

2023-2024



Strathmore Storefront School

Education Plan and
Annual Education Results Report



About Strathmore Storefront School

Every year, the Strathmore Storefront School continues to make improvements to provide alternatives for students who choose to attend a program that meets their individual needs.

The Storefront team includes 3 teachers and 2 support staff as well as a family resource worker and an educational consultant. Strathmore Storefront offers flexible education through a partnership with Golden Hills Learning Academy, featuring one-on-one tutoring, teacher-taught courses, and a modern, adaptable learning space.

Individual intake meetings establish student guidelines and emphasize strengths and interests for success, granting mature students more learning freedom. Storefront fosters a positive teacher-student environment, prioritizing learning opportunities.

On an ongoing basis, our staff works together to:

- Educate and prepare students to become citizens that contribute to society
- Advocate for students and assist them in fulfilling their needs and setting goals for their future
- Personalize learning for all students
- Offer consistent counseling for individuals and groups
- Offer special presentations to support healthy choices
- Build and re-build relationships in our community
- Build on relationships with services outside GHSD (Alberta Mental Health, Alberta Works, Social Services, Growing Opportunities, Calgary Adolescent Forensic Society, Prospects Now, and the Crisis Society)
- Build up academic and non-academic course options with the help of GHLA community volunteers and educational programs from within the Strathmore area
- Ensure that students who do not fit into the mainstream school environment can become successful
- Provide a safe place where we can meet the needs of students socially, emotionally, and academically
- Engage students in their learning environment and encourage them to take ownership of their learning
- Increase enrollment and high school completion rates.

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[Storefront Website](#)

Foundation Statements

Mission

The Strathmore StoreFront School strives to create an inclusive environment that fosters relationships and connections allowing students to achieve their maximum potential.

Vision

As a school, we aim to:

- Engage the unengaged
- Keep original thought and action
- Ensure essential learning

Beliefs & Values

- Aim to prepare students for the outside world, fostering active, contributing, and caring citizens.
- Believe respect at the school level is the foundation for respectful citizenship in society.
- Prioritize inclusivity, by providing a safe, warm, and structured environment that supports student needs.
- Recognize student success varies for each individual, with no one-size-fits-all approach.
- Value community partnerships as a means to meet students' basic needs.
- Embrace and model lifelong learning through professional development and community involvement.
- Emphasize the importance of balance for personal and academic growth, and advocate for positive, healthy choices.
- Support alternative and flexible learning methods to help students thrive.
- Acknowledge individual needs and learning styles while encouraging students to reach their potential.

Accountability Statement

The school education plan for the three years commencing September 5, 2023, was prepared under the direction of the Board of Trustees in accordance with responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

School History & Profile

Strathmore StoreFront School started in 1996 with one staff member and nine students in a small loft. It was created to help students with unique needs that regular classrooms couldn't meet. Over the years, the school expanded, relocating several times. To date, over 188 students have graduated with many pursuing post-secondary education or training.

The Strathmore Storefront is made up of a variety of grade levels and ages. The majority of our approximate 114 FTE students are in grades 10-12, with the addition of adult upgrading. We cater primarily to students from within the Strathmore and Wheatland East areas of Golden Hills.

Our students typically arrive at Storefront after struggling in a regular program. We act as a temporary solution for some students until they can return to regular programs. Our students have diverse backgrounds, including young single mothers, those in care, recent returnees from youth centers or treatment facilities, and students working full or part-time. The majority are coded students in need of specialized individualized attention and programming.

Storefront School receives block funding to meet the needs of students unable to complete maximum credits, providing additional support. Dedicated staff assist students in setting long and short-term goals. Although we offer individualized programs and flexibility through online, independent, and group teaching, our students have reasonable expectations and guidelines to support their learning.

We maintain a strong partnership with Strathmore High School and Crowther Memorial Junior High Anchors program, ensuring a seamless school transition. Collaboration with alternative program teachers helps create tailored options for students.



Issues & Trends

Annually, our student body at Strathmore Storefront School grows, with an increasing number facing social and emotional issues, anxiety, and significant traumas. Many students, with unique needs and traditionally poor performance in regular settings, pose funding challenges. While some students achieve social and emotional goals, they often fall short of completing the required courses for adequate funding. We address this by assessing and coding students appropriately, particularly those facing financial difficulties and struggling to access funding through Alberta Works or Prospects Now.

Our primary goal in Storefront is to reconnect students with their community. We engage students in opportunities to gain workforce-relevant skills, including First Aid Certification, Work Experience, and outreach initiatives. Bi-monthly, we welcome a Cree Knowledge Keeper to support us in creating a collaborative, inclusive community within the class to assist students with the skills needed to live a balanced life within their community.

A significant portion of our efforts goes toward supporting students dealing with family issues and making negative health choices, such as drug use. We prioritize treatment, counseling, and basic needs provision, alongside social literacy courses. Our facility is equipped with essential amenities for students facing homelessness.

In 2022, we extended our counselor to full-time and continued this into 2023-2024 to better support our students. However, we rely heavily on secondary services for crisis management, addiction counseling, and family support, due to resource limitations.

Professional development is crucial, and in 2023-24 we are focusing on high-school completion for at-risk youth, social-emotional learning, and trauma-sensitive teaching practices, with the goal being to increase student engagement and course completion success.

Adult learners encounter funding challenges through Alberta Works, leading to frustration and financial barriers. The Storefront School assists adults in navigating funding, course selection, and progress, adapting to changing processes. The unpredictable nature of our student population demands daily attention to complex cases, requiring extensive classroom management, discipline, and new course development.

***Please update the data in the graph to reflect your school, IF you do not have PATs or Diplomas/Graduation information please delete the corresponding ROWS

Alberta Education Assurance Measures Student Growth & Achievement

Student Growth and Achievement



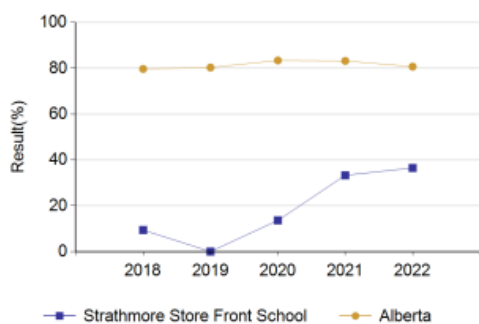
High School Completion Rates - Measure History

School: 5527 Strathmore Store Front School

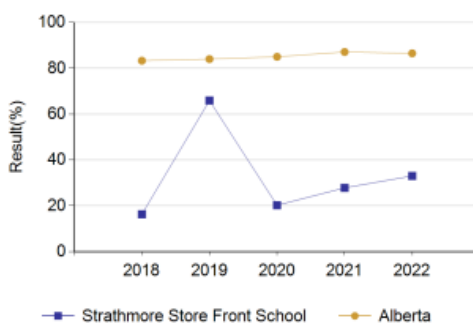
Province: Alberta

	Strathmore Store Front School										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	11	9.4	14	0.0	8	13.6	9	33.3	11	36.5	Very Low	Improved	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	13	16.3	11	65.9	16	20.2	8	27.8	10	33.0	Very Low	Maintained	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	5	*	13	16.6	11	68.0	16	35.2	8	27.7	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

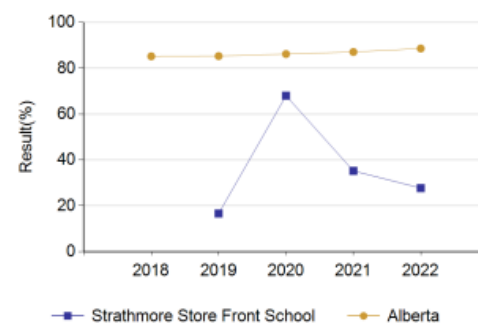
3 Year Completion



4 Year Completion



5 Year Completion



Rationale:

At Storefront we individualize every program, and as a result, we have been able to increase the number of students completing their high school program in 3 years vs. 5 years. The 3-year completion rate has grown steadily since 2019, while our 5-year completion has dropped dramatically since 2019. This is a positive change and speaks to the flexibility of our programming, and supports we provide students.

***Please update the data in the graphs for Goal 1 - depending on the data your school requires decide to incorporate you may need additional pages.



Goal 1

Every Student is Successful

Outcome: Students achieve student learning outcomes while demonstrating responsibility and citizenship.

Priority for Improvement:

- Individual timetable and goal planning with students to reach their maximum potential.
- Work to provide flexibility and differentiation in instruction and course materials to meet Storefront learners' diverse needs.
- Provide a variety of course options and schedules to support student needs.
- Design and implement ISPs, BSPs, and IPPs for coded students or students with specialized programming.
- Provide individual goal setting, small group instruction, live lessons, and counseling to support student understanding of curriculum, while also valuing their wellbeing.
- Maintain an environment of respect, responsibility, and community.
- Define “responsibility” and “citizenship” in terms of self-regulation and leadership in the community.
- Teaching students the importance of community, hard work, and planning for the future.

Strategies for this Priority:

- Utilize partnerships within the community (ie. Work Experience, PE classes at GFS, mentorship with Westmount Elementary School, Strathmore Library).
- Provide access to choose from a maximum number of high school courses or curriculum routes (ie. K&E programs, CTS, and other high school options) in a variety of forms (ie. online, Paper copies, teacher taught, and hands-on).
- Provide a variety of strategies to individual students on their IPP or ISPs.
- Model respect, responsibility and community within the classroom and school.
- Establishing clear, consistent, and firm behavioral expectations.
- Using students’ own behavior contracts and meetings to help guide expectations on behavior.
- Goal setting with students and examining ways to individually reconnect them with school, family, and community.

Goal 2

First Nations, Metis and Inuit Students are Successful

Primary enrolment of Indigenous students is historically low at Storefront, however, we have a few First Nations and Metis students currently. Strathmore Storefront is committed to providing students with authentic in-person learning opportunities that highlight Indigenous ways of thinking, knowing, and doing, to strengthen their knowledge and understanding of Indigenous groups. We also provide teachers and support staff with professional learning opportunities to build their foundational understanding, and model how relationality and community are effective ways to support the holistic well-being of all students.

Priority for improvement:

- Bimonthly lessons for students with a Cree Knowledge Keeper. Our staff and our knowledge keeper work as a team to design a year plan where students gain a deeper understanding of Indigenous knowledge and value systems, while also receiving credits for Aboriginal Studies 10.
- Create a video land acknowledgment, using the one students created in 2022, that highlights the importance of the land for Indigenous peoples, and recognizes the responsibility we all need to take in to move reconciliation forward.
- Embed professional development opportunities for our teachers and support staff throughout the year rooted in First Nations, Metis, and Inuit ways of thinking, knowing, and culture
- Encourage Storefront teachers to work with Instructional Coaches to embed elements of First Nations, Metis, and Inuit content, viewpoints, thinking, and culture in meaningful, consistent ways in their instruction and assessment.
- Work with community partners, knowledge keepers, and Golden Hills to create a circle of feedback to improve our programming and ultimately ensure successful outcomes for First Nations, Metis, and Inuit students.





Goal 2

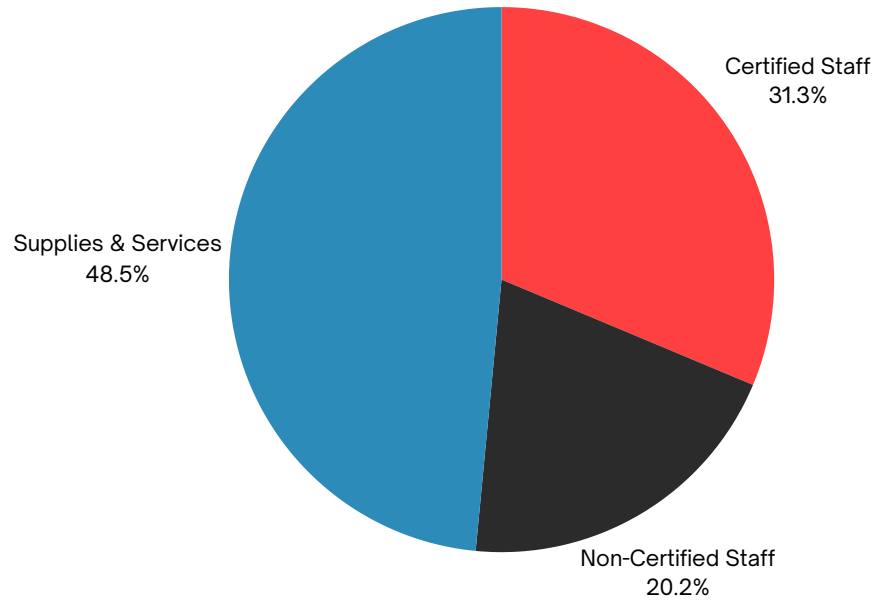
First Nations, Metis and Inuit Students are Successful

Strategies for this **Priority**:

- Provide coverage and release time for our staff to work with our knowledge keeper work to co-design a year plan where students will learn Indigenous knowledge and value systems, and receive credits for Aboriginal Studies 10.
- Harness GHLA and Storefront teachers, along with students to map out a visual representation of our written land acknowledgment. We will look at how to provide learning experiences for students in communicating, filming, and editing the video.
- Provide frequent professional development opportunities for teachers and support staff throughout the year (ex: Truth and Reconciliation, Metis foundational knowledge, Two-eyed seeing, Sacred Teachings).
- Provide coverage and release time for Storefront teachers to work with Instructional Coaches to ensure their lessons and assessments can reflect Indigenous content, viewpoints, thinking, and culture in meaningful ways.



Operating Budget: Strathmore Storefront School



Additional information concerning individual school expenditures is available by request.



