

# Black Gold Outreach Leduc and Beaumont Strategic Plan for Success: 2020-2023

## School Profile: (one school - with two campuses)

Our junior high is an attendance-based program, while our high school program is both asynchronous and non-attendance based. As we are a continuous entry school, the number of students will grow throughout the year. In Leduc, we are located in the Leduc Recreation Centre. As of September 30, 2020 we had a total Leduc population of 246 students from grades 7-12. In Beaumont, we are located in the Centre Communautaire Beaumont Community Centre. As of September 30, we had 114 students in grades 7-12. In summary, we continue to see growth in our student population. With 360 students registered as of Sept 30th, our student count is almost 100 students ahead of where we were 2 years ago. Historically, by June, the combined population should be over 700 students, with approximately 200 students who are attached to other schools in the division.

## School Goals: *Our focus on learning is designed to -*

- *assist students in planning and meeting their goals through connections in career development, community service, and the world of work*
- *promote and support authentic, lifelong learning with a focus on collaboration and data-driven results*
- *build healthy relationships within a flexible, safe, and caring learning environment*

## Guiding Principles

- We believe that Black Gold Outreach School should provide a welcoming environment where all students are invited and challenged to learn.
- We believe that every student has the ability to be successful, and every teacher has the responsibility to help them find the key to unlock their 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

- 2020 / 2021 - Michelle Haveron a teacher at the Beaumont Campus has received the Prime Minister's Award for Teaching Excellence - "Certificate of Achievement". Michelle is now the 3rd teacher to have received the Prime Minister's award since our Outreach was established.
- Black Gold Outreach Beaumont School opened in the Fall of 2018. We are excited to be able to offer alternate educational services out of this beautiful new facility.
- In 2018/2019, our student population and course completion rate experienced a record 5550 high school credits being delivered and successfully completed. This past school year 2019/2020 we have continued on a tremendous path of growth, and set a new record of 6600 high school credits, in spite of Covid-19 challenges at year end.
- We are proud of our student learning achievement results for both provincial achievement (PAT) exams and Diploma Exams this past year. The *Standard of Excellence* for Grade nine PAT writers was 24%, almost 4 % *above* the provincial average, while the PAT acceptable average is 8% over the provincial average. The *Standard of Excellence* for diploma writers continued its upward trend by increasing a further 1.9 percent over last year.
- As we continued to enroll more and more upgrading students, we found it necessary to provide them with enhanced program planning (intakes) which incorporated effective career/post-secondary counselling and transitional supports. As a result, our "Transition" rating in the Accountability Pillar also improved significantly.

## Challenges

- Several new staff have joined Outreach: this is a reflection of growth that is occurring in the area. We have a caring and supportive staff, including some retired teachers who continue to return and have a long history and deep connections with Outreach and in Black Gold.
- Last year our adult learner program was repositioned to Tuesday evenings. The transition period has resulted in a decreased number of participants. To alleviate this downward trend, this year we gave our teachers more leeway to book times with adults based on clear definable behaviour expectations being conveyed first. This adjustment, and having one "adult ed coordinator" gives us confidence that adult access to programming at both campuses will increase. We are also collaborating with a communications liaison to heighten our visibility online.
- Transitioning grade nine students to high school and beyond can be a challenge for students and families. We are looking at the process to help students move from an Outreach setting to other programs through a number of strategies to support increased exposure to post-secondaries and the trades. In the months prior to high school commencement, we will offer students the opportunity to visit the high schools and to have increased connections with these other areas in meaningful ways.

**School Council Message:** Due to Covid-19 restrictions, and only 1 returning council member, our school council has been unfortunately disbanded for this school 20/21 year.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 3238 Black Gold Outreach School**



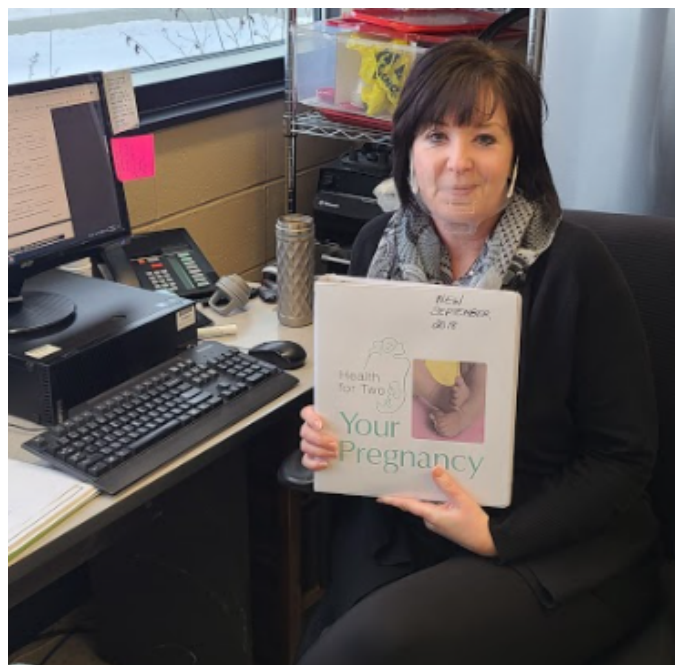
Measure Category	Measure	Black Gold Outreach School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	93.0	96.9	92.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	58.1	57.8	58.8	82.4	82.2	82.0	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	94.1	95.3	94.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	11.7	11.3	12.0	2.7	2.6	2.7	Very Low	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	15.6	16.9	20.5	79.7	79.1	78.4	Very Low	Maintained	Concern
	<a href="#">PAT: Acceptable</a>	82.0	81.3	83.4	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	24.0	39.6	19.7	20.6	19.9	19.6	High	Maintained	Good
	<a href="#">Diploma: Acceptable</a>	84.0	79.1	79.1	83.6	83.7	83.1	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	19.9	18.0	15.1	24.0	24.2	22.5	High	Improved	Good
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	3.9	0.0	3.3	56.4	56.3	55.6	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	47.0	37.4	35.7	66.6	64.8	63.5	Very Low	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	17.7	38.8	23.7	60.1	59.0	58.5	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	100.0	100.0	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	84.3	77.6	79.3	83.3	82.9	83.2	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	80.0	82.8	75.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	85.0	72.8	85.1	81.5	81.0	80.9	Very High	Maintained	Excellent

**Accountability Pillar Reflection 20/21:**

Two areas of excellence in this year's results - "Safe and Caring" and "Quality of Education" can be directly linked to enhanced staff effort in this area. A considerable amount of work was spent ensuring staff and students were familiar and comfortable with wrap around support, safe and caring climate, VTRA protocol and processes for alternate learning. From the first day, we've met with each student and family member 1x1, to set them up for success (we call them intakes). We've increased access to supports including some wrap around services at both sites. Our "safe and caring" rating in the Accountability Pillar Surveys consistently average in the 90% due to these ongoing efforts. The overall "Quality of Education" rating also remains in the mid 90's, and 4% higher than provincial averages. We focus on students - increasing the quantity and quality of one-on-one support through an integrated individualized program plan, small group tutorials, strategic interventions, and referrals. Our Accountability Pillar results must be interpreted within the context of a specialized site for alternative, asynchronous, non attendance based learning. Two categories we score low in are drop out rate and three-year high school completion rate. At Outreach, many high school students have experienced challenges within a traditional setting, and come to us not having had much success in a "brick and mortar" school. Many have underlying health issues or learning needs that prevent them from attending full time. Given the risk factors, a high percentage of these students leave school. Two items that we're working on improving are Program of Studies and Parental Involvement. With respect to Program of Studies, we continually try to expose our students to all aspects of learning. Our Senior High department has expanded Makerspace, Design Studies, and Second Languages (French, Spanish, Italian). An enhanced off-campus program has also provided new opportunities. The junior high department introduced a robust Health and Life Skills program on Friday mornings. Students were also exposed to several career and life courses including Recreational Fitness, I-phonography, Coding/Robotics, and Foods. As some of our students are independent or over the age of 18, individual communication is always reflective of student wishes /and the Education Act. Last year we were excited to have a School Council this year with a number of interested and committed parents who meet monthly at our site in Beaumont! However, due to only 1 returning parent and Covid-19 protocols, our School Council has been put on hold.



2020 / 2021





**School Goal 1: Career Pathways and Community Service** - Outreach students will explore and develop career, and life skills based on their interests as demonstrated through community/ volunteer experiences, off campus opportunities, targeted career development, dual credit offerings, and digital tools such as my Blueprint. Through an integrated program plan, all students will have opportunities to engage in learning, be supported and self-confident in their ability to build meaningful connections that extend beyond the school.

**Timeline:** *This is the last year of our 2 year focus*

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

- Student Focused Learning
- Supportive Environment

Timeline	Strategies	Supporting Data
Fall 2020 - Fall 2021	Increased Team approach with two LST positions in Leduc, combined with additional BGSD psychologist supports - being on site one day a week, will help to refine and create an integrated individual program plan that incorporates all required components of an individual support plan (ISP); positive behavior plan (PBP) and medical management plan (MMP). A cluster of career transition courses is offered as an integral part of the 1x1 student intake process ( Gateway courses/ Modules). This will be done during our PD days, staff and team meetings throughout the 20/21 school year.	<ul style="list-style-type: none"> <li>● Number of students taking Learning Strategies, CALM (including financial component), career experiences (Aviation), and dual credit courses that focus on career and readiness skills increases annually</li> <li>● Off campus - numbers are higher in October than in past school years</li> </ul>
Fall 2020 - Fall 2021	Grow capacity in off-campus opportunities in Beaumont and Leduc, specifically supporting students with their interests and for the purpose of graduation/ high school completion.	<ul style="list-style-type: none"> <li>● We have 2 display job boards and volunteer opportunities in both campuses with a focus on RAP, and odd jobs for volunteer/ minimum wage</li> <li>● We offer resume building and improvement workshops, with a focus on work experience and RAP in Beaumont</li> <li>● “Work Prep” average has been 100% on our Accountability Survey for the past 3 years.</li> <li>● We build relationships with prospective employers in Nisku Industrial Park, the Edmonton Airport Authority, with career advising support within the communities of Beaumont and Leduc.</li> </ul>
Fall 2020 - Fall 2021	Develop a volunteer network connection with various community non-profit groups and organizations	<ul style="list-style-type: none"> <li>● At every teacher intake <ul style="list-style-type: none"> <li>- Volunteerism is promoted through students who provide assistance to community groups and events</li> <li>- Students are encouraged by staff to participate in opportunities at each community.</li> </ul> </li> </ul>
Fall 2020 - Fall 2021	Empower all students and staff to become self-directed learners in creating career plans that align with their interests and talents through partnerships with agencies offering dual credit, or groups such as Elevate Aviation who provide educational experiences.	<ul style="list-style-type: none"> <li>● Home Education coordinator, has involved all Outreach staff in PD for staff on <i>MyBlueprint</i></li> <li>● <i>My Blueprint</i> is included in Gateway courses, such as CALM and Learning Strategies across both campus locations. As a result, almost all students are exposed to My Blueprint while taking courses at Outreach.</li> <li>● There is a volunteer network established for youth to create connections with recreation opportunities and not-for-profits</li> </ul>

**School Goal 2: Focus on Learning and Results** - We will focus on the learning success of each student to enhance resiliency and the development of critical thinking, problem solving, communication, collaboration, and personal growth. We believe results-focused, authentic learning in a safe and caring environment is the key to empowering students.

**Timeline: This is year 2 of our 3 year focus**

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

- Student Focused Learning
- Supportive Environment
- Relationships

Timeline	Strategies	Supporting Data
2020-2021	Refine COM 1255 (Success at Outreach) with one teacher at both sites to provide an orientation to the Outreach program and provide participants with increased confidence and motivation to work towards their goals	<ul style="list-style-type: none"> <li>● As of November 12, 2018, 72 students in Leduc and 15 students in Beaumont registered for and completed this one credit course.</li> <li>● As of November 2019, an additional 110 students in Leduc and 55 students in Beaumont registered for and completed this one credit course.</li> <li>● As of November 2020 results, 97 Leduc and 17 in Beaumont.</li> </ul>
2020-2021	Completed a book study: <i>Simplifying Response to Intervention</i> to support and inform our work with individual program plans, ISP and BMP development, as well as an overall strategy for an entire system of interventions. This year, fully implementing our systems and communication protocols, with tiers + supports.	<ul style="list-style-type: none"> <li>● Student Learning is above the 3 year PAT average for Alberta, in both acceptable and Excellence categories. results.</li> <li>● We consistently utilized tiered support becomes an integral part of a new template for program plans</li> <li>● We use Google platform - which integrates information gathered into ISPs and BMPs</li> <li>● ALL - Incoming students are connected to services and supports from first contact</li> <li>● Integrated program plans streamline strategies and interventions for students with complex needs requiring wrap around services</li> <li>● Compiling and sharing of data to relevant partner schools - both to Admin and Referral Staff</li> </ul>
2020 - 2022	Make effective use of PowerSchool tools to support students moving from junior high to senior high and from one district school to another. - NEW PROCEDURE created "CONTACT US"... where schools have streamlined communication tools.	<ul style="list-style-type: none"> <li>● Access medical plans, historical coding, previous exam accommodations, VTRA, and past and current log entries prior to intake of students</li> <li>● School administrator/ counselling staff connect with other school administrators/ staff to ensure supports are in place for wrap around supports in effective and efficient transitions</li> <li>● New "Contact Us" form created to instill an open, collaborative process to best meet individual student needs.</li> </ul>
2020 - 2022	Continue to build targeted range of diagnostic resources that support high levels of student engagement and learning for all students, with a strategic focus (literacy and numeracy)	<ul style="list-style-type: none"> <li>● Maintain accurate, current MIPI, HLAT, diagnostic tools, completed by affected teachers</li> <li>● WIATT done by strategic support person in house; Testing is done by psychologist to ensure proper programming supports for students with special needs</li> <li>● Bi-weekly ...ongoing CEU tracking, early identification of issues, clear communication</li> </ul>
2020 - 2021	Continue to support transition of JH Outreach to Senior High Outreach and/or other senior high schools/ programs as per student plans and interests	<ul style="list-style-type: none"> <li>● Build stronger relationships between JH students and SH staff in the months prior to high school commencement by offering blended tutorials and CTF options</li> <li>● Include JH teaching staff in Grade 10 Program Plan meetings to support transition</li> <li>● Where possible, ensure first SH core class is with a previous/known teacher</li> <li>● Provide ongoing learning support check-ins for transitioning Gr 10 students</li> </ul>

**School Goal 3: Safe, Caring, Healthy, and Sustainable School Culture** - We will instill a safe and caring climate with a student-centred environment; and promote a welcoming, caring school culture both inside and outside, in a positive, inspiring learning space.

**Timeline: this is the last year of our 2 year focus**

**Rationale:** This goal aligns with the following core values of Black Gold School Board Policy #19, creating an environment in which students have a safe and healthy learning environment that respects diversity and fosters a sense of belonging through active living, healthy eating and a positive social environment.

Timeline	Strategies	Supporting Data
2020 - 2021	Converse with partners regarding possible support that will help instill a sense of pride and belonging and serve as a place of connection for students, staff, the community	<ul style="list-style-type: none"> <li>Visible changes in infrastructure become a reality (bike racks, planters, picnic tables, trees, water feature, storage shed)</li> <li>2 Grants and 2 partnerships within the community have been accessed this school year.</li> <li>Beaumont - add in school signage ASA - currently in discussion with City of Beaumont Planning Department, and pic-nic tables - after Covid-19 no longer is of concern</li> </ul>
2020 - 2021	Enhance and support the practice professional learning with a Health and Safety focus: VTRA, NVCI and Hour Zero Protocols that are adapted/ implemented for an Outreach setting to enhance comfort and ease with processes	<ul style="list-style-type: none"> <li>Hour Zero hardware is updated on site at each school; staff trained in NVCI</li> <li>Posters and information is visible/ easily accessible for staff</li> <li>Staff are aware of protocol and drills for evacuation, lockdown, and hold and secure</li> <li>Hour Zero Safety component is built into COM1255 (Success at Outreach)</li> <li>Health and Wellness representation on staff at each site</li> </ul>
2020 - 2020	Support the establishment of a safe, caring, healthy school culture of shared contribution including parents and the greater community to support our mission, vision and values to reflect our unique community	<ul style="list-style-type: none"> <li>New Outreach logo is generated by students and staff</li> <li><a href="#">School motto (Outreach Osprey)</a></li> <li>New logo is used in Outreach website, manuals, consumable materials</li> <li>Finish the school mural this year, and install it at the Leduc Campus</li> <li>School swag that recognizes and celebrates student success</li> <li>New Outreach motto defines <b><i>Who are the Osprey</i></b> and <b><i>What do we stand for?</i></b></li> </ul>
2020 - 2022	Recognize that school staff are often needed as frontline mental health workers and share responsibilities across teams to support students in making choices that are safe	<ul style="list-style-type: none"> <li><a href="#">Mental Health and Wellness</a> PD opportunities are enjoyed by several staff in a variety of areas that reflect a safe and caring school community (VTRA, NVCI, Rainbows, Emergency First Aid, Positive Behavior Support, Suicide Prevention)</li> <li>Partnerships with district and community resources enhance school Mental Health and Wellness initiatives and provide needed wrap arounds</li> <li>Guest speakers and agency partners are available and present during staff meetings/ gatherings</li> <li>Increased collaborative release time - by assigning each full time teacher a sub day for this.</li> </ul>