



SCHOOL EDUCATION PLAN and ASSURANCE REVIEW

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.
- 300 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
- synchronous and asynchronous online learning platform (Brightspace)



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- 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, Métis and Inuit courses and opportunities

Next Step Senior High 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, 2022
- 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 able to register in Career and Life Management 20, Physical Education 10, Math 10-3, Math 10C, Science 10, or Work Experience/RAP.

Junior High Program (Sherwood Park)



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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 only and provides students with:

- small class size with school supports (Educational Assistant, Success Coach and Counsellor)
- 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 data 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.

MEASURES:



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- 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 grade 12 who agree they are 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 grade 12 who agree they are demonstrating growth in numeracy (EIPS Student Survey).
- The percentage of families who agree students find schoolwork interesting (EIPS Parent/Caregiver Survey).

RESULTS:

Alberta Education Assurance Survey Results 2022-23

The percentage of students who achieved the acceptable standard and standard of excellence in English 30-1/2 diploma examinations.

- English Lang Arts 30-1 (SPO 84.8% acceptable, 4.4% excellence, FSO 69.2% acceptable, 0% excellence) AB average 83.7% & 10.5%
- English Lang Arts 30-2 (SPO 97.2% acceptable, 13.9% excellence, FSO 90.9% acceptable, 18.2% excellence) AB average 86.2% & 12.7%

The percentage of students who achieved the acceptable standard and standard of excellence in Mathematics 30-1/2 diploma examinations.

- Mathematics 30-1 (SPO 82.4% acceptable, 23.5% excellence, FSO 28.6% acceptable, 0% excellence) AB average 70.8% & 29.0%
- Mathematics 30-2 (SPO 60.0% acceptable, 20.0% excellence, FSO 72.7% acceptable, 0% excellence) AB average 71.1% & 15.2%

Diploma Exam Results By Students Writing Measure History

- Acceptable Standard -SPO 81.7%, FSO 74.1% and AB 80.3%
- Standard of Excellence -SPO 12.3%, FSO 6.9% and AB 21.2%

EIPS Parent/Caregiver Survey Results 2022-23

- The percentage of families who agree their child's demonstrating growth in literacy. (30% Strongly Agree, 67% Agree) compared to 2021-22 (8% Strongly Agree, 67% Agree)
- The percentage of families who agree their child's demonstrating growth in numeracy. (29% Strongly Agree, 66% Agree) compared to 2021-22 (8% Strongly Agree, 83% Agree)
- My child's individual needs are met. (74% Strongly Agree, 23% Agree) compared to 2021-22 (25% Strongly Agree, 58% Agree)

EIPS Student Survey Results 2022-23



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- I find my school work interesting and am engaged in my learning. (13% Strongly Agree, 77% Agree) compared to 2021-22 (13% Strongly Agree, 40% Agree)
- The percentage of students in grades 12 who agree they are demonstrating growth in literacy. (17% Strongly Agree, 75% Agree) compared to 2021-22 (20% Strongly Agree, 33% Agree)
- The percentage of students in grades 12 who agree they are demonstrating growth in numeracy. (17% Strongly Agree, 77% Agree) compared to 2021-22 (27% Strongly Agree, 33% Agree)

There was significant work completed to build teacher capacity in best alternative learning practices. This has involved routine multi-campus vertical team collaboration and professional development linked to research-based instructional practices. Flexible, individualized, and personalized learning environments are offered, including accelerated quarterly course offerings and flipped learning configurations.

Staff collaborative professional learning to refine standardized assessments and instructional blueprinting and design is being implemented. Identifying key areas for student growth involves gathering feedback regarding current materials, assessments and activities for 10-2/3/4, 20-2/3/4 courses. Formalized Math, Science, English Language Arts, and Social Studies diploma and common exam analysis and development continues to take place. We have had several staff participate in the EIPS Common Exam development and feedback groups and participate with Alberta Education Diploma marking and working committees. Staff members are also regularly engaging in division professional learning opportunities offered by EIPS consultants.

The development of student exemplars and collaborative marking at the various levels of ELA and Social Studies has allowed teachers to have consistent conversations and expectations surrounding student writing. Common marking collaboration time built into department meetings has established consistency of expectation. Staff continue to differentiate reading levels and student interest using book club approach and small group instruction. Ultimately teacher fluency of content within the Program of Studies is critical in enhancing student learning.

Utilizing STAR Data and other Diagnostic Instruments to assist in reading and math intervention strategies varies. Our primary focus is to get students onto campus and work closely with teachers on course context and ensure completion. As we generally see students once a week, and they are streamed into appropriate courses, it is difficult to see significant growth in standardized assessment instruments. Staff continue to engage with EIPS Literacy and Numeracy consultants to strengthen their instructional practices.

Additionally, there has been significant program development of CTS credit equivalency and demonstration-based hands-on assessments (3D printer, Foods, Information Processing, Tourism, Athletic Leadership), and advancement of Locally Developed courses offerings (Social Skills, Self-Directed Learning, Land Based Learning, Aboriginal Studies).

We have significant increases in attendance and enrollment from students. We feel this is a result of multiple factors. We have established an accepting, safe and caring culture that provides foundational relationships, and have communicated a clear vision around our established virtues. Students feel supported in their learning and prepared for standardized assessments. Students appreciate the flexibility in attendance



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expectations and course timelines which provide them with the ability to work or remain active in the community. The individualized learning approach at Next Step allows students to engage in alternative learning environments in lieu of traditional environments.

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, Métis, 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.
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 are 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 grade 12 who agree they feel the staff at their school care about them (EIPS Student Survey).



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- The percentage of students, in grade 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:

Alberta Education Assurance Survey Results 2022-23

- The percentage of teachers, families and students satisfied with the overall quality of basic education. (SPO 92.9%, FSO 87.2%, VGO 81.9%) AB average 88.1%
- The percentage of teachers, families and students indicating their school has improved or stayed the same in the last three years. (SPO 88.7%, FSO 81.5%, VGO 95.0%) AB average 75.2%

EIPS Parent/Caregiver Survey Results 2022-23

- Percentage of families who agree they are satisfied with the opportunity to be involved in decisions at their child's school. (66% Strongly Agree, 29% Agree) compared to 2021-22 (27% Strongly Agree, 45% Agree)
- Percentage of families who agree the school keeps them informed about their child's progress and achievement. (66% Strongly Agree, 29% Agree) compared to 2021-22 (36% Strongly Agree, 55% Agree)
- Percentage of families who agree there is open and honest communication within their child's school. (82% Strongly Agree, 12% Agree) compared to 2021-22 (36% Strongly Agree, 55% Agree)
- The percentage of families who agree school staff care about their child. (87% Strongly Agree, 9% Agree) compared to 2021-22 (27% Strongly Agree, 55% Agree)

EIPS Student Survey Results 2022-23

- The percentage of students, in grade 12 who agree they feel the staff at their school care about them. (75% Strongly Agree, 20% Agree) compared to 2021-22 (33% Strongly Agree, 27% Agree)
- The percentage of students, in grade 12 who agree their school encourages learners to be responsible, respectful and engaged citizens. (47% Strongly Agree, 46% Agree) compared to 2021-22 (27% Strongly Agree, 33% Agree)

Our goal of connecting with students and families in meaningful, authentic, and engaging ways, to establish an inclusive and diverse school community was very successful. This was completed by routine contact home via email, monthly positive phone calls, and through online platforms providing class progress, updates, and timelines. We purposely promoted School Advisory Council, Meet the Teacher, Parent Teacher



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Conferences, School Open House events, First Nations Community Gatherings, Graduation, and other family events along with increased parent communication via weekly email newsletter.

A large component of our engagement strategy was to establish a Next Step vision statement and virtues that speak to what we value. This involved gathering ongoing input from all stakeholders throughout the year. As such, our Next Step vision is to create a community of learners who embody the virtues of acceptance, flexibility, individualization, respect, and responsibility.

As part of our focus on acceptance, we recognized the growing diversity of our student population through literature choices and classroom materials/content (LGBTQ+, BIPOC, First Nations, Métis, and Inuit Perspectives). Various content was developed and improved with curricular materials that support literacy in subject areas. For example, more graphic novels and diverse readings were used for English Language Arts and Social Studies courses. Providing students with choices in readings materials allows students to engage with content that they feel connected to. Ultimately this has improved overall engagement in reading. Moving forward we continue to explore and modernize literary works to better represent inclusionary authors and themes.

Increasing our selection of literary work also supported our work in expanding Mental Health supports. We were able to provide classroom, career and student wellness and mentorship support programs by engaging community stakeholders along with Family Community Social Service partners. Ultimately, we created enhanced opportunities for students to engage in healthy peer relationships activities such as field trips, after hour events, and Social Skills class. Students, families and community came together in various holiday, Pride week, anti-bullying week and graduation week activities.

We have developed peer support and leadership groups, engaged in field trips for Skills Canada Try-A-Trade and hosted Standard First Aid training on site for students. The breakfast club enhancement at all campuses has fostered relationships with students and has seen a high level of use at each site. The importance of having snacks and nutrition for students cannot be overlooked, and we are grateful to our community partners (Food Bank, United Way, Italian Centre, CALS, Fort Saskatchewan Food Gatherer's Society) for their support of our programs. This has led to staff and students performing cooking activities that allow students to receive (Career & Technology Studies) CTS Foods credits throughout the year for the work they are doing. Moreover, student leadership and peer engagement opportunities have been fostered with Orange Shirt Day activities, Remembrance Day Services, Métis Week, Pride Week, and Bullying Prevention Week activities.

Lastly, students building trusting and healthy relationships in their school and community was evident in the 2023 Graduation ceremony at the Shell Theatre in Fort Saskatchewan and the Junior High Grade 9 Farewell event at Salisbury Theatre in Sherwood Park. Students and families were highly engaged in lead up activities and at the ceremonies. Seeing the students walk the stage and share their special moment with peers, friends, staff, and families was an emotional event. Ultimately these events showcased the powerful relationships that were developed over the years and the value of investing in relations with all stakeholders.

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



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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.
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 in grade 12 who agree their school supports them in preparing for life beyond high school (EIPS Student Survey).
- The percentage of students in grade 12 who agree they are 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, Métis and Inuit culture and history (EIPS Parent/Caregiver Survey).

RESULTS:

Alberta Education Assurance Survey Results 2022-23



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- The percentage of teachers, families and students who agree students are engaged in their learning. (SPO 92.5%, FSO 83.3%, VGO 81.9%) AB average 84.4%
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. (SPO 78.1%, FSO 85.7%) AB average 80.4%

EIPS Parent/Caregiver Survey Results 2022-23

- The percentage of families who agree their child is taught the knowledge skills and attitudes necessary to be successful in life. (49% Strongly Agree, 43% Agree) compared to 2021-22 (8% Strongly Agree, 50% Agree)
- The percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history. (23% Strongly Agree, 70% Agree) compared to 2021-22 (9% Strongly Agree, 82% Agree)

EIPS Student Survey Results 2022-23

- The percentage of students, grade 12 who agree their school supports them in preparing for life beyond high school. (27% Strongly Agree, 67% Agree) compared to 2021-22 (27% Strongly Agree, 27% Agree)
- The percentage of students, grade 12 who agree they are learning the knowledge, skills and attitudes necessary to succeed in life. (27% Strongly Agree, 68% Agree) compared to 2021-22 (13% Strongly Agree, 47% Agree)

Enhanced career awareness was essential to providing opportunities to all students. By exposing them to a variety of career pathways it broadened their understanding of potential future professions and post-secondary opportunities. This exposure was critical for students who may not have access to information through family or community networks. We were able to provide interactive formats like virtual/in person career presentations, small group seminars, and hands-on learning such as the Try-a-Trade event in Fort Saskatchewan, to keep students actively engaged in exploration. Consequently, this was crucial for learning and retention, making the career exploration process more effective and enjoyable for students.

A key strategy utilized was to meet individually with students and families to plan out transition after high school, including registration with Alberta Education–My Pass and use the graduation-planning tool. Moreover, information was routinely shared with students, families and caregivers around upcoming events and opportunities. These ranged from dual credit and off-campus opportunities, ELAA (Educational Liaison Association of Alberta) Post-Secondary and Career events, Careers Next Generation sessions, Skills Alberta Canada, guest speakers, Alberta Apprenticeship board, Green Certificate, and other occupational and industry presentations throughout the year. Through these undertakings, students developed essential soft skills. These skills are not only critical for professional success but also for personal development. The enhancement of transferable skills such as critical thinking, managing information, collaboration and creativity and innovation to help students to be successful in school, life and work.

In partnership with Career Pathways and Fort Saskatchewan High School, the Foundations of Industry Workplace Safety course was offered in the spring in Fort Saskatchewan and in the summer in Sherwood Park free of cost. Each cohort completed 18 students. Students in this course



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finished with 8 industry recognized safety tickets; Construction Safety Training, Confined Space, Detection and Control of Flammable Substances, Fall Protection Awareness, Ground Disturbance, H2S Alive, Transportation of Dangerous Goods and WHIMIS 2015. This credentialling increases the employability of our students in RAP and industry jobs.

With a better understanding of various career options, students were able to make more informed decisions about their education and potential career paths. Hearing from diverse professionals and engaging in hands-on discovery opened up potential for students to explore certain careers. This motivation was seen to be a driving force in their academic performance and future career choices. Additionally, we were able to build connections with Industries to facilitate networking opportunities for students, which was invaluable for their future career prospects. Exposing students to different careers also instilled a sense of curiosity and a love for learning, traits that are beneficial throughout life.

Lastly, the foundational work with our First Nations, Métis, and Inuit lead, Success Coaches and Counsellor worked to support our self-identified First Nations, Métis, and Inuit students in their academic and career progress. There were several local community activities undertaken in collaboration with community stakeholders to engage families. This is ongoing work which requires an individualized approach with families.

