



# Livingstone Range School Division Virtual School

## 2020-2021 Annual Education Results Report (AERR)

### ***Vision Statement:***

“No Limits”

### ***Mission Statement:***

Together as a community of students, families, and teachers, we provide a flexible, safe, and supportive digital and experiential learning hub for ALL students.

### **Alberta Education - Provincial Outcomes**

*Outcome 1: Alberta's students are successful.*

*Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.*

*Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.*

*Outcome 4: Alberta's K-12 education system is well governed and managed*

## Livingstone Range Wildly Important Goal 1: Leadership

*Every student and staff member recognizes that their contributions help make their school and the division a better place.*

### School Performance Measures

- Career Practitioner individual interview data (qualitative)
- CRT meeting minutes/pyramid of interventions

### School Strategies

- Working with career practitioners to create opportunities for virtual school students to participate in career development opportunities.
- Career practitioners are booking phone/google meet appointments with all high school students/families to discuss programming and post-secondary options.
- Creation of collaborative response team/structure for LRSD Pursuits
  - build layers of learning support at various RTI tiers
  - Create collaborative response team meetings every 3 weeks
  - Staff PD on collaborative response (through Jigsaw learning and staff book study)
- Creation of Mission/Vision/Values for school that embodies inclusion and innovation--led by a teacher committee
- Creation of learning coach model to support teachers in meeting the needs of all students

#### Commentary:

- Last year, we worked extensively with the career practitioners by meeting monthly to review the entire high school population of the school. Each student was placed on a spreadsheet where their progress towards graduation was tracked and meetings notes were kept. This process proved to be quite effective in ensuring that no students fell through the cracks. The CP worked diligently to have virtual meetings or phone calls with all high school students.
- A considerable amount of time was spent creating a common understanding of CRM and building structures and supports to help all students achieve success. We began our first CRM meeting in November. In January, we added a data component to the meetings through a school created social/emotional wellness

screening tool. This was then used in subsequent meetings to theme meetings and guide our conversations. These processes are now being built upon in the 2021-2022 school year.

- In October, a staff committee was developed to guide our staff through the creation of a school mission statement. The vision “no limits” was quickly agreed upon and focus shifted to the development of a mission statement. By the end of May, staff created 5 statements. In October 2022, current staff analyzed the 5 statements and agreed upon the following: Together as a community of students, families, and teachers, we provide a flexible, safe, and supportive digital and experiential learning hub for ALL students.
- Sandi Harrower worked with staff as a learning coach to come alongside and teach staff how to practice inclusion in an online learning environment. This modelling is being used in the 2021-2022 school year.

## Livingstone Range Wildly Important Goal 2: Culture

*All staff and students recognize that they are responsible for positive change*

### School Performance Measures

- CRT meeting minutes/pyramid of interventions

### School Strategies

- Creation of collaborative response team/structure for LRSD Pursuits
  - build layers of learning support at various RTI tiers
  - Create collaborative response team meetings every 3 weeks
  - Staff PD on collaborative response (through Jigsaw learning and staff book study)
- Creation of Mission/Vision/Values for school that embodies inclusion and innovation
- Creation of a multi-year vision/plan for LRSD Pursuits (Nov 2020)
- Creation of a document for students who migrate between AHL and in person learning to ease transition.
- Development of Orientation guide for families choosing online learning to ease the learning curve. Guide would outline expectations/roles for parents, students and teachers.
- Development of school website: <https://www.lrsdvirtualschool.ca/>

#### Commentary:

- This year was spent developing processes and procedures for our new LRSD Virtual School culture. These included our learning support structure (CRM), work towards a school mission and the creation of a long range plan for our LRSD Pursuits programs (in collaboration with Chad K). Other logistical processes were created to help with transitioning a migrant student population: transition forms, a monthly “no show” attendance list from which admin made phone calls and enrollment sheets that home schools use to enroll students.
- Staff handbooks and orientations procedures for new students were created to assist in transitions.
- Our LRSD virtual school website was developed and is a hub for school resources.

Assurance Domain	Measure	Livingstone Range School Divis			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	97.6	n/a	n/a	85.6	n/a	n/a
	<a href="#">Citizenship</a>	94.0	n/a	n/a	83.2	83.3	83.0
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	73.7
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	n/a	20.3
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1
Teaching & Leading	<a href="#">Education Quality</a>	95.2	n/a	n/a	89.6	90.3	90.2
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	96.5	n/a	n/a	87.8	n/a	n/a
	<a href="#">Access to Supports and Services</a>	92.6	n/a	n/a	82.6	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	81.4	n/a	n/a	79.5	81.8	81.4

While there was a fairly low response rate for parents on the assurance measures, our initial results do demonstrate a positive school culture with all first year results being above provincial average. This data will become more useful with time as we increase our parental participation and have trend data to look at.

## Livingstone Range Wildly Important Goal 3: Academics

*Educators empower students to lead their own learning.*

### School Performance Measures

- Individual running records (K-6)
- Diploma Exams (high school)
- Math assessment (TBD)

### School Strategies

- Exploration of various software supports for literacy and numeracy and a decision as to which is best in an online learning environment
- Creation of “virtual” guided reading groups at the elementary level
- Creation of collaborative structures within the school to enable all students to achieve success/growth in the areas of literacy and numeracy
- Creation of a sustainable plan for the delivery of ELA and Math courses at the high school level
- Begin planning towards facilitation of LRSD “Rock the Diploma” type event (Jan 2022)
- Research and decide upon school wide benchmarking tools for literacy and numeracy that can occur in an at home learning environment
- Creation of LRSD content for high school courses
- Begin exploration of a summer school program (Summer 2021?)
- Begin exploration of how to create experiential learning opportunities for students through LRSD Pursuits. This could include: Year long FACES type program, utilizing shops/food programs in high schools, international student programs, cosmetology (2021-2022)
- Planning sustainable model for long term viability of LRSD Pursuits-explore possibility of leveraging Outreach School/Granum to support all learners
- Research best practices for online course creation and create a “must have” document outlining procedures for creating courses within LRSD Pursuits
- Creation of central repository for LRSD created online courses (this enables courses to not be personnel dependent)

Commentary:

- A great deal of discussion went into how to benchmark students in an online environment. The decision among staff was to use the MIPI for math benchmarking and the free literacy assessment (<https://pioneervalleybooks.com/pages/assessment>) for a reading assessment.
- By semester 2, virtual guided reading groups were created and many teachers used the online program, guided readers, to facilitate this work.

- We worked towards creating a self sustaining plan for the delivery of high school content within LRSD. As of September 2021, virtual school teachers are able to offer a complete diploma program with the assistance of one course per LRSD home school. Teachers are weaning off the dependence on ELM modules and creating their own content. All teachers are now using the Hapara platform to create a common learning experience for all students.
- Work began in January 2021 towards the creation of summer school. The inaugural year of this program was very successful with a full subscription of students.
- In September 2021, the Pursuits place-based/pre-employment programming guides were released for the current school year. All LRSD JH/HS students have the opportunity to engage in these programs for credit or certification. For this year, the programming will be offered by community partners with the anticipation that we will be able to offer these programs in house in the future.
- A sustainable funding model was created for the VS by having VS teachers also work at the two Outreach schools in the division. Additional staff were deployed to schools without Outreaches to offer supervision/support for VS students. VS teachers are offering courses that are generally undersubscribed in individual schools. These measures will free up timetables at home schools, making better use of divisional resources.
- A considerable amount of time was spent creating a staff handbook. This outlines expectations and supports for teachers in an online environment. This has assisted in creating a cohesive school culture and experience for students.
- The LRSD Hub was created in Hapara to house locally created content and is available for all teachers to use.