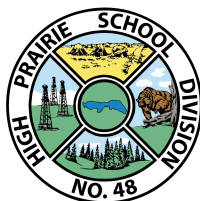




Lakeside Outreach School

**Education Plan
2021-22**



Mission Statement

Through exemplary teaching, leadership, and collaborative partnerships, we prepare students to be socially responsible and to succeed locally and globally.

Vision

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Principal Beliefs

HPSD Outreach Schools are guided by the beliefs that:

- all students have the right to a quality education,
- all students have talents, skills, and unique abilities,
- all students want to pursue their goals and dreams,
- some students find that regular school programs do not meet their needs, and
- flexibility and individualization can meet the needs of these students.

**Principal**

Lisa Palko

Vice Principal

Merle Hubbard

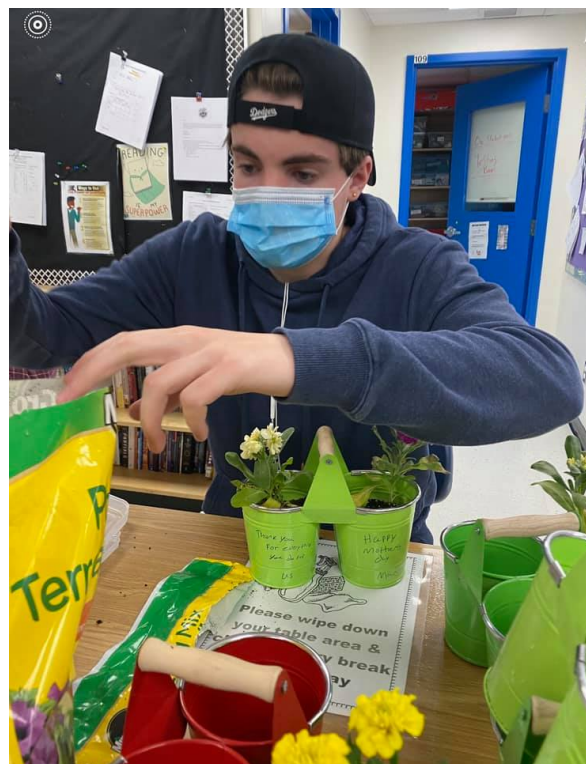
About Us

Lakeside Outreach, a part of High Prairie School Division, is located in the Town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

The school offers an alternative learning environment with programming which is individualized, flexible and offered within a small, personal setting. The school, which has a student population base of approximately 60 from grade 7 to grade 12, is located in the heart of Slave Lake with a team of dedicated staff providing quality education to the diverse student population.

About the Plan

This plan was developed in collaboration with our students, parents, and staff through surveys. It will be used to guide decisions at school to meet the identified needs of our school community.



Successes

Lakeside Outreach School (LSO) has a positive, welcoming and inclusive school culture supported by a staff dedicated to keeping high expectations for behavior and learning. Our dedication to this can be seen in our shared values, mission statement and throughout our building. LSO strives to create a sense of community and family; using local businesses to support various programs and being pen pals with a grade 3 class at CJ Schurter School.

We continue to educate ourselves and our students by working in conjunction with First Nations, Métis, and Inuit learnings through professional development offered to us by the Indigenous Education Coach (IEC). We also ensured that each of our grade ten social classes participated in the 7 sacred teachings. The purpose of this exercise is to establish foundational and historical First Nations, Métis, and Inuit knowledge.

Lakeside Outreach continues to offer a number of Physical Education (PE) opportunities, including ice skating, crossfit, tennis, and a school golf team.

We offer numerous Career and Technology Studies (CTS) modules, focussing on Foods. Students earn credits by preparing snacks, baked treats and lunches for students. We are able to provide Art courses, and this year students engaged in a small school beautification project.

We have 1-1 student devices and have completed professional development (PD) throughout the pandemic on improving the digital literacy of our staff and students.

LSO re-established a small on-site library for students to access and students are regularly encouraged to take books home.

We have an on-site Wellness Coach 4 days a week for students to talk to, and a Career Coach available for meetings. LSO also has the services of a Learning Support Teacher .5 day a week.



**Challenges**

Many of our students struggled with mental health issues, and it became our number one concern after the year was completed. Due to the social isolation and difficulties associated with Covid-19 referrals to our wellness coaches went up dramatically and the utilization of HPSD services was also increased.

Due to the nature of LSO, attendance by students, including blended students From Roland Michener, can be sporadic. All staff make frequent attempts at contacting these students via email, phone and text.

Consequently, due to irregular attendance, work completion is also sporadic. Teacher follow-up for missing assignments and slow progress is frequent and regular.

Results of the Successes/Challenges

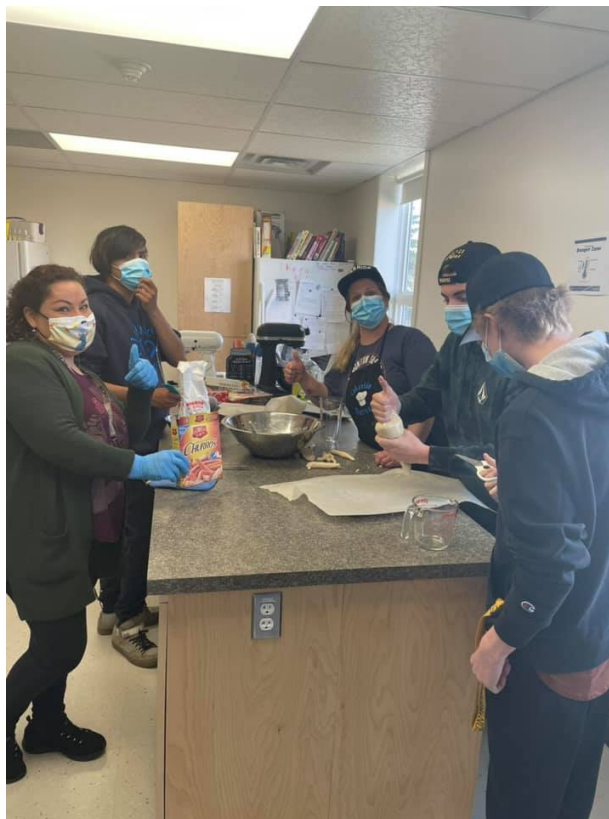
As a further focus on our students well being and mental health our Wellness Coach will continue to be available four days a week. We also have a staff member that will be undergoing the Mental Health First Aid Training (MHFA).

LSO will continue to practice those strategies that encourage a sense of community, using local businesses to support the PE program, and bringing in community members to support a variety of Career and Technology Studies (CTS) opportunities. When COVID-19 is over, we will

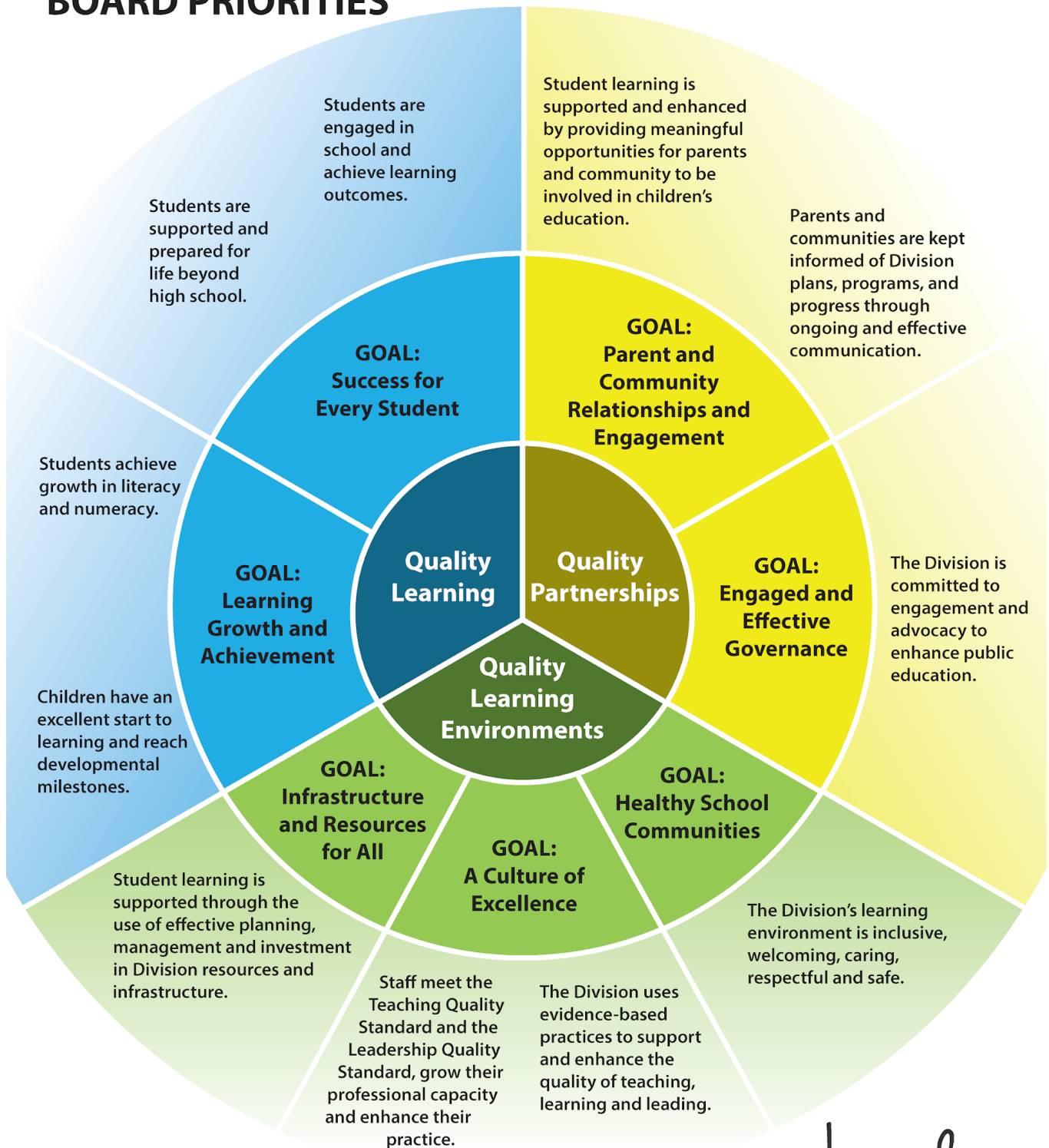
resume inviting our families into LSO for shared community meals and to celebrate learning successes.

Staff will continue to use all communication tools at their disposal to reach out to maintain contact with students and families. When COVID is over, staff will look to arrange to meet with students and families off-site, the Friendship Centre, or a place for coffee. Family and community engagement will increase assignment completion, academic progress and improve attendance.

Distance Learning resources are being developed to make Outreach students' learning more engaging and relevant.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2021

hpsd.ca

School Goals

1. Success Beyond High School

Division priority: Quality Learning.

Goal: Success For Every Student.

Outcome: Students are supported and prepared for life beyond high school.

Strategies

- Provide one on one support to assist students to prepare for real world experiences like: learner's license and driver's tests, completing job applications, banking, interview preparation
- Promote career exploration and planning throughout all curriculum areas. This area will be supported by our career coach.
- Increase the messaging for Dual Credit offerings, Registered Apprenticeship Program, Work Experience and Career Internship 10, and Junior Forest Rangers
- Increasing opportunities for students to meet 1:1 with career coaches to discuss career choices.
- Practicing life and social skills: manners, social etiquette and graces.
- Career Coach data on students accepted in post-secondary will be recorded to use as a benchmark for future education plans.
- Work with Career Coach to encourage and promote student participation in Computer Sciences and Financial Literacy.

Performance Measures

- Accountability Pillar Survey:
 1. Preparation for:
 1. Transition Rate (6yr): From 0.0% to 15%
 2. Work Preparation: From n/a to 25%
 3. Citizenship: From 71.2% to 75%
 2. High School Completion Rate – Measure Details:
 1. From 3 year 0% to 10%
 2. From 4 year 12.3 % to 20%
 3. From 5 year 0% to 20%
 3. Drop Out Rate – Measure Details: From 19.9 to 10%
 4. High School to Post-secondary Transition Rate – Measure Details:
 1. From 4 year rate 0% to 10%
 2. From 6 year rate 0% to 10%
 5. Rutherford Eligibility Rate – Measure Details: From 40.5 to 45%
 6. Diploma Examination Participation Rate – Measure Details: From 0 to 100%
- Number of course credits earned by students in the school year.
 1. Goal is to increase credits earned by students of LSO from approximately 900 to 1000 total credits
- Student attendance.

1. Criteria for students attending regularly: 3 days per week, 15 days per month or more
 2. inconsistent attenders: 10 -15 a month
 3. sporadic: >10 a month
 4. non-attenders: 0 days attended in a month
 5. Percentage of students agree they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
 1. Measure details: From 81.4% to 85%
- Student participation in:
 1. Dual Credit: 13 students enrolled in 2021-22 school year
 2. Registered Apprenticeship Program: 2 students enrolled in 2021-22 school year
 3. Work Experience: 19 students enrolled in 2021-22 school year
 4. Computer Sciences and Financial literacy: Track number of students enrolled in these courses at Outreach or “Block 4” that is offered district wide
 5. Number of students participating will be tracked. As number of students attending LSO varies, we will track participation of students wanting to take those courses and course completion(s)

2. Students are engaged and achieve learning outcomes

Division priority: Quality Learning.

Goal: Success For Every Student.

Outcome: Students are engaged in school and achieve learning outcomes.

Strategies

- Distance Learning resources use strategies that are engaging, and relevant to Outreach learners.
- Distance Learning resources will be supplemented with teacher developed resources and materials and will incorporate technology, project-based learning and group work.

Performance Measures

- Accountability Pillar Survey:
 1. Preparation for:
 1. Transition Rate (6yr): From 0.0% to 10%
 2. Work Preparation: From n/a to 25%
 3. Citizenship: From 71.2% to 75%
 2. High School Completion Rate – Measure Details:
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 3. High School to Post-secondary Transition Rate – Measure Details:

1. From 4 year rate 0% to 10%
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 4. Rutherford Eligibility Rate – Measure Details: From 40.5 to 45%
 5. Diploma Examination Participation Rate – Measure Details: From 0 to 85%
- OCA and MIPI scores
 1. Students will be performing at grade level
 - Course credits earned by students in the school year.
 1. Goal is to increase credits earned by students of LSO from approximately 900 to 1000 total credits
 - Diploma exams written
 1. 100% of students enrolled in diploma exam courses will write their diploma exams
 - Increased assignment completion
 1. Compare course registrations to course completions/credits earned
 2. 75% of courses completed by students
 - Increased attendance. Goal is to see fewer sporadic and non-attenders, and increase consistent attendance.
 1. Criteria for students attending consistently, defined as; 3 days per week, 15 days per month or more
 2. Inconsistent attenders: 10 -15 a month
 3. Sporadic: >10 a month
 4. Non- attenders: 0 days attended in a month
 5. Percentage of students agree they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
 1. Measure details: From 81.4% to 85%

