Sturgeon Learning Centres (SLC)
## Education Plan 2024 -2027

School Goal 1

Provide learning opportunities that are authentic and meaningful via distance learning format.

School Goal 2

Provide a flexible learning environment that allows students to have ownership of their learning so that they can obtain their educational goals.

School Goal 3

Provide a learning environment that is welcoming to students and their families.
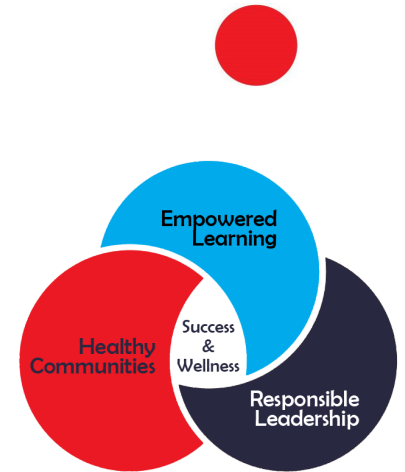
Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Increase learning opportunities that are authentic and meaningful via distance learning format.

Baseline data (starting point):

Data / Products	Conversations	Observations
- 63 courses available on Google Classroom.	- Talked with teachers regarding the addition of more options courses.	- Staff plan to add additional options coursework, once resources are located. - Add Indigenous perspective to coursework sections. - Missing coursework at the CTS 30 level for students
- Coursework has authentic assignments connected to real world problems.	- Teachers use coursework materials that have authentic learning opportunities.	- Staff will continue to update coursework material so that it is more applicable to real life scenarios.
- Low success rate for completion of coursework.	- Discussed with teachers regarding what is needed for students to be more successful in their studies. - Teachers indicated time, patience, and a rapport with students so that they can be successful in their studies. - Work with parents to secure	- Greet and welcome each student that comes into the learning centres to work. - Keep in touch with students via various communication methods to see how coursework is progressing. - Deadline schedules are established so students can submit coursework on a consistent basis.

Action Items (how we will achieve this goal):
- Counsellor will allow students to have choice in their school programming, where possible.
- Staff will provide a supportive learning environment where students can take chances and learn to the best of their abilities.

Lead Measures (how we will know we are on the right track):
- Students will engage in choosing coursework that they would like to do.
- Students will feel more confident in their studies and therefore, will complete and submit coursework on a consistent basis.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Literacy & Numeracy Instruction:
Insert brief overview of your schools plans

- Students will study at their own pace, using provided tools to enhance skills in literacy and numeracy.
- Students will complete district recommended assessments so that there is data for literacy and numeracy skills in order to determine what other supports or resources can be provided.
- Students with learning needs will be assigned an IPP or LP.
- Students with IPP's and LP's will have access to accommodations, such as extra time and audio format, to enhance literacy and numeracy skills.

Goal Two: Healthy School Communities

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.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Provide a flexible learning environment that allows students to have ownership of their learning so that they can obtain their educational goals.

Baseline data (starting point):

Data / Products	Conversations	Observations
- Low in-person attendance rates at Morinville and Gibbons campuses.	- Students prefer to study at home, are employed, or struggle to find transportation to attend learning centres in-person.	- Students come into campuses when they have a ride or when it works for their schedule. - Most students prefer to work at home and submit their coursework online.
- Higher connections with students and families when communicating by phone, e-mail, or text.	- Staff communicate with students and families via phone, e-mail, or text.	- Students and their families answer more consistently when communication works best for their schedule.
- Students submit coursework more frequently when it is done in a way that is more user-friendly to them. - Students submit more work when they have a connection with staff at Sturgeon Learning Centres	- Conversations with students regarding how best to submit assignments. - Tell students that they are free to come into Learning Centres to work and can book an appointment with their teacher if they need assistance. - Working in collaboration with colleagues in the district to create educational opportunities for students (ex: volunteer work at a	- When students have a connection with staff and they see the value of their coursework, they complete the requirements on a more consistent basis. - Students have a sense of accomplishment when they reach a goal that either they set or is set for them.

	school for Work Experience, calm and quiet location for students to do coursework while under concurrent status).	

Action Items (how we will achieve this goal):
- Encourage students to come into Gibbons and Morinville locations to study by walk-in or appointment.
- Connect with students virtually and provide assistance to them regarding questions about their coursework.
- Provide quiet working space and access to teacher and EA support.
- Provide virtual access to teacher and EA support.

Lead Measures (how we will know we are on the right track):
- Student completion rates of coursework will increase.
- Students will engage with teacher and EA support and therefore, complete coursework more frequently.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:
Insert brief overview of your schools plans

- Coursework has components of Indigenous knowledge built into assignments (ex: Social Studies - History of Residential Schools, Foods - Research on Indigenous culture and recipe that connects to it, English - Stories and poems by artists of Indigenous heritage, PE - Indigenous games can be included in physical activity components of program, Science - Documentary on how to preserve the environment from an Indigenous perspective, Math - Medicine Wheel in Circle Geometry).

- In collaboration with the Alexander First Nations educational team, students can be allowed to take coursework at SLC.
- Students of Indigenous ancestry are welcomed to partake in a smudge while at learning centres.
- Artwork and historical pieces of the First Nations, Métis, and Inuit are displayed at both locations.
- Students of Indigenous ancestry are welcomed at learning centres and supported in the choices that they make regarding their education.

Goal Three: Responsible Leadership

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Provide a learning environment that is welcoming to students and their families.

Baseline data (starting point):

Data / Products	Conversations	Observations
- Active parent engagement is low regarding support of their child completing coursework.	- Contact each parent or guardian regarding the student's registration and mutually choose coursework that student would like to do.	- Parents respond to requests regarding coursework registration and plans for their child. - With connections made by administrations, parents can feel a part of the schooling process and might engage more with their child's academics.
- Active parent participation in school activities (ex: attending open house, parent council) is low.	- Creation of School Advisory Committee; all parents are welcomed to attend.	- Will advertise and invite parents to advisory committee meetings so that they can be active in their child's education.
- Student participation in academics is low, due to various factors, such as mental health needs, lack of access to reliable transportation, food	- Work with the district's Social Workers to collaborate on ideas and resources to support students. - Work with outside support agencies to collaborate on	- With additional supports, students can engage in completing more coursework. - By working with Social Workers and outside agencies, students can

| insecurity, and previous experiences with schooling.

- Parents can be reluctant to come to learning centres, due to previous experiences with schooling, which has not always been positive. | ideas and resources to support students.
- Provide snack and meal options to those that request it.
- Have open house days (ex: Meet the Teacher Night, Christmas Open House) to showcase the new centre in Morinville and meet more families. | obtain additional supports so that they can concentrate on completing coursework.
- By establishing a community that supports parents and makes connections with them, parents can see that our learning centres supports their child with obtaining an education. |

Action Items (how we will achieve this goal):
- Contact all parents regarding academic progress for their child.
- Provide opportunities for parents to be active members of the school community through drop-in events and being on the Parent Advisory Committee.
- Encourage parents to come into learning centres to meet their child's teacher and ask questions regarding their academic progress.
- Provide access to outside agencies (ex: Private Counselling, Social Worker, Food Bank, Shelters) if students need additional support for physical, social, and mental wellness needs so that coursework is completed on time.
- Say hello and greet all parents and students that come to learning centres.

Lead Measures (how we will know we are on the right track):
- Parents will be more comfortable advocating for their child's education.
- Students will have needed support and can work towards a higher completion rate in coursework.

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff
Insert brief overview of your schools plans

- *Students will work at their own pace to complete coursework.*
- *Staff will work in an asynchronous learning model.*
- *Students will be encouraged to come into learning centres locations to work on coursework on a consistent basis.*
- *Staff will complete Personal Growth Plans.*
- *Staff will engage with training in maximizing LMS programs and engage in additional PD opportunities that are indicated in their Personal Growth Plan.*

Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. Empowered Student & Staff Learning
2. Healthy, Safe School Communities
3. Responsible Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.

Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and

student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
• Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively participate in engaging learning environments, focused on success and real-world connections. • Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation.	• Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. • Staff, students and families demonstrate citizenship and honour diverse learning needs. • School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities.	• Staff and students actively participate in and lead school and community projects. • Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. • The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. • Resources are allocated and managed in the interests of ensuring student success.

Current Results: Sturgeon Learning Centres's Alberta Education Assurance Measures Summary - Provincial Measures

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	79.8	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	73.7	n/a	n/a	79.4	80.3	80.9	Intermediate	n/a	n/a
	3-year High School Completion	22.4	50.0	27.9	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	35.2	72.2	61.9	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	0.0	0.0	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	0.0	0.0	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	61.1	61.1	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	0.0	0.0	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.4	n/a	n/a	87.6	88.1	88.6	Intermediate	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.2	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	76.1	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	100.0	n/a	n/a	79.5	79.1	78.9	Very High	n/a	n/a

- Results of AEAM survey are limited, due to lack or no data received.
- Goals listed in the plan are aimed towards increasing student growth and achievement.
- Some students will take either three or five years to complete a high school diploma or a certificate of achievement.
- The students that we serve mainly come from backgrounds where academic achievement is a low priority.
- Other external factors, such as lack of access to food and housing, parental support, and physical and/or mental health supports can contribute to a low completion rate of schooling.
- Also, lack of consistent attendance at previous schools and either known or unknown learning needs can contribute to a low completion rate of schooling.
- At times, some students that take diploma courses do not have the prerequisites (this occurs with adult learners) and when they write the diploma exam, the mark is generally a slight passing grade or a failing grade. Adult learners are encouraged to take prerequisite coursework, but it is not mandated, due to regulations by Alberta Education.
- With the goals listed, it is hoped that students will be able to complete a high school diploma or a certificate of achievement in the three to five years time frame.
- Forming a connection with students to where they feel accepted can allow them to feel more confident with their studies and therefore, complete more coursework.