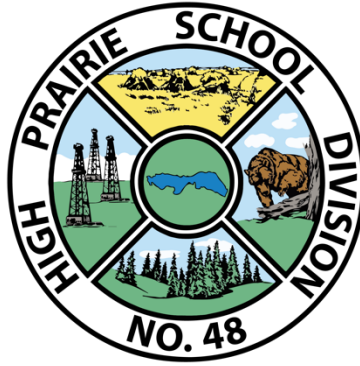




Prairie View Outreach School

Education Plan 2023-24

Mission

Flexible Pathways to Success

Vision

We support students in unlocking their personal potential and finding direction in life.
We measure success on an individual basis.



**Principal / Vice-Principal**

Etta Viens / Rebecca Ning

About Us

Prairie View Outreach, a part of High Prairie School Division, is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our school offers an alternative learning environment to a student population of approximately 109 students in grades 9 to 12 as well as approximately 27 students who blend with PVO from EW Pratt, Kinuso, and Roland Michener School. Programming is individualized, flexible, and offered within a small, personal setting. The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, and skating rink. This is in addition to facilities located in other schools operated by High Prairie School Division.

About the Plan

This plan has been developed in consultation with teachers, coaches, support staff and students. We have continued to have less consultation and collaboration opportunities with families and communities this year. Engaging our school community in the planning is built into strategies in the upcoming school year.

Successes

- Staff resilience, professional learning and flexibility
 - Continued moving to an electronic delivery system (Google Classroom) - and away from paper.
 - Were able to visit other outreach schools through PD to get new ideas and find ways to improve.
 - In an already-flexible environment, staff have continued to be flexible in meeting students' academic, social and emotional needs.
 - Our outstanding Indigenous Education Coach was awarded the Knowledge Seeker award for the province.
- Student resilience, perseverance and academic achievement
 - Increased regular attendance
 - Continued course completions and academic progress.
 - High level of participation in educational events including Indigenous Education events and field trips.
 - First Aid certification and recertification.
 - More detailed intake interviews with expectations outlined and follow up for those not meeting expectations.
 - Development of student tracking sheets to help students pace themselves.
 - Have moved academic 30 level courses back to EW Pratt to help students transition and be ready for post secondary education.



- Continued student supports
 - Consistency in program delivery including Wellness, Indigenous Education Coaches (IEC), Career Coach, divisional psychologist who provides student assessment and counselling, and support for teachers in addressing student needs
 - Sharing circles, smudging
 - Disc golf, basketball, skating, swimming, skiing
 - Swimming and skating with the kindergarten classes to help tie skates and supervise
 - Hot breakfasts, cooking classes
 - Educational and career planning
 - Building strong relationships with students
 - Hand games team practice and competition
 - Joining with EW Pratt to have more blended students to increase course and option availability.



- Indigenous Education for Reconciliation
 - With the support of the IEC, the school has continued to have smudging/sharing circles with teachers taking the lead on occasion, and students earning credits in a locally developed Smudging course.
 - Medicine Wheel teachings and Star Teachings by Elders.
 - Orange Shirt Day and MMIP teaching, recognition and acknowledgment.
 - Ice fishing and cooking, medicine gathering (rat root), medicine wheel teachings, birch tree tapping, medicine walk.
 - Hand games practice and competition really brought us together as a team and built relationships between students and with students and staff.
 - Moosehide campaign recognition and teaching.



- Safe and Caring Environment
 - Breakfast and lunch program - food is always available to any student.
 - Relationship building - increased clarity about what a student needs to have in place in order to learn.
 - Priority on and awareness of the importance of students' mental health.
 - Flexible with individual circumstances and work around the student's situation.
 - This is where we excel the most, with all parents agreeing teachers care about their child and that the child is safe at school.



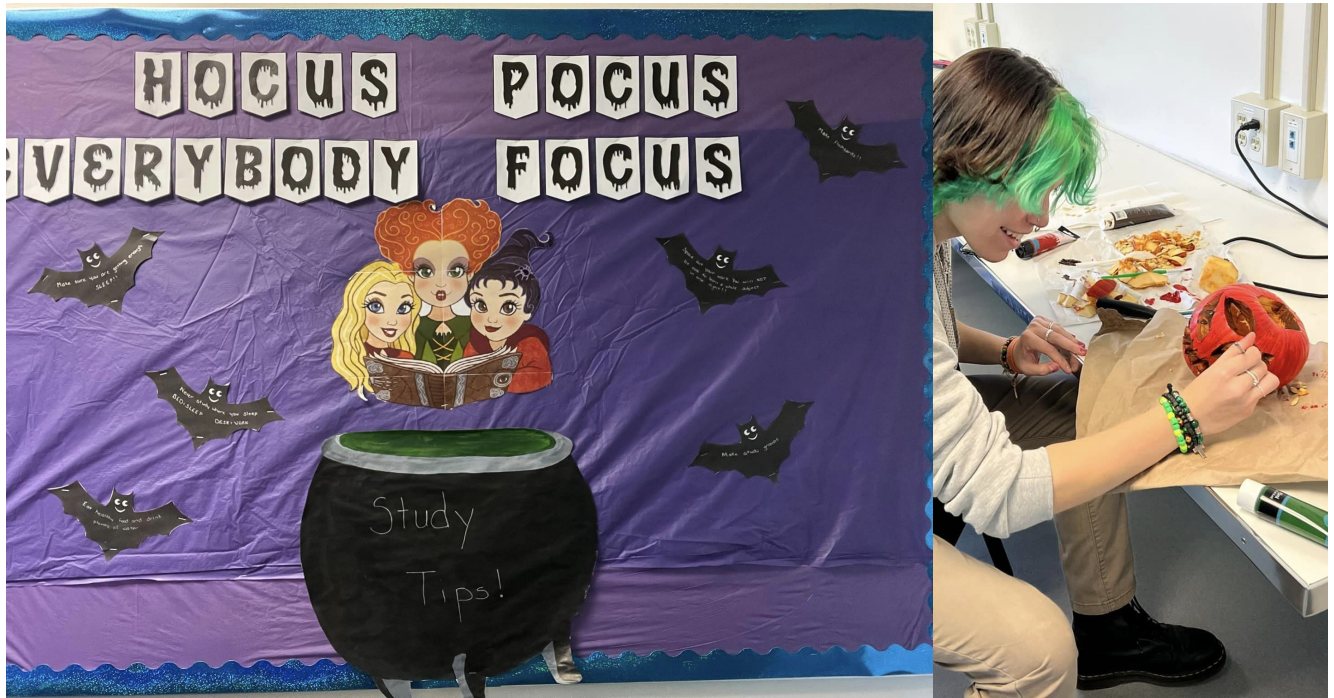
Some students did not have photo release signed, but we wanted to show how many attended this Land Based Learning field trip.

Challenges

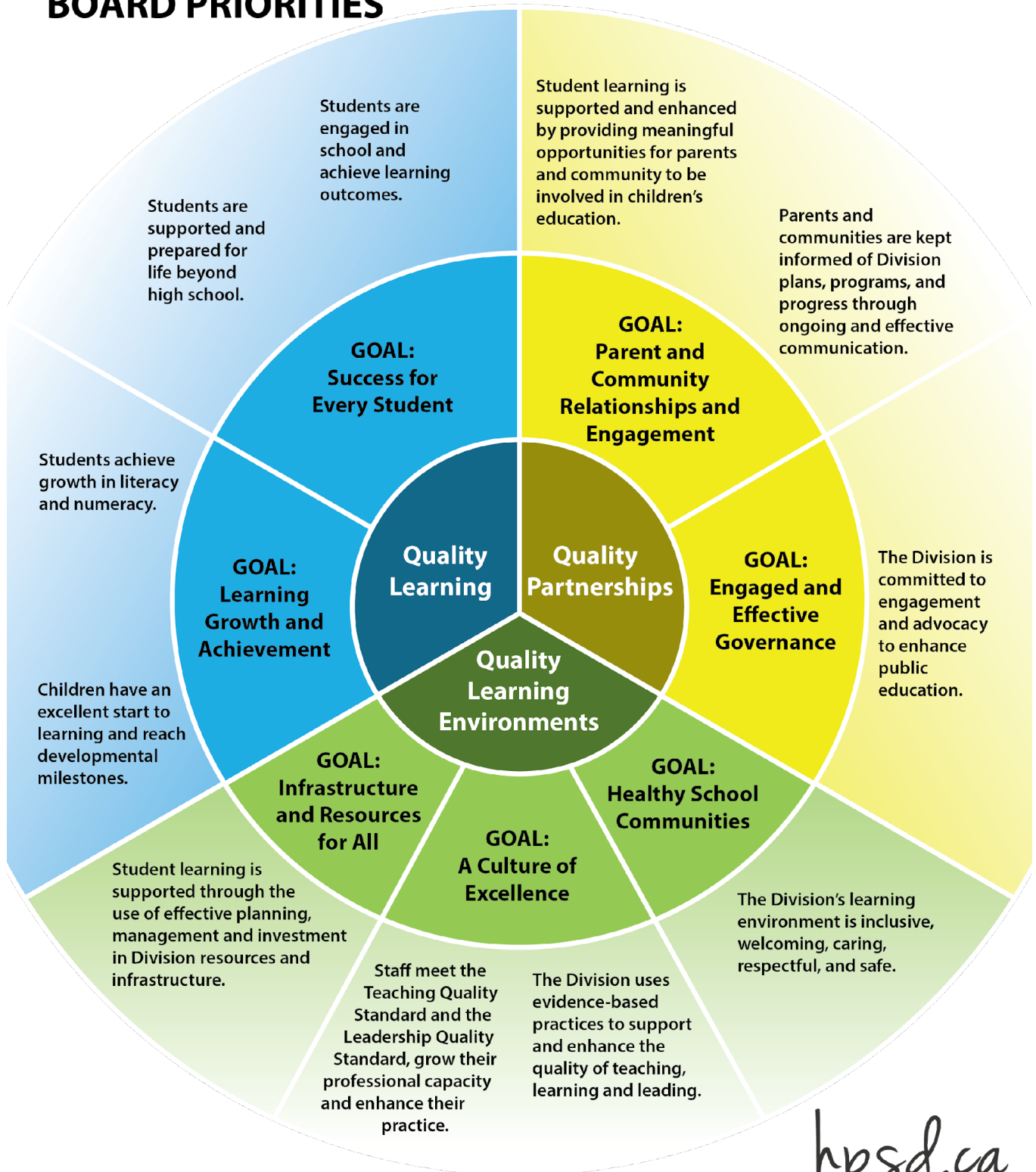
- Student engagement, attendance and academic progress/success
 - Course completion has improved, but still needs more work to keep students on track to graduate.
 - Enrollment of students who have been out of school for a significant time; large skill deficits and difficulty re-engaging in academic work.
 - Meeting the educational needs - particularly of basic literacy and numeracy skills - of each of our students who come to us in multiple grades with a broad range of skill levels, and diversity of learning needs.
 - Challenges in tracking and engaging and re-engaging students - this is a continued challenge we have implemented various strategies to remedy and we continue to seek better strategies to address this on-going concern.
 - Obvious and continued increase in student mental health issues and addiction.
- Staff resilience, professional learning and flexibility
 - Difficulty hiring EAs even when funding was available.
 - Lack of PD opportunities for outreach settings.
- Parent Engagement
 - Few parents are responding to the survey, although more than last year.
 - Difficulty contacting parents to ask about students who are not attending or completing work.

Results of the Successes/Challenges

- Stronger relationships and sense of community and pride in our school.
- Wellness
 - Greater awareness of the prevalence of mental health issues and the need to address these issues.
 - Students have been more open about their own mental health issues.
- Plan to get better contact information upon student registration to ensure we can contact parents, including numbers that can receive text messages.
- Greater awareness of pacing needed to graduate and where students should be in a course at a given time.
- Were able to hire a full time EA through Jordan's Principle to help with one on one for students with large learning gaps and have made applications for next year as well.
- Greater collaboration with EW Pratt school to allow for broader options course offerings.
- Movement of 30 level academic courses to EW Pratt to allow for better class discussion and prepare students to re-enter the classroom in post secondary.
- Development of a Self Directed Learning course that students will start with next year to help prepare them for what is to come.
- Have changed to high school only due to previous lack of success for junior high students in an independent learning environment. Had only grade 9 for Jr High this year and will be strictly 10-12 next year.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



hpsd.ca

Effective September 2023

School Goals

1. Effective Communication

Divisional priority: Quality Partnerships

Divisional goal: Parent and Community Relationships and Engagement

Divisional outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in children's education; Parents and communities are kept informed of Prairie View Outreach plans, programs, and progress through ongoing and effective communication

Strategies

- **Messaging out**

1. Update and distribute PVO's Handbook each year; post on our website and provide links to the handbook on the school's Facebook page.
2. Push pertinent information about school activities, student successes and invitations to students and families using Messenger (email, text and phone), and the school's Facebook page.
3. Celebrate successes publicly using HPSPD's Communication Department, South Peace News, and the school's FB page.

- **Inviting in**

1. Invite families to participate in PVO events such as Thanksgiving, Christmas and springtime dinners.
2. Provide suppers for students and families for Parent Teacher Interviews.
3. Work with the IEC to invite Elders and Knowledge Keepers into the school to share cultural knowledge and traditions.
4. Communicate that families are always welcome in the school.

- **Student Involvement in the Community**

1. Actively seek out opportunities for students to volunteer/work in the community accessing the skills and resources of the Wellness Coach, the Indigenous Education Coach and the Career Coach.
2. Promote opportunities for students to participate in events such as Indspire, campus tours, etc.

Performance Measures

- **Accountability Pillar Survey Measures**

- Maintain the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education from 83% or higher.
- Increase the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school from 67% to 80%.
- Increase the percentage of teachers and parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning from 50% to 70%.

2. Success for Every Student

Divisional priority: Quality Learning

Divisional goal: Success for Every Student

Divisional outcome: Students are engaged in learning and achieve learning outcomes; students are supported and prepared for life beyond high school

Strategies

- Prior to enrollment at Prairie View Outreach School, staff will meet with each prospective student and their parent/guardian to ensure that the school is able to offer programming and supports to ensure student success in an independent learning environment.
- Meet students where they are; provide an individualized plan for each to reach their goals. Differentiate plans to suit each student's preferred pace, skills, and personal life situation.
- Develop specific Success Plans and Individual Educational Plans for students who need extra support, accessing the expertise of the Learning Support Teacher (LST).
- Ensure students are successful in their first few assignments to build confidence.
- Use Knowledge & Employability courses (K&E) as skill-building courses to develop a growth mindset and build upon success.
- Apply formative assessment strategies, particularly in giving timely, specific and descriptive feedback to all students but in particular those who are working offsite.
- Connect regularly with offsite students and families to keep them connected to the school and engaged in schoolwork and activities.
- Offer condensed academic and CTS workshops to support course completion (Red Cross First Aid; Fashion (ribbon skirts, and other one-day projects) for example.
- Support blending with E.W. Pratt for students to access CTS courses we are unable to deliver (Industrial Arts and Cosmetology, and Art for example).
- Address student needs at Collaborative Response Team meetings.
- Make referrals to the HPSD Student Services Team and external student support and mental health experts, as needed.
- Address basic numeracy skills using IXL Math and other strategies.
- Promote the use of the library to encourage reading for pleasure.
- Continue focus on vocabulary development, summarization and goal setting.
- Staff continue to develop professionally to support student learning.
- Increase the use of assignment tracking to ensure students are continuously engaged in learning activities. Teachers and administrators use these tracking sheets in regular meetings with students to check up on progress. They are developed collaboratively when students enroll in the school to direct decisions about the learning program. These tracking sheets are used as a basis for contacting parents in regards to student's progress.
- Regular updates in Edsebli so that both students and parents/guardians can see learner growth and areas of achievement, and areas that could improve, at a glance.



Charcuterie board made by PVO student through blending Industrial Arts class with EW Pratt.

Performance Measures

- Accountability Pillar Survey
 - Maintain the percentage of teachers, parents and students satisfied with the overall quality of basic education at 90% or higher.
- School measure
 - Increase course completions/CEUs per student to restore to 2019-2020 levels of **900** credits.
 - All students will have tracking sheets that are reviewed regularly to ensure students are completing two core subjects each semester.
 - Increase library circulation with a focus on reading for pleasure from 2020-2021 level of only 11 items checked out to one item for every student registered.

3. Inclusive, welcoming, caring, respectful and safe environment

Division priority: Quality Learning Environments

Divisional goal: Healthy School Community

Divisional outcome: Inclusive, welcoming, caring, respectful and safe environment

Strategies

- Meet with each family upon registration to develop plans.
- Work closely with Wellness Coach to address all aspects of student wellness with particular emphasis on mental health education and support.
- Access divisional supports as needed (psychologist, etc).
- Access and deliver professional development on mental health with a particular focus on effects of trauma on learning and behaviour.
- Each staff member develops relationships with students and families.

- Work with the wellness coach to develop strategies for students to connect not only to staff but to each other.
- Work with the communications officer to engage students in revisiting the school mission and vision; create motto; select school logo and colours.



Performance Measures

- Accountability Pillar Survey
 - Maintain the percentage of teachers, parents and students who agree that students are safe at school and that teachers care about their child at 100%.
 - Increase the percentage of teachers, parents and students who agree that students are treated fairly in school from 84% to 90%.
- HPSPD Student Survey
 - Maintain participation to ensure a statistical validity at 20+ students.
 - Increase the percentage of our students who believe they are treated fairly from 82% to 90%;
 - Increase the percentage of students who have at least one teacher or another adult who really wants them to do well from 90% to 95%;
 - Increase the percentage of students who say teachers and other staff listen to what students have to say from 86% to 95%;
 - Increase the percentage of students who feel they belong at school from 60% to 80%;
 - Maintain the percentage of students who don't agree that bullying is a common experience at PVO at 100%;
 - Increase the percentage of students who agree “there are adults at this school I could talk to if I had a problem” from 73% to 80%.

