

**STURGEON
LEARNING
CENTRE**



**MORINVILLE
LEARNING
CENTRE**



School Education Plan and Annual Education Results Report

October 2020 Update



**Sturgeon
Public Schools**

Dare to reimagine learning



Combined 2020 Accountability Pillar Overall Summary MLC

Measure Category	Measure	Morinville Learning Centre			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	Safe and Caring	93.3	n/a	92.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	43.8	n/a	59.5	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	91.7	n/a	89.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	16.0	13.4	11.6	2.7	2.6	2.7	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.3	69.4	67.9	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	13.3	22.2	13.4	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility	34.4	43.2	37.6	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning,	Transition Rate (6 yr)	28.3	15.4	15.0	60.1	59.0	58.5	Very Low	Maintained	Concern
	Citizenship	66.7	n/a	78.8	83.3	82.9	83.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	83.3	n/a	88.5	81.5	81.0	80.9	Very High	Maintained	Excellent

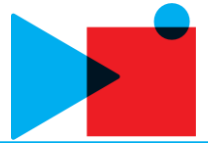
Combined 2020 Accountability Pillar Overall Summary SLC

Measure Category	Measure	Sturgeon Learning Centre			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	Safe and Caring	94.1	90.0	95.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	44.0	46.1	45.8	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	84.1	93.8	90.5	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	10.4	4.0	10.9	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	29.9	*	n/a	79.7	79.1	78.4	Very Low	n/a	n/a
	Diploma: Acceptable	77.2	67.9	68.5	83.6	83.7	83.1	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	13.9	10.7	7.9	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam (4+ Exams)	15.0	*	n/a	56.4	56.3	55.6	Very Low	n/a	n/a
	Rutherford Scholarship Eligibility	61.9	50.0	53.7	66.6	64.8	63.5	Intermediate	n/a	n/a
	Citizenship	77.5	82.5	79.9	83.3	82.9	83.2	High	Maintained	Good
Continuous Improvement	School Improvement	94.4	93.5	92.3	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

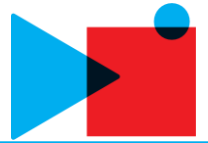
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1;





- Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
 10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
 12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort





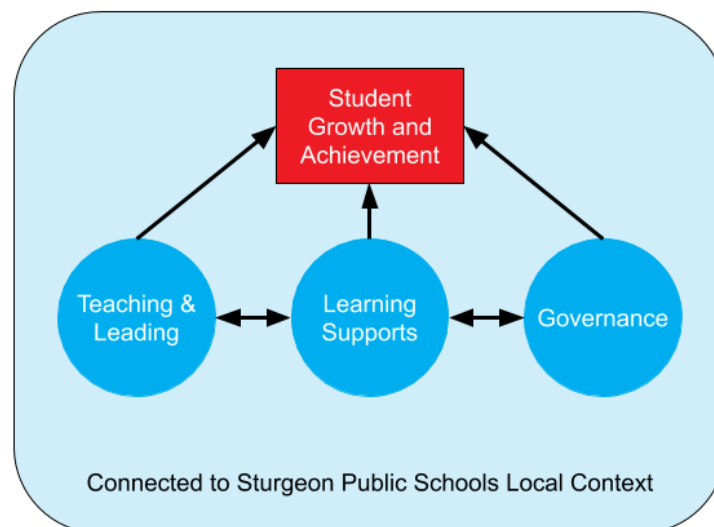
Priority

Student Achievement

Assurance Domains and Student Achievement

Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



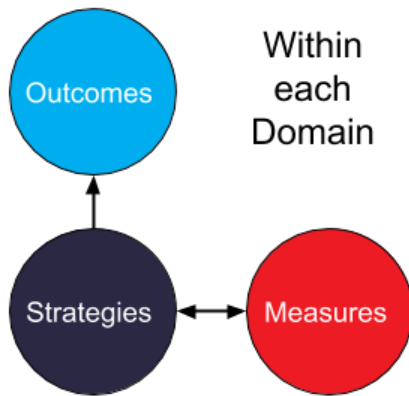
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.



School Highlight or Context

The Morinville and Sturgeon Learning Centres are outreach schools. The schools provide an alternative high school setting that offers an opportunity for students to earn high school credits using a flexible and individualized approach. Many of the students enroll in one or two courses while concurrently attending Sturgeon Composite High School, while others attend on a full-time basis.



Our school environment focuses on supportive teacher-learner relationships. We provide students the opportunity to learn at a pace that is appropriate for them. Students can take advantage of various learning methods including personalized face-to-face instruction as well as robust online learning environments. Our teachers provide feedback and support through learning plans developed for specific student needs.

In addition to regular daytime hours, our teachers offer learning support late on Tuesday and Wednesday evenings. This flexibility allows students to fit their education around a variety of responsibilities such as work, family, sport commitments, and other school programs.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically, and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes, and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division	School
<ul style="list-style-type: none"> • Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> • Teachers are creating new, engaging online programming to better meet the needs of students as we transition away from traditional paper modules.
<ul style="list-style-type: none"> • Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • Professional development is focused on the differences between in person and online learning, to better support scaffolding for students in a variety of classroom settings.
<ul style="list-style-type: none"> • Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> • All students have access to coursework at materials through Google Classrooms, which can also facilitate parent access. Furthermore, detailed anecdotal records are maintained to ensure student engagement, connection, and transparent communication.

Provincial Measures - Morinville Learning Centre

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	59.3	75.0	69.4	73.3	N/A		TBD	TBD	TBD	75	76	77
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.6	12.5	22.2	13.3	N/A		TBD	TBD	TBD	15	16.5	18





Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	15.3	12.0	15.0	*	*		TBD	TBD	TBD	16.5	18	19.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	*	*		TBD	TBD	TBD	5	7.5	10
Drop Out Rate - annual dropout rate of students aged 14 to 18	10.5	15.5	6.0	13.4	16		TBD	TBD	TBD	14	12	10
High school to post-secondary transition rate of students within six years of entering Grade 10.	38.6	14.6	*	15.4	28.3		TBD	TBD	TBD	30	32.5	35
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	44.4	33.3	36.4	43.2	34.4		TBD	TBD	TBD	35	37.5	40

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.4	67.7	90.0	N/A	66.7		TBD	TBD	TBD	70	75	80

Provincial Measures – Sturgeon Learning Centre

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	70.2	67.4	67.9	77.2	N/A		TBD	TBD	TBD	78	79	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	6.4	6.5	10.7	13.9	N/A		TBD	TBD	TBD	15	16.5	18

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	*	*	*	*	29.9		TBD	TBD	TBD	35	40	45
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	15		TBD	TBD	TBD	20	25	30
Drop Out Rate - annual dropout rate of students aged 14 to 18	24.0	19.0	9.7	4.0	10.4		TBD	TBD	TBD	8	6.5	5





High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	*		TBD	TBD	TBD			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	37.5	48.4	62.9	50.0	61.9		TBD	TBD	TBD	65	67.5	70

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.6	77.1	80.0	82.5	77.5		TBD	TBD	TBD	80	82.5	85

Local Measures – Morinville Learning Centre

Measures	Results					
Student Growth & Achievement	2017	AB avg	2018	AB avg	2019	AB avg
Secondary 10-12						
Intellectual Engagement: Interest and Motivation	60	43%	60	43%	60%	43%

Local Measures – Sturgeon Learning Centre

Measures	Results					
Student Growth & Achievement	2017	AB avg	2018	AB avg	2019	AB avg
Secondary 10-12						
Intellectual Engagement: Interest and Motivation	50%	43%	21%	43%	53%	43%

Analysis of Results

Successes

Last years strategies included the development and transition towards new digital learning tools such as Google Classroom. Furthermore, staff sprint goals targeted student engagement with their learning. Data supports the work in this regard as both Learning Centres found intellectual engagement measures significantly higher than the provincial average.

Opportunities for Growth

Continuing to develop Google Classrooms, and focus on the pedagogical differences between in person face to face instruction and online learning will result in further increases to intellectual engagement. The work to continually add and develop courses, moving away from traditional paper-based module resources, will greatly enhance student engagement in their learning.





Domain: Teaching and Leading

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
<ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> • All staff collaboratively analyze available data (Diploma, Course Completion, OurSchool, AERR) in an effort to intentionally plan, improve teaching practices, and develop goals for the year.
<ul style="list-style-type: none"> • Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> • Staff professional time is organized to facilitate collaboration with similar outreach centres. Staff have developed relationships with a variety of other divisions, to support each other and the achievement of divisional goals.

Provincial Measures - Morinville Learning Centre

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		2020	Achievement	Improvement	Overall	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	58.7	46.6	72.3	n/a	43.8		TBD	TBD	TBD	45	47.5	50
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.0	79.5	100.0	n/a	91.7		TBD	TBD	TBD	92	93	94





Measure	Sturgeon School Div No. 24				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage 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.	*	*	*	*			

Provincial Measures – Sturgeon Learning Centre

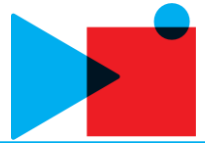
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	64.7	45.5	45.8	46.1	44		TBD	TBD	TBD	50	55	60
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.7	90.5	87.3	93.8	84.1		TBD	TBD	TBD	85	87.5	90

Measure	Sturgeon School Div No. 24				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage 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.	*	*	*	*			

Local Measures – Morinville Learning Centre

Measures	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Teaching and Leading						
Secondary 10-12						
Quality Instruction: Rigor	(out of 10) 7.1	n/a	7.4	6.6	6.3	6.6





Local Measures – Sturgeon Learning Centre

Measures	Results						
	2017	AB avg	2018	AB avg	2019	AB avg	
Teaching and Leading							
Secondary 10-12							
Quality Instruction: Rigor	(out of 10)	5.8	n/a	6.8	6.6	6.7	6.6

Analysis of Results

Successes

Staff engaged with Sprint Goals, focusing on improvement to quality instruction. This approach saw teachers fine tuning their pedagogy, highlighting areas of their practice that they identified as areas of opportunity.

Opportunities for Growth

The ability to collaborate with other outreach and distance learning centres will provide staff with valuable resources and tools to improve the quality of instruction. Successful instruction and quality learning experiences will be greatly benefited by the opportunity to collaborate with others in a similar role.

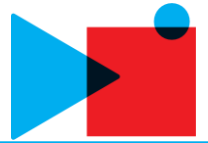
Professional Learning in 2020-2021

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, and cohort/team sessions
April 23	SCHS or Four Winds	UDL: Action and Expression Keynote, breakout, and cohort/team sessions
May 21	In-person	Staff Recognition Event





Site-Based PD Days

Site-based days provide the opportunity to continue division initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff, and used to inform practice.

September 18	Focus: Visioning & Goals
Details	PGPs, PLCs, School Goals Morning will focus on goal setting and visioning exercises to set clear, intentional, targeted, and measurable goals for the staff, teams and the school. Will incorporate previous PD based on the values workshop and the concept of joy in teaching. UDL Intro focus and theme “Peaks not Potholes”
October 16	Focus: UDL Day 2
Details	UDL Best Practices with Online Learning - As we continue to build online resources, re-write curricula, etc., what are best practices for engaging, and UDL style lessons online. Review of Sprint Practices, establish Sprint Groups targeting student achievement in literacy and numeracy.
December 18	Focus: Indigenous Foundational Knowledge
Details	Continue with our focus on the Stepping Stones series and ATPNs First Contact. Exploring joint PD with Bon Accord and Gibbons Schools, dependent on COVID and budget restrictions. Potential visit to Juneau House in St Albert.
January 29	Focus: UDL: Digging Deeper
Details	Reflection upon goals set at last collaboration day and development of UBD lesson / unit. What have we learned, where can we dig in. Refocus and develop second lesson. Focus will be on collaborative approach, joint effort between two classes or courses. Reflection and fine tuning of UDL best practices with online learning.
March 25	Focus: School Improvement





Details	<p>Data analysis (Sprints, OurSchool, etc) reflection and focus. Continue to address and plan for high needs areas of school through Sprints and PLCs. Celebrations of Success.</p> <p>Reflection and discussion surrounding the peaks and valleys of SLC/MLC registration. How can we be better prepared for the rush of September / January and leverage time more effectively to smooth the rush. “Blue Sky” ideas.</p>
June 4	Focus: Transitions and Supporting Students
Details	<p>How can we more effectively connect with children who we do not see on a daily basis. How can we better connect students to outside services for supports.</p> <p>Data analysis of registration, retention and attrition of students. What works and how to we connect at end of term, year or a completed course to maintain relationships.</p>

Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • Student choice is a priority – students are able to connect in person, via Google meet, phone call or text – our staff always support students where they are at, and where they are most comfortable.
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • Nearly 40 different courses are offered to help students reach their goals! As best as possible, we offer anything necessary to help students learn and succeed.





<ul style="list-style-type: none"> Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> Professional development days are infused with foundational knowledge: both the Stepping Stones resource and APTN's First Contact film study.
<ul style="list-style-type: none"> Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> Both Centres work closely with ADLC to support student learning needs, as well as FSW to support students academically, socially and emotionally.

Provincial Measures - Morinville Learning Centre

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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 school.	87.5	92.3	93.3	n/a	93.3		TBD	TBD	TBD	94	95	96
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	40.0	n/a	n/a	n/a	n/a		TBD	TBD	TBD			

Provincial Measures – Sturgeon Learning Centre

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	70.0	n/a	n/a	n/a	n/a		TBD	TBD	TBD			
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.	88.9	100.0	83.3	93.5	94.4		TBD	TBD	TBD	95	96	97

Local Measures – Morinville Learning Centre

Measures	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Learning Supports						
Secondary 10-12						
Emotional Health: Anxiety	29%	29%	20%	29%	50%	29%
School Context: Advocacy at School (out of 10)	4.8	2.7	6.9	2.6	3.9	2.6





Local Measures – Sturgeon Learning Centre

Measures Learning Supports	Results					
	2017	AB avg	2018	AB avg	2019	AB avg
Secondary 10-12						
Emotional Health: Anxiety	20%	29%	38%	29%	33%	29%
School Context: Advocacy at School (out of 10)	2.2	2.7	4.7	2.6	5.1	2.6

Analysis of Results

Successes

The supports in place last year are evidence in student reported advocacy at school. An environment has been created in which students feel comfortable and confident in advocating for their needs and finding success at school. A focus on relationships and personal connections are evident.

Opportunities for Growth

The wide variety of programming options, and the focus on student choice in terms of instruction, will result in decreased anxiety in students. The opportunity provided to be educated in an alternative setting, the flexibility surrounding course selection and the variety of ways for students to receive individualized assistance will mitigate stress and anxiety.

Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools’ engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

Division	School
<ul style="list-style-type: none"> • Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Principal engages staff, parents, and community leaders in a local survey. • Principal will work with stakeholders to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principals report school annual budget and update on progress to parents during the year.





Provincial Measures - Morinville Learning Centre

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	50.0	n/a	n/a	n/a	n/a		TBD	TBD	TBD			
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.	72.4	76.9	100.0	n/a	83.3		TBD	TBD	TBD	85	87.5	90

Provincial Measures – Sturgeon Learning Centre

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a division-wide forum to discuss progress toward Sturgeon Public School’s priority of student achievement and the outcomes in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.

Analysis of Results

Successes

Staff work collaboratively with parents and students to build and deliver individualized instruction to ensure student achievement. Students and parents are able to connect with teachers throughout the day to build on student success and relationships.

Opportunities for Growth

The Learning Centres are working to increase involvement of parents by engaging openly with stakeholders with a focus on student achievement through a survey. This will help guide the principal in connecting with stakeholders to best serve students.

Domain: Local and Societal Context

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.





SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> • Students are encouraged to participate in extra curriculars (as available) through the connections in their home communities and schools. Full time or concurrent students are included in relevant celebrations and events.
<ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> • Work experience for high school credit is now facilitated through the Learning Centres. This opportunity affords students who are working or volunteers to earn credit, further encouraging their participation and involvement with community.

School Partnerships

1. Facilitation of programming with ADLC.
2. Community based partnerships with student’s home school.
3. Family Support Workers
4. Referrals to outside agencies (counselling, addictions) as required.

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a local site-based survey designed in partnership with school principals and division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.

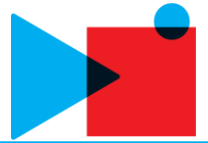
Analysis of Results

Successes

The success of the Learning Centres is meeting students where they are at and building on their foundation. Students are meet with a warm and welcoming atmosphere to help reduce anxiety and the stress of the traditional classroom environment. Staff work closely with ADLC, Sturgeon Composite Hight School, and other high schools to offer the best programming and support for our students.

Opportunities for Growth





The Learning Centres are working on moving all lessons and materials online. They are focusing on producing engaging lessons and updating assessments online. The staff are moving away from traditional fill in the blank and multiple-choice assessments to more comprehensive deeper understanding questions.

