultures. As a way to celebrate our Indigenous People, we have at our entrance a traditional Blackfoot tipi (Pooh-Kai Koo-Kah-tup-pii) painted with care by Charlie Fox (an elder with the Blackfoot Confederacy) and our students. It is also important to acknowledge that our school is built on lands of the traditional Blackfoot Confederacy Territories of Southern Alberta.

Throughout the school year we have many means of communication between home and school. Parents can also keep informed by checking our new webpage at <https://ves.horizon.ab.ca/>, taking time to read the monthly newsletters, checking their child's agendas, attending school council meetings via zoom, and maintaining continued contact with their child's teacher. I am looking forward to a year of inspiring growth at VES. As we support and inspire our youth to learn, we create the environment for them to inspire others.

Sharon Skretting,  
Principal

## TARGETED AREAS FOR IMPROVEMENT IN 2020 -2021

Performance Area	Current Result	Target (2020-21)
Continuous Improvement	81.5%	95.0%

### Strategies:

- Communicate clearly the breadth of programs at VES
- Continue to focus on Relationship as the key to student improvement and growth, and parental involvement.
- Continued professional development focused on strong instruction and assessment practices which support relationship building.
- Provide information and involve parents in our new school initiatives at Parent Council

### Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Use School Messenger, our VES website, Turbo Talk Newsletter and classroom notices to communicate consistently about school programs. Utilize phone messages spoken in German for our LGM families.
- Principal and Teacher rep will attend all Parent Advisory Council Meetings and provide updates on school initiatives.
- Provide targeted instructional PD at each staff meeting and during PLC meetings. These have been collaboratively planned at the start of the year.
- Create student yearbook focused on student climate, leadership opportunities and examples of student learning.
- Work with Ever Active Schools to provide mentorship for our elected student leadership team to promote health, wellness, and active living.

## TARGETED AREAS FOR IMPROVEMENT IN 2020-2021

Performance Area	Current Result	Target (2020-21)
Program of Studies	91.6 %	95%

### Strategies:

- *Focus on conceptual year and unit planning.*
- *Stress preassessment of outcomes as way to quickly identify and program for student areas of need.*
- Analyze results to determine weak areas and work collaboratively with teachers to address those areas. (Literacy and Numeracy)
- *Track results of student achievement (Math strategies and F& P benchmarking)*
- Sustain a focus on the Horizon Instructional model and its practical applications through scheduled PD during PLCs, staff meetings and PD days.
- Sustain a focus on implementing strategies of Dr. Nikki Newton and Christine Tondevolde for improved math instruction in the classroom through scheduled PD during PLCs, staff meetings and PD days.
- Continue to focus on Relationship as the key to student improvement and growth.
- In-service teachers in technology integration in the classroom that can assist them with assessment and response to intervention practices.

### Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc)

- Encourage use of personal PD funds and/or allow creative scheduling to work with Shea Mellow.

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- Focus PD on instructional strategies that align with the Horizon Instructional model that improve teacher efficacy that would be enhanced with the use of computers (i.e. GoFormative for assessment, COVERS for writing, Fountas & Pinnell for reading, Math rich tasks and scaffolding, spiraling, etc. during PLC's and Staff meetings one/ month)
  - Purchase and use the PD resources from Dr. Nikki Newton and Christine Tondevolde for improved math instruction in the classroom through scheduled PD during PLCs, staff meetings and PD days. Use a "commit to try" approach.
  - Model the use of technology as one response to intervention based on needs expressed during collaborative meetings. School wide use of HAPARA for conceptual unit planning and differentiation.
  - Work with LST and Literacy Leads to set up systems for intervention - Reading (Fountas & Pinnell groups) and Math - Pre- and post-assessments to determine growth. Seek PS III students to allow teachers to focus on intervention and setting up intervention systems that can be administered within the classroom.
  - Set up digital google tracking of student progress for math (facts and strategies) and
  - Budgeted for CSA's, LST, and Principal to provide both Math and reading intervention programs
  - Budgeted for sub time for Math pre-assessment and post-assessment as well as F&P benchmarking.

Measure Category	Measure	Vauxhall Elementary School			Alberta			Achievement	Imp
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average		
Safe and Caring Schools	Safe and Caring	96.1	95.9	96.1	89.4	89.0	89.2	Very High	Ma
Student Learning Opportunities	Program of Studies	91.6	80.0	85.2	82.4	82.2	82.0	Very High	Ma
	Education Quality	98.1	96.5	95.7	90.3	90.2	90.1	Very High	In
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	70.6	79.5	n/a	73.8	73.6	n/a	
	PAT: Excellence	n/a	11.8	15.8	n/a	20.6	20.0	n/a	
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	
	Work Preparation	93.8	91.2	88.4	84.1	83.0	82.7	Very High	Ma
	Citizenship	92.5	92.7	92.3	83.3	82.9	83.2	Very High	Ma
Parental Involvement	Parental Involvement	92.3	79.6	84.1	81.8	81.3	81.2	Very High	In
Continuous Improvement	School Improvement	96.0	79.9	87.6	81.5	81.0	80.9	Very High	Improve

## Combined 2020 Accountability Pillar Overall Summary

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## SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

### Key Action 1 – Strong instruction that develops competencies

#### Improve Numeracy Instruction

##### Strategies:

- Build in math intervention time in the afternoon block. This will be organized by the LST in collaboration with teacher needs and delivered by a CSA.
- Develop a quick benchmark system to find strengths and areas of needs of our students. Based on Nicki Newton. Pre-test different strategies. Group according to needed strategies. (We did this and are moving to implementation this year)
- Start year with basic facts intervention and then move to more number operations or based on individual student needs. (LST and math intervention scheduled teacher time)
- Focus on professional development throughout the year on a thorough understanding of the Horizon Instructional model and how it can be used to meet the needs of all learners. Raise the level of formative feedback in the classroom.
- At least one fall and spring school-based PD will be dedicated to math instruction and intervention.
- Challenge students to a higher level of questions (i.e. Problem solving, performance assessments) (Teachers,
- Teachers connect math to today's world. Make it relevant. (teachers)
- Seek PD for numeracy best practices. (Teachers and admin)
- Plan and begin to utilize concept-based teaching together with Hapara to deliver differentiated instruction.
- Schedule Shea Mellow to come in and help target improved math instruction.
- Challenge students to go from apprentice to expert level.

##### Action Plan:

- Schedule sub days for doing math preassessments and post assessments
- Set up google tracking of fall math pre-assessment levels and post-assessment levels in the spring.
- Collaboratively decide on specific areas to target in our instruction.
- Utilize purchased Christine Tondevolde resources for PLC PD every other week to provide a systematic approach to improving math instruction and student performance.
- Utilize Division curriculum coach for new teachers and others that may be interested. (Principal, Teachers)
- Work within the budget to provide resources as needed.

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### **Improve Writing Assessment Practices**

- Focus on different levels of questions – concept focused – guiding questions (Teachers)
- Move away from Daily 5 model with all choice and use choice within modules to strengthen the relationship between practice and instruction.
- Focus on pre-assessment, targeting needs, setting goals and post assessment.
- Some teachers are using the “COVERS” writing assessment rubrics and strategies. Provide individual and group sessions on how to apply in the classroom.
- School wide pre-assessment, post assessment in writing to determine areas of focus and help with goals setting.
- Reinforce the use of triangulation of evidence of learning, use resources such as AAC, etc.

#### **Action Plan:**

- Schedule 2 or more (as needed) PLC meetings to present, model and focus on Horizon Instructional model and best practices for writing assessment.
- Model writing assessment throughout the year at scheduled PLC meetings.

<b>Key Action 2 – Response to intervention to meet the needs of all students</b>
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### **School Based Professional Learning: We will plan school-based professional learning in the areas of Indigenous Learning, Leadership, and Concept Design Curriculum**

#### **Supporting First Nations, Metis, and Inuit student’s success**

##### **Strategies:**

- We want to ensure that our teachers learn about the history and legacy of residential schools; treaties; agreements; and First Nations, Métis and Inuit history, perspectives, culture and contributions in Alberta and Canada.
- Staff have communicated and planned their own professional learning needs
- Build on our school-wide theme of Stewardship always highlighting the Indigenous perspective – Incorporate indigenous environmental awareness into our climate activities – (i.e. beautify school grounds)
- Have Tipi blessing with Elder, Charlie Fox. (completed)
- Celebrate Orange Shirt Day with Classroom activities.(completed)
- All teachers will participate in ongoing PD provided by our Indigenous Champion at each staff meeting – Using the STEPPING STONES and other resources.
- Book Elder Charlie Fox do Zoom teaching sessions on ways to include the Blackfoot Language and ways of knowing into our classrooms.

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- Teachers will incorporate the Blackfoot language into everyday instruction as appropriate. (i.e. greetings, counting, etc.)
  - Utilize our FNMI liaison to help us meet the needs of our students. Regular visits with administration, teachers and check-ins with students and families.
  - Have teachers attend various PD opportunities supporting Indigenous learning.
  - Try to get our Indigenous students and parents to share some traditions from their culture.
  - Incorporate our TIPI in the learning process. – Storytelling, music, etc. (When COVID restrictions are lifted)
  - Use sharing circles as a means to solve conflicts and share ideas.
  - Build our library of Indigenous resources and books.
  - Teachers will incorporate lessons about Indigenous history, including residential schools and how it has affected the culture today.
  - Collaborate with other administrators in Horizon to provide professional development.

**Action Plan:**

- FNMI topics are scheduled as part of professional development during staff meetings
- Growth planning with admin will help determine follow up needs for each staff member
- Needs for FNMI resources expressed during growth plan meetings will be researched and budgeted for according to need.
- Principal will work with FNMI liaison to schedule activities and/or help provide PD for our staff
- Phone Indigenous parent to discuss the possibility of sharing culture.
- Work within budget to bring in Elders or speakers to enhance our program.

**Concept based planning**

**Strategies:**

- Schedule 1-2 staff meetings work time to present and explore planning models and the use of Hapara
- Utilize Division curriculum coach for teachers to work on concept-based planning.
- Work within the budget to provide resources and PD as needed.

**Action Plan:**

- Re-align staff and encourage grade level partners to work with the learning coach to develop concept-based learning units
- Approve Joint ATA staff curriculum PD

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## **Leadership**

### **Strategies:**

- Focus our Professional Development on Leadership
- Focus collaborative school climate activities on leadership and growing together
- Work within the budget to provide Leadership Mentoring

### **Action Plan:**

- Use 2 professional development days for Seven Habits Training with Amber Darroch – September 26, October 25
- Collaborative plan school – wide climate activities with a leadership focus.
- Implement a school-wide focus on positive citizenship values and growing together in leadership with GROW Turbo Tickets

## **Collaborative Response Model program – Implementing a K-3/4-6 Collaborative Response Model Meeting groups.**

### **Strategies:**

- Continue to fine tune our utilization of the CRM program. Use of diagnostic testing, pyramid of interventions, and collaborative meetings.
- During our CRM days each teacher will have the opportunity to discuss a student as well as engage in dialogue around building teacher efficacy – Horizon Instructional Model, formative feedback, best practices, effective grouping
- Follow up on actions.
- Take a look at our student profiles in Math and F and P growth and seek others to help us with ideas for students that are not progressing at the rate we would like them to.
- Move students to the appropriate tier in the CRM at the beginning of the year and adjust from there.

### **Action Plan:**

- For this year, budget money has been used to pay for CSA to help with reading intervention. This is limited to a few students. Other intervention takes place within the classroom.
- CRM meetings are scheduled biweekly and meeting dates are shared with staff. Literacy Leads at both levels work to set the agenda.
- Staff bring their completed action items and new concerns to each meeting
- LST, Principal and Literacy Leads have been trained to use the Intellimedia software
- Principal attends all CRM meetings to ensure follow up on tasks.
- Release time is created through scheduling.