



Morinville Public School



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Highlights from the 2017-18 year results:

- Improved results from the 2017/18 year in 8 of 9 categories measured by the Accountability Pillar:
 - **Safe & 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%
- Students Grades 4 – 6 – “I am Proud of my School” – 90% yes (up 21% from 2017)
- Students Grades 7-8 – “I am Proud of my School” - +16%
- Students Grades 7-9 – “I would recommend my school” - +16%
- Students, teachers and parents believe that their school has improved the past three years - +12.4%

Areas of growth and focus for the 2018-19 school year include:

- Overall PAT results in the excellence category.
- Overall PAT results in the acceptable category.
- Through a variety of instructional programs, professional development, continued emphasis on literacy and numeracy development which are critical to students’ academic and developmental growth.

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:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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			
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			

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. 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.

ED Camps 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.

Notes:

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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		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	*	*		*	*	*			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p>
<p>Strategies</p>

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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 (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			
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			

<p>Comment on Results</p> <p><u>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 and what that looks like at school. Created a common language, common expectations and common consequences.</u></p> <p><u>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 our expectations.</u></p>
<p>Strategies</p> <p>Continued reinforcement school-wide with Positive Behaviour Supports matrix. Implemented fall of 2017 school wide. Respect themes at monthly assemblies for grades 1 – 4.</p> <p>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.</p> <p>MyBlueprint used in Grades 7-9 – expanding to younger grades.</p> <p>Digital Citizenship lessons started for Grades 5 – 9.</p>

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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			
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			

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. 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 29th – to engage in conversation on how we as a community can best support our First Nation, Métis and Inuit students.

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- 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			

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, there is space/time/tools to self-regulate, they 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.

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.

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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			

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

Having access to the Fable Gardens for the 2018-2019 school year to facilitate our Dance Academy, extra physical education time and CTF option spaces for Grades 5 – 9. There is a full kitchen there 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.

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

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 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			
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			
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			

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 – after the Brian Woodland presentation I have decided to have an office clerk run the Twitter school feed and just post pictures. I am going to change how I post on Facebook reflecting on what we want families to know about MPS and how we 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.

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Drop Out Rate – Measure Details

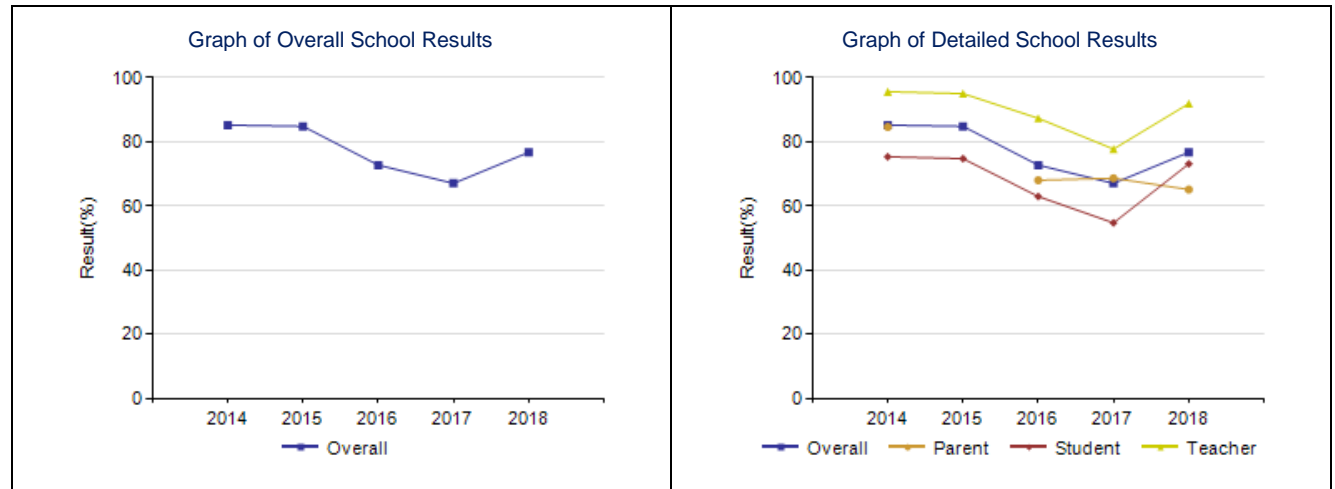
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	n/a	n/a	n/a	*	*	3.9	3.0	3.4	3.3	2.4	3.3	3.5	3.2	3.0	2.3
Returning Rate	n/a	n/a	n/a	n/a	n/a	17.3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

Notes:

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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

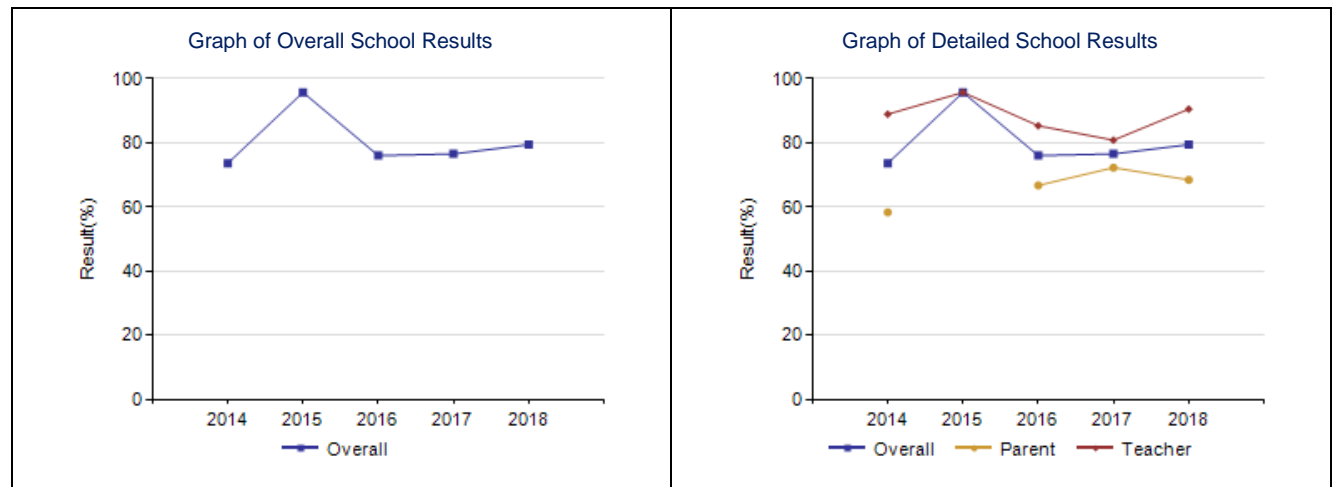


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Work Preparation – Measure Details

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:

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