

# **Black Gold Outreach Leduc and Beaumont Strategic Plan for Success - 2016-2019**

## **School Profile: School Profiles**

Black Gold Outreach School is located in the Leduc Recreation Centre. As of November 1 we have a population of 250 students from grades 7-12. Our junior high program is an attendance based program while our high school program is non-attendance based. We also have an additional 50 students taking courses for other schools in the division.

Black Gold Outreach Beaumont is located in the Chantale Berube Community Youth Centre. This school shares space with the youth centre. We have a population of 85 students in grades 10-12. We also have approximately 40 students taking courses for other schools in the division.

As we are a continuous entry school, the number of students will grow throughout the year. By June the combined population of both schools will be around 500 students.

## **School Goal**

*To improve academic success of students through the fostering of relationships among students, teachers and the greater community.*

## **Guiding Principles**

- We believe that Black Gold Outreach School should provide a welcoming environment where students are invited and challenged to learn.
- We believe that every student has the ability to learn and every teacher has the responsibility to help students find the key to unlock that learning potential.
- We believe that students' needs can best be met when each person is respected and accepted in a non-judgmental manner.
- We believe that Black Gold Outreach School should offer individualized learning opportunities, flexibility in scheduling, and continuous feedback on progress.

## **Celebrations & Challenges:**

- 2017 saw our biggest graduation class in the history of Black Gold Outreach School. We had 46 graduates from Leduc and Beaumont.
- We expanded on our course offerings by introducing a new makerspace. We also ran a 3 credit Yoga 15 course.
- We purchased more science equipment and added several new labs to both junior and senior high Science. We also started a Robotics course.
- Anomalies in staff health created several challenges during of the school year. This, coupled with a staff resignation in May resulted in a fragmented teaching staff over several months of the year. All staff did an excellent job and provided a consistent learning environment for our students despite the chaos.
- Some highlights from the Accountability Pillar: 100% of students taking the survey said they felt they were treated fairly by adults in the school. 96% agreed that their teachers cared about them. 100% were satisfied with the quality of teaching, 100% were encouraged to try their best. Visit from Maskwacis. Band members from Samson Cree Nation showed our students how to set up a Tepee and performed traditional dance and drumming.
- We celebrated Pink Shirt Day and Pi Day and took students to the NAIT open house.
- Courses were developed and implemented in French, Italian and Spanish.

**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2017  
School: 3238 Black Gold Outreach School**



Measure Category	Measure	Blagk Gold Outreach School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	92.9	100.0	94.9	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	59.7	60.9	58.9	81.9	81.9	81.5	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	95.0	100.0	92.6	90.1	90.1	89.6	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	11.9	8.5	13.8	3.0	3.2	3.3	Very Low	Maintained	Concern
	<a href="#">High School Completion Rate (3 yr)</a>	18.2	43.8	25.4	77.9	76.5	76.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	83.3	85.7	81.1	73.4	73.6	73.2	High	Maintained	Good
	<a href="#">PAT: Excellence</a>	12.5	7.1	19.0	19.5	19.4	18.8	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	79.6	78.6	79.9	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Excellence</a>	14.9	12.4	13.7	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	4.5	0.0	0.0	54.9	54.6	53.1	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	30.4	28.6	28.6	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	7.2	5.5	21.9	57.9	59.4	59.3	Very Low	Declined	Concern
	<a href="#">Work Preparation</a>	100.0	85.7	85.7	82.7	82.6	81.9	Very High	Improved	Excellent
	<a href="#">Citizenship</a>	83.8	97.0	87.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	68.6	75.0	75.0	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	<a href="#">School Improvement</a>	86.6	100.0	94.5	81.4	81.2	80.2	Very High	Declined	Good

**Accountability Pillar Reflection:**

It is always difficult for us to parse useful information from our Accountability Pillar results. For example, two categories that we score very low in are drop out rate and three-year high school completion rate. This is expected. Many high school students that attend outreach are doing so because they have either struggled in a traditional setting or have underlying health issues that prevent them from attending school full time. The results of each of these situations is an extended time in high school to meet graduation requirements. Also, given the risk factors for these students, a higher percentage leave school altogether. Very similar statements could be made regarding our very low rating in Diploma Exam Participation Rate and Transition Rate.

However, two items that we could work on improving are Program of Studies and Parental Involvement. With respect to Program of Studies we are continually trying to find different ways to expose our students to all aspects of the program of studies in rich and meaningful ways. This is a challenge in outreach programs as it is often difficult to get students to attend seminars, labs and field trips. Last year our English teacher incorporated our Makerspace into many projects in her English courses. This gave her students a different medium to express themselves. Many of our students are independent or over the age of 18. This means that we have far less individual communication with parents. We do send out information to parents frequently but we do not have a School Council at this time. This is definitely an area that we can improve on.

We are very satisfied with our consistently strong results in Safe and Caring Schools and Education Quality. We have worked extremely hard on career mentoring and it has resulted in a very high rating in Work Preparation.



**Makerspace**



**Programming Activity**



**Junior High Shenanigans**



**Staff Halloween Picture**

**School Goal 1:** Continue to work toward the establishment of an independent outreach school in Beaumont with junior high programming.

**Timeline:** 1-2 years

**Rationale:** This goal aligns with the following core values of Black Gold Regional Division:

- Student Focused Learning
- Supportive Environment

<b>Timeline</b>	<b>Strategies</b>	<b>Supporting Data</b>
Fall 2016	Meet with architects and central office personnel to discuss possible sites and blueprints.	Reach out to local real estate agents and the Town of Beaumont to explore suitable locations for the new building. <b>(Done)</b>
Winter 2017	Secure location, tender contracts and commence building.	Work with Central Office to determine planned usage for the building. Once location is established collaborate with staff to provide suggestions for floor plans, furniture and equipment. <b>(Done)</b>
Fall 2018	Opening of new outreach school and home education.	
Spring 2019	Work on a plan to develop the green space attached to our facility.	Once we are settled in the new building we would like to explore the possibility of a CFIP grant to develop a community green space that would benefit the school, the community centre and the senior citizens centre adjacent to our space.

### **School Goal 1 Review and Reflection – November 2017**

We have met our goals for 2016. It did take longer than anticipated to reach an agreement with the Town of Beaumont. A decision was made to abandon any thoughts of building out the space with the intention to sub-let a portion of it. The Board and Central Office determined that overcrowding at Central Office made it necessary for the surplus space in Beaumont to be set aside for Black Gold employees.

The goals for 2017 are much more time consuming than first anticipated. We have met several times this year and are at the point of finalizing the layout. The architects and Black Gold central office are in the process of securing contractors. The school has begun the task of itemizing equipment and furniture for the new space.

**School Goal 2:** Build capacity to include diverse technology that will improve teacher, student and parent communication, enhance student engagement in learning and increase staff efficiency.

**Timeline:** 1-3 years

**Rationale:** This goal aligns with our school mission statement to build relationships with students in order to assist them in meeting their academic goals. Infusing appropriate technology throughout our school will result in better communication with our students and parents. It will also enhance learning and provide a wider selection of courses for our students.

Timeline	Strategies	Supporting Data
2016	<p>Improve communication with students and parents using a variety of strategies; Google classroom/calendar, Remind, our school website, Power Announcer, and Carousel.</p> <ul style="list-style-type: none"> <li>• Use school professional development days to learn and share strategies for using new technology. Encourage staff members to attend conferences and sessions that encompass the above technology.</li> <li>• Provide release time for both certificated and uncertificated staff to work on implementation strategies.</li> </ul>	<p>Regularly revisit each of the programs or technologies at staff meetings to evaluate their usefulness. Engage parents and students in informal conversations about the benefits and detriments of each of the programs.</p> <p>(Done)</p>
2016	<p>Enhance student learning using Google classroom, Minecraft EDU, Drones, Robots, Duolingo, MyBlueprint and attaching CTS modules to core classes.</p> <ul style="list-style-type: none"> <li>• Provide money to staff to purchase a variety of materials to support these new programs. <ul style="list-style-type: none"> <li>- Laptop, drones, robot (Makerspace)</li> <li>- 3D Printer</li> <li>- Minecraft EDU (Junior High)</li> <li>- Online French, Italian and Spanish resources</li> </ul> </li> <li>• Allow release time as necessary for teachers to plan and execute new learning opportunities for students.</li> </ul>	<p>Use time on professional development days and staff meeting days to reflect on each of these programs to discuss their value in meeting curricular outcomes.</p> <p>(Done)</p>
2017-18	<p>Reflect on the technology uses from the previous year. Gather input from parents and students about methods of communication and online learning opportunities. Use these findings to incrementally change our practices to meet student need.</p> <p>Expand on the number of course offerings to students in hybrid format using google classroom as the online medium.</p>	<p>Review student success in courses that have online components or use technology to engage learning.</p>

2019	Refine COM 1255 and introduce it to Beaumont in fall of 2018	
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**School Goal 2 Review and Reflection – November 2017**

During the last school year, we have exceeded many aspects of this goal especially in terms of communication with students. Many teachers are now using Remind to communicate regularly with students. Several staff members are incorporating Google Classroom into their courses that allows for suitable content to be shared and completed online. This has been extremely helpful for our second language courses where there is an oral component and we have several students taking the courses throughout the division.

This fall two teachers decided to design an attendance based introduction to Outreach course (COM 1255) that exposed our students to many of the online technologies they will be expected to use while taking courses with us. The feedback from our students has been very positive.

This year all staff will be attending the Blend-Ed Conference. We will be dedicating a professional development day to discuss the conference. We will then pick a few initiatives to implement in 2017-2018.