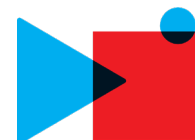




École Morinville Public School Education Plan and Annual Education Results Report

October 2021 Update



2021 Alberta Education Assurance Measures Overall Summary

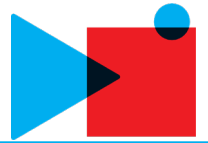
Assurance Domain	Measure	Ecole Morinville School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.3	n/a		85.6	n/a		n/a		
	Citizenship	77.3	83.9	78.5	83.2	83.3	83.0			
Teaching & Leading	Education Quality	94.9	93.6	89.4	89.6	90.3	90.2			
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.7	n/a		87.8	n/a				
	Access to Supports and Services	72.8			82.6					
Governance	Parental Involvement	76.3	83.1	80.7	79.5	81.8	81.4			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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 the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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





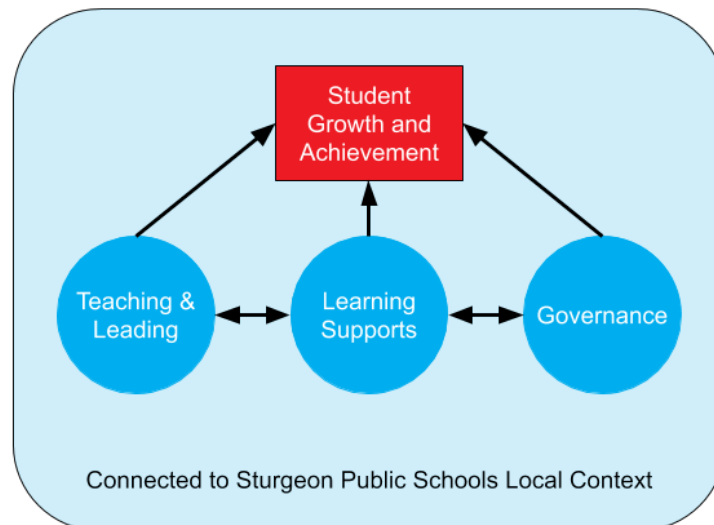
Priority

Student Achievement

Assurance Domains and Student Achievement

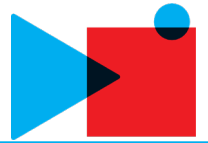
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



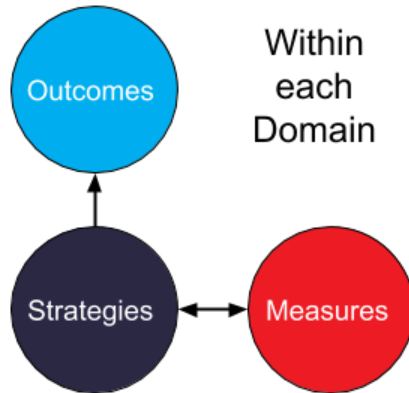
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.



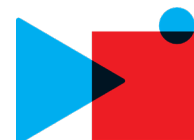
École Morinville Public School is a dual track school from pre-Kindergarten to Grade 4 with approximately 560 students. We opened in 2011 after the voice of parents in our community



advocated for the need for public education in Morinville. In 2011 we enrolled approximately 90 students and in 2018, we enrolled 900 students at all levels from Pre-Kindergarten to Grade 9. After significant growth, in January 2020, we celebrated the opening of Morinville's second public school, Four Winds. We offer diverse programs to Pre-Kindergarten through to Grade 4. Programming includes half-day Kindergarten, French Immersion and we are proud of the diverse Inclusive

Education supports that ensure all students achieve success. Teachers follow the Program of Studies set out by Alberta Education while being inspired by the Reggio Emilia philosophy.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically, and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division	School
<ul style="list-style-type: none"> • Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> • Evolving Reggio-inspired practices meeting COVID guidelines. • Implementing UDL strategies to support student achievement across diverse needs. • Create opportunities for student voice.
<ul style="list-style-type: none"> • Leaders will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> • PD days and grade-specific collaboration time focused on strategies that support increased achievement for all students. • Administrators and Learning Coach are part of each grade-based PLC.
<ul style="list-style-type: none"> • Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> • Leveraging Google Classroom throughout the year, bridging gaps previously created during times of absenteeism. • Using PowerSchool to provide ongoing updates for parents and families.

Local Measures

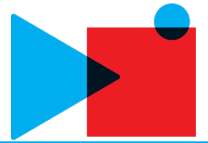
Measures Student Growth & Achievement Elementary	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Intellectual Engagement: Interest and Motivation	79%	86%	71%	n/a%	78%	89%

Interest and Motivation

Strategies aimed at refining student interest and motivation include:

- Accessing the outdoors to experience land-based learning opportunities
- Creating more opportunities for student voice and choice in projects
- Clubs and groups such as STEAM and grade 4 leadership
- Reggio inspired early learning experiences



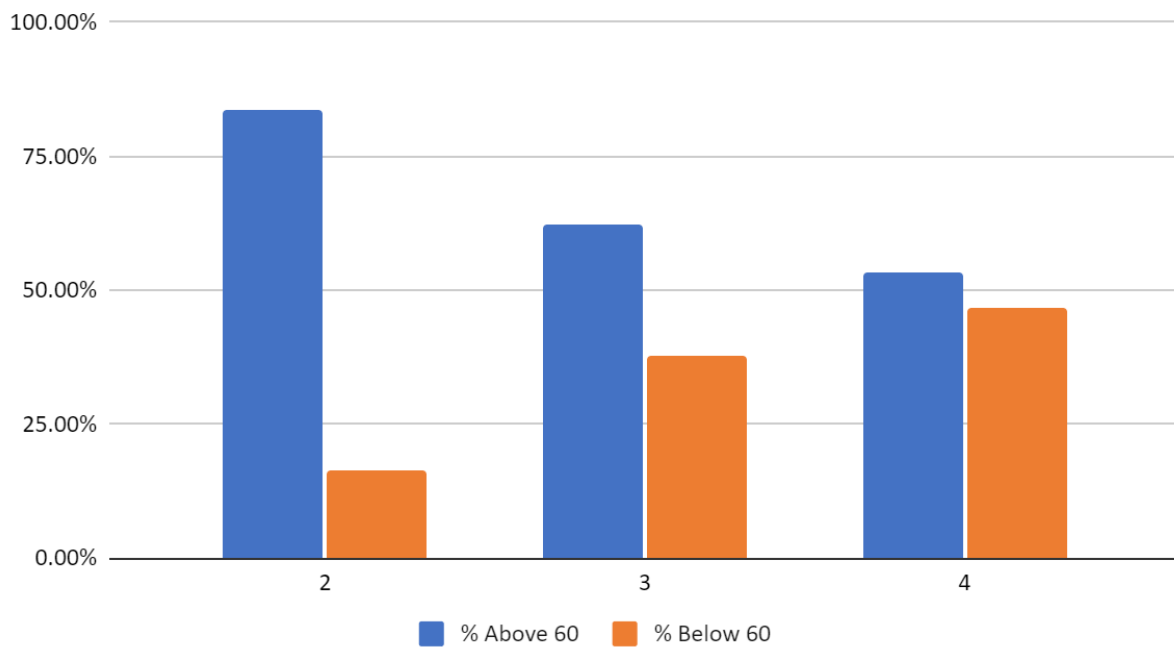


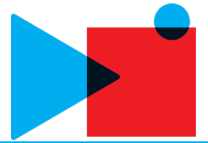
Increasing student voice and choice captures an overarching vision to increasing student interest and motivation at school.

Math Intervention Programming Initiative (MIPI)

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

MIPI Results - Students performing Above or Below 60%

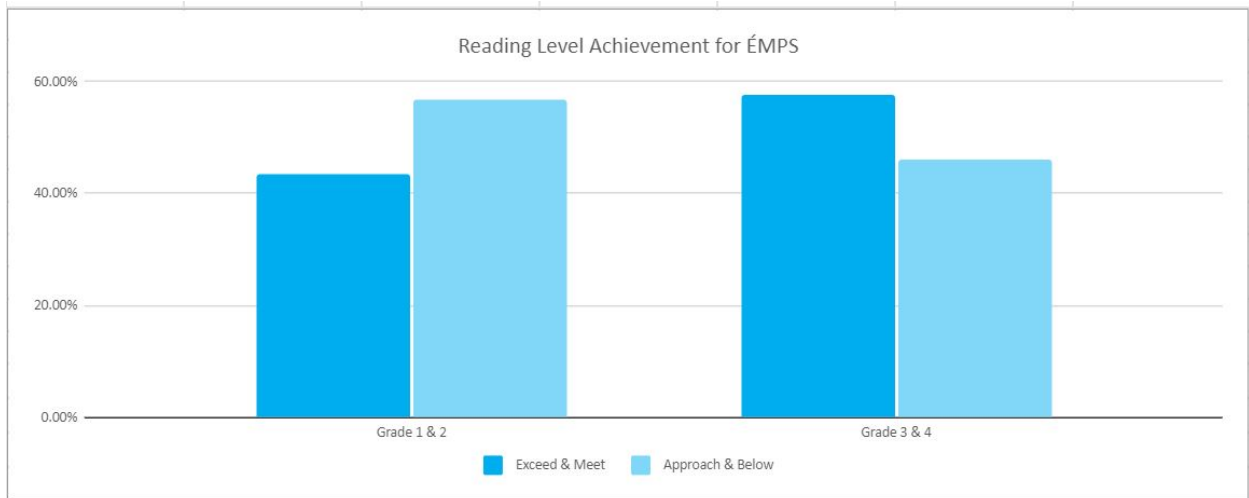


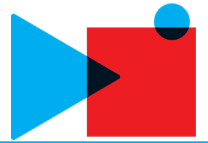


Reading Comprehension

Fountas and Pinnell

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





Analysis of Results

An average of 67% EMPS' students achieve over 60% on the MIPI. In the fourth year of data collection using the MIPI assessment tool, results have indicated a decline year-over-year in achievement, which is consistent through to middle school. To address this, during embedded PLC time, teachers and leadership identify and address areas of strength and areas for growth using a learning sprint model. Building teacher capacity in analysis of data to inform instruction is a key strategy to improve student achievement in math this year.

Throughout the year, data collection and analysis on reading comprehension are used to measure growth. Based on the 2020-2021 school year data, 50% of students are meeting, or exceeding, grade level reading expectations. On average, over the course of the school year, students increase 3 levels within the Fountas and Pinnell Assessment Chart through the school year. Students in the French Immersion program may obtain literacy skills at different rates than their peers within a single language program as they are developing literacy skills in two languages simultaneously.

Successes

OurSchool Survey indicated that there was an increase in Intellectual Engagement: Interest and Motivation. Teachers are working to create engaging lessons and projects that relate to real-life problems as well as offer choice in project completion.

Embedded professional collaboration provided time for teachers to identify areas of growth and develop a Professional Learning Sprint strategy to target specific skills for improvement. Focused instruction on specific skills then led to an increase in students understanding in the areas of number sense, addition, measurement, and graphing.

Collaboration time also increased teacher's capacity to support students use of technology as a strategy to improve literacy skills.

Opportunities for Growth

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

Domain: Teaching and Leading

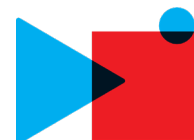
Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.





- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
<ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> • Increase teacher capacity in analyzing achievement data to inform practices. • Data analysis during Professional Learning Community time allows teachers to monitor areas of growth, success and target interventions.
<ul style="list-style-type: none"> • Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> • Teachers will participate in professional development on Universal Design for Learning.

Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Teaching and Leading						
Elementary						
Quality Instruction: Rigor (out of 10)	7.8	8.3	7.8	n/a	8.1	8.5

Analysis of Results

Successes

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

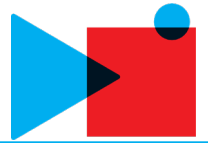
PLC's and learning sprints are used to assess overall growth within each year and from year to year to determine areas for improvement. Targeted intervention programs for reading comprehension are then implemented to improve student achievement and growth in literacy.

Opportunities for Growth

As the French Immersion program grows, a need has been identified for specific language-focused professional development opportunities for teachers of French Immersion. To serve the need, several specific professional development opportunities are being provided in the 2021-2022 school year.

Data and student exemplars are being used to guide PLC work and provide targeted instruction to build student achievement. Teachers are using common assessments to identify students who will receive targeted intervention through learning sprints and the learning coach. Administration is supporting teacher collaboration time and providing supports and resources necessary for student success.





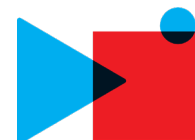
Professional Learning in 2021-2022

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

Date	Location	Focus
August 30	Virtual Delivery	Division Direction - Superintendent/CEO Keynote TBD. Focused Theme and Cohort Sessions.
March 14	Virtual Delivery or in Person if health regulations allow.	Keynote TBD. *K - 6 Teachers meet with Curriculum Leads Focused Theme Sessions
May 20(pm)	In-person	Staff Recognition Event.



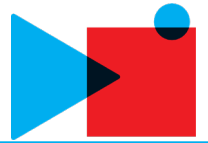


Site-Based PD Days

Site-based days provide the opportunity to continue division-initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff and used to inform practice.

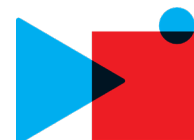
August 27	Focus: Legal Frameworks in Teaching
Details	Presenter to focus on recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.
August 31	Operational, no Students
September 20	Focus: Inclusion and Positive Behavior Supports
Details	Professional development review response to intervention tier support. Identifying what universal supports successes and areas of growth. Counsellor and Learning Coach provide guidance and teach staff about the process of creating Individualized Program Plans, Student Learning Plans and accessing various levels of supports for students. Counsellor to review whole school positive behavior support plan and monthly wellness themes focused on the 7 teachings.
*October 12	Focus: Indigenous Foundational Knowledge and the Sprint Process
Details	<p>K-6 Teachers meet with Curriculum Leads Focused Theme Sessions</p> <ul style="list-style-type: none"> • Elder Phillip Campiou to share his knowledge and stories about Land-based teaching and introduction to First Nation medicine. • Staff will review the Learning Sprint Process of using data to inform practice. This will help provide teachers with the skills needed to analyze data from the MIPI, Fountas & Pinnell and inform learning sprints. • An introduction to John Hattie’s research of highly effective practices will also be shared to help identify research-based teaching practices and interventions.
January 31	Focus: Indigenous Foundational Knowledge
Details	<ul style="list-style-type: none"> • Walking Together Presenter: CV·Δ·ᐅ tapwewin: Dismantling Anti-Indigenous Racism • French Immersion PD on GB+ and Embedded Literacy Support
February 10/11	Operational, no students. ATA Annual Convention for Teachers





April 19	Focus: Evidence Informed Decision Making
Details	<ul style="list-style-type: none"> • Review Sprint Process, discuss areas of success, challenges and set intentions for the rest of the school year. Teams to share PLC Goals and evidence collection. • Review OurSchool Survey feedback • Coordinated Literacy professional development in both French Immersion and English (provided by ERLC partner)
May 20	Focus: Educational Technology / Division Staff Appreciation PM
Details	<p>AM</p> <ul style="list-style-type: none"> • Hacking the Code—Understanding the Importance of Computational Thinking • French Immersion PD on integrating technology in a language class. <p>PM - Division Staff Appreciation Event</p>
*June 6	Focus: Transitions and Supporting Students / with K to 6 Curriculum
Details	<ul style="list-style-type: none"> • K-6 Teachers meet in the AM with curriculum leads to discuss and work on curriculum readiness. • Year End Benchmarking and PLC reflection • Inclusion Mapping and Transition Plans
June 30	<ul style="list-style-type: none"> • Operational - No Classes





Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

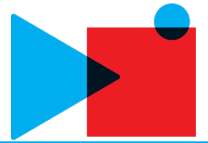
SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • School wide positive behavior support Dragon Gold program • Wellness Coach facilitating in-class Social Emotional Programming • Continue Dragon Food snack program twice weekly for all students in Grades 1-4. • Additional counselling time used for Positive Playground Program and targeted Social Emotional Thinking lessons in all grade 1 classes. • Continue to support our students with a Safe Contact in the school. • Continue to implement First Nations, Metis and Inuit protocols, resources, and opportunities for learning in daily routines.
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • Expand Student Support Centre to support students with a push in and pull out model. • Learning Coaches work with teachers to support students. • Staff work with the Complex Services Team to support student needs.
<ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> • Include Indigenous perspectives throughout the school year. • Engage in partnership with local Indigenous Elders, Knowledge Keepers and programs to support teacher's ability to Indigenize curriculum. • Provide focused PD to naturalize Indigenous content and build relationships with local organizations.



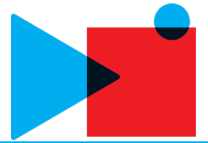


- | | |
|--|---|
| <ul style="list-style-type: none"> Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. | <ul style="list-style-type: none"> Partnerships with community services such as the RCMP, Morinville Fire Department, Town of Morinville and local businesses. |
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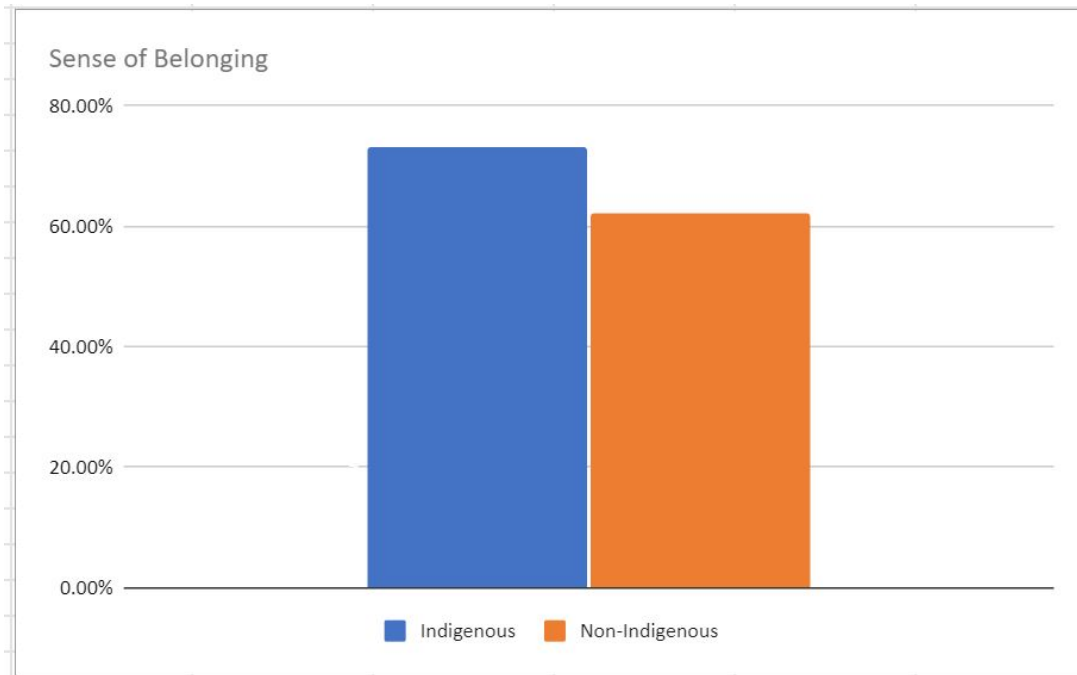
Local Measures

Measures	Results					
	2018	AB avg	2019	AB avg	2020	AB avg
Learning Supports						
Elementary						
Emotional Health: Anxiety	32%	22%	26%	n/a	19%	22%
School Context: Advocacy at School <small>(out of 10)</small>	5.8	6.7	5.8	n/a	6.3	6.5





Our School Survey – First Nations, Métis and Inuit



Analysis of Results

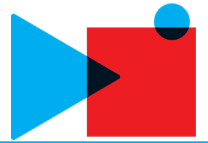
Successes

We continue to develop a sense of belonging and build relationships with community partners. In previous years the *Gathering Club* was highly subscribed to and provided a space for students to learn and have conversations beyond the classroom. We are working together to develop club opportunities while following COVID protocols. The Student Support Centre and the behaviour intervention program have provided proactive measures to support students.

Opportunities for Growth

Focusing on opportunities for our younger students in Kindergarten and Pre-Kindergarten to develop social-emotional skills will help students to be better equipped to achieve success in Grade 1 and beyond. Student leadership opportunities have been initiated and students have identified that they would appreciate ongoing opportunities for students to have a voice in school activities. The Indigenous Counsellor is supporting students and staff with in-class teachings, connecting with families and working with the school counsellor to develop a schoolwide character education program.





Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools’ engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

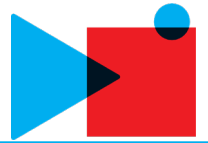
SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

Division	School
<ul style="list-style-type: none"> • Division leadership, in partnership with schools, plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Schools engage staff, parents, and community leaders in a local survey. • Principals will work with school councils to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principals report school annual budget and update on progress to the school council during the year.





Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes in the Governance domain.

From April 13 to April 20, 2021 566 participants shared 520 thoughts and gave 5,866 ratings on the thoughts of others answering this question: What are the most important things that Sturgeon Public Schools are doing or should consider doing to improve student achievement in our schools next year?

Key thoughts that represent recurring themes aligned directly to Student Achievement and which affirm the current initiatives implemented within Sturgeon Public Schools included:

- Minimize class size and continue to have lunch hour clubs while following COVID protocols.
- Teaching students the curriculum in different ways (differentiated instruction). It is important to have differentiated instruction, as it allows different types of learning styles/abilities.
- Connecting student achievement with enhanced experiences that are available at Sturgeon Public Schools. As a rural Public-School Division with access to places like the Outdoor classroom, this should continue to be one of our most utilized assets for reimagined learning.
- Sturgeon Public Schools' staff are recognized by our communities as caring staff who are dedicated to working with their students. Relationships with students, getting to know their strengths and areas of need, and knowing how to work with students at their needs is crucial.

Analysis of Results

Successes

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

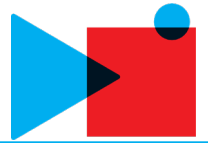
Opportunities for Growth

There is an opportunity to increase our community's understanding regarding inclusive supports and interventions for diverse learners.

Domain: Local and Societal Context

Assurance occurs:



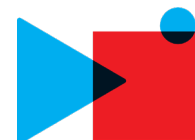


Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.





Strategies

Division	School
<ul style="list-style-type: none"> Schools celebrate student and community achievement in local and division-wide events such as indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> School based recognitions. Dragon’s Gold School Citizenship (whole school rewards system). Individual recognition celebrating other areas of achievement outside of academic success.
<ul style="list-style-type: none"> Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> The Learning Farm STEAM SNOMFA Grade 4 Student Leadership

Local Measures

In the spring of 2021 staff, parents and community leaders engaged in a division-wide forum to discuss progress toward Sturgeon Public School’s priority of student achievement. Key thoughts that were identified are the celebrating achievements, building self-esteem and creating safe spaces for all thoughts and ideas.

Two themes that were identified were:

- Celebrating all achievements.
- Building self-esteem, creating a safe space for all thoughts and ideas.

Analysis of Results

Successes

Our Dragon’s Gold school citizenship program has been a huge success in building community within our school and community. Students have developed leadership and consistent work ethic through composting within the school and caring for chickens in our chicken coop. The Learning Farm has provided students an opportunity to better understand sustainable food practices, while also connecting with community members.

Opportunities for Growth

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

