



École Morinville Public School Education Plan and Annual Education Results Report

October 2020 Update





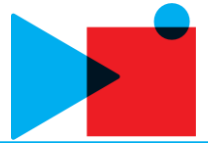
Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Morinville Public 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
Safe and Caring Schools	Safe and Caring	89.1	84.1	81.3	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	82.8	76.7	73.3	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	93.6	88.9	85.2	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	60.0	51.4	59.2	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	5.3	7.5	8.1	20.6	19.9	19.6	Very Low	Maintained	Concern
	Work Preparation	83.3	82.3	79.4	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.9	74.9	72.9	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	83.1	78.5	78.3	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.9	84.4	76.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
5. 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).
6. 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.
7. 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





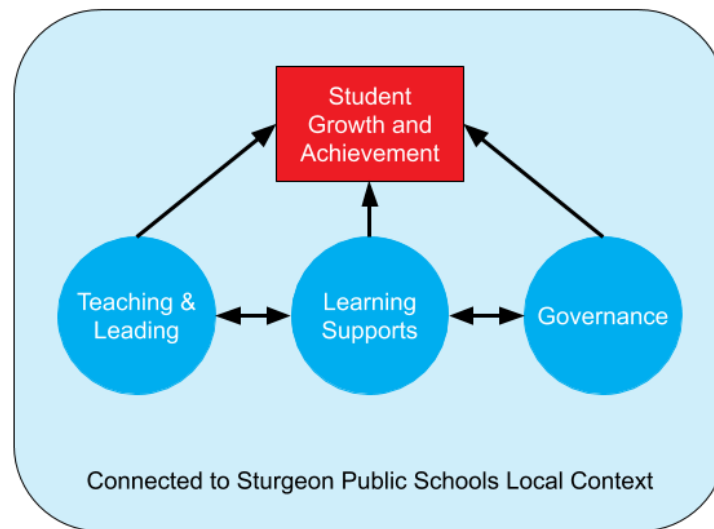
Priority

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.



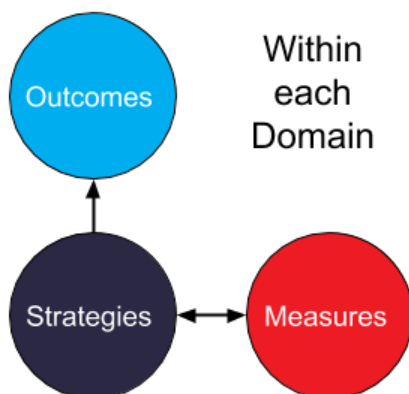
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





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

École Morinville Public School is a dual track school from pre-Kindergarten to Grade 4 with approximately 550 students. We opened in 2011 after the voice of parents in our community advocated for the need for public education in Morinville. In 2011 we enrolled approximately 90 students and in 2018, we enrolled 900 students at all levels from Pre-Kindergarten to Grade 9. After significant growth, in January 2020, we celebrated the opening of Morinville's second public school, Four Winds. We offer diverse programs to Pre-Kindergarten



through to Grade 4. Programming includes Kindergarten Enrichment, Half-day Kindergarten, French Immersion and we are proud of the diverse Inclusive Education supports that ensure all students achieve success. Teachers follow the Program of Studies set out by Alberta Education while being inspired by the Reggio Emilia philosophy.





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.

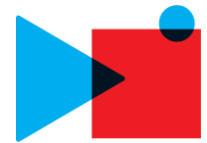
SPS Outcomes

- 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"> • Evolving Reggio-inspired practices meeting COVID guidelines. • Implementing UDL strategies to support student achievement across diverse needs. • Develop consistent engagement questions to be used in Parent Teacher Interviews and other conversations with parents. • Create opportunities for student voice.
<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"> • Creation and implementation of school-wide PD committee to jointly develop PD that meets the current needs of teachers. • PD days and grade-specific collaboration time focused on strategies that support increased achievement for all students. • Administrators are part of each grade-based PLC.
<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"> • Leveraging Google Classroom throughout the year, bridging gaps previously created during times of absenteeism. • Using PowerSchool to provide ongoing updates for parents and families.





Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.7	67.0	76.7	74.9	83.9	82	Very High	Improved	Excellent	83.9	84	84.5

Local Measures

Measures				Results			
Student Growth & Achievement				2017	AB avg	2018	AB avg
Elementary							
Intellectual Engagement: Interest and Motivation				77%	87%	79%	86%
						71%	n/a

Interest and Motivation

The opening of Four Winds created an opportunity to re-imagine student agency at École Morinville Public School. Strategies aimed at refining student interest and motivation include:

- Student Voice Forums;
- Student leadership group;
- Extra-curricular clubs/groups.

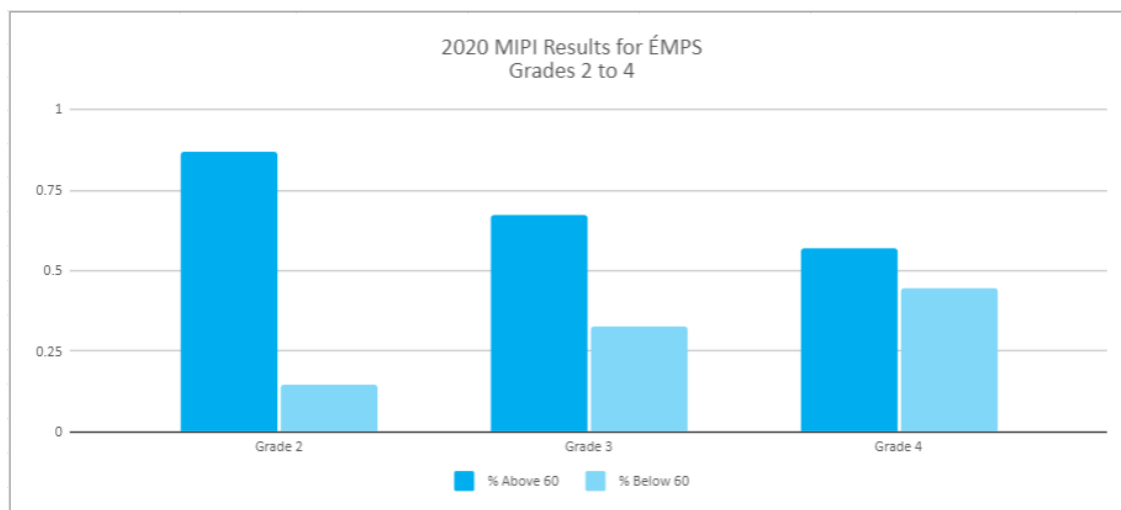
Increasing student voice and choice captures an overarching vision to increasing student interest and motivation at school.





Math Intervention Programming Initiative (MIPI)

Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.



Analysis of Results

An average of 70% EMPS' students achieve over 60% on the MIPI. In the third year of data collection using the MIPI assessment tool, results have indicated a decline year-over-year in achievement, which is consistent through to middle school. To address this, during embedded PLC time, teachers and leadership identify and address areas of strength and areas for growth using a learning sprint model. Building teacher capacity in analysis of data to inform instruction is a key strategy to improve student achievement in math this year.



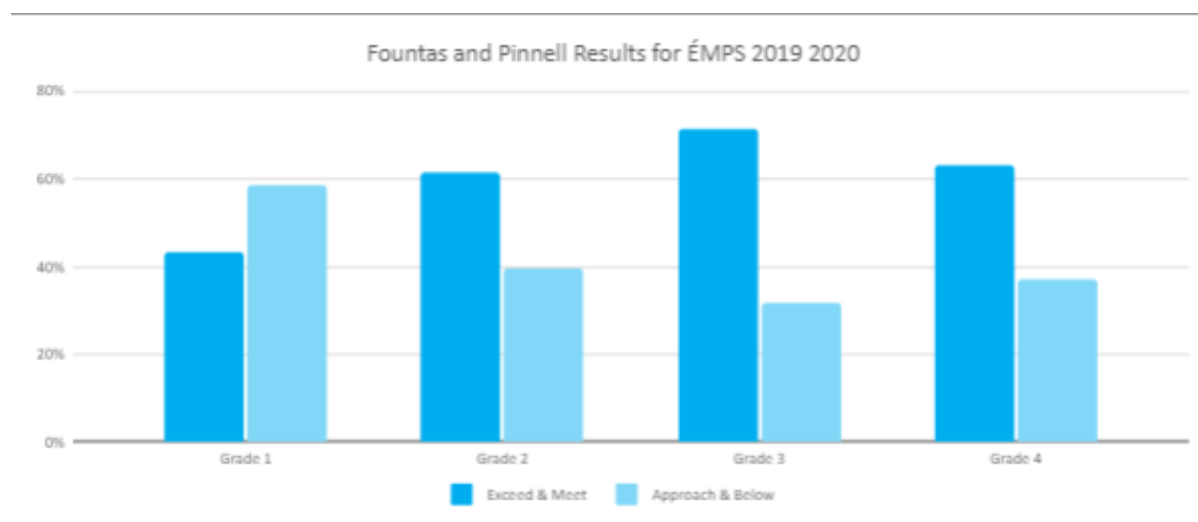


Reading Comprehension

Fountas and Pinnell

The Fountas and Pinnell Benchmark Assessment continues to be used by Sturgeon Public Schools in elementary grades. This assessment allows teachers to better determine student's reading fluency and comprehension. Teachers may administer a Fountas and Pinnell assessment multiple times during a school year to inform programming and to measure growth.

Throughout the year, data collection and analysis on reading comprehension are used to measure growth. PLC's and learning sprints are used to assess overall growth within each year and from year to year to determine areas for improvement. Targeted intervention programs for reading comprehension are then implemented to improve student achievement and growth in literacy.



Analysis of Results

Based on the 2019-2020 school year data, 60% of students are meeting, or exceeding, grade level expectations. On average, over the course of the school year, students increase 3 levels within the Fountas and Pinnell Assessment Chart through the school year. Students in the French Immersion program may obtain literacy skills at different rates than their peers within a single language program as they are developing literacy skills in two languages simultaneously.





Successes

Embedded professional collaboration provided time for teachers to identify areas of growth and develop a Professional Learning Sprint strategy to target specific skills for improvement. Focused instruction on specific skills then led to an increase in students understanding in the areas of number sense, addition, measurement, and graphing. Collaboration time also increased teacher's capacity to support students use of technology as a strategy to improve literacy skills.

A literacy rewards program, *Share the Passion*, along with a home reading program have supported a positive mindset about the need to improve school-wide achievement in literacy related targets.

Increased achievement was observed through the implementation of targeted literacy supports as one strategy to effectively improve for literacy for students that are more than 1 year below grade level in literacy related tasks.

Opportunities for Growth

There is a need to leverage PowerSchool more effectively to communicate student progress. It is important to engage parents in developing a process to improve progress reports, so they are meaningful and easier to understand. Further, ensuring students receive timely feedback that clearly identifies areas of improvement will increase success.

Utilizing a Universal Design for Learning approach, teachers can better align assessment practices with current evidence of best practice and create consistency in assessment strategies across all grades.

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
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<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"> Survey parents multiple times per year on issues related to planning, student engagement and achievement. Increase teacher capacity in analyzing achievement data to inform practices.
<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"> Develop staff PD organizing committee. Engage with an extended Grade-based school leadership team on a regular basis to inform practice and collaborate on UDL strategies.

Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	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.	73.8	67.3	76.0	76.7	82.8	82	Very High	Improved	Excellent	82.8	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.6	81.1	85.7	88.9	93.6	90	Very High	Maintained	Excellent	93.6	91	92

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.	49	95.2	90.5	81.7	84.3	84.3	82.4

Local Measures

Measures	Results					
Teaching and Leading Elementary	2017	AB avg	2018	AB avg	2019	AB avg





Quality Instruction: Rigor

(out of 10)

7.9

n/a

7.8

8.3

7.8

n/a

Analysis of Results

Successes

Division wide PD days provided regular opportunities for teachers from multiple sites to learn together. The initiation of embedded collaboration time provided a forum for teachers to work with school administration, using evidence and data to inform instruction. As a fully inclusive school, we have implemented individual student programming that targets the variety of needs of all students.

Opportunities for Growth

As the French Immersion program grows, a need has been identified for specific language-focused professional development opportunities for teachers of French Immersion. Once the data is used to identify targets, further development of strategies for differentiation of Literacy instruction would benefit all teachers. Students and parents identified the need to explain learning intentions, instructions and progress in language that is clear and easy to understand.

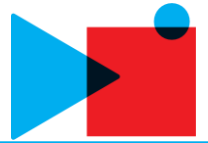
Professional Learning in 2020-2021

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
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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.

Day 1 Sept 18	Focus: Assessment/PowerTeacher Pro set up
Details	<p>Reviewing what 1-5 means and getting onto common ground</p> <p>Setting up PowerTeacher Pro so we are all on the same page</p> <p>Establishing Sprint process for PLC's</p>
Day 2 Oct 16	Focus: Evidence Informed Decision Making
Details	<p>School Education Plan</p> <p>Health and Wellness – Classroom strategies to support students with problem solving</p> <p>Using data to inform practice.</p> <p>As a school community how will we use evidence to improve literacy and numeracy? Co-constructing practices.</p>
Day 3 Dec 18	Focus: Indigenous Foundational Knowledge
Details	<p>Naturalizing Indigenous Education (virtual only meeting)</p> <p>-Sharing reflections from the National Gathering Conference</p> <p>-Sharing new resources and connecting them to learning outcomes</p> <p>-Google Docs where teachers will connect an Indigenous book to current literacy or numeracy concepts</p> <p>- Building on each others' knowledge – developing bins with resources, work samples, additional resources, and reflections of the resource in action.</p> <p>-Sharing reflections.</p> <p>- Ongoing plan for the year –Virtual conversation about current issues for our neighbouring communities from a person who has been contracted to work with those community (January).</p>





	<ul style="list-style-type: none"> - Whole-school project utilizing the healing medicine plants – each class will learn about a healing plant and will create a piece of art that will be brought together as a large display (April – Earth month).
Day 4 Jan 29	Focus: PLC: Sprints
Details	<p>Health and Wellness – Classroom strategies to support students with positive relationships</p> <p>Staff report areas success and growth learned from the sprints completed so far this year.</p> <p>Review mid-year evidence to inform adjustment of UDL goals.</p>
Day 5 Mar 25	Focus: Evidence Informed Decision Making (follow up)
Details	<p>Health and Wellness – Classroom strategies to support students with positive relationships</p> <p>Using data to inform practice.</p> <p>Review OurSchool Survey feedback, along with other achievement indicator assessments (Mipi, F & P, etc)</p> <p>Review Education Plan</p> <p>Analyze areas of connection and reflect on gaps.</p> <p>Develop collective plan to close gaps over last 3rd of school year</p>
Day 6 Jun 4	Focus: Transitions and Supporting Students
Details	<ul style="list-style-type: none"> - Review transition plans - Transition meetings





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"> • Roots of Empathy – virtual program • Social Emotional Programming (curricular and extracurricular) • Continue Dragon Food snack program twice weekly for all students in Grades 1-4. • Continue to support our students with a Safe Contact in the school. • Continue to implement FNMI protocols, resources, and opportunities for learning in daily routines.
<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"> • Expand Student Services Centre to support students with diverse learning needs utilizing a push in and pull out model.
<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"> • Include Indigenous perspectives throughout the school year. • Engage in partnership with local Indigenous groups to support teacher's ability to Indigenize curriculum. • Provide focused PD to naturalize Indigenous content and capitalize on available resources to support growth



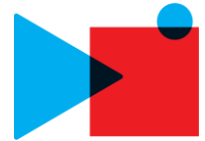


	for all learners about Indigenous cultures.
<ul style="list-style-type: none"> Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> Partner with Michif Cultural Centre Strengthen partnership with Alexander Nation and Kipohtakaw school.

Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	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.	86.1	76.6	83.2	84.1	89.1	90	Very High	Maintained	Excellent	90	90.5	91
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.	76.0	76.5	79.4	82.3	83.3	84	High	Maintained	Good	84	84	84.5
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	56.1	54.4	66.6	70.3	70.1	n/a	Low	Maintained	Issue	72	74	76

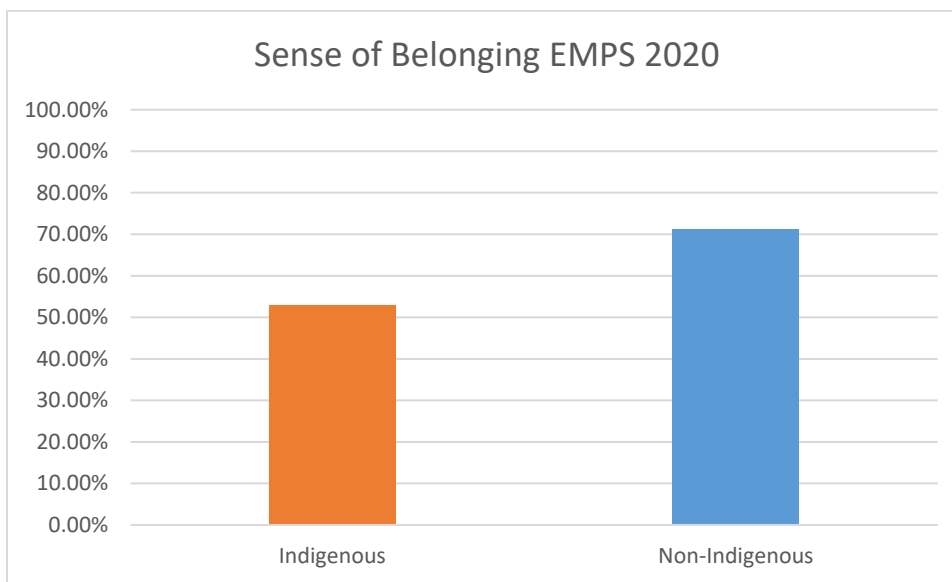


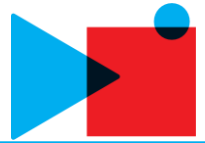


Local Measures

Measures		Results					
Learning Supports		2017	AB avg	2018	AB avg	2019	AB avg
Elementary							
Emotional Health: Anxiety		36%	22%	32%	22%	26%	n/a
School Context: Advocacy at School	(out of 10)	6.3	6.7	5.8	6.7	5.8	n/a

Our School Survey – First Nations, Métis and Inuit





Analysis of Results

Successes

A number of club opportunities have been created for students. Specifically, the *Gathering Club* was previously highly subscribed to and provided a space for students to learn and have conversations beyond the classroom. The student support centre and our behaviour intervention program have provided proactive measures to support students.

Opportunities for Growth

Focusing on opportunities for our younger students in Kindergarten and Pre-Kindergarten to develop social-emotional skills will help students to be better equipped to achieve success in Grade 1 and beyond. Creating virtual opportunities for cross-grade connections could better enable the continuation of some clubs. Student voice forums have been initiated and students have identified that they would appreciate ongoing opportunities for students to have a voice in school activities. Parents, students and staff have identified that an outdoor classroom and having more place-based learning activities could further benefit all students.





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"> • Schools engage staff, parents, and community leaders in a local survey. • Principals will work with school councils 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 the school council during the year.





Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.7	76.1	80.4	78.5	83.1	85	Very High	Maintained	Excellent	83.1	83.5	84
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.	79.1	66.8	79.2	84.4	89.9	84	Very High	Improved	Excellent	89.9	90	90.5

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

Parents have identified that they are increasingly satisfied with the number opportunities to engage in school planning. Teachers and school administration have created regular communication channels that provide multiple ways for parents to stay informed about classroom and school-based activities. Students recognize connections between what they are learning at school and their lives outside of the school. They also make connections to careers that use the skills they are learning in subjects such as math, science, music, physical education, health, social studies, second languages, and language arts. They connect what they learn about recycling and caring for the environment to their own lives and experiences at home and in the community.





Opportunities for Growth

There is an opportunity to increase our community's understanding regarding inclusive supports and tiers of interventions for diverse learners through improved transparency of resource allocations.

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"> • Hold student voice forums with Grade 4 students. • School based recognitions. • Dragon's Gold School Citizenship (whole school rewards system). • Individual recognition celebrating other areas of achievement outside of academic success.
<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"> • The Learning Farm • STEAM • SNOMFA • Neighbourhood Care Activities

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

Our Dragon's Gold school citizenship program was a huge success in building community within our school and community. We shared the success with students and parents through social media posts and celebrated at the end of the year with a video. Students have developed leadership and consistent work ethic through composting within the school and caring for chickens in our chicken coop. The "Morinville Dragon Hunt" encouraged community and parent participation during school closures due to COVID. The Learning Farm has provided students an opportunity to better understand sustainable food practices, while also connecting with community members. The student-initiated food bank drive collected over 3000 items for the Morinville Food Bank.

Opportunities for Growth

There is an opportunity to highlight individual classes or students and recognize their achievements within the building and in the community. Gathering student voice in the areas they would like to see greater community involvement will be key to success. Expanding the Dragon Gold program to include older students leading the program with younger students to show pride in our school community while further developing their leadership skills. Students have voiced a desire to make a larger impact in the community through raising awareness about recycling, composting, and the environment.

