

LAKESIDE OUTREACH SCHOOL 2024-27 EDUCATION PLAN (YEAR 2)



Mission

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

Vision

High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

hpsd.ca

MESSAGE FROM ADMINISTRATION

As administrators at Lakeside Outreach School, we are pleased to present our 2024-27 education plan. Within these pages you will find High Prairie School Division (HPSD) priorities, related school outcomes, strategies and corresponding measures that have been identified as a result of consultation with stakeholders. The purpose of this education plan is to guide school initiatives and meet identified needs in our learning community, that are related to divisional priorities set by the board of trustees. Student, staff and parent feedback, derived from Alberta Education's Annual Education Results Report (AERR), collaborative team meetings, professional development, staff meetings, and student surveys helped to inform this plan.

Alongside a staff who is dedicated to ensuring all students feel welcome, safe, respected and cared for when they are at school, our team values outreach as an important inclusive education tool that can benefit all learners in our school division, due to its flexibility in offering in-person, at-home and blended programming. In addition, we seek collaboration with families and to strengthen community partnerships that will help us continue to bring authentic and relevant learning experiences to the students we serve. We encourage parents, guardians and collaborators to contact the school Monday to Friday from 8:30am-4:00pm or to email us anytime with questions, comments, ideas and concerns. You can also find [Lakeside Outreach School on Facebook](#), where we enjoy showcasing our school and sharing successes.

We encourage all who read this message to review the following pages, which provide a unique lens into our school, and share their thoughts with us. Your voice and opinions are important. To the parents, guardians and stakeholders that do take the time to peruse this document, please also consider working with us to establish a school council for Lakeside Outreach School for the 2025-2026 school year, and responding to the Alberta Education assurance surveys in 2026 to ensure your opinion is heard.

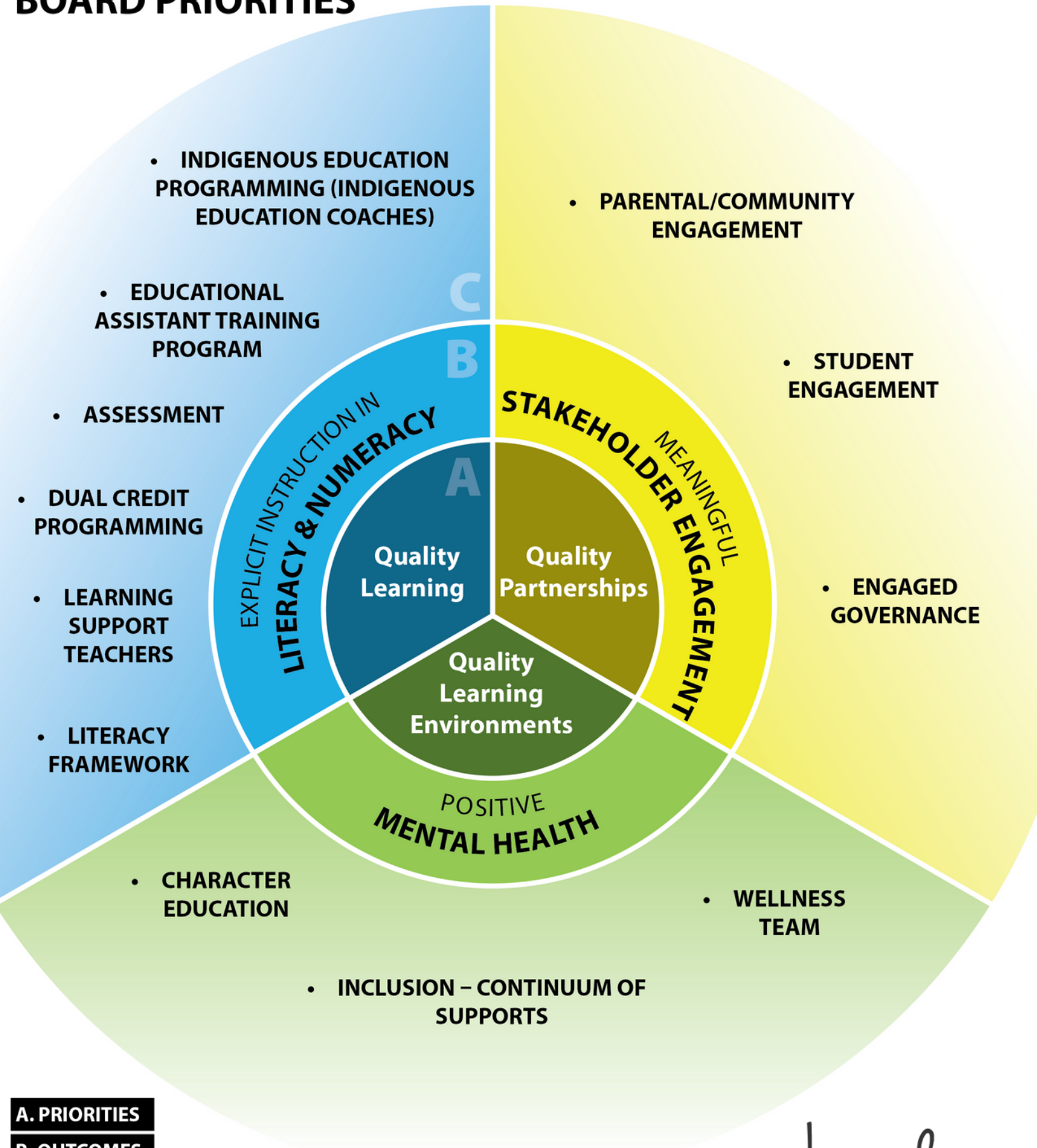


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HIGH PRAIRIE SCHOOL DIVISION **BOARD PRIORITIES**



A. PRIORITIES

B. OUTCOMES

C. STRATEGIES

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BOARD OUTCOME: QUALITY LEARNING - LITERACY

SCHOOL OUTCOME: STUDENTS WILL DEVELOP ADVANCED SKILLS IN WRITING FOR PROFESSIONAL, TECHNICAL AND SOPHISTICATED CREATIVE PURPOSES, TO PREPARE STUDENTS FOR THE WORKFORCE AND HIGHER EDUCATION.

STRATEGIES

“Alberta Education defines literacy as the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (2017). At Lakeside Outreach School, we seek to strengthen student literacy through an interdisciplinary focus on advanced writing skills. Grade 10-12 students at Lakeside Outreach School will face opportunities across curricula to engage in the writing process; including planning, drafting, revising and publishing. Written assignments that have been assessed will remain accessible to students within each semester, to continually upgrade using constructive feedback obtained from comments on their submissions, one-point writing rubrics and from collaborative discussions with teachers.

From year one of our education plan to year two, we are able to celebrate diploma exam results, performing stronger than HPSP or the province on English Language Arts 30-2 in 2024. We are also seeing an increase in students scoring standards of acceptable and excellence on our humanities exams. Teachers will continue to provide all high school students feedback on diploma-style writing tasks throughout the school year, and host a diploma preparation workshop each January and June.

To address a decline in semester one performance on personal response to a visual text (PRT), among grade ten and eleven students, the teacher will host student conferences with each student who completes their benchmark assessment in September 2025, providing both written and verbal feedback on writing style and content at these conferences.

TARGETS

UNIVERSAL ASSESSMENT - PERSONAL RESPONSE TO A VISUAL TEXT (PRT)

Organization & Style	2024-2025 Semester 1 Results	2025-2026 Semester 1 Targets
Exemplary	0%	10%
Proficient	4%	10%
Adequate	46%	50%
Limited	50%	30%

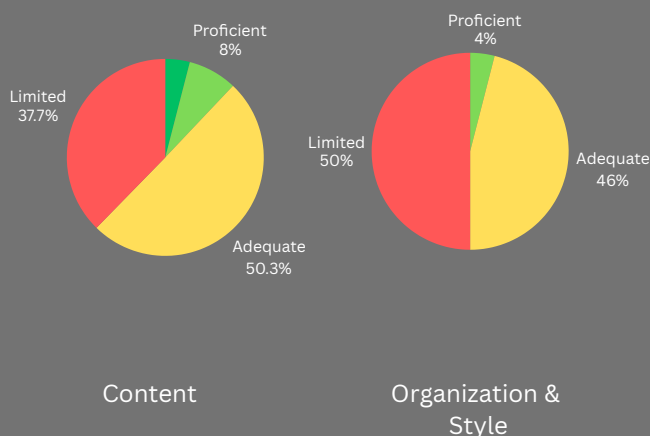
Content	2024-2025 Semester 1 Results	2025-2026 Semester 1 Targets
Exemplary	4%	5%
Proficient	8%	15%
Adequate	50%	60%
Limited	38%	20%

2024 DIPLOMA EXAMINATION RESULTS (HUMANITIES)

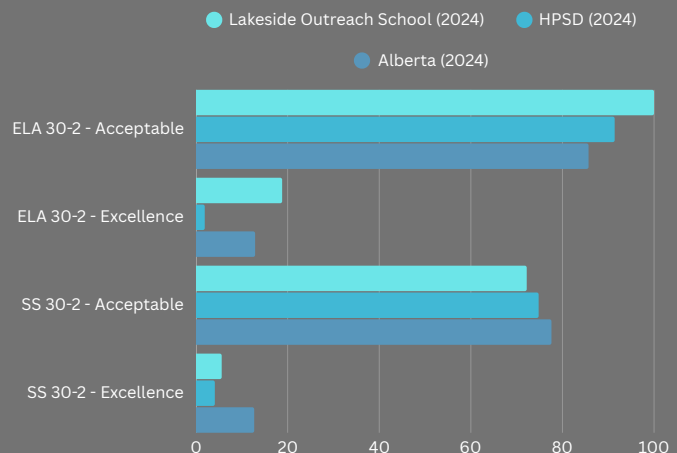
Diploma Exam & Measure	2023 Results	2024 Results	2025 Targets
English Language Arts 30-2 (Acceptable)	86.2%	100%	100%
English Language Arts 30-2 (Excellence)	0%	18.8%	25%
Social Studies 30-2 (Acceptable)	56.3%	72.2%	80%
Social Studies 30-2 (Excellence)	0%	5.6%	10%

PERFORMANCE MEASURES

Universal Assessment - Personal Response To A Visual Text (PRT)



2024 Diploma Examination Results (Humanities)



SCHOOL OUTCOME: STUDENTS WILL ENGAGE IN NUMERACY-RICH DISCUSSIONS AND ACTIVITIES IN ALL SUBJECT AREAS.

STRATEGIES

“Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living” (2017). Lakeside Outreach School currently offers students a pathway to a high school diploma, with a focus on mathematics courses that are “designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability” (Alberta Education, 2008, p. 10).

Our teachers are able to offer one-on-one, in-person and virtual support to students enrolled in the Mathematics 10-3 and 20-3. This past year also saw the addition of an educational assistant to our staff, and increased communication with Mathematics students about course progress. While the percentage of students who were withdrawn from Mathematics 10-3 in 2024-2025 is not exactly an indicator of pedagogical success, due the transient nature of many outreach students, when you couple it with the 10% increase in course completions this year and improved overall average, it should be noted that increased communication and a stronger focus on attendance policies by the teacher did lead to some modest success in student performance.

To continue strengthening student performance, ensuring quality numeracy learning is happening in our Mathematics courses, and the final grades we issue are accurate and authentic, school professional development initiatives this year focused on building a new Mathematics 10-3 course that considers the tenets of brain science in relation to how

students learn. Once complete, the new course will replace the Alberta Distance Learning Centre materials the teacher previously relied on. Through this initiative, teachers have been working on understanding the benefits of interleaving, spaced practice and creating conditions for safe engagement by students with desirable difficulties. Increased supervised assessments and student choice in demonstrating learning are other important aspects to this work, which seeks to both improve the student experience and build teacher capacity. This theme-based Mathematics 10-3 course will serve as a blueprint to begin work on developing 20-3, in the same vein, with curriculum outcomes interleaved throughout the experience, engaging critical thinking and inquiry skills.

In light of HPSD’s newly published numeracy framework, Lakeside Outreach School looks forward to incorporating these principles into school meetings and professional development discussions next year, while also using this lens to help pinpoint opportunities to create engaging numeracy learning experiences in all subject areas.

TARGETS

MATH 10-3 CLASS AVERAGE

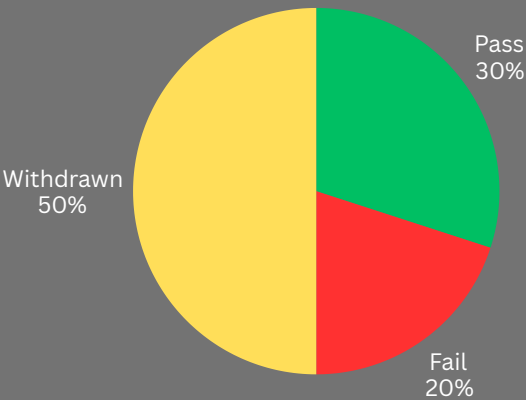
Course	January 2024 Class Average	January 2025 Class Average	January 2026 Target
Math 10-3	47.2%	60.6%	65%

MATH 10-3 COMPLETION RATE (INCLUDES PASS, FAIL & WITHDRAWAL)

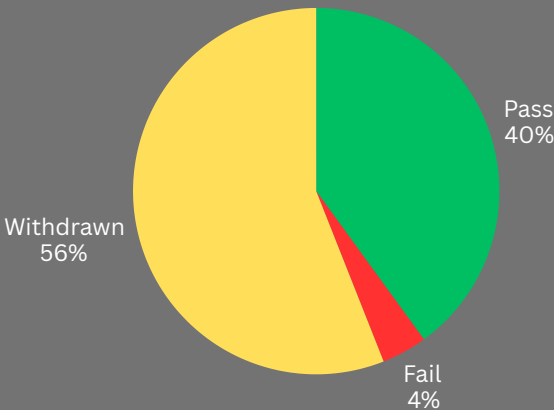
Course	2023-2024 Completion Rate	2024-2025 Completion Rate	2025-2026 Target
Math 10-3	30%	40%	60%

PERFORMANCE MEASURES

Math 10-3 Course Results (January 2024)



Math 10-3 Course Results (January 2025)



BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: STUDENTS, PARENTS/GUARDIANS & COMMUNITY MEMBERS WILL BE ENGAGED IN SCHOOL FUNCTIONS, LEARNING EXPERIENCES, EXTRA-CURRICULARS AND DECISIONS ABOUT EDUCATION.

STRATEGIES

Lakeside Outreach School believes that students, parents/guardians, school and divisional staff and members of our local and provincial community are all important partners in our education system, and their voices should play a role in shaping it. That is why we place such high importance on student satisfaction and community engagement.

According to Alberta Education's Annual Education Results Report (AERR), our school is performing significantly better than the school authority and province on a number of student satisfaction measures, including satisfaction that students model the characteristics of active citizenship, engagement in their own learning, satisfaction with education quality, satisfaction with program access, and acknowledgment that their schools have improved or stayed the same the last three years. Our school offers individualized and flexible programming within a small, personal setting for those students whose needs may not be met in a traditional school setting. We are also filling a growing desire in our community for online and at-home learning options. In the past couple of years, a move to a newly renovated campus, the opportunity the closure of the Alberta Distance Learning Centre (ADLC) gave us to invest in revamping and developing more engaging course materials, an increase in the use of technology to deliver learning experiences to students, strengthening of academic expectations, development of a strategic and focused semestered timetable, the streamlining of communications and access to data for staff, and the continued access to wrap-around supports that can enhance the student experience, have contributed to this growing satisfaction amongst students.

Parent/guardian data was suppressed from the 2024 AERR report, due to limited responses. However, a concerted effort this year to promote the importance of this survey has led to an increase in parent responses. The school will have parent data to work with, for the first time in many years, during year three of this education plan. Regardless, staff regularly communicate with parents and guardians, invite feedback via social media where class events and successes are often published, host parent-teacher

interviews and open house events throughout the school year, and seek parent/guardian involvement in planning our school graduation ceremony and other events. Parents and guardians also receive monthly newsletters from the school where we showcase our students, share important dates, speak to progress and challenges related to HPSD board priorities and invite feedback and conversation about its contents via phone or email. Due to the transient nature of a portion of our student population, the small enrollment number that the staff at Lakeside Outreach School can support, and dual commitments parents and guardians of our blended students have, recruiting volunteers from this pool of stakeholders to initiate and maintain a dedicated school council has historically been a challenge. During the 2025-2026 school year, we hope to partner with Roland Michener Secondary School and operate a joint school council in Slave Lake that will provide another opportunity for the voices of our parents and guardians to be heard.

Lakeside Outreach School prides itself on involving the community in our programming. Staff are always on the lookout for opportunities to bring in local experts, elders, knowledge keepers and storytellers to supplement and complement planned curricular activities. Our Junior Professional Development program, that gives students access to Career and Technology Studies (CTS) course options through authentic, hands-on and land-based learning experiences, and our Career and Life Management (CALM) Blitz are two ways we connect students to a variety of local experts and organizations. We also introduce our students to various local venues and tap into local expertise through our off-site physical education program. This year, the following community members and organizations collaborated with our school and/or contributed directly to learning experiences for students: *Community Futures Lesser Slave Lake, Alberta Health Services, Taproot Community Support Services, Lakeshore Regional Police, Lesser Slave Lake Indian Regional Council, Lakeside Ford, YEGPro Realty, Alberta Forestry, Slave Lake Helicopters Ltd., Town of Slave Lake, Kinsey Museum and 'Artist in Residence' Erin Hunt, Royal Purple, Tolko Industries, Vanderwell Contractors Ltd., The Chaddy Shack, Gilwood Golf & Country Club, Northern Lights Aquatic Centre, East Shore Athletics,*

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: STUDENTS, PARENTS/GUARDIANS & COMMUNITY MEMBERS WILL BE ENGAGED IN SCHOOL FUNCTIONS, LEARNING EXPERIENCES, EXTRA-CURRICULARS AND DECISIONS ABOUT EDUCATION.

CJ Schurter School, Roland Michener Secondary School, Non-Typical Nation, Mann & Mann Insurance, Vanderwell Heritage Place, Lesser Slave Lake Forest Education Society, Work Wild, Scotiabank, Exact Oilfield Developing Ltd., Lesser Slave Lake Regional Fire Service, Lesser Slave Lake Regional Arts Council, Momma B's Second Helping, Northern Lakes College, Skills Canada Alberta, Student Vote Canada, Chef & Knowledge Keeper James Willier, Knowledge Keeper & Indigenous Education Coach Lead Keith Laboucan, Resolution Health Support Worker Nancy Chalifoux, CPR/First Aid Instructor & HPSPD Safety Officer Kathleen Doucette. In addition, Lakeside Outreach School students earned 110 work experience credits for their employment in our community this year. Various other HPSPD staff members also contributed to our programming and learning experiences. Moving forward, we hope to continue collaboration and strengthening of these partnerships, while establishing new relationships to further enrich the student experience at our school and showcase the diverse opportunities that lie beyond our walls.

At a divisional level and beyond, our staff advocates through a number of avenues. We participate on HPSPD committees for literacy, numeracy and professional development, and on the HPSPD administrators' association. Our school contributes to Indigenous education course development efforts at a divisional level, HPSPD's physical education and athletics professional learning community and we attend the annual zone meeting for athletic directors.

TARGETS

STUDENT SATISFACTION

Topic	2023 Results	2024 Results	2025 Targets
Citizenship	87.9%	86.9%	90%
Student Learning Engagement	75.3%	81.4%	85%
Program of Studies	73.6%	73.5%	80%
School Improvement	100%	94.4%	95%
Education Quality	90%	86.5%	90%
Program Access	96.1%	89.1%	95%

PARENT/GUARDIAN SATISFACTION

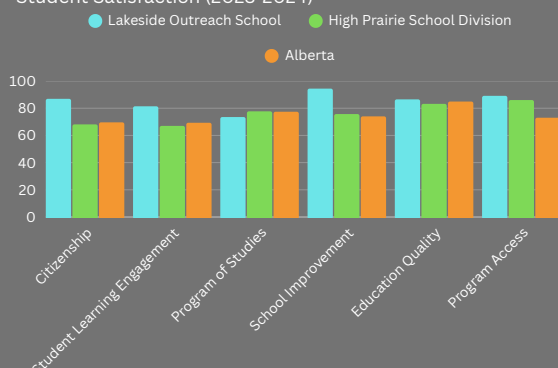
Topic	2023 Results	2024 Results	2025 Targets
Citizenship	Data Suppressed	Data Suppressed	90%
Student Learning Engagement	Data Suppressed	Data Suppressed	85%
Program of Studies	Data Suppressed	Data Suppressed	80%
School Improvement	Data Suppressed	Data Suppressed	95%
Education Quality	Data Suppressed	Data Suppressed	90%
Program Access	Data Suppressed	Data Suppressed	95%

HIGH SCHOOL COMPLETION RATES

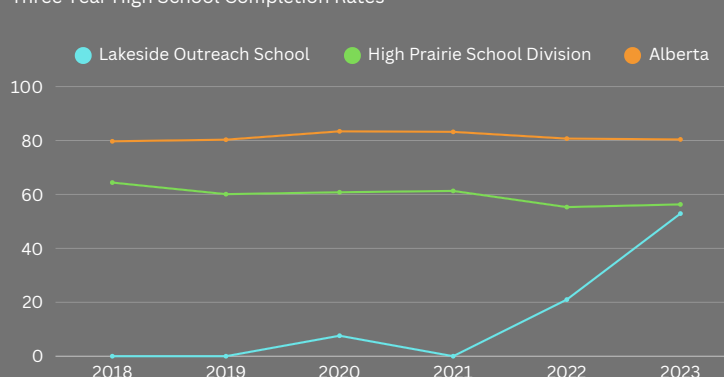
Topic	2022-2023 Results	2023-2024 Results	2024-2025 Targets
3 Year Completion	21%	52.9%	55%
4 Year Completion	10.3%	23.1%	25%
5 Year Completion	20.2%	10.4%	20%

PERFORMANCE MEASURES

Student Satisfaction (2023-2024)



Three Year High School Completion Rates



BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: LAKESIDE OUTREACH SCHOOL WILL MAINTAIN A WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT THAT PROMOTES CITIZENSHIP, VOLUNTEERISM, CHARACTER EDUCATION, TEAMWORK, RESILIENCE AND PROFESSIONAL DEVELOPMENT.

STRATEGIES

Establishing a welcoming, caring, respectful and safe learning environment is of utmost importance to Lakeside Outreach School staff. We seek to respect diversity, nurture a sense of belonging and a positive sense of self. According to Alberta Education “students whose school supports social emotional development have a stronger sense of connection to those around them and are more likely to be hopeful about their futures. A sense of belonging gives students feelings of security, identity and community, which, in turn, supports their academic, psychological and social development. Students with strong and rewarding social ties at school are less likely to struggle with chronic absenteeism and to leave school before completion” (2024).

In addition to passionate teachers, available to support students daily, our school’s wrap-around supports diligently work to foster these connections and help guide our students to learn, lead and succeed in an ever-changing world. Staff, students attending Lakeside Outreach School, and their family members have access to a wellness coach, career coach, Indigenous education coach, learning support teacher and other specialized mental health, behaviour and occupational resources as required. This approach, alongside the caring and supportive on-campus atmosphere we seek to maintain, has led to our school

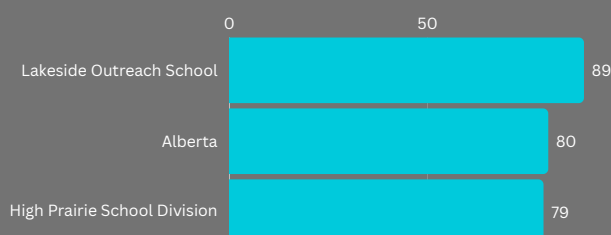
receiving very high results on Alberta Education’s AERR, when measuring students’ attitudes towards whether they are safe at school, are learning the importance of caring for others, are learning respect for others and whether they feel they are treated fairly at school. For the past four years, we have scored significantly higher than the school authority or province on this measure. The AERR also indicates that our students are in agreement that their learning environment is welcoming, caring, respectful and safe.

Our school’s nutrition grant and Foods program also contributes to success in our maintenance of a quality learning environment. This program allows us to provide healthy snacks and lunch to all students who attend daily, while also getting them involved in Food preparation and cooking, where they are able to further develop important social skills, while earning credits. The kitchen often serves as an icebreaker for new students, and a place to foster teamwork.

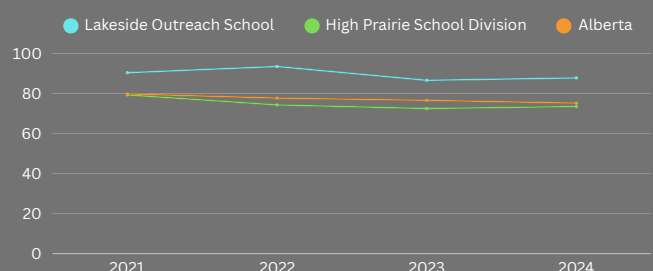
Both academic and physical safety are considered in our approach at Lakeside Outreach School. In addition to regular review of maintenance and physical safety issues at staff meetings, and regular safety inspections by the fire department and Alberta Health Services, staff schedules time to review the school’s emergency response plan with students throughout the year, as well. Part of this review includes practice for emergency situations, such as fire drills and other

PERFORMANCE MEASURES

Percentage of Students In 2024 Who Feel Safe And Treated Fairly At School, While Learning The Importance Of Respect And Caring For Others



Percentage of Students In 2024 Who Agree Their Learning Environments Are Welcoming, Caring, Respectful and Safe



BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: LAKESIDE OUTREACH SCHOOL WILL MAINTAIN A WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT THAT PROMOTES CITIZENSHIP, VOLUNTEERISM, CHARACTER EDUCATION, TEAMWORK, RESILIENCE AND PROFESSIONAL DEVELOPMENT.

measures. When referring to academic safety, we seek to create an environment where students feel free to take academic risks and see failure as a learning opportunity. Through intentional feedback and opportunities to use this feedback to upgrade and resubmit assignments, when appropriate, we can build resiliency amongst our students and create valuable teachable moments. Students are able to work at their own pace within each semester, and are connected to teachers who are always willing to meet them where they are, to inspire growth from there.

At Lakeside Outreach School, our commitment to Collaborative Response has led us down a path of establishing hybrid school support team meetings and progress monitoring meetings where we can identify key issues facing our students, develop strategies, and build staff capacity in providing universal, targeted and intensive accommodations and interventions. This year, collaborative planning meetings were added to teacher agendas, focused on strengthening assessment and improving Math resources.

Furthermore, we champion individual character, teamwork and leadership through monthly student awards like Monthly Masterchef, Athlete of the Month and Citizen of the Month. A community volunteerism program at our school, which is coupled with CTS credits, also encourages good citizenship and character in students. Our school also enjoys

collaborating with community organizations that are able to share timely and age-appropriate information on anti-bullying, healthy relationships, anger management, conflict resolution, addictions and more. These are often tied to curriculum to increase student buy-in.

Lastly, we capitalize on significant dates in our community, designated to raise awareness around particular issues that may affect our students and families. Events like Orange Shirt Day, Pink Shirt Day, National Day of Awareness for Missing and Murdered Indigenous Women and Girls, Indigenous People's Day, Mental Health Week, Hats On! For Mental Health, Moose Hide Campaign Day, and other important dates for raising awareness, and being caring citizens, are regularly promoted and participated in by Lakeside Outreach School staff and students.

TARGETS

STUDENT SATISFACTION

Topic	2023 Results	2024 Results	2025 Targets
Welcoming, Caring, Respectful & Safe Learning Environments	86.6%	87.8%	90%
At Risk Students	94.9%	92.6%	95%
Access to Support & Services	94.9%	92.6%	95%

QUALITATIVE PERFORMANCE MEASURES

- David Miller (Grade 10) - Participated in Skills Canada Alberta Regional Competition In Culinary Arts On March 20, 2025, After Earning Credits In Our School's Daily Nutrition Program
- Mariah Potskin-Bamson (Grade 12) - Participated In Mentorship Education With Lesser Slave Lake Indian Regional Council Resolution Support Worker Nancy Chalifoux, After Connecting With Her During Our Annual 'Career & Life Management Blitz' & Took Part In Missing & Murdered Indigenous People Walk In Paddle Prairie On May 5, 2025
- Phoebe Giroux (Grade 12) & Reanna Noskiye (Grade 12) - Participated In The Town Of Slave Lake's Community Cleanup On May 6, 2025
- Destin Twin (Grade 10), David Miller (Grade 10), Aiden Lawson (Grade 11) and Shawn Gambler (Grade 11) Participated In 'Hats On! For Mental Health' Day With Staff (Photograph Shared With The Slave Lake And Area Mental Health Network)
- Students Contribute To Mentorship And Collaborative Opportunities With Our Neighbouring Elementary School, CJ Schurter. One Example Was The Literacy Event 'Fresh Starts & Fantastic Tales,' On June 6, 2025, Where Our Students Contributed Read-Alouds, Or Volunteered Time For Food And Beverage Service, Linked To Foods Credits
- Students Participated In 'Junior Professional Development Days,' Both Semesters, Linked To Career And Technology Studies (CTS) Credits In Esthetics, Foods, Wildlife And Health Care Services