

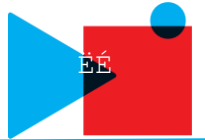


REPORT

2019 / 2020

**Combined
Education Plan and
Annual Education Report**

**École Morinville Public School
3-Year Plan Update**





Combined 2019 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary

Annual Education Results Reports - Oct 2019

School: 1582 École Morinville Public School

Measure Category	Measure	École 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	84.1	83.2	82.0	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	76.7	76.0	72.3	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	88.9	85.7	85.8	90.2	90.0	90.1	High	Maintained	Good
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	82.3	79.4	77.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	74.9	76.7	72.2	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	78.5	80.4	77.8	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	84.4	79.2	75.0	81.0	80.3	81.0	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/TTFM (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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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: High Quality Teaching and Learning for all Students

Introduction

Student achievement and success are foundational to the work of our schools. Achieving success for students is dependent on common agreement and an understanding around shared responsibility for all students. High quality teaching and learning is an essential element of student achievement and success as is focusing on learning together. Exemplary teaching engages students, honors their contribution to learning, and provides timely and personable feedback for growth. Focusing on learning together supports the needs of students, develops connection, and encourages creativity. Our culture of shared learning at Sturgeon Public Schools ensures all staff and leaders are working together, pursuing opportunities to grow professionally, while considering multiple sources of data to plan success for all students.



At Sturgeon Public Schools we recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations which promotes wellbeing and global citizenship. Strengthening our community connections, we are working together with First Nations, Métis, and Indigenous knowledge keepers to apply foundational knowledge to benefit all students. Sturgeon Public Schools support student success in inclusive, welcoming, caring, respectful and safe learning environments.

Goal 1: Success for Every Student

Goal 2: A Culture of Learning

Goal 3: Safe, Caring and Respectful Public School Communities





École Morinville Public School

School Context

École Morinville Public School first opened their doors in 2011. It took the voice of parents in the community to advocate for the need for public education in Morinville. In 2011 we ended the year with approximately 90 students and in 2018, just seven years later, we ended the year with 900 students. We have experienced significant growth in a short period of time. For the 2019-2020 school year, École Morinville Public School will



be a dual track school from pre-Kindergarten to Grade 4 with approximately 600 students. We offer many diverse programs including Junior Headstart, Preschool Enrichment Program, Kindergarten Enrichment Program, Half and Full day Kindergarten, French Immersion and many Inclusive Education supports. All classrooms follow the Program of Studies set out by Alberta Education while being inspired by the Reggio Emilia philosophy.

In This School...

You will find hard work and sacrifice.

Books are being read and ideas are explored.

Creative minds are developing.

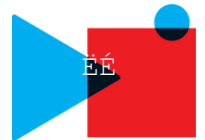
We inspire one another and believe in a growth mindset.

The halls are filled with happiness and laughter.

Respect is shown, given and appreciated.

We Are Dragons!





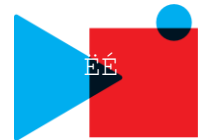
Goal 1: Success for Every Student

Strategies to Achieve Goal 1

Ensuring all students experience success at École Morinville Public School is crucial. We have created many unique supports to help all students to fully reach their potential. As a trauma informed school, we know that when students are regulated and have a good relation with those around them, that they can better access their cortex and in turn, learning can occur. With the support of Strategies, we are able to ensure that students gain the skills necessary to successfully engage and participate in a regular classroom. This allows the teachers to focus their attention on the learning sprints that they are doing as well as deliver high quality lessons that meet the learning needs of all students through differentiation and meaningful assessments.

Division Strategies	School Strategies
A. Schools develop exemplary teaching practices to advance and improve student learning.	Through the use of learning sprints, teachers will be able to target specific skills to improve student achievement.
B. Teachers build engaging experiences to meet the diverse learning needs of our students.	Through the use of different learning spaces such as centers within the classrooms, the link, the outdoor classroom, maker space room, learning farm, learning commons, and student support centers, students are able to explore their learning in a variety of settings to maximize their potential achievement.
C. Schools provide diverse programming to ensure success of students in an inclusive learning environment.	Some students will have access to a support called Strategies which provides targeted interventions to assist students in learning the skills to be more successful in an inclusive environment.
D. Technologies will be used to improve student learning, expression, and collaboration.	Students utilize a variety of apps that measure student growth and collect data on their classroom Chromebooks to enhance individual student achievement. Apps include: Reading Eggs, Mathletics, Starfall, Prodigy, Readwrite Gold, STEAM, Read Theory, OSMOS, Hour of Code, Dance Mat, Scratch Code, Wonder Workshop





Accountability Pillar 2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.8	72.7	67.0	76.7	74.9	80	Intermediate	Maintained	Acceptable	82	86	88

Our School Survey

PERFORMANCE MEASURES	Results					
	2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
Elementary						
Intellectual Engagement: Interest and Motivation	73%	86%	77%	87%	79%	86%
Quality Instruction: Effective Learning Time (out of 10)	7.9	8.1	7.8	8.1	8.0	8.2
Quality Instruction: Relevance (out of 10)	7.7	8.1	7.5	8.1	7.7	8.1

Specific Benchmark Assessments

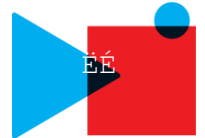
This year École Morinville Public School will be using two specific benchmark assessments to gather data.

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."

By analyzing the data collected from Fountas & Pinnell™ literacy benchmark tools, ÉMPS students are demonstrating growth in literacy. It is important to note that the tool is US-based and does not reflect the Alberta curriculum or context. As such, it is valuable to examine overall growth and meeting grade level goals using the F&P Text Level Gradient™.

The results indicate that on average, 78% of students in grades 1-4 meet or exceed grade level reading goals. The largest percentage of students exceeding grade level goals occurs in Grade 2, with an increased number of students exceeding goals rather than meeting goals. By the end of Grade 2, 76% of students are reading at or above grade level. Further investigation may be necessary to understand the reasons for the high percentage of students exceeding grade level goals in grade 2.





École Morinville Public School - 2018-2019					
Grade Level Goals	Grade 1	Grade 2	Grade 3	Grade 4	Average
Exceeds	12%	62%	39%	22%	34%
Meets	67%	14%	41%	52%	44%
Below	21%	24%	20%	26%	22%

When examining the data in terms of student growth in reading, 44% of grade 2 students at ÉMPS demonstrate 2 or more years of growth in reading. As students progress into higher grades, there is a gradual decline in the acceleration of their growth. On average, 73% of students demonstrate one or more years of growth in reading. More focused supports for the students who experience less than one years' growth will improve student results by the end of grade 4.

École Morinville Public School - 2018-2019					
Growth	Grade 1	Grade 2	Grade 3	Grade 4*	Average
1 year	67%	29%	59%	54%	52%
2+ years	12%	44%	20%	7%	21%
Less than 1 year	21%	27%	21%	39%	27%
Average reading level at end of year	G Mid-Grade 1	N Beg. Gr 3	O Mid-Grade 3	Q Beg. Grade 4	

*Note: data was missing for beginning and mid-term assessments for 24 students in Grade 4, which prevented calculating growth and may have affected results.

There is still important work to be done to understand and improve student reading levels at ÉMPS. By using data to track and improve student achievement, we will be able to target effective strategies to support students in literacy.

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.

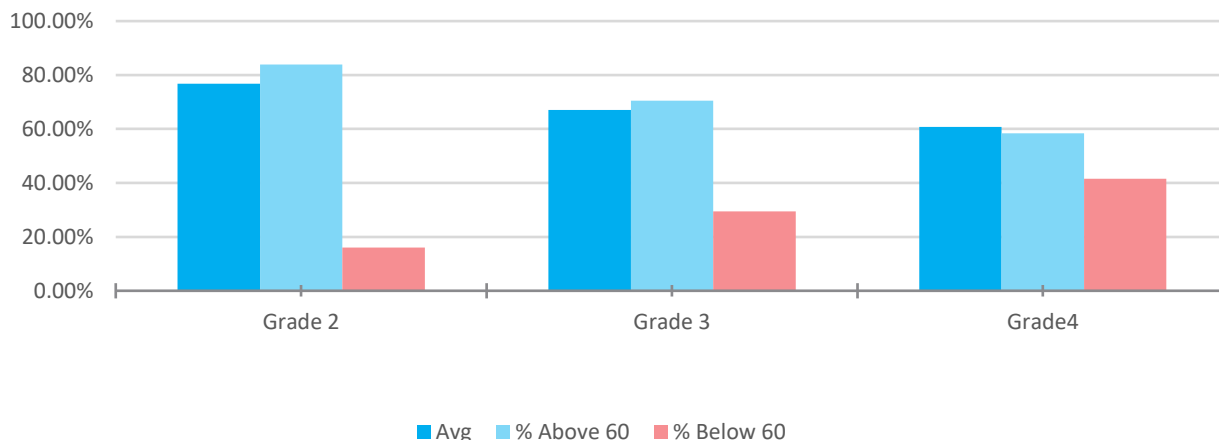
École Morinville

Classes	Avg	% Above 60	% Below 60	Year over Year
Grade 2	76.77%	83.96%	16.04%	-0.13%
Grade 3	67.01%	70.55%	29.45%	-0.58%
Grade4	60.72%	58.41%	41.59%	-7.83%





MIPI Results for Ecole Morinville 2019 2020



Analysis of Results

Results

Every year we seem to be increasing our scores and getting closer to the Alberta average. Sharing these results with staff will allow them to reflect on what we can do differently. Allowing teachers the time to meet and collaborate over how to increase these results will be helpful. Also having access to observe other teachers will be beneficial.

Successes

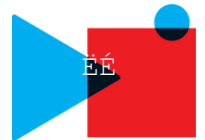
Getting the learning farm this year has helped us to connect more of the curricular outcomes to real life. The Reggio approach allows us to use community and family to create an overall better learning environment and students are motivated when they can learn something they are interested in. The staff has really come together as a team to help support the whole school community.

Opportunities for Growth

Setting up a school wide positive behavior reward system will provide students with incentive to do better. Knowing the backgrounds of our students help us to gain a better understanding of their needs and allows us to find ways to engage and make learning more relevant.

Correlating Alberta Education Outcomes

- Alberta's students are successful.
- Alberta has excellent teachers, school leaders, and school authority leaders.



Goal 2: A Culture of Learning

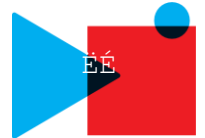
Strategies to Achieve Goal 2

Providing all staff members with the ability to collaborate with others will help to promote a culture of learning. The admin will be taking part in the Executive Leadership Program and the staff will be joining our schools across the division to collaborate in their grade groupings. A lead team will also be formed at the school level and each grade group will participate in learning sprints during their PLC time which will occur every two weeks.

Division Strategies	School Strategies
A. Instructional leaders use multiple sources of data to inform ongoing school planning and learning, to achieve success.	Using the MIPI and the Fountas and Pinnell will help to provide baseline data to inform teacher practice.
B. Staff participate in professional development aligned with division priorities.	We will be pairing with other K-4 schools within the division on our site based PD days so that teachers can collaborate with one another and discuss their learning sprints in grade groupings.
C. Leadership development programs will be implemented across the division and aligned with the division's business plan.	We will be creating a lead team at Morinville Public to address a variety of topics as well as report and reflect on the three-year plan. Admin will also be attending the Executive Leadership Program.
D. Teachers ensure learning and success by communicating timely, personal, and actionable information based on varied assessment strategies.	All teachers will report every two weeks using Power Teacher Pro. We will work on informing parents how to access this information so that they are informed of their child's progress.

Accountability Pillar 2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.9	90.6	81.1	85.7	88.9	90	High	Maintained	Good	90	90	91
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.0	76.7	76.1	80.4	78.5	82	Intermediate	Maintained	Acceptable	85	90	91
Percentage of teachers, parents and students indicating that their school	78.8	79.1	66.8	79.2	84.4	82	Very High	Improved Significantly	Excellent	84	86	88



and schools in their jurisdiction have improved or stayed the same the last three years.												
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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.	82.9	73.8	67.3	76.0	76.7	80	Intermediate	Maintained	Acceptable	82	85	87
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Measure Category	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
In-service jurisdiction needs	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

Our School Survey

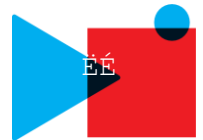
PERFORMANCE MEASURES				Results			
				2016-17	AB avg	2017-18	AB avg
Elementary							
Classroom Context: Expectations for Success (out of 10)				8.7	8.8	8.4	8.8

Specific School data

Division Professional Development

Dates	Division Plan
August 28	Design Thinking
September 13	Conceptualized Learning
October 11	
November 22 - Institute Day for ATA and CUPE Development	
February 21	Design Teaching
March 13	Numeracy across the curriculum
April 17	

School Site In-Service and Professional Development



Dates	School Plan
August 29	Creating safe, caring and welcoming environments and inclusion mapping
August 30	Hour Zero, staff collaboration to outline a framework for learning sprints in our PLCs
December 13	School improvement celebration, grand re-opening planning,
January 31	Collaborative sharing around Learning Sprints (successes and challenges) to increase student achievement. K-4 collaboration with BACS, LT and OP
May 15	Staff recognition event, inclusion mapping, transition planning
June 5	Inclusion mapping, school improvement celebration, K-4 collaboration with BACS, LT and OP

Comments: Teachers are excited to meet with grade groups around the division and share in common goals. Inclusion mapping allows teachers to be proactive and be better prepared.

Analysis of Results

Results

Our results have decreased over the past few years. We believe that this is attributed to the administrative changeover that has occurred over the past few years at École Morinville Public School. We need to have more consistency and we feel that we are starting to gain this.

Successes

The grade group teams mesh really well and have evolved their teaching practices depending on the students. They have set up grade goals and some common approaches. Over the past years due to the amount of growth and changes, the staff have really bonded together and have set out student expectations.

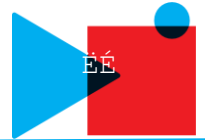
Opportunities for Growth

We would really like to have consistency at our school amongst the admin and the teacher teams. Setting up clear expectations for staff and students will help to build consistency and set up consistent expectations.

Correlating Alberta Education Outcomes

- Alberta has excellent teachers, school leaders, and school authority leaders.
 - Alberta's education system is well governed and managed.
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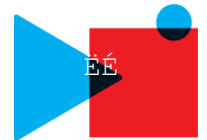
Goal 3: Safe, Caring and Respectful Public School Communities

Strategies to Achieve Goal 3

Having access to different programs, clubs and resources is critical for our students and families. Through multiple communication avenues, it would be our hope as a school that many students have a good understanding of the supports and services that are offered to them in and out of our building. Bringing in authentic members and setting up different clubs that address the needs of our students and are meaningful to them will help to ensure that our students feel safe, appreciated, listened to, cared for and respected within our school. Providing support and resources for families is equally as important.

Division Strategies	School Strategies
A. Schools develop and implement strategic plans to improve understanding of Indigenous perspectives and knowledge.	Having authentic members of the community to come and talk with our staff and students. Creating a gathering club for students.
B. Schools and teachers implement supports and practices to develop physical, social, mental and emotional wellness in students.	Many groups will be implemented by the school counsellor, teachers and the Strategies teacher to develop physical, social, mental and emotional wellness. Some groups include: Safety Ambassadors, Positive Playgrounds, Dandelion Club, Impulse Control, Social Thinking, Social Problem Solving, Mindfulness, Personal Space, Loss of a Parent, Separating Families, Anxiety, Zones of Regulation, GSA's etc.
C. Partnerships with external agencies are developed and maintained to leverage support for health and wellness.	Creating a Parent Link area in our school where families can get resources and information to support the health and wellness for themselves and their child.





Accountability Pillar 2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	88.8	86.1	76.6	83.2	84.1	85	Intermediate	Maintained	Acceptable	90	92	92
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.	95.7	76.0	76.5	79.4	82.3	82	High	Maintained	Good	84	88	90

Our School Survey

PERFORMANCE MEASURES		Results					
		2016-17	AB avg	2017-18	AB avg	2018-19	AB avg
Elementary Grade 4							
Emotional Health: Anxiety		35%	22%	36%	22%	32%	22%
School Context: Advocacy at School	(out of 10)	6.2	6.7	6.3	6.7	5.8	6.7
Classroom Context: Positive Teacher-Student Relations	(out of 10)	8.2	8.5	8.2	8.5	8.1	8.5
Classroom Context: Positive Learning Climate	(out of 10)	6.4	7.1	6.5	7.1	6.8	7.1

Our School Survey – First Nations, Métis and Inuit

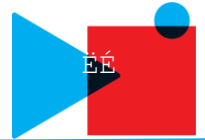
PERFORMANCE MEASURES		Results					
		Indigenous 2016-17	Non	Indigenous 2017-18	Non	Indigenous 2018-19	Non
Elementary Grade 4							
Emotional Health: Anxiety		38%	21%	42%	26%	38%	18%
School Context: Advocacy at School	(out of 10)	6.0	5.3	7.0	6.7	5.4	6.2
Classroom Context: Positive Teacher-Student Relations	(out of 10)	8.8	7.6	8.7	8.2	7.5	8.8
Classroom Context: Positive Learning Climate	(out of 10)	7.8	6.3	7.3	7.3	6.9	7.6

*Note: table only reports data for students who identified FNMI or non-FNMI. Data does not include students who did not answer

Specific School Data

In this section, indicate the key areas your school is partnering with the community to build a safe, caring and respectful school.

1. Big Brother Big Sister mentorship program
2. Military Family Resource Center as last year 52% of our families had or have had parents in the military.
3. Local health professionals to train and work with our students on safety
4. Local First Nation, Metis and Inuit community members and elders.



Comments: The levels of anxiety in our school is very concerning especially amongst the First Nation, Metis and Inuit population. We may attribute some of this to the amount of change and growth that ÉMPS has experienced. We will continue building relationships with our Indigenous population and bring their perspectives into the classroom and the school.

Analysis of Results

Results

We believe that the drop in results is attributed to the three admin changes as well as the growth that the school has experienced. Another area that we may attribute our results to was having one counsellor for K-9 for 900 students. Our junior high needs were categorized as more crisis needs and therefore took priority.

Successes

We did some great things in this area especially with our Call to Action as more focus was put into this area but it will still continue to be a focus. We put welcome signs up in our front entrance in a variety of languages, including Cree and Michif. We brought in a Métis parent who led our grade 1 students in a Bannock cook off. We also created Literacy Seed Kits on the library that contained books that looked at the way of life and culture for First Nations, Métis and Inuit people. In order to build on the foundational skills of the staff, we took part in a video study with the movie First Contact.

Opportunities for Growth

We will be taking a proactive approach and provide students with the abilities to take part in different groups that target some of the social and emotional needs that they are experiencing. By having teachers engaged in weekly PLC's, it provides a time for students to meet in a large group with the school counsellor to go over a variety of universal supports. Some of these topics may include anxiety and building positive relationships.

Correlating Alberta Education Outcomes

- Alberta's students are successful.
 - Alberta's education system supports First Nations, Métis and Inuit students' success.
 - Alberta's education system respects diversity and promotes inclusion.
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