VISTA VIRTUAL SCHOOL

Three Year Education Plan
2020-2023

June 10, 2020
(Updated November, 2020)

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Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Vista Virtual School has made several attempts to establish a viable School Council. Our efforts to date have foundered on the realities of distance and parental accessibility. At present, we do not have an established School Council. That being said, our teachers, (especially Elementary and Junior High teachers) are in close communication with parents, likely more so that one would see in a "bricks and mortar" school. We have openly solicited parental involvement on an Ad Hoc basis.

Education Plan Distribution

This Education Plan was posted on the School website where a 'pdf' version is available for download.

PHPS Foundation Statements

Mandate
Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose
Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto
"Together we learn"

School Foundation Statements

Vista Virtual School provides high quality education for all our students. Our school is founded on the following core beliefs:
- Everyone works and learns best in an atmosphere of safety.
- Open and honest communication is essential.
- A climate of respect promotes efficient and creative learning.
- Professional relationships among students, parents, and teachers promote commitment and desire for continued learning.
- Teamwork among students, partners, parents, and staff is essential for enjoyable learning experiences.
- Students thrive in environments of hope and encouragement.
- The distributed learning environment is a powerful environment in which to develop positive skills, abilities, and attitudes.
- Distance learning programs work because of focused students, supportive parents, and dedicated staff.

Our specific beliefs inspire our work with our key participants:
- Students are unique and must be provided with effective student-centred programs.
- Parents are valued partners seeking the best educational opportunities for their children.
- Our staff are professionals dedicated to providing quality student-centred education while encouraging continuous progress.

These beliefs guide our actions in providing the best education possible for approximately 500 full-time students across the province and ensuring equitable access to education to over 10, 000 part-time students.

Our motto is "No Limits".

Historical Background

Vista Virtual School was started in 1996 to meet an emergent need to address demands for quality online education. The school started modestly with 110 students and shared staff with Alberta Distance Learning Centre. Vista Virtual School is now an independent community school under the auspices of PHSD. Staffing has increased from 3 in 1996 to a current staff complement of 30 FTE teachers and 8 FTE support staff. Enrolment grew from 13 students to almost 500 full time students and over 10,000 part-time registrants.

Vista Virtual School's Alberta Education code is 2317. Initially, students were provided with computers; as technology became more robust and readily available, Vista Virtual School was able to support student learning on their own computer platforms at home.

Our school's course offerings have broadened over time to better serve our students. We provide a full range of online and print-based courses in grades 1-9. Online courses are offered to students in grades 10-12.

Most importantly, the nature of the students we serve has changed over the last two decades. In many respects, Vista Virtual School has become similar to an Outreach school. We serve many students for whom conventional schools have not worked. Some of our students have not found their previous schools safe places to be; others are elite athletes or accomplished musicians who cannot maintain their career in these areas and go to a regular 9:00 a.m. to 3:30 p.m. school. Some of our students are travelling with their parents for a year; some are very ill and need a comprehensive yet flexible curriculum that can be delivered at home. A growing number of our students have special needs, and/or special circumstances that can be addressed by the flexibility we offer in the timeline for completion and course load.

Vista Virtual School maintains its own identity distinct from partners such as ADLC. As a community school we receive the same per student grant funding as do other community schools. We receive targeted funding for initiatives such as FNMI, French Immersion, refugee support and others. We provide access to the same services that students in any community school would expect, such as

academic counseling, access to field trips, extracurricular and enhancement activities, awards ceremonies, a formal commencement ceremony and regular interaction with school staff. Alberta Education does not provide money for infrastructure to online schools.

As ADLC winds down its operations in 2021, Vista Virtual School is expanding its program to fit some of those needs. Vista Virtual School is now serving international (out of province) students and, with support from Pembina Hills School Division, offering service to other schools through Interjurisdictional Education Agreements. These program offerings are complementary to the core purpose of educating school aged Alberta students as well as the adult course offerings Vista Virtual School has made available for the last few years.

Demographics

Vista Virtual is PHSD's biggest school in terms of sheer numbers enrolled, as well, its geography is provincial in scope rather than being confined to the boundaries of PHPS. Our campus locations are Barrhead, Edmonton, and Calgary.

We had just over 50 staff; most work out of one of the above campuses, but we also have several staff working out of home offices. Leadership staff consist of a Principal and an Associate Principal. As well, Vista Virtual School is served by 2 FTE certificated academic counsellors and 1 FTE Special Education teacher. The Principal also serves as the school's Attendance Officer.

We offered conventional September registration for students in grades 1-9 and year-round registration for high school students. In the 2019-20 school year, Vista Virtual School had 2098 students on the September 30 count, but served a total of 15, 303 students for the school year. An audit from Alberta Education impacted the overall counts throughout the school year.
- 134 full-time students in grades 1-9
- 1039 full-time and part time students in grades 10-12 Sept 30 (primary)
- 14,130 part-time and Summer School students in grades 10-12 after Sept 30

The bulk of our students are in high school, specifically grade 12. Students come from approximately 200 communities in Alberta. Enrollment continues to increase, with significant increases being evident over the past three years.

In the 2018-19 school year, Vista Virtual School began serving adults on a fee for service basis. Last school year 2129 adults were registered. Additionally, Vista Virtual School began a dedicated Summer School and started serving international students towards the end of the 2019-20 school year. Finally, in the summer of 2020, Vista Virtual School started collecting Interjurisdictional Agreements from school divisions looking to access Vista Virtual School services as ADLC winds down operations.

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents <u>Outcomes</u> defined by Alberta Education. **<u>Links</u>** are underlined and blue.
Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> or <u>Strategies</u> defined by the Division..

2020-2021
(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)
OUTCOME ONE: Alberta Students are successful. Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation. **OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.** **OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.** Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. **OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.** Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Summary of Key Division Priorities and Strategies 2020-2021

Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	Alberta Education Outcome(s) impacted

The division will guide and monitor the **academic and mental health continuum of services** available to students.
● The "**Mental Health Literacy" project** is the framework through which schools promote and monitor the Tier 1 and 2 students' mental health and well being
   ○ **Principals** will ensure that the skill set of The 'Go-to-educator' is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources.
   ○ Schools may to add responsibilities related to mental health literacy to their **Inclusive Education Lead Teachers** job descriptions
● **Principals** will monitor the academic and mental health of Tier 2 and 3 students.
   ○ Schools may assign responsibilities
      ■ to **certificated school counsellors** to support Tier 2 and 3 students' mental and social well-being.
      ■ to "**success coaches**" to support Tier 2 students' mental and social well-being.
   ○ **School counsellors** and **Success Coaches** must be monitored by the **principal** and division coordinator(s).
   ○ High schools must assign the responsibilities of a **high school completion liaison** to identify Tier 2 students for programming support, guidance and monitoring
   ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model
● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools
	2,4

The division will maintain two district **First Nations, Metis and Inuit Liaisons** whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students	2,4
The **principals** will: ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers	2,4
Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBluePrint as a tool to organize and plan for student success	3,4

The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.	3, 4

In Vista Virtual School we will:
- Extend learning into Mental Health First Aid
- Implement Guarding Minds at Work under guidance of division administration
- Prepare and publish on the school website information and resources for parents and students
- Host sessions to help inform parents of resources and strategies for success in distance education
- Actively demonstrate and support a safe, caring, respectful and welcoming learning environment. This will include:
  - Assessing new student's files to identify potential specialized needs
  - Determining, through a coordinated effort, needed accommodations and program modifications for these students.
  - Creating a priority list for psycho-educational assessments through file assessments and teacher observations by November each year (ongoing for high school students as they enter our program)
- Design & implement effective student monitoring processes

	Alberta Education Outcome(s) impacted
Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	
Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies. ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.	1, 3
Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.	1, 3
All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy)	1, 3
The **principals** will ensure implementation and alignment by: ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning	1, 3

In Vista Virtual School we will:
- Continue to administer the MIPI in grades 2-6 in order to modify or supplement instruction in these grades based on MIPI results
- Continue gradual MIPI implementation up to Grade 9
- Continue to administer the RRST to Grade 1 students
- Continue to regularly administer benchmark reading assessments
- Continue to model and send additional strategies to parents to encourage literacy
- Continue to use the Words Their Way program in Grades 2-3
- Maintain participation at a distance in district numeracy PD sessions & Community of Practice
- Collaborate and share numeracy resources and pedagogical knowledge across VVS Departments
- Design alternate exams in junior high that are worded differently i.e. for ESL students or students who are reading at an elementary level
- Continue to promote numeracy connections to everyday life
- Continue to impress upon parents the importance of learning numeracy skills to automaticity
- Provide tutorials/instruction on specific, relevant skills (e.g interpreting graphs, visual-spatial analysis) in each course, particularly in humanities.
- Supply to parents additional games/activities to improve numeracy skills
- Make cross-curricular connections in areas i.e. graphing assignments found in Math and Science (throughout gr. 7-9). Does student knowledge of struggling concepts if teachers share known areas where improvement is required.

Support for Staff *A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.*	Alberta Education Outcome(s) impacted
The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services. ● The following division support positions will be assigned in this regard: 　○ 2.0 FTE **certificated coordinators** 　○ 2.0 FTE **First Nations, Metis and Inuit Liaisons** 　○ 2.25 FTE **Speech - Language Pathologists** 　○ 1.4 FTE **Occupational Therapist** 　○ 1.0 FTE **Psychologist** ● The following school level support positions will be assigned in this regard: 　○ Site based **Inclusive Education Lead Teachers** (minimum FTE per site) 　○ Schools will collaborate to align and distribute the services of **PA Mentors**	2, 4
Division administration will assign the following responsibilities to **certificated coordinators**: ● Train, guide and monitor schools' Inclusive Education Lead Teachers ● Collaborate with schools' **Inclusive Education Lead Teachers** and **principals** to 　○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students 　○ Support staff with students who have complex communication needs 　○ Coordinate behavior supports in classrooms with Tier 2 and 3 students 　○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion	1, 2, 3, 4

- Coordinate and monitor district counselling supports - Guide and support the Mental Health Literacy project - Orient and develop capacity of new teachers to PHSD	
Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an **Inclusive Education Lead Teacher**. *"With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction."* Key responsibilities defined in the [job description](#) include: - Collaborate with classroom teachers to design learning that purposefully engages all students. - Coordinate the plans, assessments, monitoring and supports for identified students - Commitment to the Community of Practice	1, 2, 3, 4
While all of the elements on the following list are part of the **Inclusive Education Strategy** schools may select elements from the following list to focus on at their school site: - We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. - Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required. - We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher. - We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. - Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. - Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. - We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families. - We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance. - Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations. - We will ensure that families are included as equal and valued collaborative members of the team.	1, 2, 3, 4
The **principal** will: - Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers - Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities	1, 2, 3, 4

● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning	
The division will continue to plan and implement a **comprehensive professional development plan** in collaboration with the ATA's PD committee. ● The professional development plan will be intentionally designed to: 　○ Support a balance of teacher directed, school led and division focused PD 　○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. 　○ Support implementation of the Mental Health Literacy Project 　○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels 　○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● *The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.*	3

In Vista Virtual School we will:
- Apply supports on an individualized basis to all students and without limiting analysis to Tier 2 students
- Apply academic counselling processes to better identify and support students at their Tier, especially part time students
- Restructure Students of Concern Meetings through the lens of Mental Health Literacy to better monitor all Primary Student Academic Programs
- Continue to modify assessments to address varying learner needs, with a focus on developing audio delivery of exams and providing appropriately designed sections for exam chunking
- Continue to design supporting instructional materials to address varying learner needs
- Have students complete a brief tutorial module helping them develop/demonstrate basic skills with online learning, modeled on COM1255

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1   **PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

1.2   **PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

1.3   **High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.

1.4   **Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

1.5   **Drop Out rate:** Annual dropout rate of students aged 14 to 18.

1.6   **Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.

1.7   **Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.

1.8   **Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

1.9   **Student Achievement -** Grade 9 cohort results at the acceptable standard in Mathematics. *(This measure was designed for PHSD community schools and is not intended to be applied to Vista Virtual School)*

1.10   **Student Achievement -** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11   **Student Achievement -** Number of coded students who graduate (code 41 to 46). *(This measure does not apply in the distance delivery setting)*

1.12   **Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new Policy 27 - Division Citizenship Awards).

School Measures:

1.13   **School Measure:** Number of credits completed annually. Annual benchmark date: August 31

1.17   **School Measure:** The total number of contacts between students and teachers. Annual benchmark date: August 31

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Services provided *(from 2020-06-29 VVS Business Plan)*

- Flexibility (Self pacing)
  - Distance learning courses delivered through Vista Virtual School provide students

with the opportunity
- ■ To complete the course more rapidly than in traditional delivery
- ■ At a time of day chosen by the student.
- ■ Traditional semestered school year with summer school option
- Accessibility (Internet access)
  - ○ Distance learning courses delivered through Vista Virtual School are accessible by anyone with the capacity to access the internet.
- Safety (Learn from home - Covid)
  - ○ Some students with social - emotional and mental health concerns choose to learn at a distance because it reduces the anxiety associated with being in traditional settings.
  - ○ Families with members who have higher health risk factors to seek DE for their children.
  - ○ Districts may seek special needs distance education services because the children themselves may be higher risk
- Quality of results (Diploma exam results)
  - ○ The achievement levels of VVS students are as high, or higher, than the provincial average (as measured by Diploma Exam results).
  - ○ Families may choose to continue learning at home because it works for their kids.
- Filling gaps in student programming
  - ○ Many schools need scheduling alternatives to support students' unique circumstances.
    - ■ Smaller schools cannot always provide teacher - directed instruction for all of the courses in the Programs of Study.
    - ■ Other schools use alternative learning blocks within a student's timetable to provide the student with opportunity to access programming scheduled at a different time, or programming that is not available in the school.
- Cost Efficiency
  - ○ It is expensive for divisions to try to offer solutions for students with unusual timetable needs. They generally try to populate classes with more than 25 students. When they have low enrollment for a particular course, they seek other solutions.
  - ○ Other divisions can take advantage of solutions for students to complete their programming for less cost than if the division provided the instruction themselves.
  - ○ Divisions are funded at approximately $190/credit for high school students; and VVS will provide instruction for $130/credit (non-primary students).

Priority: Increasing successful course completions
- VVS Teachers and Administration will review the registration intake process each semester to identify practices that provide students and their parents with information needed to help them decide if they have the study skills, independence, family support and discipline to be successful in an online learning environment, creating orientation videos that can then be used moving forward for prospective students to review.
- Create short teacher made instructional videos to improve student comprehension of difficult concepts. Use other instructional adjuncts such as Adobe Connect, Livescribe, Skype,

Successmaker, Google Hangouts, YouTube, etc. as needed.
  - Teaching students (and their parents as needed) strategies to be successful in meeting the academic demands of distance education and providing access to appropriate information on the school website to support their learning. Continue to support VVS full-time face-to-face intake process as this both informs students and their parents of school expectations, and strategies for success.
- Ensure that students are registered in suitable courses for optimal success
- Create checklists as needed to help students become organized. Provide review opportunities prior to exams.
- Provide help desk style coverage during school wide closures (eg: Christmas break)

Literacy Strategies
- Elementary teachers will meet face to face where practical, students will orally read to teachers over Skype. Provide individualized instruction where needed.
- Continued support of leveled readers in Division I.

Numeracy Strategies
- Collaborate with ADLC staff where appropriate to ensure quality instructional materials.
- Continue to use and apply the MIPI assessments to inform individual math instruction, focussing on Grade 1-6 this school year and piloting use in the Junior High

Citizenship Strategies
- Host sessions that create healthy social connections between students in an online setting
- Continue to promote and expand student Off Campus programming to provide real world experiences for students

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:
2.1 **PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
2.2 **PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
2.3 **High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
2.4 **Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
2.5 **Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
2.6 **Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

2.7 Rutherford Scholarship Rate (Revised) Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Support of FNMI students
- Informing students and their parents about the educational benefits of self identification of FNMI status.
- Using the added FNMI indicator in SIS to ensure that teachers are alert to personalization opportunities with their students.

Actions to develop instruction of FNMI Perspectives
- Supporting ongoing staff attendance at FNMI themed professional development and relationship building activities
- Incorporating activities at SPT interviews and activity days that support Indigenous themes

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:
3.1 **Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Jurisdiction Measures:
3.2 **Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
3.3 **Programs - PHPS Satisfaction survey**: Percentage of parents satisfied with the range of programs classes offered at the school.
3.4 **Programs - PHPS Satisfaction survey**: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
3.5 **Programs**: Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods. *(All VVS students are using an alternative delivery method)*
3.6 **Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities. *(VVS parents and students are not asked this question)*
3.7 **Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
3.8 **Excellent Staff** - **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

3.9 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.

3.10 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators. *(VVS parents and students are not asked this question)*

3.11 **Excellent Staff** - **PHPS Satisfaction survey**: Percentage of parents, staff and students satisfied with behavior expectations at their school. *(VVS parents and students are not asked this question)*

3.12 **Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments. *(VVS students are not asked this question)*

3.13 **PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

3-A.1 **PHPS/VVS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning

3-A.2 **PHPS/VVS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

3-A.3 **PHPS/VVS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

3-A.4 **PHPS/VVS Satisfaction survey**: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 **PHPS/VVS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Educational Programming

- Increase student awareness and enrollment in Off Campus Programming .

- Key Activities *(from 2020-06-29 VVS Business Plan)*
  - Vista Virtual School will provide direct instruction of the Alberta Programs of Study.
  - Online and Print based (where available) Grade 1-12 courses to school-aged Students
  - Online Grade 1-12 courses to school-aged International Students
  - Online courses to Adults

Extracurricular
- As a distance learning school with students from many different geographic locations in Alberta, extracurricular activities are limited.
- Pandemic conditions have created a further limitation to in-person experiences, but the school will explore connections between students in online settings

Professional Development
- **Priority: Ensuring Student Progress in Academic Programming**
  - Ensure that PD focuses on ensuring teachers:
    - understand the demands of the online learning environment,
    - and how to effectively monitor the progress of students through their courses and their academic program.
- Staff collaboratively and regularly share best practices and research with each other.
- Continue to support teachers working at all campuses and those unique situations working from home via regular professional conversations.

Strategies to support formative and summative assessments
- **Priority: Flexible Approach to Curriculum Delivery**
  - Continue to explore, create and use instruction tools based on assessment of student, understanding demands of the instructional process and assessment, adapting instruction based on student needs, providing strategies/scaffolds and ensuring that students receive direct, explicit instruction. Ongoing assessment in the course design is an important element of effective instruction.

Communication regarding Student Progress and Classroom Activities
- Greater connection to parents, through online synchronous conferences and planned online school sessions, will ensure parents understand the online context as it applies to their child's instruction.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:
4.1 Safe and Caring: Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
4.2 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

4.3 **Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

4.4 **Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

4.5 **School Improvement**: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Jurisdiction Measures:

4.6 **Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

4.7 **Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels. *(This measure does not apply to Vista Virtual School)*

4.8 **Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.

4.9 **Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

4.10 **Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions. *(VVS staff, parents and students are not asked these questions)*

4.11 **Character**: Number of service projects/groups facilitated by the school in which students participated.

4.12 **Character:** Number and Percentage of students involved with or who participated in service projects.

4.13 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.14 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable". *(VVS parents and students are not asked this question)*

4.15 **Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12). *(This measure does not apply in the distance delivery setting)*

4.16 **Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

4.17 **Work Preparation** - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

4.18 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role. *(VVS staff, parents and students are not asked these questions)*

4.19 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students). *(VVS parents and students are not asked this question)*

4.20   Parent / Community Involvement - PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community. *(VVS staff, parents and students are not asked these questions)*

4.21   Parent / Community Involvement -- PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning. *(VVS staff, parents and students are not asked these questions)*

4.22   Parent / Community Involvement - Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School). *(This measure does not apply in the distance delivery setting)*

4.23   Parent / Community Involvement - Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

4.24   Parent / Community Involvement - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

4.25   Technology / Management - PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning. *(VVS staff, parents and students are not asked these questions)*

4.26   Technology / Management - The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.27   Technology / Management - Annual student to computer ratio overall, and by jurisdiction, of computers within each school. *(This measure does not apply in the distance delivery setting)*

4.28   Technology / Management - Average age of (staff) computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:
4-A.1 Fiscal - Balanced operational budget: The number of system, site and department budgets that are balanced.
4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees
4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning Environments
- Continue to support LGBTQ students directly through enrollments and indirectly by support of Queer Prom, Camp Fyrefly, and/or Pride Parade.
- Distance learning can provide a safe space for LGBTQ students if staff, policies and procedures are

supportive; Vista-Virtual school is a safe and supportive place.
- Teacher/marker/student relationship *(from 2020-06-29 VVS Business Plan)*
  - The interaction and engagement between the student and the teacher (and marker) is a critical element in student learning.
  - Our teachers have experience, training and systems to develop relationships with students at a distance, through their interactions with the course content.

Inclusive Practices / Support for At-Risk Students
- Increased identification of students with Special Needs to better support success. This starts with identification in SIS and PASI then follows through to having teachers and the Special Education Teacher provide support as well as ongoing monitoring by a wide cross section of school staff..
- Continue to increase understanding and work with the Universal Design for Learning framework as a guideline for teachers to develop and deliver accessible instruction to students that supports:
  - Multiple means of representation
  - Multiple means of action and expression
  - Multiple means of engagement
- **Priority: Increasing successful course completions**
  - Academic Counsellors will continue to build relationships with mental health agencies and other social support agencies.
  - New monitoring processes will be established to ensure students are meeting the expectations of their academic program.

Engaging and communicating with the community
- Parent Council
  - The school is exploring the viability of parent info sessions to provide new online parents with a better understanding of what it means to learn in this setting.
  - There is an opportunity for a two way dialogue to improve school operations.
- Key Partners *(from 2020-06-29 VVS Business Plan)*
  - Other Alberta Jurisdictions - VVS will create interjurisdictional agreements to provide instruction to grade 1-12 students (non-primary registrations) for a per credit fee.
  - International Schools/Students - VVS will work with International Schools or Students to provide instruction to grade 1-12 students for a fee.
  - Parents - VVS will work with the parents and guardians of school-aged Alberta students to provide instruction to grade 1-12 students (primary registrations).
  - ADLC - VVS will work with ADLC to deliver instruction to selected grade 1-12 students.
- Established relationships with other distance facilitators *(from 2020-06-29 VVS Business Plan)*
  - While a notable percentage of school division leaders have indicated their lack of need for a distance learning service provider (ADLC), there are many school based staff in other divisions who rely heavily on Student Instruction services provided by ADLC, and who expressed desire to support ADLC into the future.
  - A significant proportion of these supporters are likely to accept the support from VVS, if they are assured of continued services at a reasonable rate.
- Brand loyalty *(from 2020-06-29 VVS Business Plan)*
  - There are families who have chosen Vista Virtual School as their school of choice for

each of their children.
- There are schools/divisions who would like to continue to use ADLC as a distance learning service provider.
- We can intentionally support a transition from ADLC to VVS with the assurance that we provide the same high quality services at both.

Strategies associated with the use of learning technologies
- Continue to develop and determine metrics within SIS that provide indications of teacher/student engagement and effectiveness
- Continue to refine the VVS registration process such that it is automated or semi-automated.

Communications Strategies *(from 2020-06-29 VVS Business Plan)*
- Website - The Vista Virtual School website is well organized to provide essential information to students and families and is regularly reviewed for ease of navigation and relevance of content.
  - It will require some adjustments to focus on defined market segments, and the procedures (policies) described throughout will need to be reviewed and updated to correspond with the revised business plan.
- Facebook/Social Media - Social Media is used to attract and inform potential customers.
  - The intent is to draw them back to the website for more complete information, and or to call to talk with support staff.
- Word of Mouth - Families, students and schools that have positive experiences with Vista Virtual School can be encouraged to share, and tell their friends.
  - The school also leverages connections with Academic Counsellors at other schools.
- Radio & Television - Advertising on the radio & television may draw additional attention to the services provided by Vista Virtual School.
  - Emphasize the option as a source for programming from home.

Budgets and School Generated Funds
During the winter of the 2019-2020 school year, the province announced the pending termination of ADLC. This prompted a change to PHSD's business model for Vista Virtual School both for the regular school year and a specifically structured Summer School program. The following elements are relevant here: *(from 2020-06-29 VVS Business Plan)*
- Resources
  - SIS Infrastructure
    - The Student Information Infrastructure(s) that have been customized for the Vista Virtual School and ADLC are designed to integrate with PASI and other school jurisdictions.
  - Moodle Infrastructure
    - Moodle is the Learning Management System (LMS) in which the library of course content exists and through which it is delivered to students. It is the medium through which the courses are delivered to students.
  - Teachers/markers
    - Alberta certificated teachers are required to deliver the Alberta Programs of

Study.
- Teachers monitor and adjust the course content, deliver instruction, support student learning, assess and provide feedback on student progress and achievement.
- ○ Support staff
  - Administrative support, partner support, technology support, and distribution staff are required to support the infrastructure and to ensure efficient customer service.
- ○ Course Content
  - Vista Virtual School uses their own versions of course content created by and with ADLC.
  - The courses are all completely aligned with the Alberta Programs of Study.
- Revenue Streams
  - ○ School-Aged Primary - Contributes to WMA of the division
    - Grades 1 - 9 $6,064
    - Grade 10-12 $190.58/Credit completed
  - ○ School-Aged Non-Primary - No contribution to WMA of the division
    - Alberta Education Block Funded $500K
    - Interjurisdictional Agreements $130/Credit
  - ○ School-Aged International - No contribution to WMA of the division
    - Grades 1-12 $200/Credit (Guaranteed income regardless of completion)
  - ○ Adults - $135/Credit (Guaranteed income regardless of completion)
  - ○ Summer School - $143/Credit (Up to 10 credits)
- Costs (Expenses)
  - ○ Teachers
    - 29 Certificated Teachers
    - 3 Certificated Admin)
  - ○ Support Staff
    - 2 Business Manager and 1 Assistant Coordinator
    - 11 Support Staff
    - 3 IT Support)
  - ○ Infrastructure - SIS (Genius)
    - Moodle
    - Other Licenses
  - ○ Advertising/Marketing -
  - ○ Office Lease
    - Edmonton Lease (Ends December 2021)
    - Calgary Lease (just signed a 2 year lease)
  - ○ Telecommuting Savings
    - Lease
    - Insurance
  - ○ Contract Markers
    - Cost of 3 teachers to reduce class sizes from 400 to 100 = $330K per class

- - ■ Average contract marker cost is $50K per month (variable to enrolments) = 5.5 Teachers
    - ■ Available access for substitute teachers - already familiar with Vista Virtual operations
    - ■ Value in higher diploma exam results
  - ○ Copyright - $80K per year

Vista Virtual - Actions
- Vista Virtual will direct non-primary student registrations (for students taking 5 or more credits) rolling over from existing registrations to ADLC for instruction.
- Vista Virtual will provide instruction to all primary students (and roll over students that could become primary).
- Vista Virtual will register students with ADLC to fill the limited spots established by ADLC.
  - ○ This will save money for the delivery of instruction.
- Vista Virtual will market to increase primary grade 1 - 12 student enrolments.
  - ○ Leverage health concerns related to COVID-19 pandemic.
  - ○ Leverage the positive / successful experience of the students who did well, learning-at-home.
- Vista Virtual registrations for primary students will close September 30th.
- Vista Virtual will operate two semesters: September to January and February to June.
- Vista Virtual will open Summer School registration in March (become active in July).
  - ○ Summer school funding is $143/credit, up to 10 credits.
- Vista Virtual will cap 4th (and 5th) year High School registrations
  - ○ 4th year - 18 credits
  - ○ 5th year - 9 credits.
- PHSD will create an interjurisdictional service agreement for use with other divisions to describe the provision of teacher instruction for non-primary students.