



**Morinville Public School**

**THREE YEAR ACTION PLAN REPORT**

**2018-2021**

**GOAL 1:**  
**High Quality Teaching and Learning  
for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system supports First Nations, Métis and Inuit students’ success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta’s education system is well governed and managed.

Priority:  
Continue a **culture of inquiry and a targeted professional growth plan**, focused on the Division’s Three Year Education Plan priorities as it relates to instructional and assessment practices.



**The Division will:**

- Strategies:
1. Facilitate and support for Beginning Teachers’ Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
  2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
  3. Continue to communicate to teachers research informed practices to support teaching and learning.
  4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

**The School will:**

- Strategies:
1. MPS has 14 teachers involved in the various Division supported cohorts.
  2. Teachers are encouraged/supported and sometimes directed to attend specific workshops and sessions.
  3. School Administration coordinates a mentorship program for beginning teachers with release time to observe and meet with veteran educators. (FTE for planning time/support)
  4. Collection of data regarding NME, Literacy, Numeracy, At Risk Students, and chronically absent students.
  5. John Hattie’s Visible Learning strategies: What are you learning? Why are you learning it? How do you know you’ve learned it?

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**GOAL 1:**  
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**Priority:**

Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.



**The Division will:**

**Strategies:**

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.



**The School will:**

**Strategies:**

1. MPS has vibrant ECE programs with over 80 children in the Headstart Program, 38 children in PEP, and 33 children in KEP.
2. MPS has a 0.5 FTE Early Childhood Transition staff member that provides support to ECE staff.
3. Performed an in-school Kindergarten Program review 2017-2018. Staff working on purposeful play within Reggio. Our review also led to changes to the Kindergarten Report Card/Power Teacher Pro format.

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**GOAL 1:**  
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Priority:

Continue to research, support and monitor high quality instructional strategies that improve students' literacy and numeracy skills across the Division.



The Division will:

Strategies:

1. Review and align instructional minutes assigned to Math in Grades 1 – 9.
2. Develop and report a literacy and numeracy plan in each school.
3. The division will develop a two year numeracy and literacy plan to support professional learning.



The School will:

Strategies:

1. ED Camps on PD Days – Guided Math, Guided Reading, Guided writing, technology, PBS, Regulation.
2. Release time for teachers to observe Guided Math/Guided writing in other classrooms and collaboration time.
3. Grade 5 – 9 school year plan to improve PAT results continued from 2017-2018.
4. Support for Guided Reading is provided for beginning and veteran teachers. Release time is given for observation of teacher practice at MPS and at other schools.
5. Levelled Literacy Intervention program for struggling readers.
6. Collecting reading levels to guide best practices.
7. EA FTE for reading intervention Grades 1 – 6.

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Priority:

Continue to research, support and monitor the most effective use of technology to support students and staff with their learning.



The Division will:

Strategies:

1. Develop and plan for technology infrastructure for all schools through the Centralized Technology Services department.
2. Facilitate the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education.
3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports.
4. Expand the role of a Coordinator of Instructional Technology and Innovation to assist teachers with applying technologies effectively for instruction and learning.

The School will:

Strategies:

1. MPS representation on the Education Technology Teacher Advisory Cohort.
2. Coordinate with the Inclusive learning team, specialists and outside agencies like the Glenrose to provide apps that meet specific needs of students.
3. Increasing use of SnapType app for non-readers.
4. MPS is working toward getting more students exposed to assistive technology beyond programs and apps like Read/Write Google. Goal is to build capacity in students to advocate for their needs.
5. Effective and innovative use of iPads in Gr. 1-4
6. Design Thinking and Maker Education in Gr. 1-4 (Through use of Learning Commons)
7. Digital Citizenship for Gr. 5-9

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Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).



The Division will:

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.

The School will:

Strategies:

1. September 2018 Grades 2 – 9 MIPI as formative assessment for Math.
2. Collaboration time given to teachers in grades 1-9 to identify areas of concern.
3. Grades 5 – 9 collaboration on all PAT results and plan implementation for improving results with particular focus on Math – continuation from 2017-2018.
4. Grades 2 – 4 looking at “7 minute writing” prompt to compare beginning and end year writing.
5. Grade 3's continuing with SLA's and using year to year results to evaluate growth.
6. Admin PLC focus for 2018-2019 is academic achievement and wellness. Use the comprehensive school health framework to improve the pillar of social environment of our school.

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Priority:

Communicate effectively with parents about their child's achievement.



The Division will:

Strategies:

1. Implement Power Teacher Pro.
2. Require scheduled Parent-Teacher conferences twice a year at all of our schools.
3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.

The School will:

Strategies:

1. All MPS teachers PD on Power Teacher Pro August 2018.
2. Along with supporting teachers with Power Teacher Pro so that the Parent Portal is updated regularly, teachers communicate with parents in a multitude of ways; phone calls, SeeSaw, Class Dojo, Facebook, newsletters, Web Pages, and email.

<p><u><i>Division Measures:</i></u></p> <ul style="list-style-type: none"> <li>• ‘Our School Survey’ (formerly <i>Tell Them From Me Survey</i>)</li> <li>• Provincial Achievement Test Results</li> <li>• Diploma Exam Results</li> <li>• Accountability Pillar Measures</li> </ul>	<p><u><i>Highlighted Targets:</i></u> 2018/19 P.A.T Excellence: 19 % Diploma Excellence: 12%</p>
<p><u><i>School Measures:</i></u></p> <ul style="list-style-type: none"> <li>• ‘Our School Survey’ (formerly <i>Tell Them From Me Survey</i>)</li> <li>• Provincial Achievement Test Results</li> <li>• Diploma Exam Results</li> <li>• Accountability Pillar Measures</li> </ul>	<p><u><i>Highlighted Targets:</i></u> 17/18 improvement from 16/17 Safe &amp; Caring - +6.6% Education Quality - +4.6% Program of Studies - +8.7% PAT Excellence - +0.6% Work Preparation - +3.4% Citizenship - +9.7% Parental Involvement - +4.3% School Improvement - +12.4% 2018/2019 - targets P.A.T. Acceptable: 70% P.A.T. Excellence: 19%</p>



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**GOAL 1:**  
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Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Priority:

Provide our staff with professional development opportunities that promote an awareness and understanding of First Nations, Métis and Inuit culture.



The Division will:

Strategies:

1. Facilitate teacher and principal professional development relative to the new Teaching Quality Standard and the new Leadership Quality Standard (Competency 5).
2. Develop and coordinate a division wide strategy to ensure all students experience blanket exercises at grades 2, 5, 7 and 10.
3. Work with Human Resources to develop a strategy to ensure all staff new to the division are provided with the opportunity to participate in a Blanket Exercise.

The School will:

Strategies:

1. All teaching staff provided book, *Education is Our New Buffalo*.
2. Project of Heart.
3. Orange Shirt Day.
4. Heart Garden.
5. Teachers planning lessons around Truth and Reconciliation.
6. Blanket exercises for Grades 2, 5, 7 and 9.
7. CIF \$ for FTE – Release time for Teacher Leads (1-4/5-9)
8. PD Days watching First Contact as a staff – 3 Episodes.
9. FNMI leads looking at resources in the library and purchasing for the year.

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**GOAL 1:**  
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Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Collaborate with our First Nations, Métis and Inuit families and community for the benefit of our students and staff.



The Division will:

Strategies:

1. Explore the formation of a consultative group of Elders and school leaders to twice yearly provide feedback on division and school initiatives.
2. Invite elders and other members of the First Nations, Métis and Inuit community to share cultural understandings with students and staff.

The School will:

Strategies:

1. Provide opportunities for Aboriginal students to lead activities that share their culture.
2. Opportunities for students to smudge with sage.
3. Project of Heart.
4. Acknowledgement of Treaty 6 Lands on display at front entrance. Acknowledgment displayed on all staff meeting documents and projected presentations.
5. Hosting our first Family Gathering October 29<sup>th</sup>, inviting all families and community members to join us for an evening of conversation on how we as a community can best support our First Nation, Métis, and Inuit students.
6. Blanket Exercises in January 2019 for Grades 5, 7 and 9 students and for MPS parents January 14<sup>th</sup> in the evening.

**GOAL 1:**  
**High Quality Teaching and Learning  
 for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Have schools identify a “most responsible person” (MRP) to monitor First Nations, Métis and Inuit student academic achievement.



The Division will:

Strategies:

1. All schools use data to identify two practices to determine effectiveness relative to success for students.

The School will:

Strategies:

1. MPS has a 1-4, a 5-6 and a 7-9 staff member monitoring Aboriginal Student achievement. Attendance and core subject marks are being tracked.
2. Counsellor oversees and meets with the teachers regularly.

<p><u>Division Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> <li>• Provincial Achievement Test Results</li> <li>• Diploma Exam Results</li> <li>• High School Completion</li> <li>• Diploma Participation Rate</li> </ul>	<p><u>Highlighted Targets:</u>          2018/19          P.A.T. Acceptable: 79%          Diploma Acceptable: 80%</p>
<p><u>School Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> <li>• Provincial Achievement Test Results</li> <li>• Diploma Exam Results</li> <li>• High School Completion</li> <li>• Diploma Participation Rate</li> </ul>	<p><u>Highlighted Targets:</u>          2018/19          P.A.T. Acceptable: 70%          P.A.T. Excellence: 19%</p>

**GOAL 2:**  
**Safe, Caring, and Inclusive Learning Environments**

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta’s students are successful.
- Alberta’s education system respects diversity and promotes inclusion.
- Alberta’s education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



The Division will:

Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Support the development of Queer Straight Alliance/Gay Straight Alliance clubs in schools.
4. Schools will review materials and resources yearly to ensure that school, community and provincial diversity is represented.

The School will:

Strategies:

1. Staff lead many clubs and groups for our students; Lego Club, Positive Playgrounds, Social Skill groups, GLOW (Gay, Lesbian or Whatever), Math Club, Photo Club, Intramurals, supervised play groups, Running Club, ISC sports, BOKS, archery. The list continues to grow.
2. 1-4 have monthly themed assemblies based on character education/respect.
3. 2<sup>nd</sup> Annual Identity Day in being planned for 2018-2019.
4. MPS Library Commons continues to grow with diverse resources.
5. Positive Affirmation Student Chalkboard walls.
6. Positive Affirmation paintings in bathrooms.

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**GOAL 2:**  
**Safe, Caring, and Inclusive Learning Environments**

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Priority:

Explore, share and support best practices for the inclusion of all students.



The Division will:

Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Through a multi-disciplinary team, ensure inclusive education is a collaborative and responsive process involving staff, parents/guardians and, where appropriate, students.



The School will:

Strategies:

1. MPS continues to use the philosophies and strategies of the Neurosequential Model in Education (NME).
2. On PD/Staff Meeting Days staff collaborate to address the needs of our At-Risk students.
3. Attendance Initiative "Be Present". Second year. At-risk leads along with counsellor.
4. Strategies Classrooms initiated to prove as an intervention to help students be successful in the regular classroom by focusing on student social emotional development and mental health. The classes include students with varying needs and abilities who need to gain the skills to successfully engage and participate in a regular classroom.
5. Invite SPSD ILT members to consult with staff on effective strategies and proactive practice.
6. PD Days ED Camp - PBS, Regulation, Differentiation, Mindfulness.

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**GOAL 2:**  
**Safe, Caring, and Inclusive Learning**  
**Environments**

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Priority:

Communicate and consistently reinforce clear expectations of conduct.



The Division will:

Strategies:

1. Research and communicate effective teaching and learning resources pertaining to digital citizenship.
2. School Board Policies and Administrative Practices clearly outline expectations of conduct.
3. Ensure each school has an aligned policy and practice for student conduct posted on school and division websites and communicated yearly with students, staff and parents.

The School will:

Strategies:

1. School-wide Positive Behaviour Support Matrix.
2. Respect Activities.
3. Monthly Assemblies for Grades 1 – 4 with a monthly theme around respect/character education.
4. Respect posters around school and in classrooms.
5. Respect Matrix shared with MPS families.
6. Grades 5 – 9 signed technology agreement and signed handbook with student conduct.
7. Expectations on website and in front pages of school agenda.

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**GOAL 2:**  
**Safe, Caring, and Inclusive Learning**  
**Environments**

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**Priority:**

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



**The Division will:**

**Strategies:**

1. Continue to partner and provide leadership to the Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision which streamlines services for parents and ensures consistency of program support for families.

**The School will:**

**Strategies:**

1. Administration and School Counselor work with SSD Family Support Workers to provide help families.
2. Release time is provided to staff to meet with outside agencies that are working with MPS students.
3. CIF \$ used for teacher FTE to have At-Risk leads.

**GOAL 2:**  
**Safe, Caring, and Inclusive Learning**  
**Environments**

Priority:  
 Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



The Division will:

Strategies:

1. At a minimum, all principals, vice principals and counsellors are trained in Level I VTRA.
2. Level 2 training for identified key staff who will be involved with stage two of the VTRA process.

The School will:

Strategies:

1. Principal trained in Level I and II (Oct 2018)
2. Vice Principals trained in Level 1.

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> <li>• ‘Our School Survey’</li> <li>• Accountability Pillar Measures</li> </ul>	<p><u>Highlighted Targets:</u>                  2018/19                  Safe and Caring Schools: 87%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> <li>• ‘Our School Survey’</li> <li>• Accountability Pillar Measures</li> </ul>	<p><u>Highlighted Targets:</u>                  Safe and Caring School: 83.2% (+6.6% from 2017)                  2018/19                  Safe and Caring Schools 90%</p>



## **GOAL 3:** **A Culture of Mental, Emotional, Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. 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 that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.

Priority:

Implement teaching approaches that improve students' mental and emotional wellness within a 'Response to Intervention Model'.



**The Division will:**

Strategies:

1. Further develop a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
  - a. Neurosequential Model in Education (NME).
  - b. Positive Behavior Supports (PBS).
  - c. Collaborative Problem Solving (CPS).
  - d. Webs of Support: Creating Resilient Youth.

**The School will:**

Strategies:

1. Four staff members are trained in NME and are on the SSD Behaviour Lead team. Philosophy and best practices are shared during PD sessions and modeled daily.
2. Positive Behaviour Support lead team created school wide approach. Teachers developed school-wide consequences, common language/expectations created.
3. 5 Staff members attended Mindfulness PD over the summer. Mindfulness PD on December PD Day.
4. School recognizes events that bring awareness like Pink Shirt Day, Hats on For Mental Health, Bullying Awareness week, Dr. Jody Carrington - The Power of Relationships in the classroom. Trauma, kids and the classroom PD, Danielle Reed - What Matters? Aligning your life and your work with your values.
5. Counsellor attended 4 days of training – Circle of Security September 2018. Her goal is to create and run a Circle of Security parenting group at MPS in coordination with one of our FSW.

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**GOAL 3:**  
**A Culture of Mental, Emotional,  
Social and Physical Wellness**

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Priority:

Continue to improve and promote a Comprehensive School Health approach to supporting all students in each school.



The Division will:

Strategies:

1. Staff will participate in experiential professional development opportunities focused on understanding the powerful role of experiences on early brain development. (The Brain Architecture Game)
2. Maintain dedicated counselling time at each of our schools.
3. Update School Counselling and Wellness Plans (CWP) at each school.
4. Provide input into the review of the Administrative Practice for counselling.
5. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
6. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling.



The School will:

Strategies:

1. Targeted groups that focus on different issues; Boys and Girls groups, Social Skills.
2. Mindfulness and NME used to assist students with self-regulation.
3. School Counsellor attends monthly SSD meetings.
4. Strategies Classrooms (1-4, 5, 6-9).
5. Dedicated counselling time.
6. Collaboration with Family Support Worker, Addictions worker and Mental Health Therapist.
7. Created and shared the Comprehensive School Health Plan with staff and families at MPS.

**GOAL 3:**  
**A Culture of Mental, Emotional,**  
**Social and Physical Wellness**

**Priority:**

Promote a Comprehensive School Health (CSH) approach to supporting our staff and students' wellness.



The Division will:

**Strategies:**

1. Coordinate and facilitate a Health Champion in every school. Continue to support staff professional learning to develop their knowledge and skill in their role as a Health Champion.
2. Support schools with resources to promote healthy living and learning.
3. Through the Organizational Wellness Committee, support staff with resources for healthy living.
4. Encourage schools to include students as leaders in promoting healthy, active lifestyles.



The School will:

**Strategies:**

1. MPS has dedicated Health Champions.
2. Student Union is working toward selling healthier food options in "The Cave".
3. Food for Thought program provides Healthy breakfasts, snacks, and lunches for students in need. Funding is provided by community donations.
4. Nutrition program. Feeding 147 students lunch every day. Up and running November 1, 2018.
5. BOKS program.
6. Lunch time supervised/organized activities.
7. At-Risk Teacher Leads running group activities.
8. Don't Walk in the Hallways.
9. A full day in June dedicated to health and wellness.

**GOAL 3:**  
**A Culture of Mental, Emotional,  
 Social and Physical Wellness**

Priority:

Partner with community and provincial organizations to address resiliency, positive relationship building and physical wellness.



The Division will:

Strategies:

1. Ensure an adequate level of leadership necessary to expand the outdoor classroom partnership with the Pioneer Trails North Foundation.
2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services.
3. Supporting and celebrating Sturgeon's Interschool Sports Council (ISC) for Junior High.
4. Continue our involvement with Alberta Schools' Athletic Association for High Schools.

The School will:

Strategies:

1. Continue with Rotary and Big Brother Big Sister partnership for mentoring students. Grades 3 – 6 for 2018-2019.
2. Alternative DPA spaces – classroom and Fable Garden Hall.
3. Support the SRO provided to our school by reaching out with activities/presentations we would like to see in our school, continue DARE and PARTY programs.
4. ISC Sports
5. Archery

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> <li>• 'Our School Survey'</li> <li>• Accountability Pillar Measures</li> </ul>	<p><u>Highlighted Targets:</u> 2018/19</p> <p>Students are interested and motivated in their learning: Grades 4 – 6: 84% Grades 7 – 12: 55%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> <li>• 'Our School Survey'</li> <li>• Accountability Pillar Measures</li> </ul>	<p><u>Highlighted Targets:</u> 2018/19</p> <p>Students are interested and motivated in their learning: Grades 4 – 6: 84% Grades 7 – 9: 55%</p>

**Combined 2018 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	83.2	76.6	83.8	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	76.0	67.3	74.6	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	85.7	81.1	88.2	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	51.4	59.7	66.0	73.6	73.4	73.3	Very Low	Declined	Concern
	PAT: Excellence	7.5	6.9	12.8	19.9	19.5	19.2	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	79.4	76.5	82.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	76.7	67.0	74.9	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	80.4	76.1	81.0	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	79.2	66.8	74.9	80.3	81.4	80.7	High	Improved	Good

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 (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.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.0	71.7	66.4	59.7	51.4		Very Low	Declined	Concern	72	76	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.3	21.7	9.9	6.9	7.5		Very Low	Declined	Concern	12	15	18

### Comment on Results

Morinville Public School believes in the success of all students. The school has not had a K&E program in previous years. The 2018 PAT results are the first year running a K&E program and writing Grade 9 K & E PAT. Many MPS students require support.

### Strategies

MIPI – Grades 2 – 9 – all students wrote end of September. Teachers marked them and entered all marks on school-wide Google Document. Teachers given time to collaborate to target curricular outcomes and skills identified by PAT results and MIPI results.  
 ED Camp on PD Days.  
 At-Risk meetings with teachers with a focus on instructional strategies for struggling students.  
 PD for Math teachers in multiplicative thinking through ERLC.  
 School based PD focused on building number sense for our 5-9 teachers.  
 Guided Math PD for our 5-9 teachers through ERLC.  
 Guided Writing Program grades 2 – 5.  
 Sprints.

### 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. 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).
4. 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.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.2	84.8	72.7	67.0	76.7		Intermediate	Maintained	Acceptable	80	82	86
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.	73.6	95.7	76.0	76.5	79.4		High	Maintained	Good	82	84	88

**Comment on Results**  
 Great improvement for one year of intentional focus to showcase what we are doing in the school - Historically MPS has had mixed results in this category. School staff continue to model and provide opportunities for students to learn about active citizenship. Year two of our school-wide PBS matrix on respect. Created a common language, common expectations and common consequences.  
 Working on finding the balance between being a Trauma-Informed School and academic achievement – just because we aim to understand the behaviour does not mean that we lower expectation.

**Strategies**  
 Continued reinforcement school-wide with Positive Behaviour Supports matrix. Implemented fall of 2017 school wide.  
 Respect themes at monthly assemblies for grades 1 – 4.  
 School staff continue to develop skills and practices based on the work of Dr. Bruce Perry and the Neurosequential Model in Education. NME focuses on brain development and providing an optimal learning environment for students.  
 MyBlueprint used in Grades 7-9 – expanding to younger grades.  
 Digital Citizenship lessons started for Grades 5 – 9.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. 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.

## Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	46.2	27.8		Very Low	Declined	Concern	51	55	58
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	1.9	1.4		Very Low	Maintained	Concern	10	15	18

### Comment on Results

PAT results are a current school focus. We recognize that student wellbeing, sense of belonging and improved attendance are all contributing factors to improved achievement.

Fall 2017 - 123 FNMI students  
 Fall 2018 – 121 FNMI students

### Strategies

Continued staff PD on historical FNMI education  
 Continued school-wide attendance initiative  
 Orange Shirt Day, Heart Garden and Project of Heart all contribute to a sense of belonging  
 School PD has led to increased teacher competency to implement FNMI content into curriculum. (Grade 6 classrooms read “Fatty Legs” and then participated in a project on residential schools)  
 FNMI lead – FTE release time – focus on literature in the building and monthly PD for staff.  
 New TQS study Fall PD day.  
 At-Risk leads – FTE release time – 4 teachers in the building – looking at marks, attendance, connecting students to someone in the school.  
 Our first every Family Gathering night – October 29<sup>th</sup> – to engage in conversation on how we as a community can best support our First Nation, Métis and Inuit students.

### 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. 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.



## Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
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.	90.5	88.8	86.1	76.6	83.2		Intermediate	Maintained	Acceptable	85	90	92

### Comment on Results

6.6% improvement - 2016-2017 school year Positive Behaviour Support lead team created. Weekly Tuesday morning meetings to create a PBS matrix. Staff meetings throughout the year for staff to discuss behaviours in the school, behaviours that needed to change, creating a respect focus, and creating a common language. School-wide activity on "what respect looks like". PBS Matrix created with common language and expected positive behaviour. June 2017, teachers in grades 1 – 9 created a consequence matrix to go along with the PBS Matrix.

2017-2018 - school year began with the PBS role out – homeroom teachers went through the matrix with their classes and discussed consequences. Respect is the focus of the school: respect yourself, respect others and respect school. Visuals created around the school and in each classroom. Communicated the respect focus to all MPS parents via power school and social media. Grades 1 – 4 have monthly assemblies with Respect themes.

2017-2018 - The Transitions Room was created: a room used as a consequence to disrespectful behaviour in the school. Students come in, space/time/tools to self-regulate, write a reflection on their behaviour and a paragraph on respect, do mindfulness activity, and then return to class at a natural break. Behaviour tracking sheets. This led to Strategies Classrooms for 18/19

2018-2019 Strategies Classrooms (Grades 1-4, 5, 6-9)

Alternative recess activities for students who struggle at recess. Groups ran by school counsellor, other groups teacher led and organized in alternate locations instead of on the playground.

CIF dollars used for FTE for At-Risk teacher leads. Targeting behavior and grades.

Target social groups created by counsellor

### Strategies

2018-2019 – The Transitions Room did not have the impact we had hoped it would – high flyers remained high flyers and consistently making it difficult to run a safe and caring school. Changed to Strategies Classrooms – 1-4, 5 and 6-9. The Strategies Classrooms are a low enrollment classroom that focuses on student social emotional development and mental health. The classes include students with varying needs and abilities who need to gain the skills to engage and participate in a regular classroom. The teachers have a strong understanding of the Response to Intervention Model to identify and provide the tier 2 and 3 interventions that these students would need at varying times. The Strategies teachers support these students to transition into the regular classroom as they practice and gain the necessary skills to be successful.

2018-2019 – Continued PBS work. Continued showcasing of school via social media. Continued alternative recess activities. FTE for At-Risk teachers continued.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	86.3	82.9	73.8	67.3	76.0		Intermediate	Maintained	Acceptable	80	82	85

### Comment on Results

An 8.7% increase indicates that the increased home/school communication via social media improved awareness to the programming offered and the great things happening in the building. Increased showcasing CTF projects during school-wide events for 17-18 – Highlighting CTF activities, Fine Arts, health initiatives, and PE.

### Strategies

Have access to the Fable Gardens for the 2018-2019 school year to facilitate Dance Academy, extra physical education time and CTF option spaces for Grades 5 – 9. There is a full kitchen also – budget money spent to purchase 5 kitchen sets for Grades 5 – 9 CTF Foods option. Maker Space up and running for Grades 1 – 4 in the Library Commons – last year was the first year that it had a technology focus and was run by the library technician. This year, Evergreening money to be spent to create duplicate kits of the OSMO (Literacy and Math packs added to each classroom set). First year of Jr. High Band at the school.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

## Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	85.8	78.8	79.1	66.8	79.2		High	Improved	Good	82	84	86
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.8	90.0	76.7	76.1	80.4		High	Maintained	Good	82	85	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	92.9	90.6	81.1	85.7		Intermediate	Maintained	Acceptable	90	90	90

### Comment on Results

Morinville Public School has an active School Council. Historically, with the exception of the 2016-2017 results, the results for those satisfied with parental involvement in decisions about their child’s education has been high. Administration worked hard to change the culture of the school for the 2017-2018 school year – all staff was on board. Flooding the community with positive communication via MPS Facebook page, showcasing great work happening in the building. We got the school televisions up and running. They were linked to the MPS Facebook page. Positive Behaviour Supports, adopted school wide. Great work around PBS and developing a Respect Matrix for students and staff – Respect for self, Respect for others and Respect for the school.

### Strategies

MPS will continue to work with the School Council and involve our student’s families. A continued increased focus on home/school communication showcasing the amazing things happening in the school via social media - we want families to know about MPS and showcase our “Brand”. Principal continues to make phone calls to parents who post any negative feedback on Social media to initiate conversations on improvement.

Strategies Classrooms – 1-4, 5 and 6-9. The Strategies Classrooms are a low enrollment classroom that focuses on student social emotional development and mental health. The classes include students with varying needs and abilities who need to gain the skills to engage and participate in a regular classroom. The teachers have a strong understanding of the Response to Intervention Model to identify and provide the tier 2 and 3 interventions that these students would need at varying times. The Strategies teachers support these students to transition into the regular classroom as they practice and gain the necessary skills to be successful.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	n/a	n/a	n/a	*	*	3.9	3.0	3.4	3.3	2.4	3.3	3.5	3.2	3.0	2.3
Returning Rate	n/a	n/a	n/a	n/a	n/a	17.3	4.0	16.3	21.8	16.0	20.7	20.9	18.2	18.9	19.9

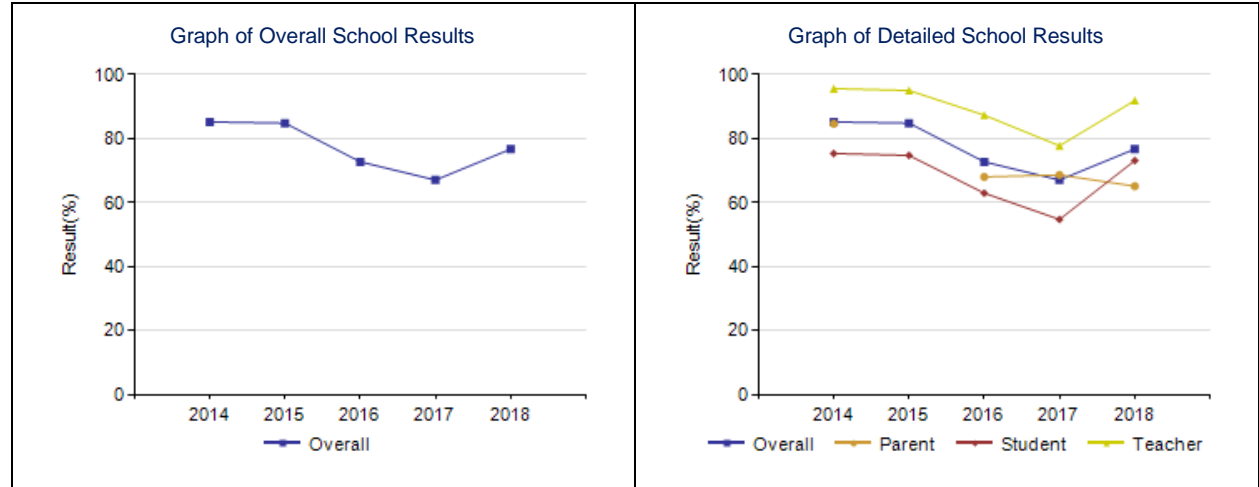
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.2	84.8	72.7	67.0	76.7	83.3	79.7	79.5	77.2	77.6	83.4	83.5	83.9	83.7	83.0
Teacher	95.6	95.0	87.3	77.7	91.9	94.2	92.8	92.2	91.2	93.6	93.8	94.2	94.5	94.0	93.4
Parent	84.6	*	68.0	68.6	65.1	79.1	71.9	75.7	73.3	68.8	81.9	82.1	82.9	82.7	81.7
Student	75.3	74.7	62.9	54.7	73.1	76.6	74.5	70.5	67.1	70.3	74.5	74.2	74.5	74.4	73.9

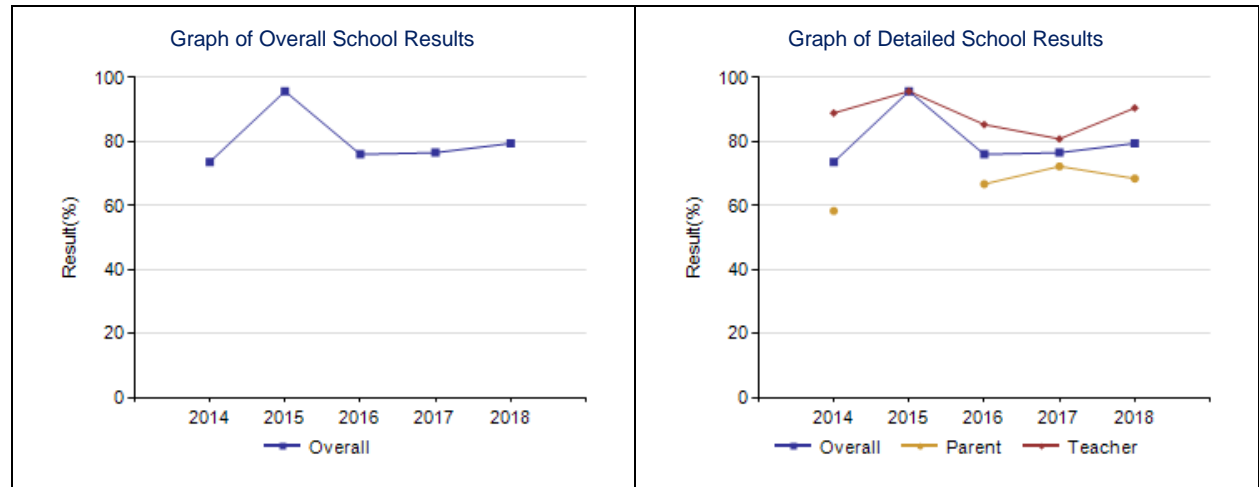


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Work Preparation – Measure Details**

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	73.6	95.7	76.0	76.5	79.4	76.3	75.9	80.3	80.5	80.2	81.2	82.0	82.6	82.7	82.4
Teacher	88.9	95.7	85.3	80.8	90.5	91.0	91.5	92.5	90.2	94.1	89.3	89.7	90.5	90.4	90.3
Parent	58.3	*	66.7	72.2	68.4	61.6	60.4	68.1	70.7	66.3	73.1	74.2	74.8	75.1	74.6



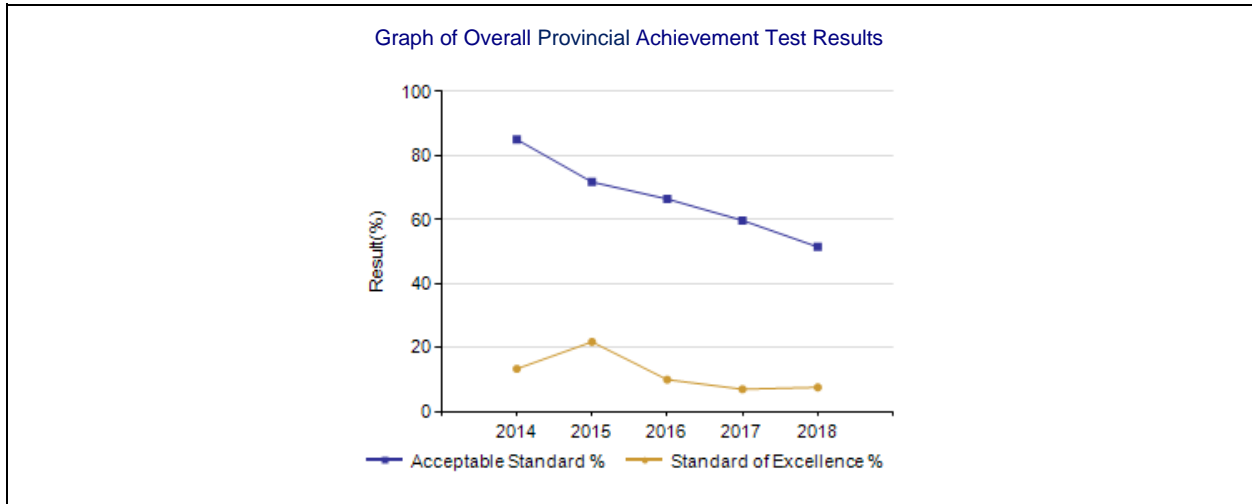
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.7	13.3	77.8	16.7	73.7	15.8	80.5	12.2	82.2	4.4		
	Authority	88.4	16.6	86.5	16.8	86.0	16.2	86.0	12.7	88.9	13.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	66.7	6.7	61.8	5.9	63.2	5.3	46.3	2.4	42.2	2.2		
	Authority	76.5	10.6	78.5	12.4	69.8	6.3	62.4	6.1	73.5	9.7		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	93.3	20.0	76.5	35.3	73.7	10.5	68.3	9.8	46.7	6.7		
	Authority	84.8	28.8	84.8	27.3	83.2	22.5	80.9	27.3	79.9	27.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	93.3	13.3	70.6	29.4	55.3	7.9	65.9	9.8	60.0	6.7		
	Authority	78.1	16.2	76.4	19.7	69.5	16.8	76.5	14.4	78.8	23.4		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	57.1	0.0	61.1	8.3		
	Authority	84.4	12.7	80.2	10.7	85.8	15.5	85.6	12.6	84.6	12.2		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.8	0.0		
	Authority	72.4	3.4	68.6	11.4	76.9	15.4	75.0	10.7	84.6	12.8		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	19.0	0.0	30.3	3.0		
	Authority	74.0	14.5	69.8	18.5	77.3	15.3	77.4	21.1	63.0	15.9		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0		
	Authority	74.3	8.6	72.5	25.0	72.1	20.9	61.1	11.1	76.8	26.8		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	47.6	0.0	38.9	13.9		
	Authority	80.5	20.9	73.9	19.2	81.8	20.3	85.1	16.7	79.5	24.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.4	0.0		
	Authority	85.2	25.9	66.7	25.9	77.8	25.0	76.7	16.7	81.0	19.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3	34.3	14.3		
	Authority	77.7	25.6	68.1	18.3	75.6	20.6	77.2	28.8	72.2	23.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60.0	40.0		
	Authority	87.1	12.9	64.5	12.9	79.4	14.7	76.0	8.0	75.6	26.8		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Morinville Public School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	45	82.2	38	77.3	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Declined	Concern	45	4.4	38	14.9	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Very Low	Declined	Concern	45	42.2	38	57.1	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	45	2.2	38	4.5	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very Low	Declined Significantly	Concern	45	46.7	38	72.8	51,517	78.8	48,180	77.1
	Standard of Excellence	Very Low	Declined	Concern	45	6.7	38	18.5	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	45	60.0	38	63.9	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Declined	Concern	45	6.7	38	15.7	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	36	61.1	21	57.1	46,822	76.1	44,296	76.5
	Standard of Excellence	Low	Improved	Acceptable	36	8.3	21	0.0	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	High	n/a	n/a	9	77.8	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	Low	n/a	n/a	9	0.0	n/a	n/a	1,588	5.9	1,543	5.6
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	33	30.3	21	19.0	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Maintained	Concern	33	3.0	21	0.0	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	Low	n/a	n/a	12	50.0	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	Low	n/a	n/a	12	0.0	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very Low	Maintained	Concern	36	38.9	21	47.6	46,810	75.7	44,341	74.1
	Standard of Excellence	High	Improved	Good	36	13.9	21	0.0	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	Low	n/a	n/a	9	44.4	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	Low	n/a	n/a	9	0.0	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very Low	Declined Significantly	Concern	35	34.3	21	71.4	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	35	14.3	21	14.3	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	Intermediate	n/a	n/a	10	60.0	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	Very High	n/a	n/a	10	40.0	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

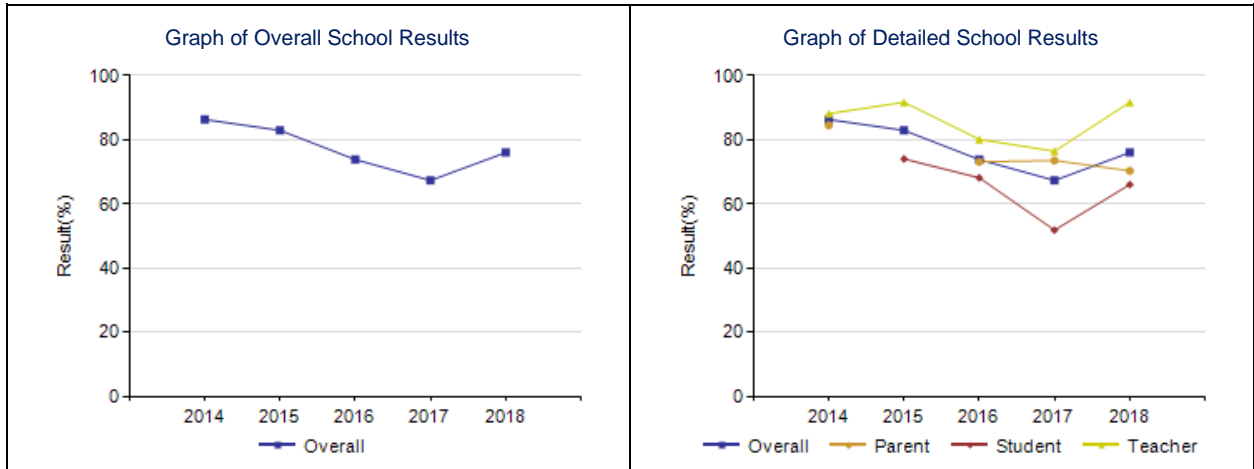
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



**Program of Studies – Measure Details**

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.3	82.9	73.8	67.3	76.0	82.7	81.4	81.0	79.4	81.3	81.3	81.3	81.9	81.9	81.8
Teacher	88.1	91.7	80.1	76.4	91.7	88.0	88.5	87.0	87.0	90.1	87.5	87.2	88.1	88.0	88.4
Parent	84.5	*	73.1	73.5	70.3	79.0	76.3	77.7	76.2	74.5	79.9	79.9	80.1	80.1	79.9
Student	n/a	74.0	68.1	51.8	66.0	81.1	79.3	78.5	75.0	79.3	76.6	76.9	77.5	77.7	77.2



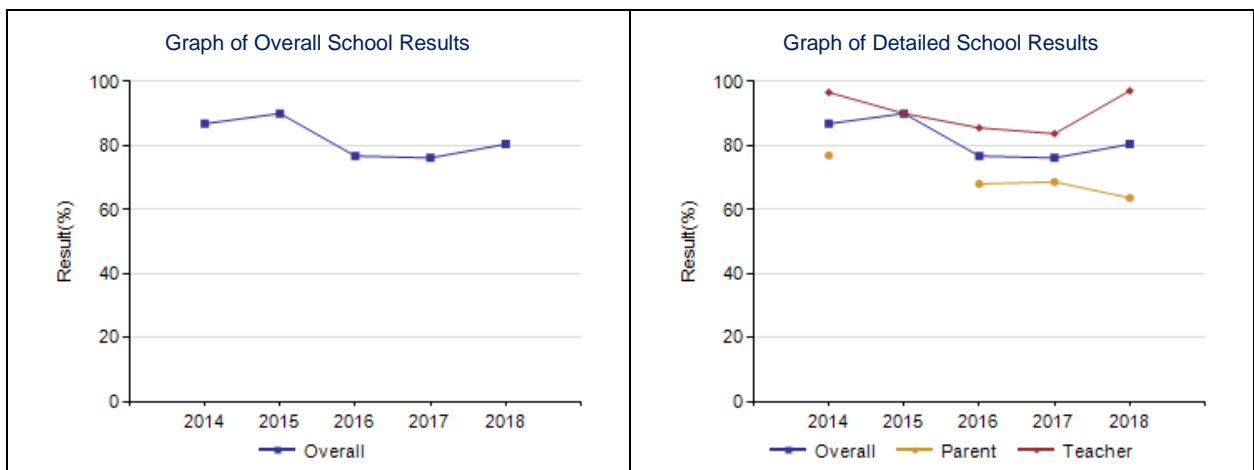
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.8	90.0	76.7	76.1	80.4	81.9	81.2	77.7	80.1	77.0	80.6	80.7	80.9	81.2	81.2
Teacher	96.6	90.0	85.5	83.7	97.1	92.5	90.8	92.3	90.9	94.2	88.0	88.1	88.4	88.5	88.9
Parent	76.9	*	68.0	68.6	63.6	71.2	71.6	63.0	69.3	59.7	73.1	73.4	73.5	73.9	73.4



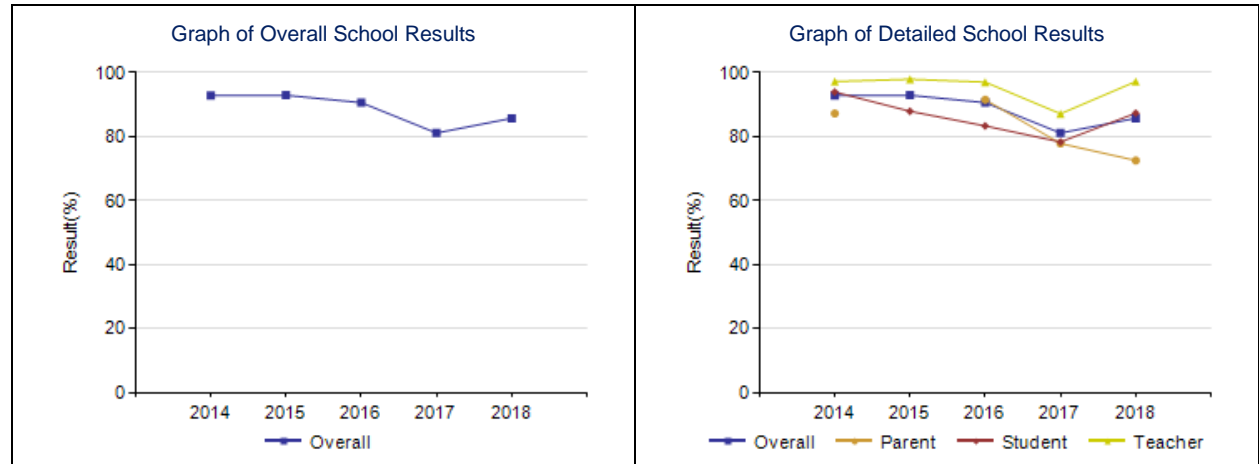
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.8	92.9	90.6	81.1	85.7	90.1	88.7	88.4	88.8	87.0	89.2	89.5	90.1	90.1	90.0
Teacher	97.2	97.9	97.0	87.1	97.2	97.2	97.2	95.9	96.6	97.0	95.5	95.9	96.0	95.9	95.8
Parent	87.2	*	91.5	77.8	72.5	83.2	80.6	82.8	84.5	77.0	84.7	85.4	86.1	86.4	86.0
Student	93.9	87.9	83.3	78.3	87.3	90.0	88.3	86.6	85.4	86.9	87.3	87.4	88.0	88.1	88.2



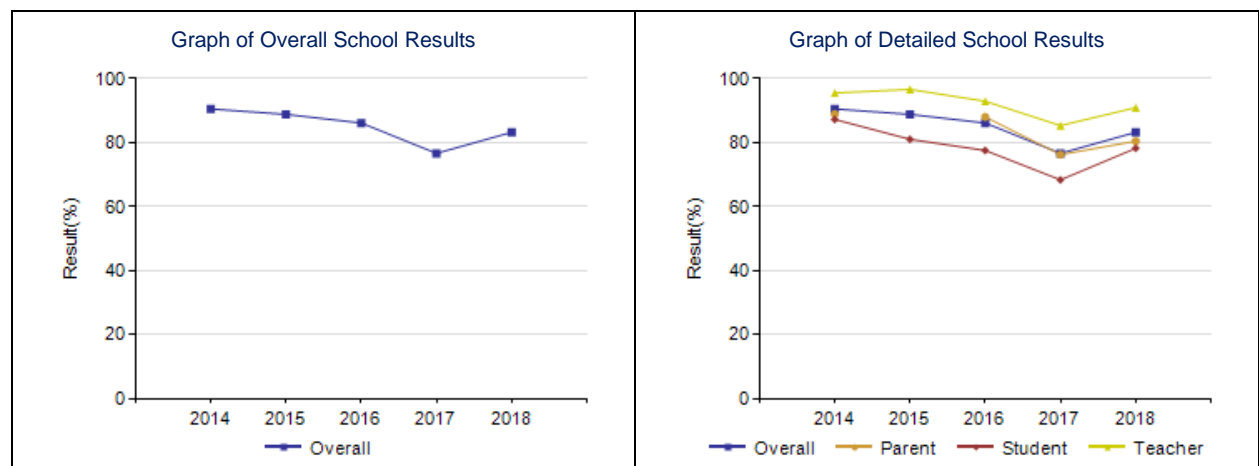
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**Safe and Caring – Measure Details**

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.5	88.8	86.1	76.6	83.2	89.3	88.1	88.1	86.3	86.1	89.1	89.2	89.5	89.5	89.0
Teacher	95.5	96.6	92.9	85.3	90.9	97.2	96.2	95.5	94.1	95.2	95.3	95.4	95.4	95.3	95.0
Parent	88.9	*	88.0	76.2	80.4	84.8	84.9	85.0	85.0	83.1	88.9	89.3	89.8	89.9	89.4
Student	87.2	81.0	77.5	68.3	78.2	86.1	83.3	83.8	79.9	79.9	83.1	83.0	83.4	83.3	82.5



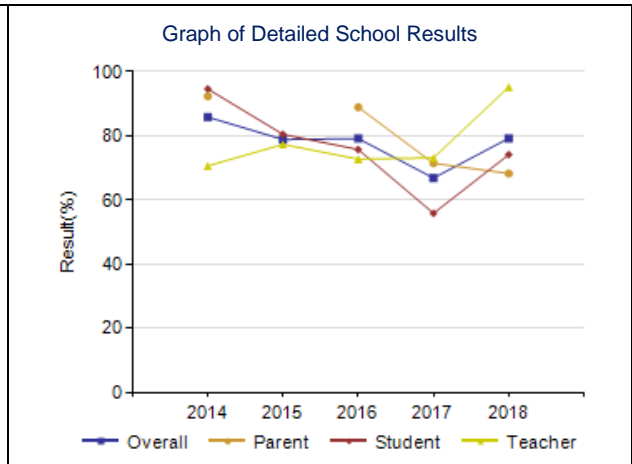
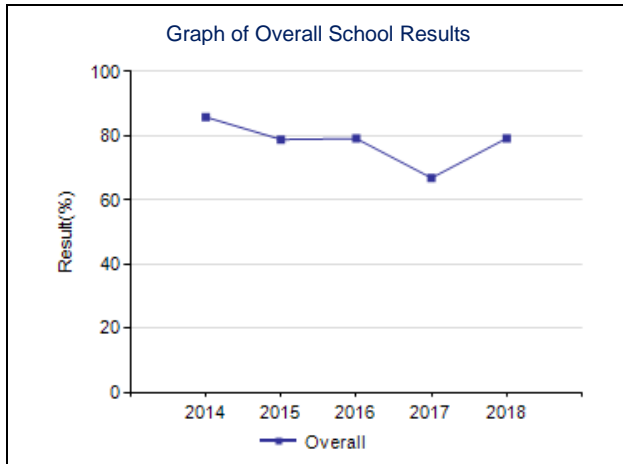
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**School Improvement – Measure Details**

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.8	78.8	79.1	66.8	79.2	80.7	81.1	82.3	77.5	79.2	79.8	79.6	81.2	81.4	80.3
Teacher	70.6	77.3	72.7	73.1	95.2	85.2	83.8	85.2	81.7	87.9	81.3	79.8	82.3	82.2	81.5
Parent	92.3	*	88.9	71.4	68.2	69.5	73.7	81.7	78.3	69.9	77.0	78.5	79.7	80.8	79.3
Student	94.6	80.4	75.7	55.8	74.1	87.3	85.7	79.9	72.5	79.9	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.