

LAKESIDE OUTREACH SCHOOL 2024-27 EDUCATION PLAN (YEAR 1)



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 to 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, that can operate throughout the 2024-2025 school year and/or answering the surveys available in the upcoming year.

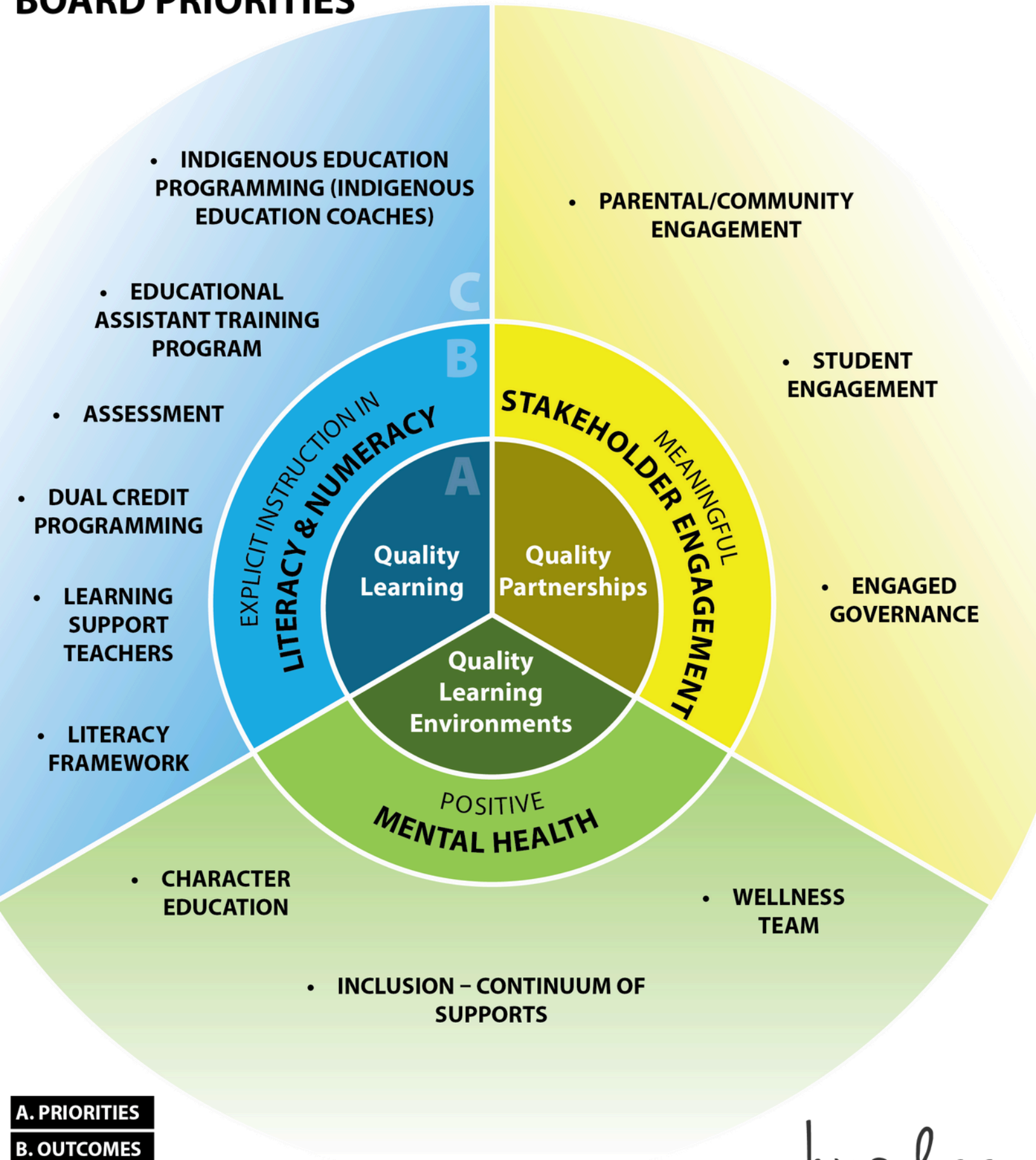


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HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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.

Google Classrooms will continue to grow and receive updates by Lakeside Outreach School teachers who aim to include the most effective opportunities to strengthen literacy skills, and to foster engagement and personal expression in their courses. This is done by increasing student choice in demonstrating competency with curriculum outcomes, ensuring writing is integrated into all subjects and expecting that technology is used to enhance submissions.

TARGETS

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

Organization & Style	2023-2024 Semester 1 Results	2024-2025 Semester 1 Targets
Exemplary	0%	5%
Proficient	20%	30%
Adequate	40%	35%
Limited	40%	30%
Poor	0%	0%

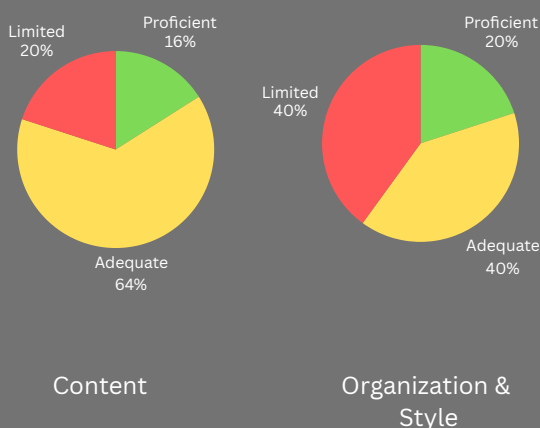
Content	2023-2024 Semester 1 Results	2024-2025 Semester 1 Targets
Exemplary	0%	5%
Proficient	16%	20%
Adequate	64%	60%
Limited	20%	15%
Poor	0%	0%

2023 DIPLOMA EXAMINATION RESULTS (HUMANITIES)

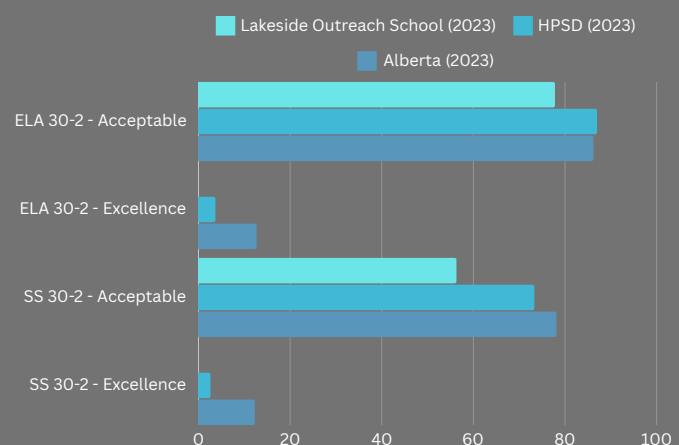
Diploma Examination & Measure	2023 Results	2024 Targets
English Language Arts 30-2 (Acceptable)	77.8%	80%
English Language Arts 30-2 (Excellence)	0%	10%
Social Studies 30-2 (Acceptable)	56.3%	70%
Social Studies 30-2 (Excellence)	0%	10%

PERFORMANCE MEASURES

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



2023 Diploma Examination Results (Humanities)



BOARD OUTCOME: QUALITY LEARNING - NUMERACY

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).

According to the Math Intervention/Protocol Instrument (MIPI), nearly 95% of students who enroll in Grade 10 Math at Lakeside Outreach School require attention at the time that they begin their course. Our teachers are able to offer one-on-one, in-person and virtual support to students enrolled in the program. They are also currently redeveloping Math 10-3 and Math 20-3 to include thematic units that interleave curriculum outcomes and include materials that are better suited for a numeracy-rich Google Classroom and virtual environment. The tenets of Peter Liljedahl’s “Building Thinking Classrooms in Mathematics: 14 Practices For Enhancing Learning” (2020) are being explored with regard to this course development, to further ensure learning is authentic, relevant to

students and effectively supported. Beyond mathematics, increasing numeracy components to science assignments has been a focus of course development the past two years. This work will continue, and a review of humanities courses to ensure appropriate opportunities are included for engagement with quantitative and spatial information shall ensue during the 2024-2025 school year.

Lakeside Outreach School looks forward to the publication of HPSD’s numeracy framework next year. We are also prepared to implement the Elk Island Math Assessment at the beginning of the 2024-2025 school year, and are enthusiastic about use of this universal assessment to measure growth and inform instruction.

TARGETS

MATH 10-3 CLASS AVERAGE

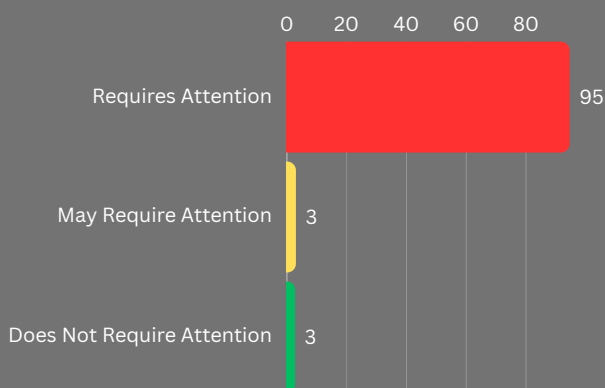
Course	January 2024 Class Average	January 2025 Target
Math 10-3	47.2%	65%

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

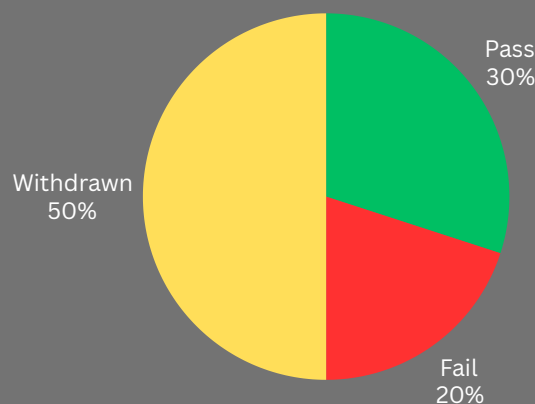
Course	2023-2024 Completion Rate	2024-2025 Target
Math 10-3	30%	60%

PERFORMANCE MEASURES

Universal Assessment - Math Intervention/Protocol Instrument (MIPI) - Grade 10



Math 10-3 Course Results (January 2024)



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 communication 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 2023 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 responses from both students and parents. These results can be used in Year 2 of our education plan to begin setting more accurate targets around those quantitative measures. 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 their involvement in planning our school graduation ceremony. 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 2024-2025 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 to learning experiences for students: *Community Futures Lesser Slave Lake, Alberta Health Services, Northern Haven Support Society, WJS Canada, Lakeshore Regional Police, Lesser Slave Lake Indian Regional Council, Lakeside Ford, YEGPro Realty, Alberta Forestry, Dave Booth Taxidermy, Slave Lake Helicopters Ltd., Town of Slave Lake, EC Bar Ranch, Kinosayo Museum, Slave Lake Petroleum Association, Royal Purple, Métis District 21 Council, Tolko Industries, Vanderwell Contractors Ltd.,*

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.

The Chaddy Shack, Gilwood Golf and Country Club, Northern Lights Aquatic Centre, East Shore Athletics, CJ Schurter School, EG Wahlstrom School, Roland Michener Secondary School, Superintendent Murray Marran, Board of Trustees Chair Joy McGregor, Okimâskwêw Etki Margaret Cardinal, Chef & Knowledge Keeper James Willier, Darlene Walker, Knowledge Keeper Ramzey Zallum, Knowledge Keeper Keith Laboucan, Knowledge Keeper Marcel Desjarlais, Resolution Health Support Worker Nancy Chalifoux, Red Cross CPR & First Aid Instructor Bruce Turnbull. Other HPSD staff members have also made important contributions to our learning community this year. Moving forward, we hope to continue to collaborate and strengthen these partnerships, while establishing new relationships to further enrich the student experience at our school.

At a divisional level and beyond, our staff advocate for the school through a number of avenues. This includes participation in the HPSD administrators' association, teacher representation at divisional numeracy and literacy committees, and the joint Alberta Teachers' Association (ATA)/HPSD Professional Development Committee, contributing to HPSD's physical education and athletics professional learning community and attending the annual zone meeting for athletic directors, to advocate for rural and outreach student athletes. We hope our continued effort in addressing stakeholder engagement at all levels will help Lakeside Outreach School build on 2022's momentum, and high school completion rates continue to rise.

TARGETS

STUDENT SATISFACTION

Topic	2023 Results	2024 Targets
Citizenship	87.9%	89%
Student Learning Engagement	75.3%	85%
Program of Studies	73.6%	78%
School Improvement	100%	100%
Education Quality	90%	92%
Program Access	96.1%	97%

PARENT/GUARDIAN SATISFACTION

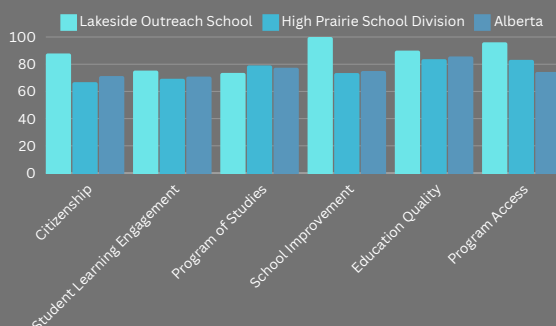
Topic	2023 Results	2024 Targets
Citizenship	Data Suppressed	69%
Student Learning Engagement	Data Suppressed	85%
Program of Studies	Data Suppressed	79%
School Improvement	Data Suppressed	70%
Education Quality	Data Suppressed	80%
Program Access	Data Suppressed	74%

HIGH SCHOOL COMPLETION RATES

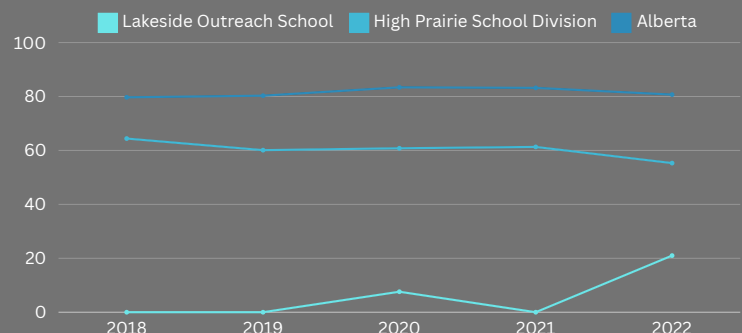
Topic	2023 Results	2024 Targets
3 Year Completion	21%	30%
4 Year Completion	10.3%	15%
5 Year Completion	20.2%	20%

PERFORMANCE MEASURES

Student Satisfaction



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

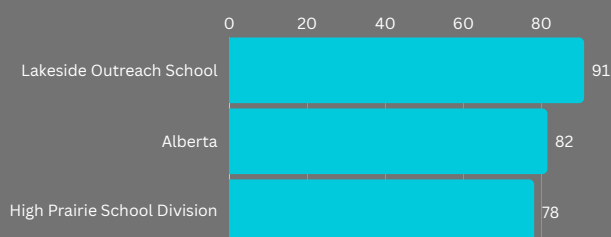
receiving very high results on Alberta Education’s AERR, when measuring students’ attitudes towards whether they are safe at school, are learning the importance of caring for others, are learning respect for others and whether they feel they are treated fairly at school. For the past three years, we have consistently scored over 90% on this measure, significantly higher than the school authority or province. 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.

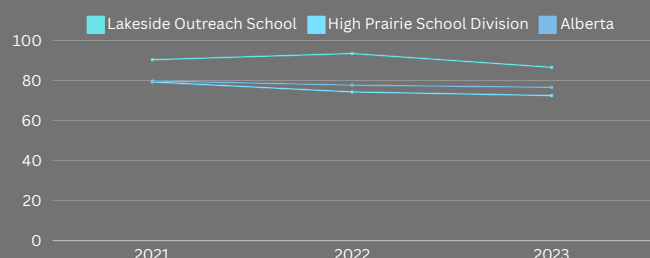
Both academic and physical safety are considered in our approach at Lakeside Outreach School. In addition to regular review of maintenance and physical safety issues at staff meetings, and regular safety inspections by the fire department and Alberta Health Services, staff schedules time to review the school’s emergency

PERFORMANCE MEASURES

Percentage of Students in 2023 Who Feel Safe And Treated Fairly At School, While Learning The Importance of Respect And Caring For Others



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



BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

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response plan with students throughout the year as well. Part of this review includes practice for emergency situations, such as fire drills and other 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 and 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 and accessing universal, targeted and intensive accommodations and interventions.

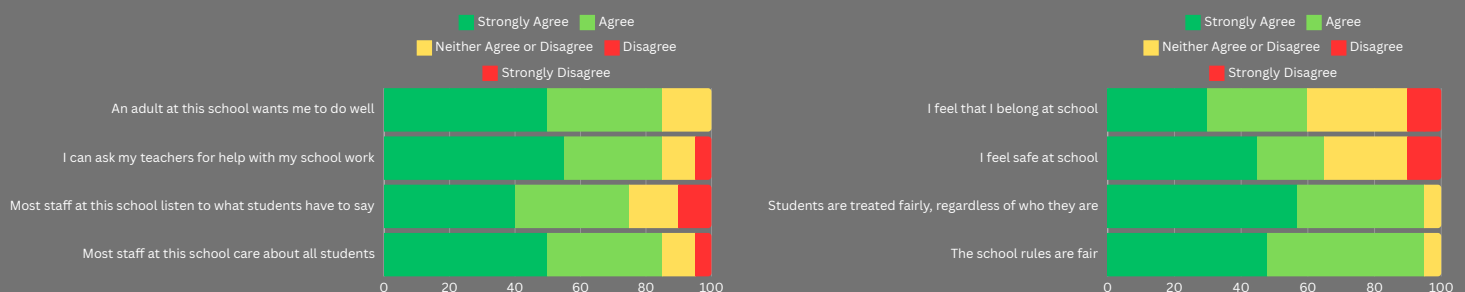
We also champion individual character, teamwork and leadership through monthly student awards like Monthly Masterchef, Athlete of the Month and Citizen of the Month, which are tied to these tenets of a quality learning environment. A community volunteerism program at our school, which is coupled

with CTS credits, also encourages good citizenship and character in our students.

Our wellness coach conducts an annual survey of students, to supplement the AERR data and give us more insight into the mental health challenges they face, substance abuse issues and food security concerns. This helps staff to address student needs in our day-to-day programming and decision-making, and to engage students better. 2024 results of this survey indicate that 95% of students believe they are treated fairly at our school, regardless of who they are. It also indicated that 85% of Lakeside Outreach School students believe an adult in our building wants them to do well, while the other 15% neither agree or disagree with this statement. Digging deeper into this anonymous wellness survey, we can identify some wellness concerns that will be discussed and addressed moving forward. At least 40% of students surveyed are cannabis users, while 35% consume alcohol weekly and 10% admit to using other illicit drugs on a weekly basis. 40% of our students smoke cigarettes weekly, and another 30% admit to having engaged in self-harm recently, or in the past. Finally, when it comes to food security issues, the wellness survey tells us that 45% of our students were worried whether their family would run out of food before they got money to buy more in the past year, and 25% admit to having skipped meals when hungry because their family did not have enough money for food. This just

PERFORMANCE MEASURES

Student Attitudes (2024 HPSD Wellness Survey)



BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

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reinforces the importance of maintaining our nutrition grants and a strong Foods program at Lakeside Outreach School.

Beyond our school staff and divisional supports, Lakeside Outreach School enjoys collaborating with community organizations like Northern Haven Support Society, Community Futures Lesser Slave Lake and WJS Canada to connect students to presentations and resources on anti-bullying, healthy relationships, anger management, conflict resolution, addictions and more. These are often tied to curriculum to increase student buy-in. We also 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 Targets
Welcoming, Caring, Respectful & Safe Learning Environments	86.6%	90%
At Risk Students	94.9%	95%
Access to Support & Services	94.9%	95%

STUDENT ATTITUDES

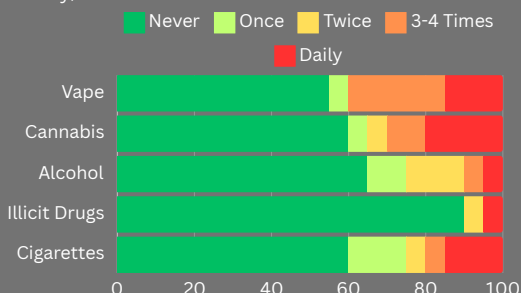
Topic	2023 Results	2024 Targets
Students Feel They Belong At School	60%	75%
Students Feel Safe At School	65%	75%
Students Feel They Can Ask Teachers For Help With School Work	85%	95%

COMMUNITY VOLUNTEERISM CREDITS COMPLETED (CCS 1080 & 2080)

2023 Results	2024 Targets
3	10

PERFORMANCE MEASURES

Reported Weekly Substance Use By Students (2024 HPSD Wellness Survey)



Nutrition/Foods Program (2024 HPSD Wellness Survey)

