

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, financial, 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 2019
School: 0531 Visions West School

Measure Category	Measure	Visions West School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.3	93.4	92.1	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	45.9	58.1	55.3	82.2	81.8	81.9	Very Low	Maintained	Concern
Student Learning Opportunities	Education Quality	83.7	90.9	90.8	90.2	90.0	90.1		Maintained	
	Drop Out Rate	31.0	20.8	15.9	2.6	2.3	2.9	Very Low		Concern
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	20.0	28.7	28.9	79.1	78.0	77.6	Very Low	Maintained	Concern
	PAT - Acceptable	10.7	*	18.8	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT - Excellence	0.0	*	0.0	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma - Acceptable	90.3	88.9	86.4	83.6	83.7	83.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma - Excellence	12.9	22.2	16.2	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (d+ Exams)	0.0	0.0	2.3	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	45.5	18.4	17.8	64.8	63.4	62.2	Very Low	Improved Significantly	Acceptable
	Transition Rate (6 yr)	8.6	*	n/a	59.0	58.7	58.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.7	n/a	n/a	83.0	82.4	82.6	High	n/a	n/a
	Citizenship	71.6	84.9	74.1	82.9	83.0	83.5		Maintained	
Parental Involvement	Parental Involvement	94.3	n/a	n/a	81.3	81.2	81.1	Very High	n/a	n/a
	School Improvement	91.9	86.4	90.6	81.0	80.3	81.0	Very High	Maintained	Excellent

Teacher results have been suppressed as we do not have the 6 minimum required for survey results to be shared publicly. However, with our focus on trauma-informed practice, many of these topics are regularly covered in our staff meetings, CRM and PPT meetings as well as during professional development opportunities. All staff have the opportunity to share ideas and provide input into our processes and procedures.

One of our primary goals is to provide a safe, caring and welcoming environment where all are treated with respect and dignity. We are confident in our results as we talk regularly with students to see what is working and what we need to adjust. While we have seen a slight decline in satisfaction, we believe that students who enjoyed the less crowded conditions are being negatively impacted by

our success which has increased the number of students regularly attending. We are aware of this and work to provide alternate space where and when available for those students.

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, we feel our numbers would increase. We feel strongly that as long as we are helping students meet their long term goals and that they are able to write diploma exams successfully, and continue on to post-secondary institutions, the number of diplomas written in one school year is less of a priority.

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. Additionally, we have focussed our professional development on trauma informed practice as we recognize the challenges our students face and work with them to mitigate the negative impacts of trauma.

In terms of parental involvement, we strongly encourage parents to attend our intensive one-hour intake meeting. At that time we create an individual learning plan for each student that is focussed on each student's strengths, interests and long term goals. We also encourage students over the age of 18 to sign permission forms allowing us to speak with their parent/guardian as part of their support network.

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 (and parents when possible) at the initial intake with regular check-ins scheduled with their teacher advisor as well as course teachers
- 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 for every student in our school. Hyperlinks are included for students who have been part of the PPT process aso that all pertinent information is located in one location
- 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. We are blessed to have significant community support that allows us to provide daily food in addition to a CTS 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 link what students are learning in their coursework to their personal experiences.
- We attempt to balance ADLC courses with in-house developed courses.
- We help students understand the intended purpose of an assignment including the targets (rubric) they need to meet.
- We 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.)
- We create an IPP for each student that at minimum includes the goal of "designing a plan for turning life goals and aspirations into reality." This IPP is created in conjunction with students and their parent/guardian when possible.
- We are working with an Indigenous Elder so that we are better able to meet the needs of our indigenous students

Visions' Literacy Goals 2019-2020

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 the 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 FWW 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 - In recognizing the learning gaps experienced by many of our students, we were able to obtain a grant from Shell Canada that has enabled us to purchase graphic novels. Our LCF, Mrs. Allen, has solicited the aid of our students to ensure the novels brought in are of interest to them. Our high school students 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, and re-reading for understanding.) We have books to share on a shelf ranging from children's literature through adult novels. 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 in an effort to promote curiosity and a desire to read our recommended texts.

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 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 necessary for a successful life. We address this through the Math -3 curriculum and CALM as well as through individual discussions with students who come to us for advice, assistance, conversations about their life plans, etc. During foods courses we explore the 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. Staff also complete budgets with at risk students outlining potential costs of independence.

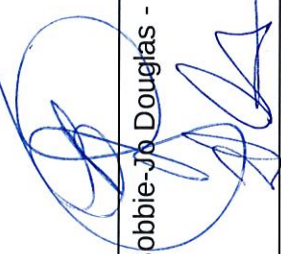
VWOS 2019-2020 Professional Learning Plan

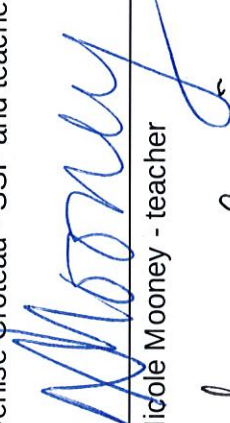

The majority of the non-instructional days will include time for staff to work through the Collaborative Response Model (CRM) for their students. If schools have embedded CRM time in their timetables, this may allow for additional professional learning time.

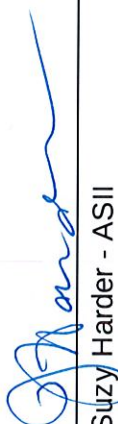
August 27	Start Up Administrator Meeting	
August 28	These 3 days will be a combination of teacher growth plan time, Collaborative Response Model planning, school based professional learning and time for organizational tasks and meetings.	
August 29		Nicole here
August 30		All CAAMSE
September 20		All CAAMSE Nicole
October 4	Mental Health Training - session 1 CRM / School Based PD / Transitioning / IPPs	EA (south) & FWW
October 25	CRM / PGP - ClevrR workshop	LCF / LT
November 29 (South)	CRM / School Based PD / PGP	Nicole
January 31	Mental Health Training - Session 2 CRM	All CAAMSE
February 20	South EA Conference (CARC) - Red Deer - Optional PD for South EA's - Mileage and registration will be paid - no wages.	South EA's
February 20 & 21	South Teachers' Convention (ATA)	
March 6	CRM / School Based PD / PGP - Divisional Admin Assistant PD (details TBD)	AS I & II Nicole


March 30	CRM / School Based PD Adrienne Gear (Literacy Specialist) booked for March 30 in Drayton Valley (optional)	EA, FWW, LCF / LT
May 15	CRM / School Based PD / PGP	Nicole
June 1	CRM / School Based Day PD / Transition Meetings	EA, FWW, LCF / LT
June 29	Organizational Day	AS I & II, LCF / LT Nicole

****Teacher Growth Plan time will be given during school-based PD times instead of full days, throughout the year. This time should be roughly equivalent to 2 full days.**


 Bobbie-Jo Douglas - Principal and teacher

Denise Groteau - SSF and teacher

 Nicole Mooney - teacher

 Susan Leavitt - FWW


 Suzy Harder - ASII

 Nelson Schultz - Teacher

 Lanna Simmelink - EA