



Good day Parents and Families,

I am delighted to present our education plan for Alternate Learning for 2023 -2024. This document highlights the remarkable work that Alternate Learning is committed to work on this year.

We continue in our commitment to fostering diverse pathways to success, having a flexible approach, and offering a plethora of opportunities to support our students in their quest to achieve their educational goals. Whether their aspirations involve graduation, skills and course upgrading, or adult education, we stand ready to support them every step of the way. Our mission is to empower each student's unique journey.

At Alternate Learning, personalized learning timelines are at the forefront of our educational approach. This approach aims to create even more avenues for success, underpinned by initiatives such as dual credit programs, work experience opportunities, green certificates, and the Registered Apprenticeship Program (RAP). This commitment to individualized planning ensures that we cater to the unique needs and aspirations of our students.

One of our key strengths lies in the accessibility of learning materials. Our students can access resources online, in print, or in a blended environment, ensuring that the learning experience is as accommodating as possible. We also understand that academic support plays a pivotal role in the success of our students. To that end, they have access to dedicated academic support through their teachers and academic counselor, available in various formats, including in-person, online, by phone, text, email, and Google Meets. Our approach is comprehensive, ensuring that every student has the resources they need to thrive.

I want to emphasize that our team is wholeheartedly dedicated to student success. Student's dreams, ambitions and unique circumstances are at the center of our mission, and we take this responsibility with the utmost seriousness. Our staff is here to support students in any way possible, and their questions or concerns are always welcomed. In closing, I want to express my sincere gratitude for your unwavering support of Alternate Learning. Together, we are building a brighter future for our students, one that is filled with endless possibilities and opportunities. Let us continue to work hand in hand, and I am confident that the future holds remarkable growth for us all.

With warm regards and high hopes,

Sherri Devolder  
Principal  
Alternate Learning





## Sturgeon Public Alternate Learning

Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
<p>Student Growth and Achievement</p> <p>Teaching and Leading</p>	<p><b>Outcome 4</b> Teachers and principals use a range of data to implement effective assessment and evaluation practices</p> <p><b>School Goal</b> Teachers become informed about Outcome Based Reporting to support student achievement by August 2024.</p>	<p>0% of teachers feel knowledgeable, fluent in, confident with and ready to use outcome based reporting. (survey results of Oct 1 2023)</p> <p>Teachers describe their knowledge and comfort with outcomes based reporting as, "limited but excited to learn how this will help students in all subject areas"</p> <p>In September 2023, Teachers are not using outcomes based reporting.</p> <p>On the August and October PD day of 2023 staff attended a division wide Professional Development day with David Martin on Outcomes Based Reporting. This sparked discussion and intrigue into how it can be done in the Alternate Learning environment for all core subjects. Student learning, achievement, and reporting continue to be priorities for Alternate learning.</p>	<p>100%of teachers feel knowledgeable, fluent in, confident with and ready to use outcome based reporting. by June of 2024 (survey to be given in June)</p> <p>In June teachers describe their knowledge and comfort with outcomes based reporting as, "The process of continuing assessment and feedback throughout the length of the course improves student success. It also helps students build awareness of themselves as learners, and helps them become increasingly self-directed, self- regulatyed, and aware "</p>	<p>Collaborative Professional development around Outcomes based reporting.</p> <p>Teachers will assess an assignment, project, unit, or course by May 2024 using outcomes based reporting.</p>	



## Sturgeon Public Alternate Learning



Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Learning Supports	<p><b>Outcome 7</b> Public School Communities are safe, caring, respectful and inclusive.</p> <p><b>School Goal</b> A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected, and safe.</p> <p>Using Schoology and Universal Design for Learning, teachers create effective learning environments for all students, by June 2024</p>	<p>0% of teachers feel knowledgeable, fluent with, and ready to use Schoology to meet diverse learning needs. (survey done in Oct 2023)</p> <p>0% of teachers feel knowledgeable, fluent with, and ready to use UDL to meet diverse learning needs. (survey done in Oct 2023)</p> <p>Teachers describe their knowledge with UDL as, "limited but ready to undertake planning of a course"</p> <p>In September 2023, 0% Teachers are not consistently using UDL.</p> <p>Currently at Alternate Learning teachers are using ADLC and adapted distributed learning resources for students. Teachers are working on re-designing courses using UDL. Course redesign is a comprehensive, multi-faceted process requiring a significant time commitment. Teachers</p>	<p>100% of teachers feel knowledgeable, fluent with, and ready to use Schoology and UDL to meet diverse learning needs for all students by June 2024. (survey June 2024)</p> <p>In June teachers describe their knowledge, fluency and use of UDL as, "a much more effective way to enhance student learning".</p>	<p>Collaborative Professional development around Schoology and Universal Design for Learning. Everyone will design or redesign a unit, or course using Schoology UDL by June 2024.</p>	



## Sturgeon Public Alternate Learning



Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
		are committing to creating one course using UDL for Alternate learning.			
Governance/ Local & Societal Context	<p><b>Outcome 10</b> Students, families, staff and community members are committed to a shared vision for optimal learning, with opportunities for all to be involved.</p> <p><b>School Goal</b> A teacher creates effective relationships with students, families, and communities promoting and sustaining inclusive learning environments where diversity is embraced and everyone is welcomed, cared for, respected and safe by May 2024.</p>	<p>Family and student survey data show that of students and families 25% feel connected to at least one staff member at Alternate learning.</p> <p>Flex Fridays had 6 students attend in person in September</p>	<p>By May 2024 100% of students and parents feel they can connect with a teacher at Alternate Learning. (survey in May)</p> <p>In June parents and students report a positive connection with teachers to be "I always feel that I can contact a teacher or staff member and feel supported."</p> <p>Flex Fridays will see an increase in attendance to 8 by May 2024.</p>	<p>Teachers will call every parent by September 22, 2023</p> <p>Creating connections with community leaders and business owners</p> <p>Teachers will connect with all SPVA parents monthly.</p> <p>Teachers will connect with all parents for the Learning Centre students every two months.</p> <p>Teachers will connect with students re concerns over academic achievement within 2 days of the assessment being graded</p>	





**School's Alberta Education Assurance Measures Summary - Provincial Measures**

**SPVA**

Assurance Domain	Measure	Sturgeon Public Virtual Academ			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	<b>89.6</b>	89.2	89.2	<b>84.4</b>	85.1	85.1	n/a	Maintained	n/a
	Citizenship	<b>94.0</b>	94.1	94.1	<b>80.3</b>	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	<b>59.4</b>	42.9	n/a	<b>63.3</b>	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	<b>0.0</b>	3.6	n/a	<b>16.0</b>	17.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	<b>87.4</b>	93.7	93.7	<b>88.1</b>	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>93.0</b>	93.0	93.0	<b>84.7</b>	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	<b>94.0</b>	82.7	82.7	<b>80.6</b>	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	<b>100.0</b>	88.8	88.8	<b>79.1</b>	78.8	80.3	Very High	Maintained	Excellent





## Sturgeon Public Alternate Learning

### Sturgeon Learning Centre

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	Citizenship	n/a	n/a	77.5	<b>80.3</b>	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	<b>50.0</b>	15.2	21.3	<b>80.7</b>	83.2	82.3	Very Low	Improved	Issue
	5-year High School Completion	<b>72.2</b>	51.6	51.6	<b>88.6</b>	87.1	86.2	Very Low	Maintained	Concern
	Diploma: Acceptable	<b>61.1</b>	45.8	n/a	<b>80.3</b>	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	<b>0.0</b>	4.2	n/a	<b>21.2</b>	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	84.1	<b>88.1</b>	89.0	89.7	n/a	n/a	n/a





## Sturgeon Public Alternate Learning

### Morinville Learning Centre

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	91.1	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	77.8	n/a	66.7	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	*	18.6	88.6	87.1	86.2	*	*	*
	Diploma: Acceptable	66.7	76.5	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	16.7	5.9	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	92.1	n/a	91.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	86.4	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	86.7	n/a	n/a	79.1	78.8	80.3	Very High	n/a	n/a





**OurSchool Survey - Local Measures**

Results						
		2020/21	2021/22 (SPVA)	2021/22 (MLC)	2022/23 (SPVA)	2022/23 (MLC)*
Intellectual Engagement: Interest and Motivation						
Secondary 7-12**	(%)	n/a	30	32	46	23
Quality Instruction: Rigor						
Secondary 7-12**	Out of 10	n/a	6.6	6.6	7.7	6.9
Emotional Health: Anxiety						
Secondary 7-12**	(%)	n/a	38.7	46	38.5	25
School Context: Advocacy at School						
Secondary 7-12**	Out of 10	n/a	3.2	3.3	4.4	4.7

- MLC 5 Students







**Division Outcomes by Assurance Domain**



**Student Growth & Achievement**

AB Ed. Outcome 1 & 2

1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.
2. Students demonstrate citizenship and respect the uniqueness of all learners.
3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.



**Learning Supports**

AB Ed. Outcome 1


7. Public School Communities are safe, caring, respectful and inclusive.
8. Mental Health supports are recognized as critical components to overall student success and wellbeing.
9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.




**Teaching & Leading**

AB Ed. Outcome 3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.
5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.
6. Continuous leadership development is prioritized division wide.



**Governance**

AB Ed. Outcome 4

10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.
11. Resources are allocated and managed in the interests of ensuring student success.



**Local & Societal**

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.
14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.





**Communication and Engagement**

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	<p>Shared the process of school goals reflecting the board priorities and the data used to guide them.</p> <p>School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required</p>	on-going
School updates its education plan/AERR document, posts it on the school website and notifies Central Office	The School Plan is posted on the school website and link shared with the Area Office.	Oct 26, 2023
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	Oct 26, 2023
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	<p>All school plans are developed in alliance with both Alberta education TQS and LQS.</p> <p>Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories.</p> <p>School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS.</p> <p>Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.</p>	on-going

