



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

**SCHOOL:** Next Step Sherwood Park

**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.
- 330 full time students and 640 blended (shared) program students.
- 13 certificated and 8 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
- synchronous and asynchronous online learning platform (Brightspace)

## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- 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
- 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. Over 1100 students annually enroll in a variety of meaningful summer programming.

Registration is open to:

- current EIPS students (grades 9-12)
- students who will enter an EIPS high school for the 2023-24 school year, as of Sept. 1, 2023.
- 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.



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

### **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.

## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

### **SCHOOL GOAL 1:**

Building staff capacity by engaging in best alternative learning practices will result in improvement in course completion, graduation rates and attendance.

### **EIPS PRIORITIES AND GOALS:**

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

### **STRATEGIES:**

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

### **MEASURES:**

- The high school completion rate of students within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The annual dropout rate of students aged 14 to 18. (First Nations, Métis and Inuit)
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.

## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The annual dropout rate of students aged 14 to 18.

## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

### **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.

### **EIPS PRIORITIES AND GOALS:**

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

### **STRATEGIES:**

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

### **MEASURES:**

- The percentage of families who agree students find schoolwork interesting.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.

## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

### **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.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

### **STRATEGIES:**

- Advancement of dual credit and off-campus education program student opportunities.
- Promotion of EIPS Post-secondary and Career Fairs for students and families to explore future opportunities.
- Provide Alberta Apprenticeship board, occupational and industry presentations throughout the year.
- Meet individually with students to plan out transition after high school, including registration with Alberta Education–My Pass and use the graduation-planning tool.
- 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.
- Provide students with opportunities to learn academic study strategies.
- 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 teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of families who agree their child’s learning what they need to know.
- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of students in grades 9 and 12 who agree they’re engaged in their learning, and the schoolwork’s interesting.