

Prairie View Outreach School

Education Plan

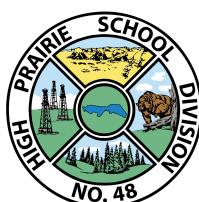
2021-22

Mission

We provide secondary students an alternative learning environment that allows for flexible, individual 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**

Jamie Babcock

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 70 students in grades 7 to 12 as well approximately 30 students who blend with PVO from E. W. Pratt. 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 had 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
 - teachers and support staff have successfully transitioned to an online delivery platform from what has been a mostly-paper environment
 - staff have sought out and participated in professional development to support both synchronous and asynchronous online delivery from a variety of sources (Northwest Regional Learning Consortium (NRLC), HPSD Technology Support Aides, online, accessing the skills of other teachers, etc.)
 - teachers and support staff have created opportunities for connecting by phone, email and online with students who are not attending in person
 - in an already-flexible environment, staff have demonstrated increased flexibility in meeting students' needs
 - increased level of feedback to students
 - staff have reached out to students and families over and over, listening to their concerns for their children's safety, ensuring their basic needs are met and to draw them back to engage in school
 - increased level of contact with families who indicate that have appreciated our concern
 - Collaborative response model of increased value
- Student resilience, perseverance and academic achievement
 - students continue to attend school in person in spite of fears and restrictions
 - continued course completions and academic progress
 - participation in educational events - Indspire, Regional Science Fair (our grade 10 student placed first and moved on to National Competition), Skills Canada, land-based learning, wellness activities, etc.
 - Increased number of graduates (6) this school year
 - First Aid certification and recertification
 - increase in work experience hours/credits



- Continued student supports
 - consistency in program delivery including Wellness, Indigenous Education Coaches (IEC), Learning Support Teachers (LST), Career
 - sharing circles
 - disc golf, snowshoeing, nature walks
 - taste testing, breakfast smoothies
 - development of student success plans
 - continued connection and support for students with special needs during off-site delivery of programming
 - building strong relationships with students
 - University of Calgary Zoom: Indigenous Faculty Talks presentation
 - Yoga for credits and for emotional/physical wellness
- Indigenous Education for Reconciliation
 - with the support of the IEC, the school has continued to have smudging/sharing circles
 - staff have had a high level of engagement in the Indigenous Education Coaches' professional development, and are developing confidence in their ability to apply foundational knowledge about First Nations, Metis and Inuit to their teaching
 - Orange Shirt Day - orange mask-making
 - fish-drying
 - medicine wheel teachings
 - tipi teachings
 - ribbon skirt making
 - Zoom presentation with Goota Desmarais who is an Inuit teacher
 - Moosehide campaign recognition

- Safe and Caring Environment
 - Daytime custodian
 - routines and procedures for Covid safety
 - 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
 - increased sensitivity to and awareness of the importance of students' mental health
 - 88% of our students believe they are treated fairly; 85% have at least one teacher or another adult who really wants them to do well; 100% say teachers and other staff listen to what students have to say; 86 feel they belong at school; 71% of students do not agree that bullying is a common experience at PVO; 100% of the students who responded said the breakfast and lunch program is a good idea and 83% said they would miss it if it were gone and 100% said they like to try new foods. (HPSD Student Survey) -
- Library enhancement
 - expanded space
 - new resources

Challenges

- Student engagement, attendance and academic progress/success
 - after several years of increased course completions and increased variety of option courses available to students, we have seen a decline in both
 - disruptions to programming - skating and swimming, field trips (corn maze, ski hill) land-based learning, connections with the community (volunteerism)
 - challenges in tracking and engaging students
 - declining student attendance and engagement after December's school shutdown; families and students fearful of attending
 - increase in student mental health issues
 - No wellness coach for much of the year and divisional psychologist caseload full
- Indigenous Education for Reconciliation
 - decreased opportunities for Land-based learning
 - unable to have teachings onsite (Elders, Knowledge Keepers)
 - field trips prohibited
- Teacher workload, stress, and mental health concerns
 - 3-way sharing of teachers with E.W. Pratt High School and HPSD At-Home Learning and all the logistical issues that have arisen particularly in the first half of the year
 - professional development demands to implement high quality online delivery both synchronous and asynchronously

- imminent demise of Alberta Distance Learning Centre (ADLC) increased concern for the upcoming school year
- concern driven by the unpredictability of government decisions, health fears, perceived lack of value and support by the provincial government, intermittent isolations driven by close contacts on individuals who test positive for Covid-19
- Safe and Caring
 - low response to HPSD survey

100% of students who responded said that staff do not help students who have been bullied.



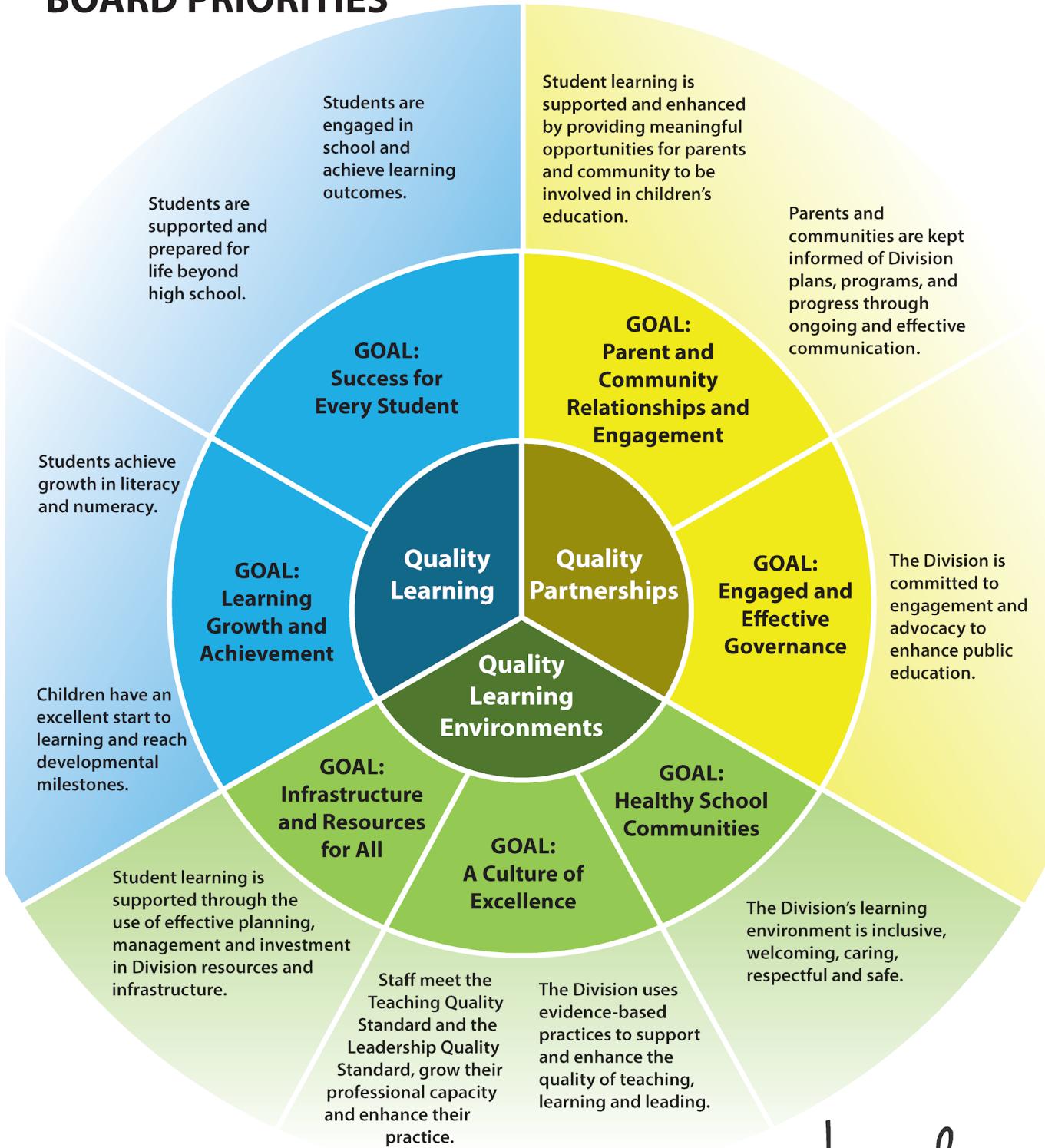
Results of the Successes/Challenges

- Stronger relationships with the other HPSD schools in our community
 - sharing of concerns, ideas, opportunities, collaboration
- Wellness
 - greater awareness of the prevalence of mental health issues and the need to address these issues
 - students have been more open about the mental health issues they have had and continue to have
- Staff have gained confidence and expertise in delivering programs using Google Classroom and are developing expertise with online formative assessment using Google extensions, for example.

- Optimism for the upcoming school year - we have learned to value more dearly all the things we have had to put on hold and we look forward to applying our newly developed tech skills to better serve our students.
- Develop plan to increase student response to HPSD survey and to review strategies to address bullying



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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. Update the Principal's message on the school's website monthly.
3. 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.
4. Celebrate successes publicly using HPSD's communication officer, 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 Interview evenings;
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 (if allowed)

- 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.

- Planning:

1. Collaborate with other HPSD schools in the High Prairie area to develop a strategy to gather input from our school community. Because our school community is a complex environment which includes several Metis Settlements and First Nations communities as well as the Town of High Prairie and the surrounding agricultural community, working together to develop a common plan will be more effective.

Performance Measures

- Accountability Pillar Survey Measures
 - Increase the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education from 78.3% to 81%.
 - Increase 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 41.7% to 65%.
 - Increase percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship from 75.3% to 78%.
 - Increase percentage of teachers and parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning from 58.3% to 60%.
 - School Improvement: Increase the percentage of teachers, parents and students indicating that their school has improved or stayed the same the last three years from 87.5% to 90%.
 - Satisfaction with Program Access: Increase the percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community from 74.3% to 76%.

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

- 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. Provide support socially and emotionally as well as academically to help them reach their goals.
- Develop specific Success Plans for students who need extra support, accessing the expertise of the 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).
- Encourage students to consider synchronously delivered block 4 courses where applicable.
- 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

Performance Measures

- Accountability Pillar Survey
 - Increase the percentage of teachers, parents and students satisfied with the overall quality of basic education for 89.2% to 91%.
 - Increase Rutherford Scholarship eligibility Rate from 39.5% to 45%.
 - Decrease Dropout Rate from 36.7% to 30%.
- School measure
 - Increase course completions/CEUs per student to restore to 2019-2020 levels of 900 credits - 2020-2021 as of May - 224 credits
 - 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 wellness coach to develop strategies for students to connect not only to staff but to each other
- Work with communications officer to engage students in revisiting the school mission and vision; create motto; select school logo and colours

Performance Measures

- Accountability Pillar Survey
 - Increase the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school from 86.5% to 88%.
- HPSD Student Survey
 - Increase participation to ensure a greater statistical validity from 8 students to 20+ students.
 - Increase the percentage of our students who believe they are treated fairly from 88% to 90%;
 - Increase the percentage of students who have at least one teacher or another adult who really wants them to do well from 85% to 90%;
 - Maintain the percentage of students who say teachers and other staff listen to what students have to say at 100%;
 - Increase the percentage of students who feel they belong at school from 86% to 90%;
 - Increase the percentage of students who don't agree that bullying is a common experience at PVO from 71% to 75%;
 - Maintain the percentage of students who say the breakfast and lunch program is a good idea at 100% and increase the percentage of students from 83% to 90% who said they would miss it if it were gone

