

Visions West Outreach School



Where learning continues

Mission

- ❖ To provide a flexible and positive learning environment that accommodates all types of learners in an effort to assist students meet their diverse goals.

Vision

- ❖ Providing hope to students while helping them achieve their diverse goals.

Values

- ❖ To meet with each student individually to work through an appropriate plan
- ❖ Each student is worthy of time and attention in whatever format they need
- ❖ To meet the needs of the whole child; social, emotional, mental health and academic
- ❖ To help students see and reach their full potential while dealing with their unique realities

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2018
 School: 0531 Visions West School



Student Learning Organization	Student Learning Achievement (Random 14-19)	Student Learning Achievement (Random 10-12)	Student Learning Achievement (Random 9-10)	Student Learning Achievement (Random 7-8)	Student Learning Achievement (Random 6-7)	Student Learning Achievement (Random 5-6)	Student Learning Achievement (Random 4-5)	Student Learning Achievement (Random 3-4)	Student Learning Achievement (Random 2-3)	Student Learning Achievement (Random 1-2)	Student Learning Achievement (Random 0-1)
Student Learning Organization	Program of Studies	80.4	80.9	81.4	81.9	82.5	83.1	83.7	84.4	85.1	85.7
	Subject Quality	80.9	82.3	82.7	83.6	84.1	84.7	85.3	85.9	86.5	87.1
	Open Out Data	80.8	84.2	84.4	85.4	86.3	87.0	87.7	88.4	89.1	89.8
	High Demand Credentials Data Out	80.7	84.6	85.1	85.9	86.8	87.6	88.4	89.2	90.0	90.8
	2021 Academic	*	80.8	80.8	81.6	82.4	83.2	84.0	84.8	85.6	86.4
	2022 Academic	*	80.9	81.0	81.8	82.6	83.4	84.2	85.0	85.8	86.6
	2023 Academic	80.9	82.4	82.8	83.7	84.5	85.3	86.1	86.9	87.7	88.5
Student Learning Achievement (Random 10-12)	2021 Academic	*	80.8	81.0	81.8	82.6	83.4	84.2	85.0	85.8	86.6
	2022 Academic	80.9	82.4	82.8	83.7	84.5	85.3	86.1	86.9	87.7	88.5
	2023 Academic	80.9	82.4	82.8	83.7	84.5	85.3	86.1	86.9	87.7	88.5
	Subject Quality	82.2	83.7	84.5	85.3	86.1	86.9	87.7	88.5	89.3	90.1
	System Exam Participation Rate (4+ Days)	80.9	82.8	83.5	84.3	85.1	85.9	86.7	87.5	88.3	89.1
Preparation for Lifelong Learning, World of Work, Citizenship	Student Learning Achievement (Random 10-12)	80.4	80.8	81.4	81.9	82.4	82.9	83.4	83.9	84.4	84.9
	2021 Academic	*	80.8	81.0	81.8	82.6	83.4	84.2	85.0	85.8	86.6
	2022 Academic	80.9	82.4	82.8	83.7	84.5	85.3	86.1	86.9	87.7	88.5
	2023 Academic	80.9	82.4	82.8	83.7	84.5	85.3	86.1	86.9	87.7	88.5
	Subject Quality	82.2	83.7	84.5	85.3	86.1	86.9	87.7	88.5	89.3	90.1
Personal Development	Student Learning Achievement (Random 10-12)	80.4	80.8	81.4	81.9	82.4	82.9	83.4	83.9	84.4	84.9
	2021 Academic	*	80.8	81.0	81.8	82.6	83.4	84.2	85.0	85.8	86.6
	2022 Academic	80.9	82.4	82.8	83.7	84.5	85.3	86.1	86.9	87.7	88.5
Continuous Improvement	Student Learning Achievement (Random 10-12)	80.4	80.8	81.4	81.9	82.4	82.9	83.4	83.9	84.4	84.9
	2021 Academic	*	80.8	81.0	81.8	82.6	83.4	84.2	85.0	85.8	86.6

Teacher and Parent results have been suppressed as we did not have 6 in each category complete the survey.

We are pleased with our diploma exam results and work diligently with students to ensure preparedness for exams. Additionally, we recognize that due to the nature of our school, we will continue to have low numbers of students completing high school in 3 years or writing 4+ diploma exams in a year. Were this survey able to track a longer completion time, our numbers would rise exponentially.

We believe that continued work with understanding the unique needs of each individual student in our school will further our success in increasing student success. To this end, we have teacher advisory groups and each student is directly connected with one staff member. We share pertinent information via the CRM and PPT processes with the entire team so that all have the same information and do our best to meet the needs of our students.

Our Goals

Goal One - Well-being WRSD is committed to fostering a culture that respects diversity and promotes wellness through:

- Ensuring each student has a significant relationship with at least one staff member via advisory or their preference
- Individual goal setting with students at the initial intake with regular check-ins scheduled with their teacher advisor
- PD focus on CRM and trauma informed practice ensuring no student is falling through the cracks or being missed. To this end, we have a Google document that we keep current with pertinent information. Hyperlinks are included for students who have been part of the PPT process as there is additional important information included.
- We employ restorative strategies as opposed to instant disciplinary action with struggling students
- We ensure we always have food available as this brings students in and then we are able to touch base with them. This year we have added an onsite foods program whereby students are learning to prepare healthy, nutritious and cost effective meals, are earning credits and feeding their peers.

Goal Two - Learning WRSD is committed to ensuring powerful learning environments that develop the essential understandings needed to be successful in an ever changing society through:

- Implement pedagogy that promotes student understanding of the link between lesson activities and the intended learning outcomes in all curricula.
- We attempt to balance ADLC courses with in-house developed courses.
- We link what students are learning in their course work to their personal experiences.
- We help students understand the intended purpose of an assignment including the targets (rubric) they need to meet.
- implement strategies that enable all students to develop and enhance skills in literacy and numeracy, including reading, writing, mathematics, technology, languages and media. (Please see Literacy Goals on the following page.)
- Create an IPP for each student that at minimum includes the goal of “designing a plan for turning life goals and aspirations into reality.”

Goal Three - Leading WRSD is committed to developing a culture of strong leadership capacity

- Weekly PPT meetings with SSF, FWW, Admin, teachers and EA; CRM focus on PD days and as part of school goals where we reflect on how we are meeting student needs; every team member has equal discussion time
- Staff agendas are created by all staff leading to transparency and accountability
- We are aware of our students’ unique needs and advocate for them with community agencies to improve their life chances
- Participate in an ATA Applying Foundational Knowledge about First Nations, Metis and Inuit workshop

Visions' Literacy Goals 2018-2019

At Visions West we see literacy as a many pronged entity. We know that our students require solid relationships with staff in the building in order to build their confidence, resilience and ability to work with a variety of life's challenges - not just those in the academic realm. **Our overarching goal** is to increase student literacy in each of the following areas:

Physical literacy - We know that healthy students are active students. As such, this year we continue Fun and Fit Fridays; each week Mrs. Croteau is encouraging students to participate in the Fit and Fun Friday activity. Staff join in as often as possible in order to model the importance of physical activity in our daily life. Additionally, we look at proper nutrition and are working with students to make healthy food choices and understand the long term effects of poor eating habits.

Emotional literacy - We find that many of our students lack both the vocabulary and ability to express what they are feeling. Sometimes displays of anger are actually frustration, sadness, exhaustion, etc. By taking time to establish personal connections with our students, we are better able to proactively respond to their needs. To that end, each staff member is responsible for a select group of students and touches base regularly with them. When we notice a student has been absent and/or not completing assignments based upon his/her individual program, we track him/her down. Additionally, the better we know students, the more able we are to help them understand their emotional state and walk them through steps to mitigate and regulate themselves. Our FWWV plays an integral role in this area.

Building resilience - In many cases outreach students have faced significant hardships and challenges that have impaired their resilience. We work with students through challenges faced at school, and those brought to school, to find solutions to problems - both real and perceived. These range from finding appropriate housing, establishing connections with Learners' Benefits and CFSA, through social, emotional and academic challenges.

Reading literacy - Grade 9's read daily and conference about their reading. The teacher also leads regular book talks and read-alouds with them to expose them to a variety of genres. Additionally, our seniors are required to have a great deal of reading literacy to complete their courses as they navigate the online environment. (All teachers constantly monitor student understanding in their related areas and employ strategies such as teaching vocabulary in advance, learning how to read content for keywords, re-reading, and a variety of other strategies.) We have a books to share on a shelf. We have created a poster on a bulletin board that has a list of what we have read or would like to read or would recommend. We then share a passage.

Numeracy - understanding numbers and numerical concepts is a crucial life skill. As such, we target struggling students and help them see the value of math in life. This may include flyer shopping according to a budget, finance discussions via CALM and other programs, helping students create personal budgets, etc. (This ties into the goal below.) Our grade 8 and 9 students are required to complete at least a portion of each summative assessment without the use of calculators to promote the basic computational skills being assessed on the grade 9 PATs.

Financial - money management is a huge part of life; the ability to budget and set aside for the future is a necessary for a successful life. We address this through the Math -3 curriculum and CALM as well as through individual chats with students who come to us for advice, assistance, conversations about their life plans, etc. During foods courses we talk cost of ingredients and how to stretch our money to feed more for less. As conversation allows, we also talk about credit cards, mortgages, renting, etc. FWW also completes budgets with at risk students outlining potential costs of independence.

Visions West Professional Development Plan 2018-2019

Due to the nature of students in VWOS, our primary focus is twofold:


1. Ensuring every student has a positive connection with at least one staff member in the building
2. To continuously employ CRM to ensure we are meeting the social, emotional, mental health and academic needs of each student.

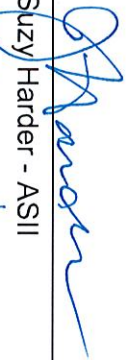
As such, the majority of the PD days will include time for staff to work through the Collaborative Response Model (CRM) for their students. The Collaborative Response Model is a comprehensive school framework focused on three essential components: collaborative team meetings, assessments & response to intervention. The goal of this model is to help school staff meet the individual needs of all students.

A half day presentation with the ATA pertaining to Applying Foundation Knowledge about First Nations, Metis and Inuit may take place during a school based PD day.

August 29 ASII	These 3 days will be a combination of teacher growth plan time, Collaborative Response Model planning, school based professional learning and time for organizational tasks and meetings. ½ day to work on PGP goals
August 30 ASII and EA	
August 31 ASII	
September 24 AS II and EA	CRM / ClevR ASII- Powerschool PD with Leesa
October 19	CRM / School Based PD / Christian Teachers' Convention
November 23 ASII and EA	CRM / School Based PD/Jody Carrington South -Visions staff declined Jodi
February 1 ASII and EA	CRM / School Based PD/ ½ day to work on PGP goals
March 1 ASII	CRM / School Based PD ASII financial training with Lynn

March 14 & 15	South Teachers' Convention (ATA)
April 12 ASII EA	CRM / School Based PD ½ day to work on PGP goals
May 3	CRM / School Based PD
June 7 ASII EA	CRM / School Based Day PD / Transition Meetings
June 28 ASII	Organizational Day


 Bobbie-Jo Douglas - Principal and teacher


 Suzy Harder - ASII


 Denise Croteau - SSF and teacher


 Nelson Schultz - Teacher


 Nicole Mooney - teacher


 Cassie Burke - EA


 Candice Larson - FWW