



## SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

**SCHOOL:** Next Step

**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 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.

There are approximately 450 full time students and 500 blended (shared) program students.

15 certificated and 8 classified staff.

Our Next Step vision is to create a community of learners who embody the virtues of acceptance, flexibility, individualization, respect, and responsibility.

#### Programming Highlights

Senior High (Sherwood Park, Fort Saskatchewan, Vegreville)



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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)
- 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, Metis and Inuit courses and opportunities

Next Step 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
- 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



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### 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. Over 1200 students annually enroll in a variety of meaningful summer programming. Registration is open to:

- current EIPS students (grades 9-12)
- students who will enter an EIPS high school for the 2024-25 school year,

### Junior High Bridging Program (Sherwood Park)

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 and provides students with:

- small class size with school supports
- 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.



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### ***EIPS PRIORITIES AND GOALS:***

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

P1G2 Promote Growth and Success for All Students; Success For Every Student.

### ***SCHOOL GOAL 1:***

Building staff capacity by engaging in best alternative learning practices will result in improvement in course completion, graduation rates and attendance.

### ***STRATEGIES:***

- Routine multi-campus vertical team collaboration and professional development linked to research-based instructional practices
- Flexible, individualized, and personalized learning environment offered, including accelerated course offerings & diploma exam writing, project-based and flipped learning configurations
- Staff collaborative professional learning to refine standardized assessments and instructional blueprinting and design
- Develop and share project-based learning activities for Math and Science courses linked to program of studies
- 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
- Build common marking time and standard setting time into weekly meetings to establish consistency of expectation and practice
- Staff working to differentiate reading levels and enhance student interest using modernized literature
- Use of common assessments to align instruction and Small Group Instruction – to enhance learning

### ***MEASURES:***

The high school completion rate within three years and five years of entering Grade 10.

The percentage of EIPS stakeholders who agree students individual learning needs are met.



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The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.

The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.

The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.

The percentage of parents and caregivers satisfied with the overall quality of basic education.

The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

The percentage of parents and caregivers who agree teachers care about their child.

The percentage of students who agree their teachers care about them.

**OTHER MEASURES:** No "other" measures noted.



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### ***EIPS PRIORITIES AND GOALS:***

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

P3G1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

### ***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:***

- Routine contact with home via email, monthly positive phone calls, and through online platforms providing class progress, updates, and timelines
- Promote and expand School Advisory Council, Meet the Teacher, Parent Teacher Conferences, and other family events along with increased parent communication via weekly email newsletter
- Differentiate learning experiences in multi-modal formats including individual support, BrightSpace flipped classroom, blended learning, project-based learning, peer collaboration and school activities
- Recognize the growing diversity of student population through literature choices and classroom materials (LGBTQ+, BIPOC, First Nations, Metis, and Inuit Perspectives)
- Continue to foster relationship building and celebration with students via ongoing 6-week engagement cycles, student support groups, and student voice feedback
- Expand Mental Health supports, along with Family Community Social Service partners and community stakeholders, provide classroom, career and student wellness and mentorship support programs
- Develop opportunities for students to engage in healthy peer relationships activities throughout the year

### ***MEASURES:***

The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.

The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.



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The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.

The percentage of teachers, families and students who agree learners have access to the appropriate supports and services at school.

The percentage of EIPS stakeholders who agree students individual learning needs are met.

The percentage of EIPS stakeholders who agree students are encouraged to do their best.

The percentage of students, grades 9 and 12, who agree they're engaged in their learning, and the schoolwork's interesting.

The percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.

The percentage of EIPS stakeholders who agree staff care about students at their school.

**OTHER MEASURES:** No "other" measures noted.



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### **EIPS PRIORITIES AND GOALS:**

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

### **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:**

- Advancement of dual credit and off-campus education program student opportunities
- Promotion of EIPS Post-secondary and Career Fairs for students and families to explore future opportunities
- Provide Alberta Apprenticeship board, occupational and industry presentations throughout the year
- Meet individually with students to plan out transition after high school, including registration with Alberta Education–My Pass and use the graduation-planning tool
- 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
- Provide students with opportunities to learn academic study strategies
- 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 EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.

The percentage of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.





## SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.

The percentage of teachers, families and students satisfied with the overall quality of basic education.

The percentage of parents and caregivers satisfied with the special support their child receives at school.

**OTHER MEASURES:** No “other” measures noted.