

Lakeside Outreach School

High Prairie School Division

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Education Plan 2022-23



350 6 Ave. NE
Slave Lake, Alberta
T0G 2A0

Mission Statement

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

Vision

We inspire, lead and achieve to the highest level.



About Lakeside Outreach School

[Lakeside Outreach School](#) (LSO) is located in the town of [Slave Lake](#), within northern Alberta's municipal district of [Lesser Slave River](#), approximately 257 km north of Edmonton, on the southeast shore of Lesser Slave Lake and the junction of Highway 2 and Highway 88. We provide high school students an alternative learning environment with programming which is individualized, flexible and offered in an inclusive and personal setting. Students are able to independently work through course material at their own pace, most of which is accessible on any device through [Google Classroom](#), when logged in using a [High Prairie School Division](#) (HPSD) account. A dedicated team at LSO, including teachers, learning support teachers, career coaches, wellness coaches and Indigenous education coaches, seek to prepare students to be socially responsible and to succeed locally and globally.

About LSO's Annual Education Plan

This annual education plan was developed to address the priorities and goals set by [HPSD's Board of Trustees](#), within our local school context. The purpose of the plan is to guide school initiatives and meet identified needs in our learning community, in relation to these priorities and goals. Student, staff and parent feedback informed this plan, as provided by HPSD's Assurance Survey, Ward 4 community consultation meetings, collaborative team meetings, professional development, staff meetings, and student surveys.

Principal
Vice Principal

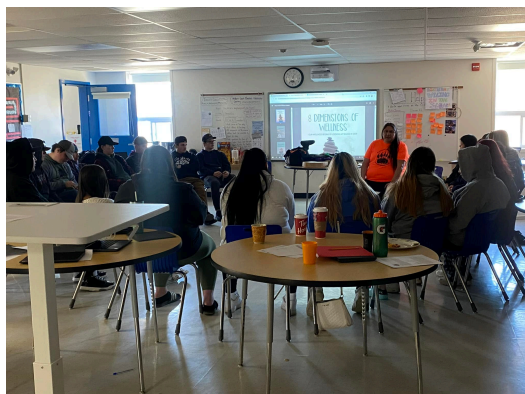
Kristoffer Herbert
Christopher Gardner

Successes

- Both synchronous and asynchronous learning situations are accommodated by LSO, and intentional steps are taken to ensure authentic assessment practices and high expectations for learning are maintained in both cases.
- LSO students and staff have access to wrap-around services that can support students with their academic journey, wellness needs and preparation for life beyond high school. The following wrap-around services are scheduled on-site each week:

Wellness Coach, Career Coach, Indigenous Education Coach, Learning Support Teacher, Counseling Consultant

- Blended learning opportunities provided by LSO increased course options and provided solutions to timetable conflicts for students at both [Roland Michener Secondary School](#) (RMSS) and [Kinuso School](#) during the 2021-2022 school year.

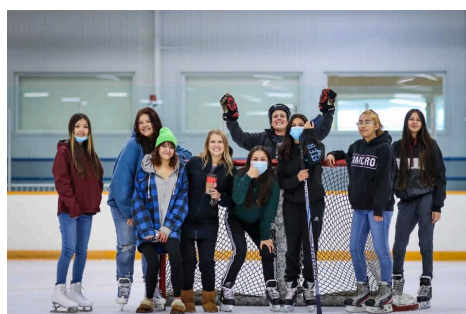
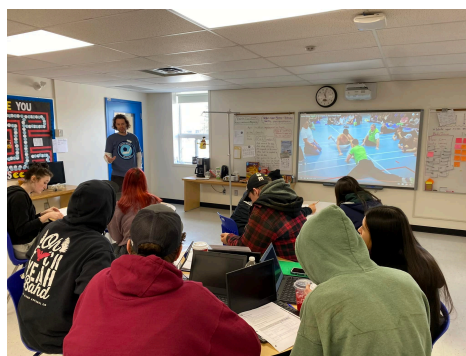
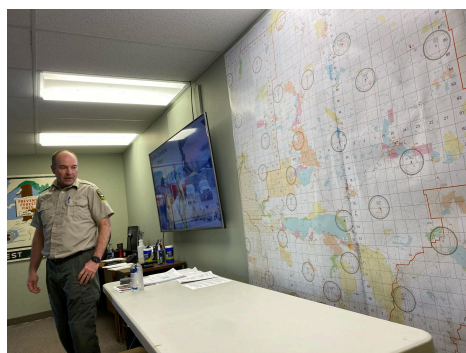


- LSO prides itself on being community-oriented and actively seeks out meaningful opportunities for community members to be involved in children's education. The school accesses local businesses, experts and resources to support learning initiatives.

- Through our 'Junior PD Day' program, 'CALM Blitz' event, and Physical Education program, we have been able to connect students to local organizations, people, career opportunities, venues, wellness supports and other social possibilities that extend beyond the school walls.

- During the 2021-2022 school year, students were provided opportunities, often connected to ['Career and Technology Studies \(CTS\)'](#) credits, to engage in meaningful learning with the following community partners: *Community Futures Slave Lake, Northern Haven Support Society, Lesser Slave Forest Education Society, Lesser Slave Lake Bird Observatory, Northern Lakes College, John Paddon Safety, Servus Credit Union, Elder Rod Freeman, Arctic Winter Games Coordinator, Alberta Forestry, Slave Lake Helicopters, Gilwood Golf Club, The Caddy Shack, Slave Lake Multi-Rec Centre, Boreal Centre For Bird Conservation, Skills Canada, East Shore Athletics*

- During the 2021-2022 school year the following community partners chose to invest in LSO's learning and wellness initiatives: *Tolko, Emes-Lukan Memorial Society, Slave Lake Petroleum Association and President's Choice, Widdewater Athletic Association, Scotiabank*





- During the 2022-2023 school year, Lakeside Outreach School entered its own team into a competitive athletic event for the very first time; HPSPD's divisional track & field tournament. The school is taking steps to expand its athletic program, moving forward, to the benefit of the youth sporting community across our school division, with a goal of competing in three organized sports next season. LSO has also volunteered to host HPSPD's divisional golf tournament this coming Fall.
- A strong staff at LSO is dedicated to establishing an inclusive, safe, caring, welcoming and respectful learning environment, where all students can be successful.
 - An HPSPD Wellness survey was completed by LSO students during the first quarter of 2022.
 - Our community was described by a student as being “a simple and straightforward place to learn. A great place for people who struggle to keep up with other students.”
 - 100% of the twenty-seven students surveyed said they believed staff at LSO wanted them to do well.
 - 96% of the twenty-seven students surveyed said they believed there was someone at LSO they could talk to if they have a problem, with only one student amongst our sometimes transient population stating they were ‘not sure.’



- LSO's work to acquire, develop and apply "[foundational knowledge about First Nations, Métis and Inuit for the benefit of all students](#)" is an ongoing commitment that continues to be upheld and has led to richer, culturally relevant and more inclusive learning experiences for many of our students.
 - Collaboration with our Indigenous Education Lead, Diane Bellerose and Indigenous Education Coach, Olivia Broad during the 2021-2022 school year, connected the following guest speakers to LSO students, supporting curriculum outcomes with Indigenous perspectives:
Indigenous Education Coach Jamie Chalifoux, Elder Rod Freeman, Knowledge Keeper Keith Laboucan, Knowledge Keeper Ray John
 - Collaboration with our Indigenous Education Lead, Diane Bellerose and Indigenous Education Coach, Olivia Broad during the 2021-2022 school year, helped us expand our on-site library for students to include the following authentic texts, which will be infused into available Outreach courses as literary options:
The Marrow Thieves (novel), This is How We Got Here (play), The Unplugging (play), The Rez Sisters (play), Indian Act: Residential School Plays, This Place: 150 Years Retold (graphic novel)
 - A thematic English Language Arts 10-2 course was designed for Lakeside Outreach School this year, which had students explore the legacy of residential schools and colonialism in North America through a variety of literary texts.
- LSO offers numerous options and CTS credits to students throughout the year and because of the nature of the school, is very flexible with scheduling when connecting students to related experiential learning experiences, facilities and experts in the field.
 - LSO's Foods program is an important aspect to the learning community, even beyond the fact that it provides daily opportunities for students to complete cooking and baking modules that can be applied towards high-school credits. It is often an ice-breaker for new students to the school and a way to strengthen community within the school walls.
 - The Visual Arts was celebrated at LSO in a number of ways during the 2021-2022 school year. Visual arts projects were incorporated into English Language Arts courses, Art 10 and photography was offered to students, collaborative whole-class art projects were introduced, school artwork was featured in the Lakeside Leader and students even contributed to a community art display for Remembrance Day, in association with the [Lesser Slave Lake Regional Arts Council](#).



- A photojournalism credit was awarded to an LSO student this year who contributed a monthly article and picture to the local newspaper, [The Lakeside Leader](#), celebrating the happenings around our school.
- Three easily accessible 30-level work safety related CTS credits, alongside Work Experience credits, Foods and Physical Education are offered to all LSO students throughout the entirety of the school year.



- In the absence of the Alberta Distance Learning Centre (ADLC) during the 2021-2022 school year, which Outreach Schools typically relied on before its closure, LSO persevered and used this as an opportunity to go back to the Programs of Study and develop stronger, more relevant and more accessible programming for our learning community. Half of the current courses offered are now available as Google Classrooms, with all course material being accessible to students logged into their HPSD account on any device. The printing of paper modules or workbooks was greatly reduced this year and is expected to continue to decrease heading into the next school year, as we move further away from the ADLC branded learning material, while strengthening our capacities with available technology. We have been able to accommodate all students that required Chromebooks to complete their schoolwork this year, both on and off campus.
- LSO hosted [Prairie View Outreach School](#) (PVO) first semester, and visited second semester on two valuable professional development days that allowed us to share knowledge, resources and ideas with other members of our school division working in similar capacities. A good relationship exists between staff of the two buildings, which also helps with consistency

Challenges

- Fulfilling LSO's designated purpose, a large percentage of the full-time student population includes those who have ["difficulty with regular education programs such as at-risk students, teenage parents, students with unique medical or health challenges, working students and others with unique needs or learning styles."](#) A significant number of Individual Student Plans are in place to support student's needs. Given this context, the wellness coach

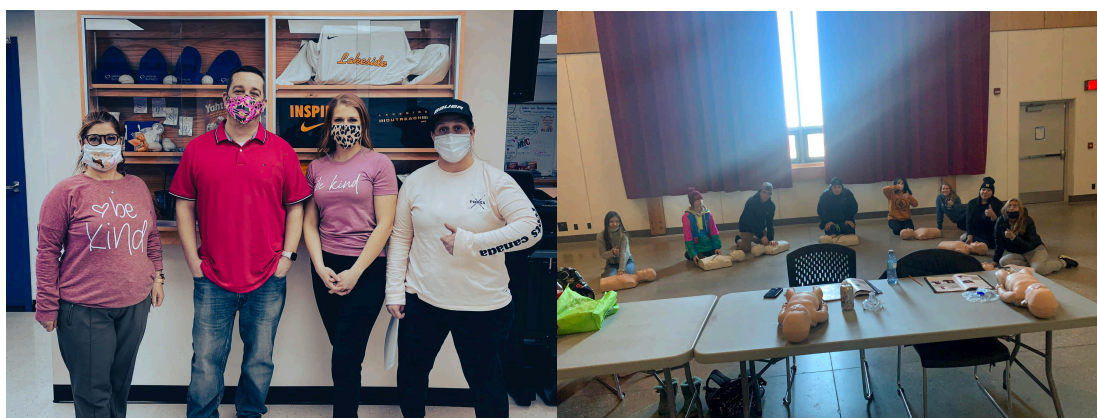


plays an important role at LSO, contributing to school culture and providing a universal approach to wellness, alongside one-on-one meetings, to the benefit of all students. During the 2021-2022 school year, LSO saw their wellness coach support cut in half, reduced from four days per week to two days per week to cover a shortfall at RMSS. This created some supervision challenges that did not exist before and reduced student access to a valuable wellness resource, confidence builder and effective role model at LSO.

- Teacher workload was a concern during the 2021-2022 school year, with one full-time teacher and one teaching vice-principal at LSO, which saw a growth in requests for Outreach education, more blended students from RMSS requesting diploma level courses than seen in the past, an increase in distance learners requiring feedback, and the largest number of students the school ever had attending in-person courses like CALM Blitz and Physical Education. While this was occurring, Outreach teachers in the division also had to deal with the fact that they could no longer get support from a now closed ADLC with marking and feedback, placing more strain on human resources than in previous years. Lastly, the preparation work by Outreach teachers in the division during the 2021-2022 school year is far greater than any year previous as they had to work quickly to replace outdated ADLC branded resources that contained broken links to supplementary learning materials and completely revamp entire courses throughout the school year.
- In-person attendance is not required at LSO, though students are encouraged to come into the building and make use of the supportive workspace when possible. For this reason, tracking student attendance at LSO comes with challenges and currently is based on whether a student enters the building on a given day. This is not necessarily an indicator of success in courses, while the relaxed attendance protocol at Outreach can also be an academic hindrance for students who lack the discipline or self-motivation to ensure they are still completing an appropriate amount of schoolwork in a timely manner, and on their own schedule.

Responding To Successes & Challenges

- In addition to advocating for a return to having a Wellness Coach contributing to the LSO learning environment four days per week in the future, the entirety of the staff at LSO is committed to establishing a sense of community at school that champions student wellness.
 - All staff members contribute some effort towards rolling out the school's nutrition program.
 - Educational programming, delivery, support and feedback is personalized by LSO teachers to meet the learning and socio-emotional needs of students and families.
 - Administration collaborates with other divisional wrap-around supports, available to students, to establish scheduling that ensures the distribution of additional support is evenly spread out across the school week. Our Wellness Coach, Courtney Harrington, remains flexible with which two days she can come to Outreach, should a pressing need present itself on an alternate day, beyond the Monday and Wednesday she is currently scheduled for.
 - Birthdays and special events, team schedules, community activities and student milestones continue to be acknowledged and celebrated at LSO throughout the school year by all staff members.
 - LSO staff members are not afraid to learn alongside students, whether they are tackling a Skills Canada 'Try-A-Trade' box together, trying a new athletic activity, taking part in a sharing circle or participating in First Aid/CPR training. This continued work helps to establish a more welcoming and open community, promoting positive relationships and inspiring lifelong learning.



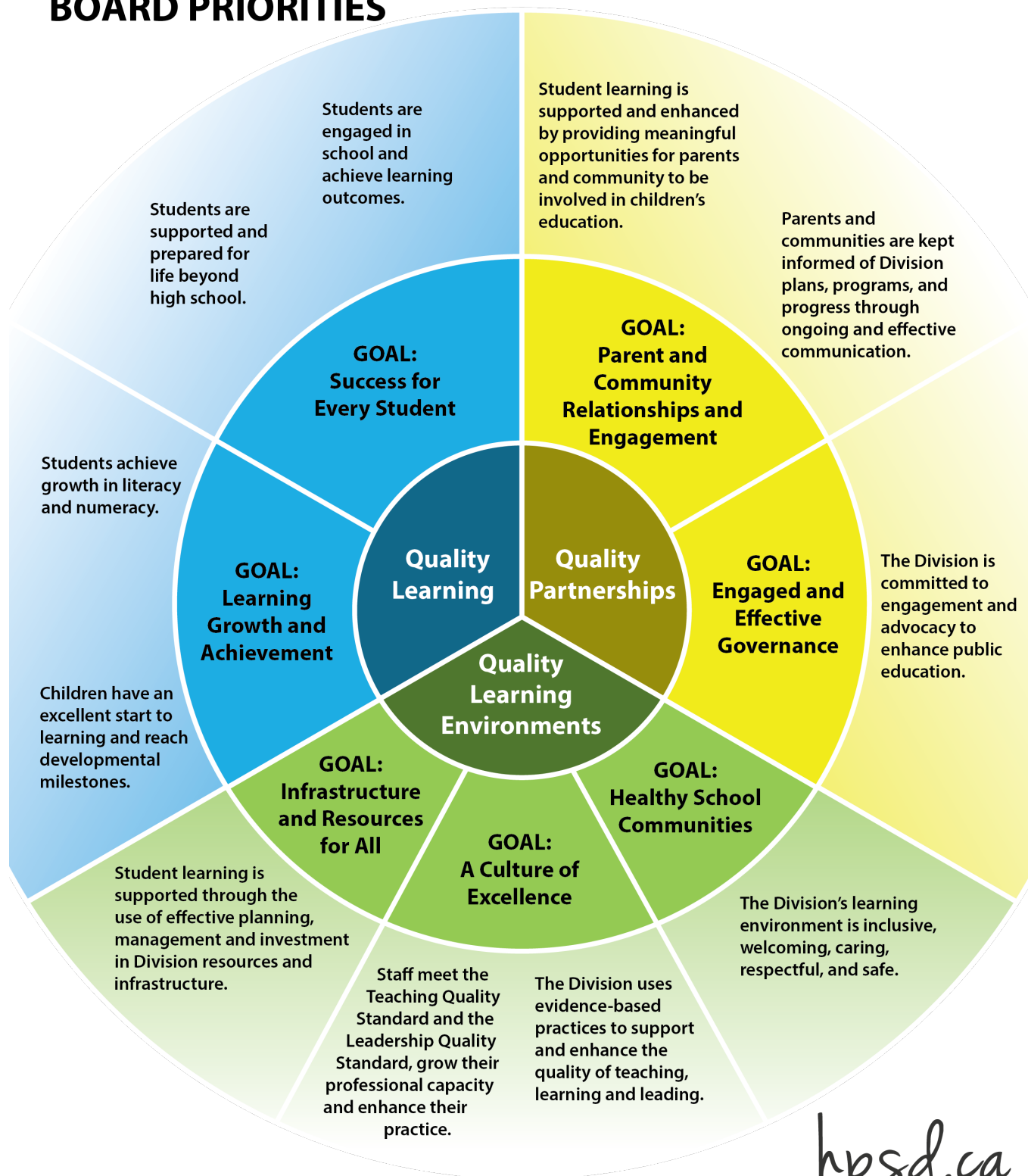
- Formal school enrolment and communication processes were established and strengthened during the 2021-2022 school year to increase efficiency and ensure appropriate parameters are placed on school programming so that all students who are enrolled at LSO can receive appropriate teacher support and be successful.
 - Enrolment interviews will continue between LSO's vice-principal, students, parents and guardians going forward, ensuring families are well-informed about the expectations of Outreach's student-driven, independent learning environment before they officially enroll. Important educational data gathered from these interviews also filters through a Google Form and is instantly shared with all HPSD staff members connected to LSO, to guide them in supporting our students.
 - Moving forward with one teacher and one teaching administrator at LSO, alongside growing interest in the program, means to be most effective in our new reality without ADLC support and in pursuit of more authentic learning experiences, specific courses will be offered by LSO each semester going forward. Caps will be placed on some of the classes to ensure Outreach staff has the capacity to meet the needs of all students enrolled in the program and this information will be provided in advance to students, parents, Career Coaches and other HPSD partners to assist with more efficient planning and communication. Physical Education, CTS, Work Experience and Foods credits remain accessible to students throughout the entirety of the school year, and remain important to helping some of our students meet credit requirements for graduation.
 - A clear process for HPSD students at other schools, seeking to 'blend' with LSO, or transfer, was established during the 2021-2022 school year. The goal was to ensure clear communication between the schools and confirm the capacity of LSO to support a student's learning plan. Students meet with a Career Coach to discuss Outreach options first, who submit a request if it seems feasible based on current LSO data. This is decided upon by a committee of RMSS/LSO administrators.
- LSO has built many great partnerships in the community. The school will continue this work of connecting our students to local opportunities, resources and tapping into local experts with knowledge linked to Alberta's Programs of Study. With COVID-19 restrictions now lifted, LSO will also be looking to increase in-person collaboration with local elementary schools and other institutions in Slave Lake that have been closed off to visitors for the past couple of years.



- LSO staff will continue to use all communication tools at their disposal to maintain contact with students and families, providing updates on course progress throughout the school year. Two additional ways that we could engage families in their children's academics during 2022-2023, and in the absence of COVID-19 restrictions include:
 - Planning one of our PTI meetings as a family engagement event where we are able to showcase our school, provide food and encourage completion of Alberta's Assurance Surveys, in which no LSO parents completed this year.
 - Establish a joint RMSS/LSO School Council, that sees a staff and student representative from LSO attend every School Council meeting hosted at RMSS, while encouraging LSO community members to also attend and have their voice heard.
- LSO teachers continue to collaborate with Curriculum Coordinator Julia Drefs, PVO, and with other HPSD teachers, divisional and provincial partners to secure resources, build new courses and replace outdated ADLC course materials, while improving the overall student experience with our school, whether in-person or online.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2022

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 resources, training, advice and chances for students to practice scenarios that prepare them for real world experiences like writing a drivers' test, completing job applications, banking, being interviewed etc.
- Enhance career exploration through planning, promotion and delivery of hands-on CTS and CALM programming, as well as Work Experience, Dual Credits and the Registered Apprenticeship Program. LSO's Career Coach will continue to support LSO teachers with these endeavours, while also making themselves available to students who want to schedule a meeting to discuss career plans, credits and course options.
- Gear LSO's 2022-2023 'Jr. PD Day' program towards outdoor education, identify and take advantage of the learning opportunities that exist within the rich natural environment of the Lesser Slave Lake region.

○ Performance Measures

■ Alberta Education's Accountability Pillar Survey

● Education Quality

○ Measure Details:

■ From 77.1% to 81.0%

● Citizenship

○ Measure Details:

■ From 81.5% to 83.5%



- High School Completion Rate (3 Year)
 - Measure Details:
 - From 7.6% to 15%
- Drop Out Rate
 - Measure Details:
 - From 32.1% to 15%
- High School to Post-Secondary Transition Rate
 - Measure Details:
 - From 4 year rate n/a to 10%
 - From 6 year rate 17% to 20%
- Rutherford Eligibility Rate
 - Measure Details:
 - From 17.5% to 40.5%

■ **Student Participation In Career Exploration Opportunities**

- Dual Credit
 - Measure Details:
 - 1 student enrolled in 2021-2022 school year
- Registered Apprenticeship Program
 - Measure Details:
 - 2 students enrolled in 2021-2022 school year
- Work Experience
 - Measure Details:
 - 17 students enrolled in 2021-2022 school year
- CTS Credits
 - Measure Details:
 - Approximately 185 CTS credits earned in the 2021-2022 school year.
- Career and Life Management (CALM) Blitz
 - Measure Details:
 - 18 students completed LSO's CALM Blitz program during the 2021-2022 school year.

- **2 - STUDENT ENGAGEMENT IN AUTHENTIC LEARNING**

- **Division Priority**

- Quality Learning

- **Goal**

- Success For Every Student

- **Outcome**

- Students are engaged in school and achieve learning outcomes.

- **Strategies**

- Develop engaging and relevant learning materials that can be used to support learning in either synchronous or asynchronous situations.
- Collaborate with Curriculum Coordinator Julia Drefs, PVO, and with other HPSD teachers, divisional and provincial partners to secure resources, build new courses and replace outdated ADLC course materials, while improving the overall student experience with our school, whether in-person or online.
- Create and promote engaging in-person learning experiences that take place both on and off campus and involve engaging guest speakers, collaborative learning activities, and the possibility of earning high school credits.
- Expand the use of Google Classroom to ensure students have access to all course materials for any of their core courses, at any time, when logged into a device using their HPSD account.
- Embrace the cognitive, physical and social benefits of outdoor learning and engage full-time learners in an Outdoor Education themed 'Jr. PD Day' initiative during the 2022-2023 school year, linked to CTS credits.



- **Performance Measures**

- **Alberta Education's Accountability Pillar Survey**

- Engagement:
 - Measure Details:
 - From 83.0% to 85.0%
- Education Quality
 - Measure Details:
 - From 77.1% to 81.0%
- Citizenship
 - Measure Details:
 - From 81.5% to 83.5%
- High School Completion Rate (3 Year)
 - Measure Details:
 - From 7.6% to 15%
- Drop Out Rate
 - Measure Details:
 - From 32.1% to 15%
- High School to Post-Secondary Transition Rate
 - Measure Details:
 - From 4 year rate n/a to 10%
 - From 6 year rate 17% to 20%
- Rutherford Eligibility Rate
 - Measure Details:
 - From 17.5% to 40.5%
- Diploma Examination (Acceptable)
 - Measure Details:
 - From n/a to 70%
- Diploma Examination (Excellent)
 - Measure Details:
 - From n/a to 30%

- **OCA and MIPI**

- Students will be performing at grade level.

- **High School Credits**

- Measure Details:
 - From 1100 to 1200