



2024/ 2025

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 5 teachers and 4 support staff as well as two family resource workers 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:

- 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
- Advocate for students and assist them in fulfilling their needs and setting goals for their future
- Personalize learning for all students
- Increase enrollment and high school completion rates.
- Build up academic and non-academic course options with the help of GHLA community, volunteers and educational programs from within the Strathmore area
- Offer consistent counseling for individuals and groups
- Offer special presentations to support healthy choices
- Build on relationships with services outside GHSD (Alberta Mental Health, Alberta Works, Social Services, Prospects, and the Crisis Society)
- Educate and prepare students to become citizens that contribute to society

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Phone: 403-934-9479

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 4, 2024, 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

Origins and Growth:

Strathmore Storefront School began in 1996 as a small program designed to support students with unique learning needs. Over the years, the school has expanded, relocating several times to accommodate its growing student population.

Diverse Student Body:

The school serves a diverse range of students, with the majority of our approximate 190 FTE students in grades 9-12, with the addition of adult upgrading. Students often come from challenging backgrounds, including youth in care, recent returns from treatment facilities, and those struggling in traditional school settings.

Flexible Learning Environment:

Storefront offers a flexible learning environment that caters to the individual needs of each student. This includes online, independent, and group learning options. Dedicated staff work closely with students to set and achieve both short-term and long-term goals.

Partnerships and Transition:

The school collaborates with Strathmore High School and Crowther Memorial Junior High to ensure a smooth transition for students. By working together, these schools can provide a comprehensive range of educational opportunities for students with diverse needs.



Issues & Trends

Student Demographics and Needs:

Annually, our student body at Strathmore Storefront School grows, with an increasing number facing social/emotional issues, anxiety, conduct disorders and significant traumas. Many students, with unique needs and traditionally poor performance in regular settings, pose funding challenges. While some students achieve social/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 Foundational Learning Funding.

Community & Division Support:

At Storefront we work diligently to reconnect students with their community. We engage students in opportunities to gain workforce-relevant skills, including Work Experience, community partnerships 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. We continue to volunteer and form partnerships with community members such as the Wheatland Lodge, Westmount Kindergarten, and United Church. We are a Specialized program within GHSD and support community schools by transitioning students who require additional supports into our program throughout the school year.

Supports:

A significant portion of our efforts go toward supporting students dealing with family issues and making negative health choices, such as drug use. We prioritize treatment, counseling, and basic needs provision, along with interpersonal skills. Our facility is equipped with essential amenities for students facing homelessness. We have secured external grant funding for nutrition, and are able to provide hot meals, and food staples to students struggling with food insecurity. Since 2022, we've added one full-time and one part-time counselor to better support our growing student population, particularly our new Grade 9 students. We rely heavily on secondary services for crisis management, addiction counseling, and family support, due to resource limitations.

Professional Development:

Professional development is crucial, and in 2024-25 we are focusing on high-school completion for at-risk youth, complex needs within classrooms (ADHD, Autism, Conduct disorders) and trauma-sensitive teaching practices. This focus is aimed at achieving one of our school goals to increase student engagement. The unpredictable nature of our student population demands daily attention to complex cases, requiring extensive classroom management, discipline, and new course development.

ALBERTA EDUCATION ASSURANCE MEASURES

Overall Summary

Assurance Domain	Measure	Strathmore Store Front School			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	63.6	n/a	60.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	47.5	n/a	81.5	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	50.0	36.5	27.8	80.4	80.7	82.4	Very Low	Improved	Issue
	5-year High School Completion	44.9	27.7	43.6	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	36.2	62.2	62.2	81.5	80.3	80.3	Very Low	Declined Significantly	Concern
	Diploma: Excellence	5.2	2.7	2.7	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	72.7	n/a	72.7	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	60.5	n/a	86.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	87.2	n/a	89.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

Rationale:

While some aspects of the assurance framework may not directly apply to our unique outreach model, we are committed to continuous improvement. We do struggle with a lack of participation from students and parent/guardians in completing the assurance surveys. As a result, a number of areas on the survey, such as education quality detail results, and parental involvement do not show any data.

We are actively working to improve diploma exam results, particularly by providing targeted support for students in literacy and numeracy. Additionally, we are focused on developing students' independence and study skills to enhance their overall academic performance.

By addressing these areas, we aim to demonstrate our commitment to providing high-quality education and support to all students.



ALBERTA EDUCATION ASSURANCE MEASURES

GOAL 1

EVERY STUDENT IS SUCCESSFUL

Student Growth and Achievement

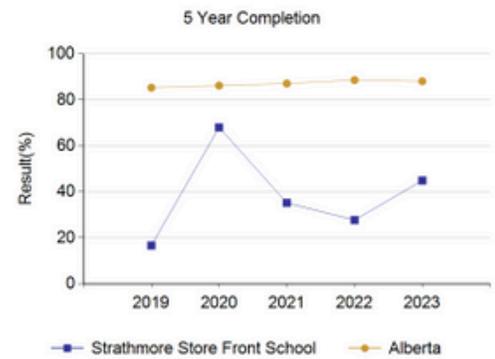
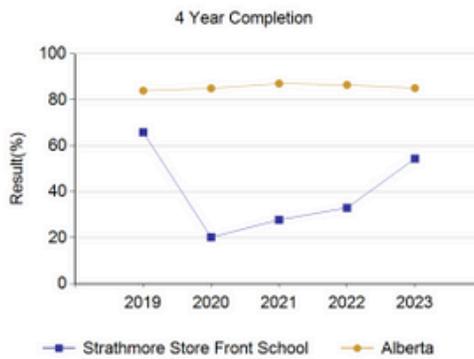
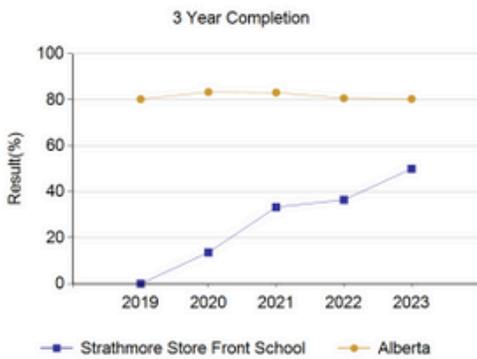


High School Completion Rates - Measure History

School: 5527 Strathmore Store Front School

Province: Alberta

	Strathmore Store Front School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	14	0.0	8	13.6	9	33.3	11	36.5	17	50.0	Very Low	Improved	Issue	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	11	65.9	16	20.2	8	27.8	10	33.0	13	54.4	Very Low	Improved	Issue	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	13	16.6	11	68.0	16	35.2	8	27.7	12	44.9	Very Low	Maintained	Concern	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1



B.3 Program of Studies - At Risk Students



Measure History

School: 5527 Strathmore Store Front School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Strathmore Store Front School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	100.0	13	89.5	n/a	n/a	13	87.2	High	Maintained	Good	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	3	*	n/a	n/a	3	*	1	*	1	*	*	*	*	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	7	100.0	13	89.5	n/a	n/a	13	87.2	High	Maintained	Good	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	3	*	3	*	n/a	n/a	3	*	*	*	*	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

ALBERTA EDUCATION ASSURANCE MEASURES

GOAL 1

EVERY STUDENT IS SUCCESSFUL

Rationale:

At Storefront, our focus is supporting students who are “at-risk” with individualizing programs and supports. As a result, we have been able to increase the number of students completing their high school program in 3 & 4 years instead of 5 years. The 3-year completion rate has grown steadily since 2019, while our 5-year completion has dropped since 2020. This is a positive change and speaks to the flexibility of our programming, and supports we provide students.

Priority for Improvement:

- Continue supporting students with individualized programming, scaffolding live-lessons, and one-on-one academic supports.
- Strengthen students resilience, and academic skills, by first focusing on social/emotional needs.
- Provide flexibility and differentiation in instruction and course materials to meet Storefront learners' diverse needs.

Strategies for Improvement:

- Schedule small group live lessons to provide students with opportunities for direct instruction, scaffolded lessons, and discussions with teachers and peers.
- Provide one-on-one support for students with high ratios of teacher/ EA’s to students.
- Continue to provide flexible modified schedules for students, allowing them time to find work, volunteering or other options to fulfill their goals.
- Provide a variety of strategies to individual students on their IPPs & ISPs.



GOAL 2

FIRST NATIONS, METIS AND INUIT STUDENTS ARE SUCCESSFUL

Rationale:

Primary enrolment of Indigenous students is historically low at Storefront, however, we have a few Metis students currently enrolled.

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 and other Blackfoot Elders and knowledge keepers. 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, this year focusing on food sovereignty and Indigenous medicines.
- 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.
- 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.

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.
- 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).



GOAL 3

LITERACY AND NUMERACY SUCCESS FOR ALL LEARNERS

Rationale:

Baseline Numeracy and Literacy Assessments

This year (2024/25), we implemented baseline assessments in numeracy and literacy (Elk Island Numeracy, Core Reading Maze, and Spelling) to accurately gauge each student's strengths and weaknesses. This data allows us to tailor individualized learning plans and provide targeted support.

Given the diverse needs of our student population, we often encounter students who require significant support in foundational skills like reading, writing, and math. By identifying these gaps early, we can implement effective interventions and strategies to help students progress.

We continue to assess new students throughout the year to ensure they receive appropriate interventions. We will be completing year-end assessments to determine if specific interventions were effective.

Literacy	
**21 in-person Storefront students were assessed, grades 9-12. *Spelling +8 was used, except for Grade 9 students, who completed Elementary spelling	
Areas of Strength	Areas of Weakness
<ul style="list-style-type: none">- The class average on upper-level spelling was 72%- CORE maze reading: the majority of our students (18/20) had no or 2 or fewer errors- All students were able to summarize what they read out loud in their oral assessment- All but 3 students were able to use context clues to figure out an unfamiliar word- Average oral fluency is 135 words per minute which <u>approx</u> grade 9 level - the highest level	<ul style="list-style-type: none">- The majority of students skipped information (ie title) during the oral assessment- Majority of students 14/20 struggle with affixes (2 or more errors)- The majority of students 11/20 had frequent errors involving Greek/Latin elements- Students lack phonemic awareness and rarely attempt to "sound out" words- Only 2 students are currently at "grade level"

GOAL 3

LITERACY AND NUMERACY SUCCESS FOR ALL LEARNERS

Numeracy **21 in-person Storefront students were assessed, grades 9-12. *Elk Island Grade 7 numeracy assessment was used for all students	
Areas of Strength	Areas of Weakness
<ul style="list-style-type: none">- Students excel in comparing and ordering numbers and working with rates, ratios, and percentages.- They demonstrate a solid understanding of converting fractions and recognizing patterns.- Students show strength in working with integers and confidently applying these concepts in various mathematical contexts.	<ul style="list-style-type: none">- Students struggle with understanding key concepts such as multiples and factors, often confusing the "lowest" factor with the correct approach.- They have difficulty grasping the effect of dividing by decimals, mistakenly believing it always results in a smaller number.- While they can handle one-step algebraic processes, they struggle with more complex, multi-step algebraic problems.

Priority for Improvement:

- Prioritize foundational literacy skills, that may have been missed in elementary, such as phonemic awareness, greek/latin roots, and reading comprehension.
- Prioritize mathematical skills such as multiples, factoring, and multi-step algebraic processes.

Strategies for Improvement:

- Create individualized intervention time for teachers to support our in-person learners with strengthening foundational literacy and numeracy skills.
- Ensure all staff and students understand and can utilize assistive technology to improve their literacy skills.
- Schedule small group live lessons to provide students with opportunities for direct instruction, scaffolded lessons, and discussions with teachers and peers.
- Re-assess students at the end of the year to determine the effect of supports and interventions on literacy and numeracy results.

GOAL 4

PROMOTE WELL-BEING THROUGH POSITIVE RELATIONSHIPS AND SKILL BUILDING

H.1 Access to Supports and Services - Measure History

GOVERNMENT

School: 5527 Strathmore Store Front School

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Strathmore Store Front School											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	100.0	13	89.5	n/a	n/a	13	87.2	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	n/a	n/a	3	*	1	*	1	*	*	*	*	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	7	100.0	13	89.5	n/a	n/a	13	87.2	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	3	*	3	*	n/a	n/a	3	*	*	*	*	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

A.6 Citizenship - Measure History

Government

School: 5527 Strathmore Store Front School

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Strathmore Store Front School											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	7	100.0	13	81.5	n/a	n/a	13	47.5	Very Low	Declined	Concern	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	3	*	n/a	n/a	3	*	1	*	1	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	7	100.0	13	81.5	n/a	n/a	13	47.5	Very Low	Declined	Concern	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	3	*	3	*	n/a	n/a	3	*	*	*	*	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Rationale:

Due to complex social and emotional challenges, many of our students struggle to engage positively with their community, in and outside the school. They often have difficulty recognizing the impact of their actions on others and may lack the necessary skills to advocate for themselves.

We as a school continue to emphasize the importance of self-advocacy and individual responsibility, and support students in developing executive functioning.

Students continue to access the varied supports our school provides such as one-on-one individualized academic support, flexible schedules, access to school counsellors, nutrition programs, assistive technology and community partnerships.



GOAL 4

PROMOTE WELL-BEING THROUGH POSITIVE RELATIONSHIPS AND SKILL BUILDING

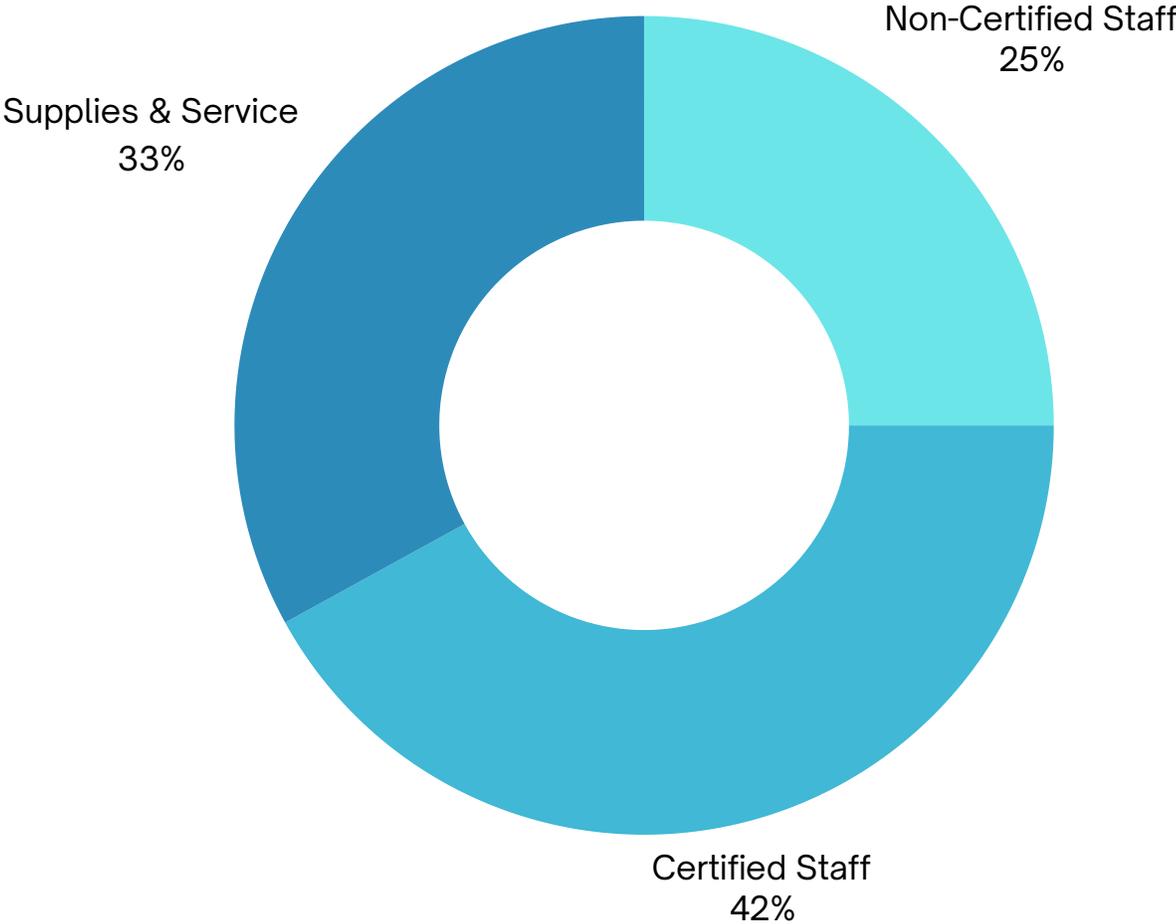
Priority for Improvement:

- Define “responsibility” and “citizenship” in terms of self-advocacy, self-regulation and positive engagement in the community.
- Explain active citizenship to students and how it can look in their community eg: What actions can they take, what responsibilities do they have.
- Work to provide flexibility and differentiation in instruction and course materials to meet Storefront learners' diverse needs.
- Design and implement ISPs, BSPs, and IPPs for coded students or students with specialized programming.
- Provide individual & 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.

Strategies for this Priority:

- Continue to provide flexible modified schedules for students, allowing them time to find work, volunteering or other options to fulfill their goals.
- Provide a variety of strategies to individual students on their IPPs & 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.
- Continue providing “open-door access” to school counselors to support students in developing executive functioning and interpersonal skills.
- Utilize partnerships within the community (ie. PE classes at GFS, Siksika Equine Therapy, mentorship with Westmount Elementary School, Wheatland lodge).
- 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).

OPERATING BUDGET



Additional information concerning individual school expenditures is available by request.

