



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Next Step Outreach

PRINCIPAL: Barclay Spady

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Next Step Quick Facts

- Next Step (NXT) opened in 1997 with the purpose of supporting students at Elk Island Public Schools (EIPS) with alternative program delivery options.
- Next Step has three outreach campuses, located in Sherwood Park, Fort Saskatchewan and Vegreville. The Sherwood Park and Vegreville campuses are newly renovated (2021-22), and these school sites are independent sites located within the building envelope of Salisbury Composite High School and Vegreville Composite High School. The Fort Saskatchewan campus is in a well-equipped rental commercial space in the downtown core of Fort Saskatchewan.
- 191 full time students and 560 blended program students.
- 14 certificated and 7 classified staff.

Programming Highlights

Senior High (Sherwood Park, Fort Saskatchewan, Vegreville)

Next Step offers a supportive, alternative senior high school for students who require a non-traditional, individualized program. Next Step provides students with:

- a safe, comfortable environment
- excellent teachers and encouraging and respectful staff
- all Alberta Education courses required to attain a Diploma or Certificate of Achievement.
- flexible and individualized attendance and work completion schedules
- in-person one-one instruction and group instruction



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- synchronous and asynchronous online learning platform (Brightspace)
- ongoing formative assessment to enhance achievement
- required summative assessment and diploma exams written on campus
- work experience, green certificate, and Registered Apprenticeship Program (RAP) opportunities
- dual credit post-secondary opportunities
- career and post-secondary information and counselling
- First Nation, Metis and Inuit courses and opportunities

Next Step students have the choice of attending in the following categories:

Full-Time Student (Grade 10, 11, 12)

- 19 years of age or younger as of September 1
- Have not yet graduated from high school
- Live in the EIPS boundary area and not registered with another school board

Returning Grade 12 (Graduated from any EIPS senior high school)

- 19 years of age or younger as of September 1, 2021
- Have graduated from an EIPS secondary school program
- Live in the EIPS boundary area and not registered with another school board
- Enrollment approval may be subject to availability of teaching staff for the specific course request

Shared Student (Concurrently registered at any EIPS senior high school)

- Currently attends another EIPS senior high school
- Students need a referral to attend a Next Step campus for the specific courses requested
- Registrations accepted throughout the school year

EIPS Summer School (Sherwood Park)

The Summer School program offers core senior high courses that allow students to earn credits, upgrade marks, lighten workloads for the year ahead or finish pre-requisite courses. Registration is open to:

- current EIPS students (grades 9-12)
- students who will enter an EIPS high school for the 2022-23 school year, as of Sept. 1, 2022.
- grade 9 students who meet this eligibility are only able to register in Career and Life Management 20, Physical Education 10, Competencies in Math 15, or Work Experience/RAP.



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Junior High Program (Sherwood Park)

The focus of the Junior High Program is to provide students in grades 8 and 9 with a modified school schedule. The program endeavours to support a student's eventual return to full school programming. This program operates at the Sherwood Park campus and provides students with:

- small class size with school supports
- a welcoming, safe, caring, and respectful environment
- core subjects—language arts, mathematics, science, and social studies
- individualized program plan at a pace that is comfortable to the student
- adapted schedule with grade 8 students attending in the mornings and Grade 9 students attending in the afternoon.

EIPS' PRIORITY: Enhance high-quality learning and working environments.

SCHOOL GOAL 1: Building teacher capacity by engaging in best alternative learning practices will result in improvement in course completion, graduation rates and attendance.

STRATEGIES:

1. Routine multi-campus vertical team collaboration and professional development linked to research-based instructional practices.
2. Flexible, individualized, and personalized learning environment offered, including accelerated course offerings & diploma exam writing, and flipped learning configurations.
3. Develop consistency via student enrollment, communication, and course development to improve overall course completion rate.
4. Staff collaborative professional learning to refine standardized assessments and instructional blueprinting and design.
5. Enhance utilization of Brightspace online platform to engage students in diversity of learning.
6. Formalized Math, Science, English Language Arts, and Social Studies diploma and common exam analysis and development.
7. Support the development of student exemplars at the 10-1, 10-2, 20-1, 20-2 levels of ELA and Social Studies to allow teachers to have common conversations and expectations surrounding student writing.
8. Using STAR Data and other Diagnostic Strategies to assist in reading and math intervention strategies.
9. Build common marking time and standard setting time into department meetings to establish consistency of expectation.
10. Staff will be encouraged to differentiate reading levels and student interest through the use of book club approach and small group instruction.
11. Support teacher fluency of content within the Program of Studies.
12. Use of common assessments to align instruction and Small Group Instruction – to enhance learning.
13. Staff will work with the EIPS Literacy and Numeracy consultants to strengthen their instructional practices



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MEASURES:

- The percentage of students who achieved the acceptable standard and standard of excellence in English 30-1/2 diploma examinations (Alberta Education Assurance Survey).
- The percentage of families who agree their child's demonstrating growth in literacy (EIPS Parent/Caregiver Survey).
- The percentage of students in grades 12 who agree they're demonstrating growth in literacy (EIPS Student Survey).
- The percentage of students who achieved the acceptable standard and standard of excellence in Mathematics 30-1/2 diploma examinations (Alberta Education Assurance Survey).
- The percentage of families who agree their child's demonstrating growth in numeracy (EIPS Parent/Caregiver Survey).
- The percentage of students in grades 12 who agree they're demonstrating growth in numeracy (EIPS Student Survey).
- The percentage of families who agree students find schoolwork interesting (EIPS Parent/Caregiver Survey).

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: Enhance high-quality learning and working environments.

SCHOOL GOAL 2: Students and families are connected in meaningful, authentic, and engaging ways with an inclusive school community through a variety of communication and interactive opportunities wherein diversity is embraced.

STRATEGIES:

1. Routine contact with home via email, monthly positive phone calls, and through online platforms providing class progress, updates, and timelines.
2. Promote and expand School Council, Meet the Teacher, Parent Teacher Conferences, and other family events along with increased parent communication via weekly email newsletter.
3. Differentiate learning experiences in multi-modal formats including individual support, BrightSpace flipped classroom, blended learning, project-based learning, peer collaboration and school activities.
4. Recognize the growing diversity of student population through literature choices and classroom materials (LGBTQ+, BIPOC, First Nations, Metis, and Inuit Perspectives).
5. Continue to foster relationship building and celebration with students via ongoing 6-week engagement cycles, student support groups, and student voice feedback.
6. Expand Mental Health supports, along with Family Community Social Service partners and community stakeholders, provide classroom, career and student wellness and mentorship support programs.



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7. Develop opportunities for students to engage in healthy peer relationships activities such as; field trips, after hour events, and student clubs.

MEASURES:

- Percentage of families who agree they're satisfied with the opportunity to be involved in decisions at their child's school (EIPS Parent/Caregiver Survey).
- Percentage of families who agree the school keeps them informed about their child's progress and achievement (EIPS Parent/Caregiver Survey).
- Percentage of families who agree there is open and honest communication within their child's school (EIPS Parent/Caregiver Survey).
- The percentage of families who agree school staff care about their child (EIPS Parent/Caregiver Survey).
- The percentage of students, in grades 12 who agree they feel the staff at their school care about them (EIPS Student Survey).
- The percentage of students, in grades 12 who agree their school encourages learners to be responsible, respectful and engaged citizens (EIPS Student Survey).
- The percentage of teachers, families and students satisfied with the overall quality of basic education (Alberta Education Assurance Survey).
- The percentage of teachers, families and students indicating their school has improved or stayed the same in the last three years (Alberta Education Assurance Survey).

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: Promote growth and success of all students.

SCHOOL GOAL 3: Students will be introduced to a variety of career prospects via presentations, seminars and hands-on learning opportunities facilitating diverse career exploration opportunities.

STRATEGIES:

1. Advancement of dual credit and off-campus education program student opportunities.
2. Promotion of EIPS Post-secondary and Career Fairs for students and families to explore future opportunities.
3. Provide Alberta Apprenticeship board, occupational and industry presentations throughout the year.
4. Meet individually with students to plan out transition after high school, including registration with Alberta Education–My Pass and use the graduation-planning tool.



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5. First Nations, Métis, and Inuit lead, Success Coaches and Counsellor will work with and support our self-identified First Nations, Métis, and Inuit students in their academic progress.
6. Provide students with opportunities to learn academic study strategies.
7. Develop transferable skills such as critical thinking, managing information, collaboration and creativity and innovation to help students to be successful in school, life and work.

MEASURES:

- The percentage of families who agree their child is taught the knowledge skills and attitudes necessary to be successful in life (EIPS Parent/Caregiver Survey).
- The percentage of students, grades 12 who agree their school supports them in preparing for life beyond high school (EIPS Student Survey).
- The percentage of students, grades 12 who agree they're learning the knowledge, skills and attitudes necessary to succeed in life. (EIPS Student Survey).
- The percentage of teachers, families and students who agree students are engaged in their learning (Alberta Education Assurance Survey).
- The percentage of families who agree their child's learning what they need to know (Alberta Education Assurance Survey).
- The percentage of families who feel their child has an understanding of First Nations, Metis and Inuit culture and history (EIPS Parent/Caregiver Survey).

RESULTS: (To be added for Results Review November 2023)

