

Victoria Park High School



2022/23 Assurance Plan

**VISION STATEMENT:
STUDENTS MOVE FORWARD ON THEIR INDIVIDUAL PATH,
CONNECTING VALUE AND PURPOSE TO THEIR CHOICES**

**MISSION STATEMENT:
TO PROVIDE GENUINE ALTERNATIVE
SCHOOL EXPERIENCES TO SUPPORT
STUDENTS AS THEY MOVE TOWARD THEIR
PREFERRED FUTURE**



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ASSURANCE PLANNING

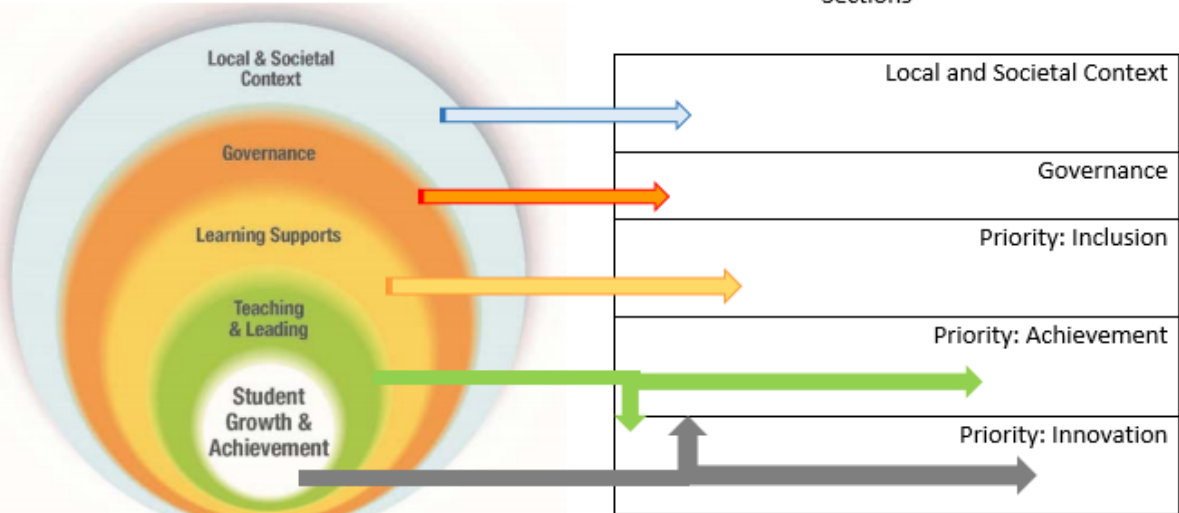
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

- There are 300+ students enrolled solely in Victoria Park High School in grades 10-12, 150 students shared/blended with other schools
- We offer flexible in-person and Distributed Learning (DL) programming
- VPHS and Lethbridge Alternative Schools and Programs (off site programs) are combined under one umbrella:
 - CAMP – Chinook Regional Hospital Child and Adolescent Mental Health Program
 - Stafford Ridge Lethbridge Youth Treatment Centre – offering treatment to youth whose lives have been negatively impacted by substance use and gambling
 - Pitawani Youth Treatment Centre – for youth in treatment and at risk to self and/or others and who are often at risk of harm in/to their environmental and familial contexts
 - Harbour House – women and children shelter school
 - DLA – therapeutic school for youth struggling with significant challenges to mental health ie: anxiety and depression
 - Pathways – program for students challenged by atypical neuro-developmental impacts, most commonly those who demonstrate the severe symptoms of in-utero alcohol and drug exposure
 - COS and Grade 9 Alternate – students challenged with engagement in traditional school settings (grades 6-9)
 - Stepping Away – program for youth to gain a half year experience in trades such as welding, small engine repair, construction and culinary, combined with a focus on positive mental health development
 - You and Your Child: Young Mom’s Program for pregnant and parenting teens (and burgeoning Young Dad’s Program)
 - Summer School – supporting students throughout Southern Alberta
- We fall under the definition and mandate of an Outreach School according to Alberta Education

Strengths: our people, our collective and individualized program design, trauma informed practice, supports in place for youth mental health, substance challenges, food access and housing supports, learning opportunities through experiential classes, individual learning plans/strategies

Challenges: substance use, disengagement/attendance, poverty, behaviours, mental health challenges, physical classroom space and growing student population, aging building, inadequate washroom facilities, meeting the needs of our indigenous youth

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement
 High School Completion

Goal	Study/Resources	Strategies	Measures
Students achieve provincial learning outcomes to work toward the completion of academic programming in an effort to pursue their preferred future.	<ul style="list-style-type: none"> • K-12 Curriculum and Programs of Study • Outreach Programs Handbook • Measuring What Matters: a new way of thinking about skills • Perceptions and Pressures: Legitimacy in Outreach Schools 	<ul style="list-style-type: none"> • Development and offering of programming choices including : <ul style="list-style-type: none"> • In-class learning opportunities • Distributed Learning • Summer School • Academic experiences within a context external to the classroom • Flex Friday supports • Individual Student Intake Process • Reflection and redevelopment of methods of alternative instruction 	<ul style="list-style-type: none"> • High school graduation rates • Course completion rates • Participation in graduation celebrations • Number of returning students • Number of students successfully transitioning to the world of career and work • Positive change in student academic engagement
Students apply knowledge, understanding and skills in real life contexts and situations.	<ul style="list-style-type: none"> • K-12 Curriculum and Programs of Study • Outreach Programs Handbook • Measuring What Matters: a new way of thinking about skills • <i>Creating Cultures of Thinking</i> • <i>Creating Thinking Classrooms</i> 	<ul style="list-style-type: none"> • Individual Student Intake Process • Stepping Away Program • Work Experience/RAP Programs • Volunteerism Course • You and Your Child Program • Wellness and Healthy Relationships Course • Catering Course • Nature Quest Course • Canoe Camping Course • Driver Experience Program 	<ul style="list-style-type: none"> • Trend in employment and work experience opportunities • Participation in volunteer opportunities • Participation in You and Your Child Program • Participation in experiential programming • # of hours in driving • # of completed licences
Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences.	<ul style="list-style-type: none"> • Indigenous Staff and community members • Staff who have invested in Blackfoot ways of knowing and incorporate this learning into their teaching • Indigenous Education Professional Learning Series • Indigenous/Nature Education Assurance Plan 	<ul style="list-style-type: none"> • Staff professional learning and connecting learning to the land • Student exploration of Blackfoot ways of knowing through land and language • Aboriginal Studies 10 offered in combination with Social Studies 10 • Nature Quest Course 	<ul style="list-style-type: none"> • Increased visual representation of cultural meaning throughout the school • Purposeful implementation of Blackfoot ways of knowing in classroom activities • Participation in smudging and other cultural opportunities

DIVISION PRIORITIES

**Achievement
Innovation**

Domain: Student Growth and Achievement

OUTCOMES:

CONTINUED...

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement
 High School Completion

Goal	Study/Resources	Strategies	Measures
Students are active, healthy and well.	<ul style="list-style-type: none"> • Measuring What Matters: a new way of thinking about skills • Wellness Team Members • Addictions Counselling staff member • University of Lethbridge Mindfulness Partnership Program • 7 Positive Childhood Experiences that Shape Adult Health and Resiliency • Weekly SSS Meetings (Student Support Services) 	<ul style="list-style-type: none"> • Intentional inquiry process • University of Lethbridge Mindfulness partnership • Active Lifestyles class • Canoe/Camping class • Nutrition and Wellness class • Nature, Wellness and Healthy Relationships class • Nature Quest class • Volunteerism Class • Food's Class • Young Mom's Program • Young Dad's Program • Healthy Snacks and Breakfast Program (via donations) • Lunch Program • Weekly SSS Meetings (Student Support Services) • Admin/Counselling meetings • Individual Student Intake Process 	<ul style="list-style-type: none"> • Attendance improves • Disengagement decreases • In-school self-regulation • Academic success will improve • Improved graduation rates • Decreased participation in unhealthy behaviours inside and outside of school hours • Decreased substance use • Staff observation • Kids will be more connected to passion and purpose • Graduating students are more connected to a plan and are more prepared to become productive adults • Our School Survey
Students demonstrate understanding and respect for the uniqueness of all learners	<ul style="list-style-type: none"> • The Entire Staff • Wellness Team Members • Stepping Stones • K-12 Curriculum and Programs of Study • Outreach Programs Handbook • Shelley Moore • <i>Teaching to Diversity</i> • <i>#All In—18 Ways to Create Inclusive Virtual Classrooms</i> • <i>Start Here, Start Now</i> 	<ul style="list-style-type: none"> • ISPs • Behaviour Support Plans • Success In Schools Plans • GSA • Interact • Anti Racist and Anti Oppressive initiative • Valuing different perspectives • Seeking individual feedback from students, families and community • Student voice within the school setting 	<ul style="list-style-type: none"> • Sense of personal identity • Student interactions in classroom discussions, hallways and outside of the school will improve • Students will report that they feel safe and supported at school • Our School Survey
Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.	<ul style="list-style-type: none"> • K-12 Curriculum and Programs of Study • Outreach Programs Handbook • OSIMs 	<ul style="list-style-type: none"> • In person class endeavours • DL delivery • Power School Parent and Student Portal • Advisor Meetings • Summative and formative activities in classes • Individual Student Intake Process 	<ul style="list-style-type: none"> • Phone homes through advisor • Report cards and reporting process through advisor • Educational Assistants in classrooms • Formative feedback

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta’s students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports and services

Goal	• Study/Resources	Strategies	Measures
Learning environments are welcoming, caring, respectful and safe	<ul style="list-style-type: none"> • <i>Start Here, Start Now</i> • Measuring What Matters: a new way of thinking about skills • Wellness Team members • Addictions Counselling staff member • Youth Engagement Officer • 7 Positive Childhood Experiences that Shape Adult Health and Resiliency • Weekly SSS Meetings (Student Support Services) • <i>Kids These Days</i> • <i>The Bully, the Bullied and the Bystander</i> • <i>Kids are Worth It</i> 	<ul style="list-style-type: none"> • Developing positive relationships with ALL students • Individual advisor program • Wellness Team connections • Individual Intake Procedure and continuous support check ins • Modelling • Creation of Student Safety Code of Conduct • Food provision and health care/awareness • Working from an ethic rooted in deep care • Supported and facilitated interactions between youth and with adults • Positive continuous interactions with Youth Engagement Officer and other members of the police force • GSA • Supported transitions to and from treatment programs 	<ul style="list-style-type: none"> • Attendance improves • Disengagement decreases • In-school self-regulation • Academic success will improve • Improved graduation rates • Decreased participation in unhealthy behaviours inside and outside of school hours • Decreased substance use • Staff observation • Kids will be more connected to passion and purpose • Graduating students are more connected to a plan and are more prepared to become productive adults • Our School Survey • Student reporting • Parent/guardian/caregiver reporting
Learning environments are adapted to meet learner needs	<ul style="list-style-type: none"> • K-12 Curriculum and Programs of Study • Outreach Programs Handbook • Shelley Moore • <i>Teaching to Diversity (UDL)</i> • Measuring What Matters: a new way of thinking about skills • Perceptions and Pressures: Legitimacy in Outreach Schools • <i>Trauma Proofing Your Kids</i> • <i>Kids are Worth It</i> 	<ul style="list-style-type: none"> • UDL strategies • Individual program planning strategies • Unique student need response design • Self determination and autonomy in program design • Adjusted timelines for course completion • Credit recovery programming 	<ul style="list-style-type: none"> • Individually designed school pathways lead to success in post secondary and the world of work • Student success is achieved in spite of personal and systemic barriers • Student engagement • Attendance improves • Student behaviour improves

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta’s students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports CONTINUED

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports and services.

Goal	• Study/Resources	Strategies	Measures
Students and families work in collaboration with the school and community resources to support learning and wellness	<ul style="list-style-type: none"> • Wellness Team • Advisors • Indigenous Grad Coach • Student Support Team members • Educational Assistants • Advanced Educational Assistants • Youth Engagement Officers • Family Support Workers • Community Agencies • Family Enhancement Act • Education Act • Children First Act 	<ul style="list-style-type: none"> • Developing positive relationships with ALL students and family members/caregivers • Individual advisor program • Individual intake procedure and continuous supported check ins • Modelling • Food provision and health care/awareness • Connection to community agencies—need dependent • Working from an ethic rooted in deep care that recognizes diverse family makeup • Supported and facilitated interactions between youth and with adults 	<ul style="list-style-type: none"> • Student graduation rates increase • Referral to community agency programs • Needs are met through agency partnerships • Engagement with community organizations are strengthened • Reporting from Wellness and Student Support teams • Direct referrals for services are a match for the presenting needs

DIVISION PRIORITIES

Achievement
Innovation

PROVINCIAL GOALS

- Alberta has excellent teachers
and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all	<ul style="list-style-type: none"> • Call to Action: Truth and Reconciliation • Measuring What Matters: a new way of thinking about skills • Perceptions and Pressures: Legitimacy in Outreach Schools • <i>Teaching to Diversity (UDL)</i> • <i>Start Here, Start Now</i> • <i>Thinking Classrooms</i> 	<ul style="list-style-type: none"> • These practices are embedded in all professional learning for ALL staff <ul style="list-style-type: none"> • Trauma Informed Practice • Mental Health 101 • Locally designed cultural learning for staff • Creation of Young Dad's Program • Exploration of the "WHY of Alternative Schooling" • Nature Quest course • ARAO commitment and actions • Creation of Driving Experience Program 	<ul style="list-style-type: none"> • Sense of personal identity • Student interactions in classroom discussions, hallways and outside of the school will improve • Students will report that they feel safe and supported at school • Our School Survey • Staff are well versed in referrals for responding to social, environmental and economic supports • Diverse course offering • # of hours of driving • # of licences
Staff improve their professional practice through collaborative engagement	<ul style="list-style-type: none"> • VPHS and LASP Staff • Winston Churchill Admin Team • HR team for Inquiry Process • Collaborative Communities • <i>Thinking Classrooms</i> • Staff exploration of the "HOW" of Alternative Learning • Purposeful reflection on Alternative Instruction 	<ul style="list-style-type: none"> • Full staff engagement in the Inquiry Process • Collaboration with other high school teams to work through the Inquiry Process • Collaboration to explore the efficacy of alternative school program design • Staff-wide collaboration on "What makes an alternative school effective?" extension • Staff collaboration to create new alternative courses (archery, canoe camping, volunteerism, fitness and nutrition) • Staff collaboration on creation of programming uniquely designed to meet the needs of individual youth • Purposeful design of instructional programming to include core and option programs 	<ul style="list-style-type: none"> • Participation in collaborative PL • Staff engagement in the inquiry process • Staff reporting around their own ability to meet the needs of students • New courses are successfully launched and nurtured • Staff efficacy in supporting diverse learners • Staff engagement in their own professional practice

DIVISION PRIORITIES

Achievement
Innovation

PROVINCIAL GOALS

- Alberta has excellent teachers
and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Teachers and leaders use a range of data arising from their practice to inform continuous learning	<ul style="list-style-type: none"> • Assurance Surveys • Our School Surveys • Intake and Exit Survey Data • Measuring what matters: a new way of thinking about skills • Perceptions and Pressures: Legitimacy in Outreach Schools • <i>Thinking Classrooms</i> 	<ul style="list-style-type: none"> • Staff-wide collaboration on "What Makes An Alternative School effective?" • Staff collaboration to create new alternative experiential courses (archery, canoe camping, volunteerism, fitness and nutrition, land based ways of knowing) • Trauma informed practice PL 	<ul style="list-style-type: none"> • Anecdotal evidence of the meeting of student needs and continuous learning • Adjustments made through formative and summative assessments • Improved results through Assurance and Our School Surveys
Staff respond with purposeful design to the needs of the school as a community	<ul style="list-style-type: none"> • Intentional focus and design of interactive, school-wide activities focusing on togetherness and culture building 	<ul style="list-style-type: none"> • Design and provision of school wide activities that focus on understanding culture and culture building • Design of activities for staff to build culture 	<ul style="list-style-type: none"> • Increased attendance • Increased participation in school activities • Increased acceptance of student differences • Increased sense of belonging • Increased connection