

Victoria Park High School



2023/24 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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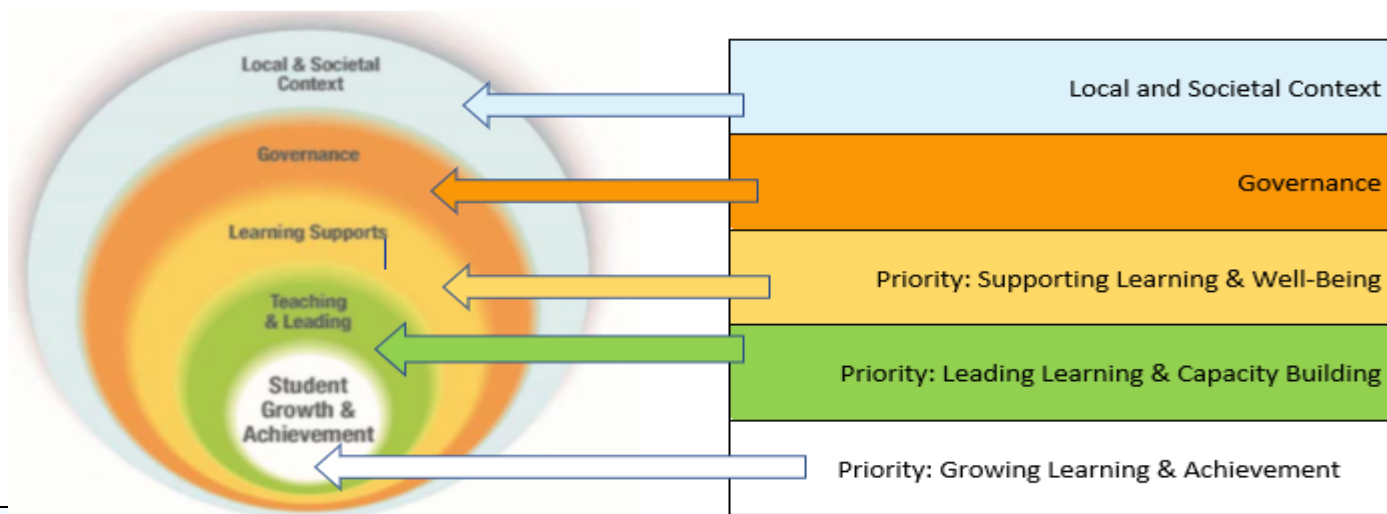
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



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 youth with regard to three STUDENT REPORT-ED areas: developing student voice, teaching anti-racism and anti-oppression, and teaching about student bodies, sexual health, and care and respect for the body within relationships and society. These student requested areas of learning make up the bulk of goals and priorities in the next years to come.**

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes

Provincial Assurance Survey measure of citizenship

Provincial Assurance Survey measure of learning engagement

High School Completion

Goal	Strategies	Resources	Measures
To increase student engagement through offering an authentic alternative school experience.	<ul style="list-style-type: none"> • Provide reflection opportunities for understanding individual student needs and perspectives <ul style="list-style-type: none"> • Do students see themselves reflected in their school work and school environment? • Reflect on program development and delivery • Practice openness to trying new ways of engaging learners • Create and design new exploratory option classes 	<ul style="list-style-type: none"> • Staff • Body of resources used to explore practice over the last two years • Academic articles • Garfield Gini Newman • <i>Thinking Classrooms</i> • Ron Ritchart • <i>Making Thinking Visible</i> 	<ul style="list-style-type: none"> • Increased learning, wellness, attendance, participation, community building and connecting • Increased engagement • Increased successful completion of school • Increased achievement of goals
To create a culture of understanding and empathy.	<ul style="list-style-type: none"> • Continuous provision of learning opportunities to provide access points to Indigenous ways of knowing • Provision of resources and materials that question and deepen our understanding of how we treat one another • Commitment to invite people in to mirror our student population knowing that we cannot be what we cannot see • Theme the months of the school year on 10 different Calls to Action 	<ul style="list-style-type: none"> • <i>Start Here, Start Now</i> • Indigenous Education Department • Various current writings • Calls to Action • <i>So You Want to Talk About Racism</i> • <i>Wayi Wah!</i> 	<ul style="list-style-type: none"> • Decreased instances of racism • Increased awareness of bias and privilege • Increased ability to reach individual goals • Increased graduation rates
Students build capacity to use ongoing feedback to reflect continuously on their progress and set new goals for their preferred future.	<ul style="list-style-type: none"> • Students engage in meaningful, inquiry based learning, using the feedback provided throughout the experience to develop a deeper understanding of their learning and how to adjust their skills 	<ul style="list-style-type: none"> • Feedback from staff – written and verbal • Exploration of growth and individual pathway conversations 	<ul style="list-style-type: none"> • Increased engagement • Increased improvement in course work and achievement • Increased meeting of goals

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Build staff capacity to increase student engagement through offering authentic alternative school experiences.	<ul style="list-style-type: none"> • Provide professional learning opportunities to guide staff in furthering their skills in creating alternative learning experiences and assessment practices • Consistently engage in the practice of reflection upon the design of program development and delivery • Practice consistent openness to trying new ways of engaging learners 	<ul style="list-style-type: none"> • Garfield Gini Newman • <i>Thinking Classrooms</i> • Journal articles • Staff • Body of resources used to explore practice over the last two years • Ron Ritchart • <i>Making Thinking Visible</i> 	<ul style="list-style-type: none"> • Increased teaching staff competency • Increased student engagement • Increased experiential activities
Build capacity in our staff with regard to creating a culture of understanding and empathy.	<ul style="list-style-type: none"> • Purposefully reflect upon student engagement, attendance and learning data through an ARAO lens • Engage in purposeful reflection around resources and teaching strategies used to teach curriculum • Staff book study to develop capacity 	<ul style="list-style-type: none"> • <i>Start Here, Start Now</i> • Monthly staff meeting professional learning focus • Consistent conversations to apply lenses that we have not previously considered • Calls to Action • <i>Wayi Wah!</i> • <i>So You Want to Talk About Racism</i> 	<ul style="list-style-type: none"> • Increased staff capacity • Decreased instances of bias • Increased efforts toward reflection • Removal of barriers
Create a culture of understanding in an effort to respond to the unique learning needs and circumstances.	<ul style="list-style-type: none"> • Constant application of the lens of anti-oppression and anti-racism, in search of understanding in: <ul style="list-style-type: none"> • Our communication practices with students, caregivers & community • Our instruction • Our assessment practices • Our celebrations • Our conflict resolution • Our resource choices • Our support system design 	<ul style="list-style-type: none"> • Division learning opportunities • Indigenous Education Department • Various current writings • Calls to Action • <i>So You Want to Talk About Racism</i> • <i>Wayi Wah!</i> 	<ul style="list-style-type: none"> • Increased efficacy in providing leading learning • Decreased instances of bias and privilege • Increased experiences of inclusion for all

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.
 Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
To increase student engagement through offering an authentic alternative school experience.	<ul style="list-style-type: none"> • Provide unique alternative learning experiences by: <ul style="list-style-type: none"> • Reflecting on program development and delivery • Practicing openness to trying new ways of engaging learners • Creating and designing new exploratory option classes 	<ul style="list-style-type: none"> • Division Parabytes program • Health and Wellness Curriculum of Alberta Education • Division Digital Wellness Team • Garfield Gini Newman • Ron Ritchart • <i>Thinking Classrooms</i> • <i>Making Thinking Visible</i> 	<ul style="list-style-type: none"> • Increased engagement • Increased inclusion • Increased high school completion
To teach the student body how to use their voices for self and collective advocacy, learning how to provide healthy feedback.	<ul style="list-style-type: none"> • Meet with individual students to gather qualitative feedback about their experiences • Create roundtable feedback opportunities to hear student voice 	<ul style="list-style-type: none"> • Staff efforts at creativity • Staff efforts for active listening 	<ul style="list-style-type: none"> • Increased in student self advocacy • Increased care and protection • Decreased trauma impacts • Increased student engagement
Students will develop an understanding of their own personal health, including how their bodies work and how to care for and respect themselves.	<ul style="list-style-type: none"> • Comprehensive health body component • Sexual health component • Self care and respect within relationships • Self care and respect within society 	<ul style="list-style-type: none"> • Health and Wellness Curriculum of Alberta Education • National Centre for the Prevention of Child Abuse and Neglect • Sexual Health Centre • Chinook Sexual Assault Centre 	<ul style="list-style-type: none"> • Increased personal health • Decreased trauma impacts • Increased success in pursuit of individual goals • Increased levels of well being • Increased attendance in school and work