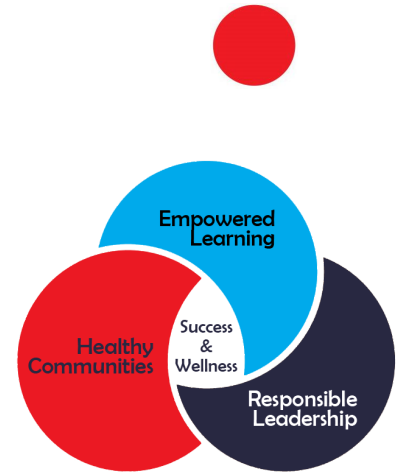# Morinville Public School
Education Plan 2024 -2027

School Goal 1

Continually improve academic achievement by providing evidence-based educational experiences prioritizing literacy and numeracy success for all students, ensuring individualized support and equitable access to the resources needed to excel in foundational skills.

School Goal 2

Reduce the frequency and intensity of challenging behaviours by implementing effective behaviour management strategies, fostering a positive environment, and supporting staff with the necessary tools and guidance to respond appropriately to challenging situations.

School Goal 3

Strengthen collaborative engagement with staff, families, and community leaders in school planning and initiatives by fostering meaningful relationships and increasing parent participation in school events, ensuring all stakeholders are actively involved in supporting student success and community growth.

Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Increase academic achievement by using evidence-based strategies, such as the use of number lines, to develop foundational numeracy skills. Students will show numeracy growth in post-intervention assessments through differentiated instruction tailored to their individual needs.

Baseline data (starting point):

Data / Products	Conversations	Observations
Alberta Education Numeracy Screen	Teacher Survey	Administrative walkthroughs
	Anecdotal sharing from Professional Learning Communities	Lesson observations

Action Items (how we will achieve this goal):
- Professional Development
- Professional Learning Communities
- Frame for teacher conversations to identify Teaching Sprints

Lead Measures (how we will know we are on the right track):
- Monthly tracking of High Risk Reports in PowerSchool
- Beginning of the year and end of year survey teacher survey for growth in Number Line knowledge.

Data / Products	Conversations	Observations

Highlight - Literacy & Numeracy Instruction:

Literacy and Numeracy centres are structured around evidence-based practices that foster foundational skills, critical thinking, and meaningful engagement. In literacy, this includes a focus on phonemic awareness, phonics, vocabulary, reading fluency, and comprehension, all tailored to developmental stages. Numeracy centers emphasize number sense, counting, early operations, and problem-solving, as well as building confidence with numbers through hands-on activities and real-life applications.

Goal Two: Healthy School Communities

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.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Reduce the frequency and intensity of challenging behaviours by implementing effective behaviour management strategies, fostering a positive environment, and supporting staff with the necessary tools and guidance to respond appropriately to challenging situations.

Baseline data (starting point):

Data / Products	Conversations	Observations
Develop a baseline for office referrals (November - May)	Conversations with teachers	Student engagement in classroom instruction
Welcoming, Caring, Respectful and Safe Learning Environments Assurance Measure	Sharing classroom management plans with families	Student participation in Positive Playgrounds activities
	Revisit Whole School Behaviour Expectations Matrix during staff meetings	

Action Items (how we will achieve this goal):
- Ongoing Professional Development
- Behaviour support team consisting of EA4 and a Child and Youth Care Worker to help coach staff and support students
- Every classroom created a Classroom Management system that outlines a progressive approach to managing behaviours in the classroom.
- Positive Playgrounds Program

Lead Measures (how we will know we are on the right track):
- Initiate a baseline for office referrals and track throughout the school year

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

Our school actively applies foundational knowledge about First Nations, Métis, and Inuit histories and cultures and is working to embed this practice into teaching and learning. To help build a culture of belonging and foundational understanding, there is a monthly visit from a knowledge keeper who meets with classes to build relationships and teach and share traditional drumming at school assemblies. This valuable presence reinforces our commitment to Indigenous education, creating powerful, whole-school learning experiences. By incorporating these interactions into the curriculum and engaging with diverse, authentic resources, we foster respect for Indigenous perspectives and contemporary contexts. Together, these efforts empower Indigenous student success and nurture a welcoming culture for all.

Goal Three: Responsible Leadership

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Strengthen collaborative engagement with staff, families, and community leaders in school planning and initiatives by fostering meaningful relationships and increasing parent participation in school events, ensuring all stakeholders are actively involved in supporting student success and community growth.

Baseline data (starting point):

Data / Products	Conversations	Observations
Higher attendance at School Council and Parent Fundraising Association Meetings	Identify family needs and barriers for attendance to School Council meetings and Parent	Parent Fundraising events are widely attended by families
		School hosted events are widely attended by families

Action Items (how we will achieve this goal):
- Developing an action plan and communication goal with the School Council and Parent Fundraising Association to identify the role of each group
- Provide free babysitting for School Council meetings and parent information nights
- Host whole school events and invite families and community members

Lead Measures (how we will know we are on the right track):
- Track attendance at School Council and Parent Fundraising meetings
- Family engagement in school fundraisers and school hosted events

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

Our education plan emphasizes both student and staff engagement by fostering leadership, collaboration, and shared expertise within our school community. Through the Student Leadership Club, students are empowered to influence school culture and gain essential skills in teamwork and decision-making. Teachers also step into leadership roles by serving as acting administrators when administration is absent, leading grade-level or subject cohorts, and presenting peer-led professional development sessions that showcase innovative classroom practices. Additionally, we support a mentorship program, pairing experienced teachers with newer colleagues to encourage professional growth and collaboration. These initiatives together create a dynamic, supportive environment that values continuous learning and community building for both students and staff.

Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. Empowered Student & Staff Learning
2. Healthy, Safe School Communities
3. Responsible Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.

Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
- Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. - Students actively participate in engaging learning environments, focused on success and real-world connections. - Learning experiences meet student current level of achievement, and focus on growth through effective assessment. - Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation.	- Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. - Staff, students and families demonstrate citizenship and honour diverse learning needs. - School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities.	- Staff and students actively participate in and lead school and community projects. - Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. - The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. - Resources are allocated and managed in the interests of ensuring student success.

Current Results: Morinville Public School Alberta Education Assurance Measures Summary - Provincial Measures

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	85.0	91.1	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.2	87.7	85.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	93.0	91.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	90.3	89.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.7	81.5	78.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	81.3	74.6	74.5	79.5	79.1	78.9	High	Maintained	Good

Literacy Data - Alberta Education Screeners

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English	31	69
1	CC3 - English	36	64
2	LeNS - English	31	69
2	CC3 - English	36	64
3	CC3 - English	31	69
4	CC3 - English	16	84

Literacy Data French Immersion

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English	16	84
1	CC3 - English	42	58
2	LeNS - French	38	62
2	CC3 - French	15	85
3	CC3 - French	67	33
4	CC3 - French	4	96

Numeracy Data - Alberta Education Numeracy Screener

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	Alberta Education Numeracy Screener	35	65
2	Alberta Education Numeracy Screener	10	90

3	Alberta Education Numeracy Screener	36	64
4	Alberta Education Numeracy Screener	23	77