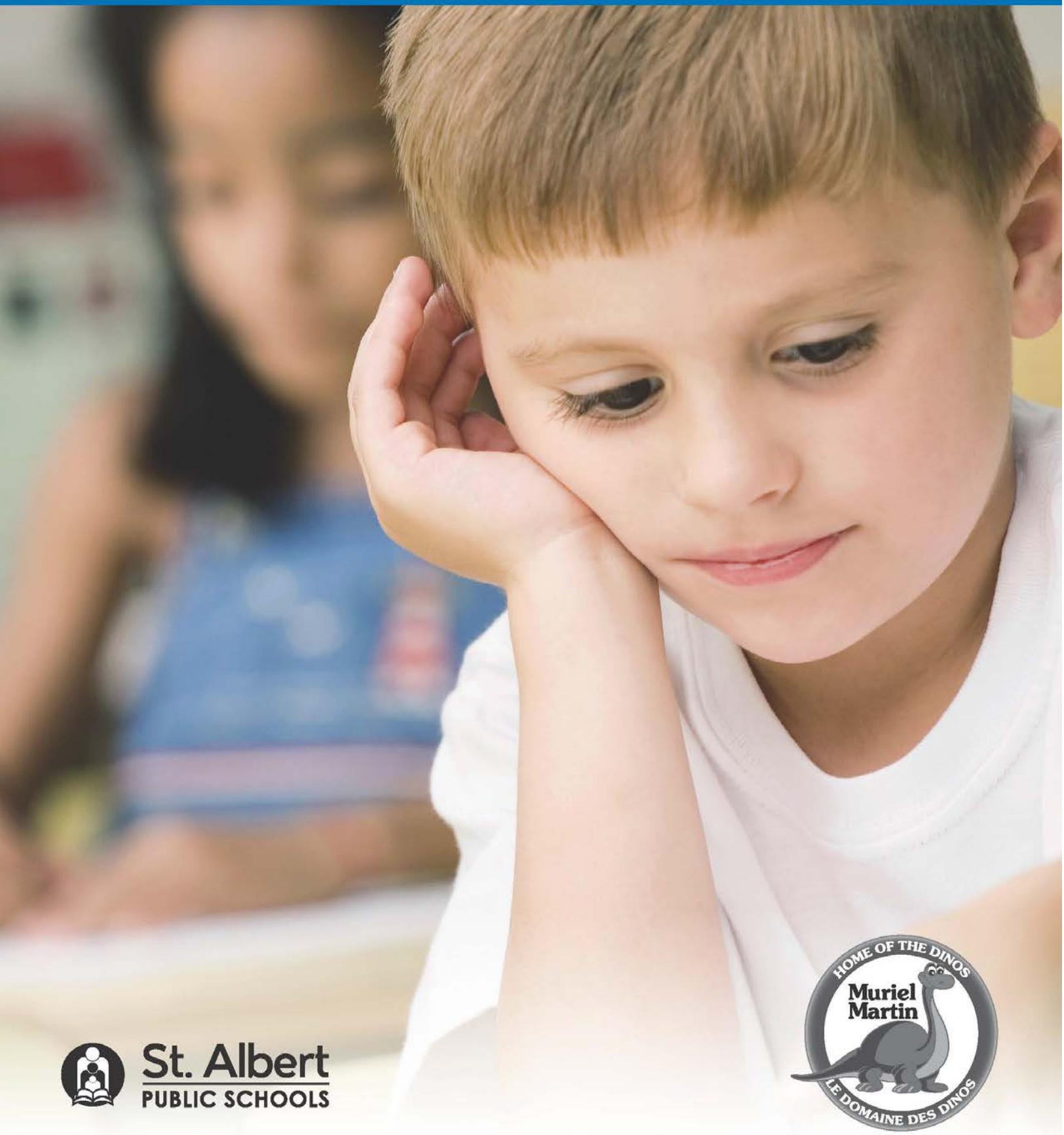


EDUCATION PLAN 2017
École Muriel Martin Elementary School



St. Albert
PUBLIC SCHOOLS



ÉCOLE MURIEL MARTIN ELEMENTARY SCHOOL EDUCATION PLAN 2017

Table of Contents

St. Albert Public Schools' Mission, Mandate and Beliefs.....	2
École Muriel Martin Elementary School Mission, Mandate, and Beliefs	3
École Muriel Martin Elementary School Profile	4
School Profile	5
Issues and Trends	6
District Priorities and Outcomes.....	9
School Objectives and Priority Areas 2017-2018	10
Financial Performance 2016-2017	18
Financial Planning 2017-2018.....	19
Appendix I – Student Performance and Achievement	20
Appendix II – Other Indicators of Student Performance	28
Appendix III – Satisfaction Survey Results.....	32
School Evaluation of Satisfaction Surveys	37

St. Albert Public Schools' Mission, Mandate and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education, WE BELIEVE THAT...

- our students' learning is central to everything we do,
- it is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance,
- by setting high expectations students are challenged to achieve to their full potential,
- our schools must be safe and caring environments where students, staff and parents feel connected, valued and respected,
- public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all,
- the classroom is central to student learning,
- members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

École Muriel Martin Elementary School Mission, Mandate, and Beliefs

Mission: Make an impression to last a lifetime.

Vision: To provide a stimulating learning environment where the Muriel Martin School community will become:

- Engaged readers and writers, with the tools to learn about, and enjoy, the world around them;
- Confident members of our digital world, able to access and manage online information in a responsible way;
- Positive and active caretakers of our bodies, striving to maintain a healthy lifestyle in creative ways;
- Empathetic problem solvers, able to relate, respond and restore relationships;
- Community leaders with a heart for service; and,
- Global citizens, who can appreciate the contributions that other cultural and language groups make to our country.

Core Values: “Hear Us RAWR” / Entends-nous rugir

- R: Responsibility / la Responsabilité**
A: Achieving Excellence / Amélioration et réussite
W: Winning Attitude / Wow! Attitude positive
R: Respect / le Respect



Responsibility

- I treat my mind and body with care.
- I treat others the way I wish to be treated.
- I practice safety and obey the school rules.
- I work cooperatively.
- I solve problems openly and honestly.

Achieving Excellence

- I strive to do my personal best.
- I am accountable to the high standards I set for myself and others.
- I contribute to an engaging and nurturing learning environment.
- I am a lifelong learner.
- I use technology to discover, create and apply my knowledge and skills.

Winning Attitude

- I find joy in learning.
- I am willing to try new things.
- I celebrate creativity and innovation.
- I am resilient and persevere in challenging situations.
- I am proud to be part of my school community.

Respect

- I celebrate similarities and differences.
- I care for the environment.
- I value friendships and foster caring relationships.
- I practice good manners and thoughtful actions.
- I strive to be an active citizen of our global community.

École Muriel Martin Elementary School Profile

	2016-2017 as of September 30, 2016		2017-2018 as of September 30, 2017	
Certificated Staff				
Teaching	37.325	FTE	32.9557	FTE
Administration	2.425	FTE	2.475	FTE
Counselling	.8914	FTE	.8857	FTE
Total	40.6414	FTE	36.3164	FTE
Support Staff				
Clerical	2.9	FTE	2.0	FTE
Teacher Aides	17.88	FTE	15.7	FTE
Library Technicians	1.0	FTE	0.8	FTE
Technical Support	0.4	FTE	0.4	FTE
Total	22.18	FTE	18.9	FTE
Students				
English	364		English	312
French Immersion	378		French Immersion	340
Special Needs	24		Special Needs	21
Total	742		Total	652

Classroom Configuration

	2016-2017		2017-2018	
Grade	English	French Immersion	English	French Immersion
Kindergarten	23+ 15	23+21+14	23+24	21+22+21
Grade 1	22+23	19+20+19+19	18+17	26+24
Grade 2	24+25	22+22+23	20+20	22+22+22
Grade 3	25+24	23+22	22+21	21+21+21
Grade 4	25+24	20+20+20	19+21	17+17
Grade 5	20+20+20	19+17	21+22	21+23
Grade 6	28+28	26+26	27+26	21+ 20(5%)
Total Classrooms	15	19	14	17

School Profile

Located at 110 Deer Ridge Drive in the Deer Ridge subdivision of St. Albert, École Muriel Martin Elementary School offers a dual track French Immersion and English program where learning encompasses the academic, physical, emotional, and artistic needs of students. Talented and enthusiastic staff members strive to continually improve their professional practice through ongoing professional development in the areas of assessment, differentiation, numeracy and literacy. Offering instruction in English or French, École Muriel Martin's staff members seek opportunities to enhance student learning through collaboration with parents and community members.

Our primary goal is to provide our students with a solid foundation in academics, social responsibility, the arts, and physical education. We are advocates for children taking responsibility for their own learning and acquiring the skills to continue learning throughout their lives. We are very proud of our students' achievements in all aspects of their learning. Each year, both our French Immersion and English students meet or surpass the academic expectations at both the Acceptable Standard and the Standard of Excellence criteria, as determined by the Province of Alberta through Provincial Achievement Tests. Socially, our students continue to accept and excel at taking responsibility for their actions and in being conscientious citizens as they progress through the grades from Kindergarten to Grade 6. Additionally, our fine arts and physical education programs continue to offer diverse opportunities for student involvement.

The excellence that is exemplified in École Muriel Martin's teaching and learning is the result of the strong partnership between home and school. Building relationships grounded in trust, honesty, dedication, and hard work, by all educational stakeholders, results in the richness of the educational experience for students. As we explore the importance of self-directed learning and focus on higher level thinking skills and increased use of technology as a learning tool, we welcome support, input, and interest from parents as participants in the educational process. Together, we will continue to provide excellence in education for all École Muriel Martin students.

Issues and Trends

Issues

Counselling Support

We continue to be committed to providing counselling services, social and emotional supports, special education coordination and community programming to better meet the ever-increasing needs of our students and community. The question is how to best address the expectations of parents of our special needs and English Language Learner (ELL) students in our inclusive education model. We have over thirty two students with special needs, thirty three First Nations Métis, and Inuit and sixty ELL students this year. Given the limitations in support, it is a challenge to ensure that these integrated students have their individual complex needs met in the regular classroom.

Technology

Keeping pace with technology to enhance the curriculum is an ongoing challenge. All of our classrooms are now equipped with projectors, document cameras, and interactive whiteboards. Computers have become an integral part of the educational process. We have one computer lab and we have five mobile Chromebook labs. We will continue to encourage staff to become more confident in their technology skills through in-servicing and professional development (p.d.) technology sessions in the areas of communication, web resources, Google, and SMART Board usage. This year, we will also continue to navigate a number of newer computer software programs in the district (Power School Pro, Dossier, Acorn, etc.) With these changes, professional development, and time needs to be considered during the implementation process. We will also be highlighting the ICT outcomes by designing a checklist by grade to ensure they are being integrated at each level.

Trends

Academic Success

We continue to demonstrate strong academic achievement. This reflects our commitment to our students' academic growth through quality instruction, careful monitoring of student progress, and recognition of student success. Recognizing that students progress at their own rate, staff members are continuously seeking new resources and more interventions for all levels of learners. This year, we will continue to develop a variety of academic supports to foster student success. As well, a focus on a balanced approach to literacy, a comprehensive numeracy program and student engagement will continue at Muriel Martin.

Collaborative Teams

It is imperative that we continue to provide professional development opportunities for staff to enhance their practice and the quality learning of students. At École Muriel Martin, we will continue to focus on literacy and numeracy by providing book studies and access to professional development as well as time and support to integrate new strategies and programs. Grouping classes/students at Classroom Connect time for various learning activities will also allow for more diagnostic testing time as well as one-on-one and small group instruction in the areas of literacy and numeracy. We have also developed Collaborative Team Meeting Records that are accessed through Google Docs (soon to be Dossier as part of PowerSchool) to share student information, so that teachers can monitor the universal, targeted, and intensive supports that have been put in place and can discuss ways to help students move forward in their academic and social growth.

Assessment Processes

We continue to focus on assessment practices that drive instruction. Common diagnostic testing assists staff in determining student needs. Using Collaborative Team Meeting sheets will also continue to be used to monitor student needs and track student learning and we are in the process of entering these into the Dossier (PowerSchool) program. The implementation of literacy and numeracy supports, enhancement of core instruction, and planning with the end in mind are all critical in the process of meeting each student's learning potential. We are currently using the district Math screening tool and Math running records that will help determine specific supports that are needed for students.

Muriel Martin Professional Development Model

Needs assessments, Google forms, and professional growth plan meetings have been used to gather specific information from staff in the areas of literacy, numeracy, student engagement and technology. The feedback has allowed our staff and district office leads to target relevant topics for *Lunch and Learn* sessions, book studies, the purchase of resources, p.d. opportunities and class/student support from lead teachers. Using the data gathered, we have developed a p.d. model to reflect staff members' areas of interest and personal choice in determining professional development. Sessions and topics related to literacy, numeracy, technology and mental health will continue be offered in French and English by staff and district leads. More importantly, the shared vision in determining the topics and having our own staff present will enhance their leadership capacity.

Community Partnerships

We continue to have an active and supportive parent community at Muriel Martin. Our parents have supported school programs such as Dare to Care, parent workshops (Coding, Math, Blanket Exercises, Anxiety, Family Fitness Night) and have worked cohesively with other parent councils in the community to coordinate presentations (Screenagers). Over the past year, our fundraising society along with our playground committee have also raised close to \$300,000.00 through grants and fundraisers for the new accessible playground at Muriel Martin. In addition, the funds raised by parents have enhanced literacy and numeracy resources in each classroom and supplemented field trips. We are also proud of our connection with Roots of Empathy (volunteer families and instructors), COSTCO (volunteer reading mentors), school volunteers (W.D. Cuts, Bellerose, Sir George Simpson and Paul Kane) and local seniors who volunteer. We also have been the recipient of the best school garden award the past two years and appreciate the support from the City of St. Albert. Our positive relationships with various mental health providers ensure our students and families are safe and receive the mental health supports available: Child and Family Services, Child and Adolescent Mental Health, St. Albert Community Village and FCSS. Lastly, our local RCMP has been instrumental in offering the DARE program,

but they have also been supportive of our parking and pedestrian safety guidelines. In addition, the AMA patrolling program enhances both the safety of our students and our partnership with community organizations.

District Priorities and Outcomes

District Priority Areas

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

District Outcomes 2017-2020

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

School Objectives and Priority Areas 2017-2018

Objective 1: Develop and incorporate a variety of academic/social/emotional/ behaviour supports to foster student success.

Objective 1 (new): Develop and incorporate programs and learning models that will foster student and staff engagement.

Relationship with District Outcomes:

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

Reporting our Progress (2016-2017)

1. We continue to use the Response to Intervention (RTI) framework to provide instruction and interventions to struggling learners. This framework ensures a collaborative response to support inclusive practices by providing a list of universal, targeted and intensive interventions. Frequent progress monitoring helps to ensure the interventions are effective. We use Collaborative Team meeting records to guide our practice with students both academically and socially/emotionally.
2. To support the social emotional learning of students, play is used as a powerful tool for children to communicate. As the story unfolds, children can learn to cope with anxiety, learn social skills, control impulses and regulate emotions. Children are offered a variety of opportunities for play: sand trays, Lego, art and puppets. Our counselor is certified in play therapy.
3. Our students have been very fortunate to be part of many experiential learning experiences. We have had classes attend Legislature School, Fort Edmonton School and Farm School. In addition, students are actively involved in learning through our school garden, Heritage Fair, Science Fair and writer's workshops. These opportunities provide real world opportunities for our students.
4. We were fortunate to have Teddy Anderson, hoop dancer, as our artist in resident for eight consecutive days. He worked with each grade level to create a hoop routine while learning about motivation and perseverance.
5. Using the restorative justice model, students continue to learn to take responsibility for harm in order to restore relationships. Staff supports students to make agreements to repair harm and provide accountability to ensure agreements are followed.

Challenges:

1. We continue to explore ways to enhance our First Nation, Metis and Inuit student support through not only literacy and numeracy support, but also by gaining further understanding and sensitivity of their unique culture and contributions in the Canadian context. Of note, we completed the Project of Heart and had the staff participate in a Blanket Exercise to elevate awareness around First Nation Metis and Inuit history.

2. Providing students with tools to deal with conflict and bullying will continue to be at the forefront. We had Dare to Care work with our school community, as well as our staff and students again this year to provide them with tools and a common language that is proactive in nature.

3. Engaging parents and community partners is an integral part of the child's learning team. We will continue to invite parents to workshops in Math, literacy, and anxiety and partner with parents so that we provide the best learning experiences for each child. Our school has been fortunate to have many community partners (Alberta Health Services, Child and Family Services, FCSS, RCMP, BAM/senior centres, Costco, Arden Theatre, etc.) over the past year and we would like to continue to enhance our connections with the greater community.

Progress toward meeting Objective 1: Partially achieved and revised

Key Strategies for 2017-2018:

1. Integrate Response To Intervention (RTI)

Over the past few years, we have created RTI charts that encompass and organize the supports we are providing students. We created RTI pyramids for academic, social/emotional/behavioral, literacy, numeracy and First Nations, Métis and Inuit to help us become more aware of how we can best address the needs of students in these areas. When trying to meet these student needs, the RTI provide a common language and focused dialogue to examine the universal, targeted, and intensive supports. The framework allows us to reflect on how children are responding to the interventions in place and to see where we need to add further interventions to meet individual student needs.

2. Muriel Martin Community of Learners

Keeping staff informed of current research and engaged in their profession are critical in developing their practice and skills. Developing their capacity is essential in fostering greater student success. This year, we will be completing a book study on *Caring is Everything* by David Irvine, in preparation for his district presentation, but also to reinforce the importance of how caring impacts student belonging and achievement. We will also be completing a book study on *Gear*. on nonfiction writing using the book *Writing Power / Auteurs Efficaces Lecteurs Engagés* by Adrienne to complement our study, will be completing a series of three workshops lead by our district literacy leads highlighting daily writing in content areas, oral language and the instructional components of writing (modelling, shared, guided, and independent). Staff and district office leads will also facilitate a number of *Lunch and Learns* to help guide staff (both certified and support) in the areas of student emotional regulation, differentiated discipline, technology usage, writing strategies, coding and numeracy. As well, we will continue to involve staff in providing professional development in their expert areas as these sessions build leadership amongst many staff.

3. Continue to Build a Culture of Restorative Justice

The restorative justice model not only creates a restorative culture by repairing harm in order to restore relationships, but also uses circles to build healthy relationships with which to reach agreements as a group. This culture will honor First Nations, Métis and Inuit students as the roots of the restorative justice model goes back to the aboriginal cultures where the community worked with an elder to solve conflict and repair harm rather than the punitive approach with sentencing by the courts. The First Nations, Métis and Inuit heritage will be honored as we continue to

purposefully use this restorative model. Staff will continue to receive training and support to integrate this philosophy into the culture of our school.

4. Continue to build Trauma-Informed Practice at our School

The understanding of how trauma impacts students' learning helps us to create an environment where students can learn. The Neurosequential Model in Education (NME) continues to provide valuable information about how the brain develops and changes. Through a continuing book study and reflective questions from *The Boy Who Was Raised as a Dog* by Bruce Perry and other p.d. opportunities, staff will continue to build capacity to support students who have experienced trauma. Staff, families and students will continue to have access to a trained school counsellor to support students who have experienced trauma. Sandplay is available for students to receive individual counselling supports as a child may not be able to express themselves with words, but may find expression through play in a sandtray. Whether a child is participating in sandplay, lego, art or puppets, children will have an opportunity to build positive relationships and share their unique story.

5. Further Access to Experiential Education (Hands On-Learning)

We continue to explore cross-curricular, hands-on learning opportunities for our students. This year, our Grade 2 students will visit a local farm where they will experience the curriculum in an authentic context in a natural learning environment. Our Grade 4 students will also dig in the Dinosaur history by visiting Drumheller for a day long adventure. The Grade 6 students will learn, first-hand, about drama by participating in the week long Inquiring Minds School (Citadel School) and our Grade 5 French Immersion students will be attending Ice School. In-school field trips will involve students participating in activities that bring real world speakers, demonstrations, and models to the classroom (Long houses in Grade 5, Ukrainian eggs in Grade 3, and bus safety workshops in Kindergarten, to name a few). We will also continue to emphasize cross-curricular project-based learning through our Heritage Fair, Science Olympics, Writers' Workshops, outdoor gardens, as well as various cross-age activities.

6. Engage Staff and Students in French Language and Culture

We will continue to engage staff and students' curiosity and love of the French language and culture. Staff members are invited to participate in "déjeuners" to socialize *en français* with adults and experience the local francophone culture. Some staff members have a common professional growth goal to review and question different areas of language such as grammar, structure and acquisition through 'Lunch and Learns' and peer teaching. For student language engagement, we want to expand their experiences with the language and culture outside of their academic, classroom world. Whenever possible we will have volunteers and special guests as well as field trips in French. We will continue with our school-wide events such as *Réveillon*, *la semaine de la francophonie*, *le Spectacle* to celebrate the language and culture. Students caught speaking French will be recognized with "Je parle français" draws. This year, we will have a French Language Assistant in our school to help promote the language through activities and games including a French Club. Beyond the school, we will share and promote community events such as the French Family Film Night, *Passe-moi la puck* Oil Kings night, and Flying Canoe Festival to name a few so that staff, students, and families see the language and culture as vibrant and exciting.

Objective 2: Support a Balanced Approach to Literacy: to develop literacy strategies that will enhance teacher practice and student success in reading, writing, and digital literacy.

Relationship to District Outcomes: 1, 2, 3 and 4

École Muriel Martin Elementary School Education Plan 2017

- Outcome 1: The diverse needs of our students are met in inclusive learning environments
- Outcome 2: Students demonstrate growth in literacy and numeracy skills
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Reporting our Progress (2016-2017)

Highlights

1. Our literacy leads in French and English have been instrumental in providing support to students who have reading difficulties. They worked with over 200 students last year supporting their literacy growth. The impact of early intervention in literacy through Reading Recovery, Leveled Literacy Intervention and La Roue has really enhanced our reading levels.
2. Diagnostic testing continues to drive instruction in the area of literacy and we can see excellent results with increased student achievement and motivation toward reading and writing. We are also able to identify areas of need to plan effective instruction that reinforces literacy skills. All of our students receive testing at least twice a year and this helps us determine students who need further supports.
3. RAWR IN (Raise a Winning Reader) support for our struggling readers continues to reinforce the importance of having one-on-one literacy time for students. All of the administration, specialist teachers and educational assistants read one-on-one three times per week from 1:10-1:30 for three seven to nine week cycles. We were able to reach out to over 60 students last year.
4. The focus on informational text has allowed students to read text with more accuracy and comprehension. This strand had strong results on the Provincial Achievement Test in English.

Challenges:

1. LLI integration in English has been effectively integrated across the grade levels because of the readily available resources. We were able to have over 30 students receive these interventions in English. It has been more of a challenge to develop the French resources in the same capacity because of the time it requires to effectively develop the French literacy interventions at the beginning stages. However, we continue to support the same amount of students with intensive interventions.
2. Our writing results, especially at the level of Standard of Excellence on our Provincial Achievement tests (PATs) continue to be much lower than our reading success on these tests. We achieved a 78.3 at the Excellence level in the reading section of the Provincial Achievement test and only 24.5 at this level on the writing portion of the Provincial Achievement test. We read the 9 Rights of Every Writer last year to investigate possible ways to engage students in the writing process. To facilitate more professional development in this area moving forward, we will be having the district literacy lead and French Immersion coordinator present a series of three workshops this upcoming year: The Writing Process (Modeled/Guided/Shared/independent Writing), Connecting Oral Language to Writing, and Writing in the Content Areas. Many of the staff have included writing as a Professional Growth Plan goal as well.

Progress toward Meeting Objective 2: Partially achieved

Key Strategies for 2017-2018:

1. Diagnostic Testing

We continue to complete two to three reading diagnostic tests throughout the year. The first one is completed in the first six weeks of school and the results are shared with parents at our early interviews in October. The other testing times are in March and June. We use benchmark reading assessments Fountas and Pinnell in our English program and GB+ in our French program. The use of the EYE-TA (Early Years Evaluation-Teacher Assessment) evaluation is also being used in Kindergarten to report development in the areas of Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development. We use all of these results to drive instruction as they allow teachers to pinpoint areas of learning that need support universally. We also are able to identify students who need more targeted and intensive supports.

2. Comprehensive Approach to Literacy Across the Grades

A variety of programs are being utilized to reinforce all aspects of literacy across the grades: Balanced Literacy, Daily Five and CAFE, La Roue, Read and Write for Google, RAZ kids, Moving Up, Littératie en action and Google Classroom. As well, continued focus on writing is utilized through writing workshops (content focus this year with informational text), the incorporation of the 6 plus 1 Traits of Writing, and offering parent literacy workshops to support their children with home reading, will be some ways we highlight the critical literacy skills. Workshops for parents about home reading strategies were offered last year and will be offered again this year. We will also be spending more time in Kindergarten supporting early literacy development.

3. Integration of RAWR (Raise a Winning Reader) Literacy Time

This program has heightened student success in reading at our school. This program is offered to identified students from Grades 2 - 6 who need reading support. Students read one-on-one with administration, educational assistants, or specialist teachers three times a week right after lunch for 20 minutes for a 7-9 week time frame. Specific literacy areas (comprehension, accuracy, fluency, or expanding vocabulary) are identified by the subject area (ELA/FLA) teacher, so the RAWR mentor has a focus area. Records are kept of progress and shared periodically with the literacy teacher to monitor progress and challenges. After the 7-9 week time frame, the mentor and the literacy teacher meet to determine if the student would benefit from further support or if the student has gained the confidence, motivation and skills to become a winning reader!

4. Organizational Structures in Functional and Narrative Reading/ Writing

A continued focus on organizational structures in writing will occur at all grades. Focusing on informational text (functional) features (use of headings, print features, graphic aids, organizational aids, and illustrations) recognizing key details and identifying author's purpose will be focused on during lessons to a greater degree. A writing workshop on writing about information will also support the development of writing effective functional pieces (description, instruction, persuasion, comparison, explanation, and nonfiction narrative). We will also be updating our library collection to include resources with current informational text connected to curricular areas. As well, before, during and after reading strategies that are used when reading nonfiction text will continue to be explored. We will also continue to emphasize student writing by using informational text prompts to support functional writing, and complete a book study on the nonfiction *Writing Power/ Stratégies de lecture de textes courants* by Adrienne Gear. A further study of the instructional components of writing (modeled, shared, guided and independent) in all writing will also occur. Reinforcing the writing process and highlighting story models as well as using sample literature will be used to enhance story structures. A focus on the beginning, middle and end parts of a story and effective

transitions will continue. Lastly, professional development on the purpose of writing, as well as the awareness of audience (the reader) will be focus areas.

5. Support English Language Learners & First Nation Metis and Inuit students

In order to identify the unique individual needs of each student, the story of each child will be shared. As a result of the early interview and collaboration with the teacher regarding the literacy needs, a program will be developed according to the RTI model. Students who need support will be receiving small group reading intervention and Math support. First Nations, Métis and Inuit/cultural speakers, resources, and perspectives will continue to be integrated into our curricula. A focus on reconciliation will be fostered through staff professional development and resources. Our Wisdom and Guidance representative and Walking Together committee will help facilitate awareness in this area. Building connections with the community, culturally responsive educational practices, and collaborative partnerships will all be explored to further enhance the success and capacity of these diverse learners.

6. Literacy Leads at Muriel Martin

We have literacy leads at each division. To start the year, they have completed diagnostic tests with all new students, to determine student reading levels and the supports they will need (universal, targeted, or intensive). Once testing is complete, they will be working one-on-one and in small groups with students. The Grade 1s will get more one-on-one support and the Grade 2s, in groups of three, will work with the Levelled Literacy Intervention (LLI) program in English and the Adapted LLI model in French. The Literacy Leads will be to provide staff with literacy tips, professional development, and team teaching opportunities. IDAPEL, a French screening tool, will be used this year by our French literacy specialists to further target specific needs of struggling students in French Immersion.

7. Levelled Literacy Intervention (LLI) /French Immersion Reading Intervention

Our literacy lead teachers will be working with small groups of students in Division I and II in both our French Immersion and English programs. The English lead teachers will be using the prescribed LLI kit and the French Immersion staff will be continuing to develop their own Adapted French Immersion Reading Intervention program.

Objective 3: Foster a comprehensive Math program that will enhance numeracy instructional capacity for staff and universal success for students.

Objective 3 (New): Develop a comprehensive Math program that will enhance numeracy instructional capacity for staff and universal success for students.

Relationship to District Outcomes:

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

Reporting our Progress(2016-17)

Highlights:

1. Our Math Fair and Math Nights were a huge successes. We had a Grade 3-6 Math Fair and grade 1-2 Math Fair. Students rotated through various stations led by mentor students (trained by Math leads) where they completed Math games related to Math fluency. Many of these same mentor students ran various stations for parents and students at our Math Night. Over 400 parents and students were present. Parents engaged in Math play with their children at tables and carpets in the middle of the gym and library. Handouts were shared with parents to reinforce computational skills at home.
2. Many staff has been involved in professional development in the area of numeracy. Four staff were involved in Math Academy and a number of staff are pursuing post secondary studies in the area of Math. As well, staff have been involved in Network of Innovation Schools (Agile Schools), Lunch and Learns, participated in the schools' Math Working Group and attended conferences in the area of Math. Almost all the staff has indicated that they would like to improve their Numeracy teaching on their Professional Growth Plans over the past two years.
3. We were pleased to have Dr. Nicki Newton model lessons at each grade level which was excellent "first-hand" professional development for our teachers. All of our staff then participated in an afternoon workshop on Running Records and Guided Math using a game-based approach.

Challenges:

1. Our lead teachers had a set schedule to visit classes and model lessons at the beginning of the year. That overwhelmed them, and staff were not completely ready for a "push in" model where the lead teachers would be visiting their class frequently. After term 1, we decided to have an invitational model for set grade levels and this proved to allow for enhanced professional and student learning. What resulted was staff eventually seeking out our Math leads to visit their classrooms and model effective teaching practices and lessons in the area of numeracy.
2. Diagnostic testing tools in Numeracy are still difficult to acquire, and more importantly, in providing information that would be useful in formative assessment of students. We piloted the new District Screening Tool and provided feedback. We also found that Math Running Records provided insightful feedback which allowed the teacher to target and support student learning in Math.
3. Sprints are short intensive team based methods to improve student outcomes. This past year, we had two staff use them in their classes and they had minimal success in student growth. This year, we are using a school wide sprint approach, which we have coined Marty Math Time, where students are involved in intensive support with a staff mentor three times a week for 20 minutes. The goals are to enhance the love of Math and to build student mathematical fluency.

Progress toward meeting Objective 3: Partially achieved

Key Strategies for 2017-2018:

1. **Math Lead Teacher** One staff will be working with staff in the area of numeracy. Diagnostic testing, team teaching, intervention strategies and working on *sprints* will be part of their role as they work collaboratively with staff. We will also be working closely with the district Math lead teacher. Math resource will also be provided by a number of teachers in the area of numeracy.
2. **Diagnostic Testing** We will be piloting the District Math Screening tool. Once we have completed the screening tool, we will be completing Math Running Records on specific students who require further numeracy support. Running Records will also be used with new students and staff will receive training on completing running records to assess numeracy needs in their own classes.
3. **ATA Agile Schools Cohort** This is a collaborative initiative with the Alberta Teachers' Association and LearnLabs (Simon Breakspear) with the focus on supporting teachers and school leaders in a process of continuous self-improvement and disciplined innovation that will noticeably boost the quality of teaching and learning (focused sprints on numeracy outcomes at Muriel Martin). Our school will be working on this project with other district schools and a number of other schools in the province to promote enhanced student achievement.
4. **Marty Math Time** The time is designed to support students who are having difficulty with Math Fluency. These identified students (pairs) will meet to play Math games with a Math mentor 20 minutes a day, three days a week over a nine week period to complete multiple sprints. The goals are to enhance their understanding and skills of the numeracy outcomes as well as be productively engaged and gain more confidence with their Math skills. These outcomes will also be reinforced by the classroom teacher within the framework of the RTI model.
5. **Staff Professional Development** A number of staff have attended the Math Academy and more staff will continue to attend future offerings of professional development. A number of staff are also involved with the ATA Agile Schools and they will be meeting with other district and provincial educators three times over the year. Other professional development will be taken at the district level and through Edmonton Regional Learning Consortium. Our Math leaders will also be providing professional development to our staff on running records, sprint cycles (targeted teaching), universal and targeted interventions as well as Math games. Marty Math time p.d. will also occur with all staff.
6. **Math Fair and Family Math Nights** The Muriel Martin Math Fairs will be held in January (Grades 3 to 6) and March (Grades K to 2). These will focus on computation games. The students will lead the fairs and the staff will facilitate the training. Our second annual Family Math Night will be in January and will provide parents with the opportunity to learn games with their children that can be practiced at home to reinforce numeracy skills. The games will be demonstrated by students at various stations and then the families will have the opportunity to practice them.

Financial Performance 2016-2017

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$ 197 649

Our surplus has primarily been used to enhance staffing at Muriel Martin School. We have hired two more teacher aides, and have added French and English resource time in the areas of literacy and numeracy. Other monies have been used for technology and classroom resources.

Financial Planning 2017-2018

RESOURCE AND DISTRIBUTION

MURIEL MARTIN SCHOOL

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 4,285,907	\$ 4,177,950	\$ 4,763,095
2. Other Revenues			
2.1 Fees	\$ 249,530	\$ 216,040	\$ 241,050
2.2 Cafeteria			
2.3 Donations	\$ 6,510	\$ 20,000	\$ 20,000
2.4 Fundraising	\$ 5,000		
2.5 Other Revenues	\$ 64,500	\$ 83,500	\$ 67,418
3. Surplus / Deficit Allocation (S/D)	\$ 197,649	\$ 131,035	\$ 247,012
TOTAL REVENUES	\$ 4,809,096	\$ 4,628,525	\$ 5,338,575

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 3,785,209	\$ 3,742,438	\$ 4,253,042
2. Support Staff	\$ 585,519	\$ 486,011	\$ 712,055
3. Services	\$ 178,088	\$ 200,190	\$ 198,776
4. Supplies	\$ 138,393	\$ 116,748	\$ 129,502
5. Furniture, Equipment & Capital	\$ 22,220	\$ 5,000	\$ 5,000
6. Technology	\$ 11,914	\$ 17,882	\$ 23,882
7. Future Emergent Initiatives	\$ 87,753	\$ 60,256	\$ 16,318
TOTAL EXPENDITURES	\$ 4,809,096	\$ 4,628,525	\$ 5,338,575

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
---	-------------	-------------	-------------

ENROLMENT	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
FTE Enrolment (ECS @ .5)	603.00	605.50	694.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	36.32	35.72	40.64
Support Staff FTE	12.62	10.32	15.37
Certificated Staff Percentage	84.4%	86.9%	84.9%
Support Staff Percentage	13.1%	11.3%	14.2%
TOTAL STAFFING PERCENTAGE (with S/D)	97.5%	98.1%	99.1%
TOTAL STAFFING PERCENTAGE (without S/D)	102.0%	101.2%	104.2%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other revenues in the denomination of the calculation.

Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

The following tables provide the school's results on Provincial Achievement Tests, participation rates, and an interpretation of the results. Table 2.2 reflects our school comments.

Grade 6 English Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.8	100	90.4	98.9	90.6	98.0	90.6	97.2	90.2
	Results Based on Number Enrolled									
Acceptable Standard	100.0	82.5	100	81.9	98.9	90.6	98.0	82.9	96.3	82.5
Standard of Excellence	39.0	16.3	36.6	17.6	39.4	19.5	43.9	20.4	42.2	18.9
	Results Based on Number Writing									
Acceptable Standard	100.0	90.9	100.0	90.6	100	91.3	100	91.5	99.1	91.5
Standard of Excellence	39.0	18.0	36.6	19.5	39.8	21.5	44.8	22.6	43.4	20.9

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:

- We are pleased that 99.1 % of our students achieved Acceptable Standard.
- We are very proud of our students with 78.3% achieving the Standard of Excellence in reading.
- In narrative writing, over 40% of our students achieved a score of 4.0 or more for vocabulary and sentence structure.
- Over 87% of our students achieved an Excellence level when determining meaning of informational text.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:

- In the multiple choice reading questions, students had difficulties with questions involving synthesizing ideas, as well as gleaning the meaning and use of language and conventions in poetry;
- In narrative writing, more growth is needed in organization; and
- In reading, students are having difficulty determining literary elements and key details in novel excerpts, poems and cartoons.

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Focus on using diagnostic strategies to assist all readers and writers;
- Continue to emphasize the importance of planning and the writing process(organization) when developing ideas for the content of the story;
- Provide more opportunities for writing with a set time and picture prompts;
- Provide more opportunities for students to plan, type, and edit stories written on a computer throughout the year (i.e. composing and not just retyping a final draft);

École Muriel Martin Elementary School Education Plan 2017

- Expose students to the dual purposes of uncommon punctuation (colon, semi-colon, dash);
- Focus on identifying literary devices(mood character, setting...) in all genres of literature
- Include lessons around visual and digital literacy i.e. pictures, cartoons, graphs, and charts;
- Continue to work on synthesizing information, and drawing conclusions in poetic works;
- Reflect on the teaching of writing to more carefully align with the provincial exemplars provided;
- Continue to reinforce the importance of the writing process, in particular content and enhancing vocabulary through the use of the Thesaurus and other resources.

Grade 6 French Language Arts

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.0	100	97.6	97.9	97.6	100	97.6	100	96.1
	Results Based on Number Enrolled									
Acceptable Standard	97.3	88.6	100	88.0	97.9	97.6	100	87.7	100	85.1
Standard of Excellence	13.5	16.3	16.7	15.6	21.3	13.6	28.6	14.2	21.2	13.5
	Results Based on Number Writing									
Acceptable Standard	97.3	90.4	100	90.1	100	89.7	100	89.6	100	88.5
Standard of Excellence	13.5	16.6	16.7	15.9	21.7	13.9	28.6	14.5	21.2	14.0

Interpretation of Results

1. Compared to provincial results, the reporting categories and areas where our school's performance appears to be relatively strong are:

- 30.8% achieved the Standard of Excellence on the reading component of the exam.
- 100% of the students met the Acceptable Standard.
- The students scored above the provincial average in all areas of reading and writing with 21.2% overall.

2. Compared to provincial results, the reporting categories and areas where our school's performance appears to be of concern are:

- While still above provincial average, students scored lower in their narrative writing;
- Specifically in narrative writing students scored lower in development and structure usage;
- Determining an inference/deduction in context;
- Determining meaning of vocabulary and expression in context and based on specific information;
- Correct usage of language (conventions) in narrative writing; and,
- In reading, students had difficulty identifying parts of a story line (shéma narratif)

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Focus on using diagnostic strategies to determine areas of need for struggling readers and writers;
- Continue to review and practice correct structure and usage of language in student writing;
- Continue to focus on content and organization of a functional piece of writing;

École Muriel Martin Elementary School Education Plan 2017

- Ensure students have a strong vocabulary background by reading more and explicit instruction and practice looking for context clues;
- Continue to work on developing ideas and details in narrative writing;
- Use quality exemplars to model excellent pieces of writing and reinforce how the writing process enhances stronger final products that reflect Standard of Excellence;
- Expose students to various types of literature and current media sources (websites, videos, news reports) to recognize how vocabulary is used in context;
- Integrating daily writing and writing in the content areas; and
- Explicit teaching and practice of inference/deduction reading strategies.

Grade 6 English Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.3	100	90.1	100	90.2	93.9	90.4	94.7	89.9
	Results Based on Number Enrolled									
Acceptable Standard	93.3	72.1	98.1	72.7	100	72.5	93.9	71.4	89.5	68.4
Standard of Excellence	24.4	16.3	32.7	15.3	42.6	13.8	42.9	13.8	24.6	12.3
	Results Based on Number Writing									
Acceptable Standard	93.3	79.8	98.1	80.7	100	80.4	100	79	94.4	76.2
Standard of Excellence	24.4	18.0	32.7	17.0	42.6	15.3	45.7	15.2	25.9	13.7

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance appears to be strong are:

- Our student achieved 80% or higher in all four strands on the exam.
- 44.4% of our students met the Standard of Excellence on Part A of the exam.
- (Computation) 25.9% of our students achieved the Standard of Excellence.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern are:

- Shape and Space - analyzing 2D shapes and using given data to create shapes; and,
- Statistics and Probability - identifying how data is represented on various types of graphs, and probability based on parts of a whole.

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Promote professional learning, division planning, and assessments focusing on Shape and Space as well as Statistics & Probability;
- Share and plan lessons on patterns, equations, fractions and decimals in all Division II classes;
- Continue to provide time for Math leadership to plan workshops and staff professional development opportunities;
- Continue to seek out appropriate activities on the SMARTBoard to enhance learning and meet the Information and Communication Technology (ICT) outcomes;

École Muriel Martin Elementary School Education Plan 2017

- Provide students more learning opportunities to interpret and draw conclusions from charts, graphs, pictures, and number lines;
- Use more manipulatives and hands on learning for the Patterns and Relationship strand;
- Continue to integrate an academic vocabulary focus related to all strands in Math;
- Integrate statistics and probabilities across the curriculum throughout the year;
- Continue to focus on multistep problem solving;
- Pilot common diagnostic assessments for Math at all grade levels;
- Work with our numeracy instructional collaborator on *sprints* to enhance specific outcome success;
- An additional Math period has been added to the schedule for all grade levels;
- A numeracy instructional collaborator (Math lead) has been assigned to provide extra support to Math teachers in both the French Immersion and English programs; and
- Provide intensive support to identified students in the area of mathematical fluency through the program Marty Math Time.

Grade 6 French Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.5	100	98.4	97.9	98.3	100	98.3	100	98.2
	Results Based on Number Enrolled									
Acceptable Standard	100.0	85.2	96.7	83.9	95.7	82.4	100	82.0	100	80.8
Standard of Excellence	37.8	18.5	36.7	16.7	38.3	17.9	40.8	16.8	36.5	16.2
	Results Based on Number Writing									
Acceptable Standard	100.0	86.5	96.7	85.3	97.8	83.9	100	83.5	100	82.3
Standard of Excellence	37.8	18.8	36.7	16.9	39.1	18.2	40.8	17.1	36.5	16.2

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:

- 100% of our students met the Acceptable Standard.
- 36.5% of the students achieved the Standard of Excellence, more than double the provincial standard.
- Our students scored very high on Part B with 46.2% achieving the Standard of Excellence.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:

- Students were above the provincial average yet Shape & Space and Statistics & Probability were the lowest strands at 71% and 69% respectively;
- Part A of the exam was lower than Part B and 13.5% of students were below Acceptable Standard;
- Of particular interest is that in Part A Subtraction and Multiplication were the most problematic for students; and
- 59% of our students were successful on High Level of Complexity (LOC) questions.

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Provide strategies to enhance the strand of shape and space (2D and 3D shapes, angle and polygon recognition, and graphing);
- Continue to develop teaching strategies when teaching the Shape and Space, as well as the Statistics and Probability strands;
- Strengthen understanding of Statistics and Probability through meaningful work by using familiar, everyday examples;
- Be more deliberate about explaining to students why we use various forms of data collection to answer different questions;
- Continue to reinforce academic vocabulary in all Math strands;
- Practice numerical-responses throughout the year so they are comfortable and familiar;
- Continue exploring best practices through professional development, team teaching and by sharing ideas, opportunities, and resources;
- Strengthen students' ability to reason and problem solve by using a variety of strategies;
- Continue to focus on multistep problem solving;
- Pilot the District Numeracy Screening tool in Math at all grade levels;
- An additional Math period continues to be added to the schedule for all grade levels;
- A Numeracy Instructional Collaborator (Math Lead) has been assigned to provide extra support to Math teachers in both French Immersion and English programs; and
- Provide intensive support to identified students in the area of mathematical fluency through the program Marty Math Time.

Grade 6 English Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.3	100	89.5	100	89.7	93.9	90.0	94.7	89.1
	Results Based on Number Enrolled									
Acceptable Standard	100.0	77.1	100	75.4	97.9	76.0	93.9	77.6	93.0	76.6
Standard of Excellence	55.6	26.2	67.3	25.3	68.1	25.9	57.1	27.7	61.4	29.5
	Results Based on Number Writing									
Acceptable Standard	100.0	85.4	100	84.2	97.9	84.8	100	86.1	98.1	86.0
Standard of Excellence	55.6	29.0	67.3	28.2	68.1	28.8	60.9	30.8	64.8	33.2

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:

- Results were strong in comparison to the province. 64.8% of our students met the Standard of Excellence for this test, which is twice the provincial percentage reaching this standard.
- The greatest area of strength is in knowledge, where 72.2% met the Standard of Excellence.
- Our students achieved 81% or higher on all the strands of Science.
- 98.1% of our students achieved the Acceptable Standard.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern are:

- Our students continue to experience difficulties in questions in all strands where they have to analyze and evaluate data and differences to form a conclusion; and
- Inquiry and Problem Solving was the weakest strand. Observation and analysis of designs, identification, and application of given information, and making conclusions with information that is presented needs to be highlighted. Students tend to have more difficulty with questions when they are asked to identify bolded words in questions such as “least” or “except”. They tend to look for the positive answers instead of the exceptions or least likely.

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Work with students to develop recognition and an understanding of vocabulary particular to specific topics;
- Continue with the ‘Hands On’ Science review prior to the final examination by bringing in the Bennett Center staff to do full day workshops;
- Ensure students have multiple learning opportunities to analyze, interpret and make inferences from graphs, charts, and images, especially during the Evidence and Investigation unit;
- Continue to practice tests similar in style to the achievement tests;
- Continue with grade/subject alike meetings and focus on sharing “best practices”;
- Seek out informational resource texts and related technology that will enhance the topics being covered; and
- Promote critical thinking and planning skills for labs and experiments.

Grade 6 French Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.4	100	98.4	97.9	98.2	100	98.3	100	97.9
	Results Based on Number Enrolled									
Acceptable Standard	100.0	98.4	96.7	82.7	97.9	80.3	100	83.6	100	81.5
Standard of Excellence	40.5	21.0	36.7	19.4	29.8	18.4	46.9	19.1	42.3	21.9
	Results Based on Number Writing									
Acceptable Standard	100.0	83.9	96.7	84.1	100	81.8	100	85.2	100	83.3
Standard of Excellence	40.5	21.4	36.7	19.7	30.4	18.7	46.9	19.5	42.3	22.4

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance appears to be relatively strong are:

- 100% of students met the Acceptable Standard.
- The Standard of Excellence is 42.3%.
- Students did well in all topics.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern are:

- Below the provincial average in identifying the manipulated variable in an experiment; and
- Student achievement is slightly lower in Knowledge than Skills although still 14% higher than the province

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Use a variety of strategies and games to strengthen an understanding of the vocabulary;
- Utilize hands-on programs that provide specific review of all the units covered in Science (Bennett Center);
- Ensure students have a concrete understanding of terminology and key concepts;
- Use new technologies to explore concepts in Science;
- Practice multiple choice tests similar in style to the achievement tests;
- Continue to utilize subject/grade a-like meetings with a focus upon sharing best practices;
- Use of appropriate vocabulary used in experiments and Science lab (constant variables, responding variables); and,
- Reinforcing scientific concepts and vocabulary by reading about these subjects in the French and English Language Arts class.

Grade 6 English Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	89.5	100	88.9	97.9	89.2	95.9	89.6	94.7	89.3
	Results Based on Number Enrolled									
Acceptable Standard	97.8	72.2	100	70.2	97.9	69.6	95.9	71.1	93.0	72.6
Standard of Excellence	48.9	19.3	59.6	17.1	55.3	18.7	57.1	22.6	63.2	22.4
	Results Based on Number Writing									
Acceptable Standard	97.8	80.7	100	78.9	100	78	100	79.4	98.1	81.3
Standard of Excellence	48.9	21.6	59.6	19.2	56.5	21.0	59.6	25.3	66.7	25.1

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance appears to be relatively strong are:

- Outstanding results with 66.7% of our students achieving the Standard of Excellence.
- 98.1% of the students who wrote the exam met the Acceptable Standard.
- Our Standard of Excellence was 41.6% higher than the province.

2. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern are:

- Students were challenged by the multiple choice questions about Iroquois; Confederacy-identifying examples of equality and democratic principles, geographic thinking, and recall of pertinent information;
- Community Involvement questions involving decision making processes, identifying main issues and government leader responsibilities; and
- Identifying the difference between direct and representative democracy.

3. Specific initiatives planned to address the above noted areas of strengths and concerns are:

- Focus on building the vocabulary needed to understand the concepts;
- Continue to develop strategies for students to identify the rights and responsibilities of present and past citizens and groups;
- Model and teach students strategies that support their ability to synthesize and make inferences using charts, graphs, timelines, and maps;
- Reinforce research skills using information that is presented in various formats;
- Continue to seek out resources to match the curriculum;
- Incorporate a dramatization of how democracy works in the Iroquois Confederacy to reinforce understanding of the key concepts; and
- Participate in Inquiring Minds School, particularly Legislature School, which highlights many democratic principles outcomes.

Grade 6 French Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	98	100	98.3	97.9	97.8	100	97.9	100	98.0
	Results Based on Number Enrolled									
Acceptable Standard	100	78.7	86.7	73.8	97.9	72.1	100	97.9	100	76.2
Standard of Excellence	35.1	15.1	30.0	10.9	25.5	9.9	26.5	13.7	34.6	12.8
	Results Based on Number Writing									
Acceptable Standard	100	80.3	86.7	75.1	100	73.7	100	76.6	100	77.8
Standard of Excellence	35.1	15.4	30.0	11.1	26.1	10.1	26.5	14.0	34.6	13.1

Interpretation of Results

1. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance appears to be relatively strong are:

- 100% of the students who wrote the exam met the Acceptable Standard.
- Standard of Excellence is 34.6% almost three times that of the province.

2. Compared to provincial results and school trends over time, the reporting category and area where our school’s performance was of concern are:

- Students scored lowest on the Ancient Athens topic (68%); and
- Identifying and applying rights from the Charter of Rights and Freedoms and recalling information about Ancient Athens and the Iroquois Confederacy.

3. Specific initiatives planned to address the above noted areas of strength and concern are:

- Focus on developing an understanding of the appropriate vocabulary and key concepts;
- Provide real life application of freedoms protected by the Charter of Rights and Freedoms to help students understand in a more concrete way

- Provide students more exposure to questions involving cartoons, photographs, newspapers and charts and how to synthesize and draw comparisons (compare/contrast) from this information; and
- Continue to review decision-making processes in government and ancient societies; and
- Review study skills for recalling facts about ancient societies.

Appendix II – Other Indicators of Student Performance

The diversity of services and programming within Muriel Martin continues to evolve. We believe that our school is advancing to meet the ever-increasing challenges of today's educational demands, along with enhancing and enriching programs. Some examples include our Physical Education program, Daily Physical Activity, a dynamic music program, and the integration of technology in learning. These all continue to be priorities. We believe it is essential that our school community models life-long learning and values the knowledge and social skills necessary for our children to meet future challenges. High staff satisfaction and morale continues to ensure a vibrant and productive work environment.

Services and initiatives that extend beyond the regular programs include:

- Balanced Literacy
- Early Literacy Support
- Enrichment
- Resource
- Historical Fair
- Math Prodigy
- Raz-Kids, Reading A - Z
- English and French Book Fairs
- Spell-a-thon
- Running Records and District Screening Tool
- LLI (Leveled Literacy Intervention)
- Professional Learning Community meetings
- Classroom Open Houses
- Remembrance Day Ceremony
- Space Camp/Bamfield Trips
- In-school mentoring as well as out of school tutoring
- Writer's Workshops
- Guest authors
- RAWR IN Time
- Marty Math Time (Math Sprints)
- Daily 5/Café
- Math Lead
- Literacy Coaches
- Agile Schools
- Coding Clubs
- Dictée PGL

Citizenship/Character Education

- Cross-age programs
- Dino Draw Recognition
- Hear us RAWR
- DARE (Grade 6)
- RCMP liaison
- Student Leadership
- AMA School Safety Patrols
- Office Helpers
- Kindergarten Helpers
- Classroom Lunch Helpers
- Garden Keepers
- Recycling Club
- Playground and Hill Supervisors
- Mentorship
- Volunteerism
- Core Value assemblies
- We Can Work it Out program
- Dare to Care
- Charity Initiatives (Terry Fox Foundation, Food Bank, Kinette Christmas Hamper, Jump Rope for Heart, Youth Emergency Shelter)

Co-Curricular

- Grade 6 Camp
- Skiing/Snowboarding
- Winter Carnival
- Fun Field Day
- X-Country Running
- Skating
- Swimming
- Recycling program
- Terry Fox Run
- Field Trips
- Math Club
- Mission Impossible
- District Track Meet
- MMTV
- Environment Club
- Soccer Clinic
- Mini World Cup Soccer
- Walking Club
- Book Club for both divisions
- Athletic Intramurals (Divisions I and II)

- Chess Club
- Track Day at Fowler Park
- Gaming Club
- Dodgeball Tournament
- French Events (Réveillon, Cabane à Sucre)
- Lego Club
- Girls Circle
- Bike Clinic
- French Club de midi

Extracurricular

- Journal Games
- Leadership Club
- Grade 6 Sports Teams (Volleyball, Basketball)
- Climbing Wall Club
- Family Movie Night

Fine Arts

- Kindergarten Christmas concert
- Choirs
- Winter/Christmas Musical Theatre Productions
- Art Gallery
- Children's Festival
- Alberta Opera Performance
- Profiles Gallery
- District Art Show
- Carolling at Christmas
- French Spectaclé
- Réveillon
- Unithéâtre
- Spectacle de Alex Mahé

Parent Initiatives

- Weekly Hot Lunch Days
- Parent Volunteers
- Family Dance
- Parent Council
- Muriel Martin Fundraising Society
- Parent representatives at COSC
- Welcome back and year end gatherings
- Staff Appreciation Lunch
- Playground clean-up
- Outdoor Enhancements
- Refurbishing and maintaining our front flower beds
- Active involvement in the development of the school three-year plan

- Parent workshops

Special Programs

- Birthday pencils
- Kindergarten milk and cookies with the principal
- Study Buddies
- Yoga Club
- Boys and Girls' Clubs
- Field Experiences with U of A/Faculte St. Jean
- Zones of Regulation
- Mentorship Programs (Beginning Teachers, Administrator)
- Leadership partners with SGS/W.D. Cuts/Bellerose/Paul Kane leadership class students
- Roots of Empathy
- La semaine de la francophonie
- Lunch and Learns
- Audiobook recordings

Other Services

- SIGIS Daycare (before and after school care)
- Coordination with outside services such as Alberta Health Services, CASA, and the Glenrose Hospital
- Joint community use of our facility (Beavers, Cubs, Girl Guides, and Slam Basketball)

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

Student Survey (Based on the Accountability Pillar Survey)

Question	% Good / Very Good 2014-2015	% Good / Very Good 2015-2016	% Good / Very Good 2016-2017
The teachers at my school are.	97	96	94
My school is.	97	98	97
	% Yes 2014-2015	% Yes 2015-2016	% Yes 2016-2017
At school, I am encouraged to try my best.	95	96	95
At school, most students follow the rules	75	74	81
At school, most students help each other.	88	79	86
At school, most students respect each other	88	80	85
I am proud of my school.	92	90	93
I am treated fairly by adults at my school.	87	84	86
Other students treat me well.	86	85	83
I feel safe at school.	92	88	91
I feel safe on the way to and from school.	87	92	90
My teachers care about me.	93	89	91
Our School Survey	--	--	% Yes 2016-2017
My school work is challenging.	--	--	67
My school work is interesting.	--	--	75

Year	Number of Respondents (Grades 4-6)
2016-2017	327
2015-2016	293
2014-2015	283

Parent Survey Questions Paper Administration	% Satisfied	Parent Survey Questions Online survey (all families)	% Satisfied	% Don't Know
How satisfied are you...	2014-2015	How satisfied are you...	2016-2017	2016-2017
1. with the quality of education that your child is receiving?	99	with the quality of education that your child is receiving?	95	1
2. with the choice of courses and programs available in your school?	99	with the choice of courses and programs available in your school?	93	2

École Muriel Martin Elementary School Education Plan 2017

3. (New Question for 2016-17)		With the support and resources available to meet the diverse needs of students.	84	6
4. that your child is encouraged by his or her teachers to achieve high standards?	97	That your child is encouraged by his or her teachers to achieve at their personal best.	89	1
5. that your child's learning needs are being met?	95	that your child's learning needs are being met?	89	1
6. with the extra help available, if your child requires it?	92	with the extra help available, if your child requires it?	74	14
7. that teachers help your child to achieve learner outcomes?	96	That teachers help your child to achieve learner outcomes.	88	3
8. that your child is developing the skills and attitudes to become a lifelong learner?	96	that your child is developing the skills and attitudes to become a lifelong learner?	89	1
9. that the school helps your child become a good, caring citizen?	98	that the school helps your child become a good, caring citizen?	95	2
10. that the school provides your child with activities that promote volunteerism and community contribution?	96	that the school provides your child with activities that promote volunteerism and community contribution	81	11
11. (New Question for 2016-17)		That my child enjoys going to school.	88	1
12. that the school provides students opportunities to assume leadership roles?	97	that the school provides students opportunities to assume leadership roles?	71	19
13. with how the school keeps you informed about your child's progress and achievement?	92	That your child's progress is reported in an ongoing and timely manner.	89	1
14. that the school is safe?	98	that the school is safe?	96	1
15. that your child's school is a positive and welcoming place?	97	That your child's school is a positive, caring, and welcoming place.	94	0
16. that expectations for student behaviour are clear?	97	That expectations for student behavior are clear and well-communicated.	95	2
17. with the way discipline matters are dealt with by school staff?	90	That discipline matters are dealt with in a reasonable and timely manner by school staff.	75	15
18. with the image of the school in the community?	99	with the image of the school in the community?	97	3
19. with the communications you receive from the school?	93	that the information I receive about my child's learning at school tells me if my child is being successful in school.	85	1
20. that the school is effective in deterring students from	99	that the school has effective prevention and intervention	34	64

École Muriel Martin Elementary School Education Plan 2017

bringing illegal drugs and substances to the school?		strategies to deal with illegal drugs and alcohol.		
21. that your input is considered, respected, and valued by your school?	93	That your input is considered, respected, and valued by your school.	82	9
22. with the leadership within your child's school?	96	That the leadership at your school effectively supports and facilitates teaching and learning.	90	7
23. that the School Council plays a meaningful role in your school?	96	That the School Council plays a meaningful advisory role in your school.	64	35
24. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	91	That there are opportunities for you to have meaningful input into decisions that affect your child's education.	82	12
25. with the leadership provided by district office?	92	That leadership at district level effectively supports and facilitates teaching and learning.	62	36
26. with how the district manages financial resources?	90	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	62	33
27. with the Board's resource allocation, policies, priorities and processes?	92	With the St. Albert Public School Board's policies and processes.	60	37
28. that your input is considered, respected, and valued by the St. Albert Public School Board?	91	that your input is considered, respected, and valued by the St. Albert Public School Board?	58	38

29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 11%	No 89%	Are finances a barrier to your child's participation in classroom activities?	Yes 7%	No 93%
30. (New Question for 2016-17)			If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	Yes 72%	No 28%

Participation Rates

Year	Respondents
2016-2017	216
2014-2015	359
2012-2013	281

École Muriel Martin Elementary School Education Plan 2017

School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
1. I am satisfied with the quality of education that students are receiving in this school.	100	I am satisfied with the quality of education that students are receiving in this school.	94
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	With the choice of courses and programs available for students in the school district.	94
3. The district provides adequate support / resources to meet diverse student needs.	91	That I am provided the support and resources needed to meet the diverse needs of students.	94
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	98	With the services offered to students by teachers, counselors, administration, and other staff in my school.	98
5. The professional development opportunities are useful in helping me meet the needs of my job.	98	With professional learning opportunities that are supported by the district.	94
6. There is sufficient computer-related training available.	96	With the technology support and training that is supported by the district.	94
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	100	With the opportunities to collaborate with colleagues.	89
8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	83 97	That the professional growth plan process helps me improve my skills.	94
9. Students are developing the skills and attitudes to become lifelong learners.	100	That students are developing the skills and attitudes to become lifelong learners.	95
10. The school helps students become good, caring citizens.	100	That the school helps students become good, caring citizens.	94
11. I am satisfied with how discipline is dealt with within the school.	100	That discipline is dealt with in a reasonable and timely manner within the school.	95
12. The school provides opportunities for students to develop leadership roles.	100	That the school provides opportunities for students to develop leadership roles.	92
13. I am satisfied with the opportunities to assume leadership roles.	96	I am satisfied with the opportunities to assume leadership roles.	92
14. My input is considered, respected, and valued by my school.	84	My input is considered, respected, and valued by my school.	94
15. I have the support necessary to be effective and successful in my job.	100	That I have the support necessary to be effective and successful in my job.	97
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	The expectations of my assignment are clearly defined.	97
17. My work or teaching assignment matches my knowledge and skills.	96	My work or teaching assignment matches my knowledge and skills.	95
18. I feel safe in the school.	98	I feel safe in the school.	95
19. The school is a positive and welcoming place.	98	That the school is a positive, caring, and welcoming place.	95

École Muriel Martin Elementary School Education Plan 2017

School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
20. The facilities are satisfactory.	98	That the facilities are well-maintained.	94
21. That the image of the school in the community is positive.	100	That the image of the school in the community is positive.	95
22. I am satisfied with the leadership within my school.	100	That the leadership at school effectively supports and facilitates teaching and learning.	97
23. I am satisfied with leadership provided by district office.	96	That the leadership at the district level effectively supports and facilitates teaching and learning.	95
24. I am satisfied with how the district manages financial resources.	100	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	91
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	96	With the St. Albert Public School Board's policies, priorities, and processes.	83
26. My input is considered, respected, and valued by the St. Albert Public School Board.	84	That my input is considered, respected, and valued by the St. Albert Public School Board.	80

Participation Rates

Year	Respondents
2016-2017	65
2014-2015	56
2012-2013	54

School Evaluation of Satisfaction Surveys

Results

According to the results, our school's strengths with each stakeholder group are as follows:

Students

- All areas indicate a satisfaction of 80% or more
- Seven areas indicate a satisfaction of 90% or more
- Students feel cared for and safe at school
- Students are trying their best at school

Parents

- 21 of the 30 questions have a satisfaction of 81% or more
- Parents are happy with the quality of education their children are receiving (# 1- 95%)
- Students enjoy coming to school (#11 - 88%)
- All areas are above 80 if you add the satisfaction and the I don't know column together

Special Education

- N/A

Staff

- Staff are 90% more satisfied in 23 out of 26 survey questions
- Staff are satisfied with the support offered to meet the needs of their students # 3 (94 %)
- Staff feel prepared and know what the expectations of their job (#15- 97% and #16-97%)

According to the results, areas in need of development are as follows:

Students:

- Working with students to respect each other and follow school routines and rules
- Promoting a sense of cooperation and our four core values so students feel more respected
- Engaging students to a greater degree (my school work is challenging...67% and interesting... 75%)

Parents:

- Share with parents more about school programs and routines
- Communicate more information about district and board happenings
- Encourage parents to share their ideas and thoughts through school council, board meetings, Thoughtexchange and district Stakeholder Workshop

Staff:

- Continue to share district and board priorities with staff and encourage them to attend district the Stakeholder Workshop and other opportunities to get involved, as well as to provide input at the district level.
- Continue to offer collaborative opportunities such as Professional Learning Community Time, Lunch and Learns, staff meeting professional development and grade level meetings

Special Education:

- N/A

Explanation/General Comments

- Overall, our staff, students, and parent community believe the children at Muriel Martin are receiving a quality education and in a safe, caring, and positive environment. Staff, parents, and students are encouraged to be leaders in their class, the school, and the community. There are many opportunities for staff, parent, and student engagement as we work to maintain and enhance a strong academic standing as well as quality programming.

Next Steps for Continuing Progress

- Continue to program and plan to enhance student engagement
- Continue to highlight our We Can Work it Out poster (conflict and anti-bullying poster) and the importance of positive and active citizenship
- Continue to provide opportunities for students to enhance social interaction skills (Boys' and Girls' Clubs)
- Continue to integrate the restorative justice process and play therapy
- Provide parents with the opportunities for continual involvement and share pertinent school information through the weekly communication and parent council meetings
- Encourage parents in Division I to read through the agendas, school website and class newsletters to stay informed and up to date on school offerings and happenings
- Encourage staff to become more involved in district committees, Stakeholder workshops, district initiatives and district wide professional development

Participation Rates

According to the results, our school's strengths with regards to participation rates are:

- Strong feedback from students and staff
- Continue to encourage parents to share their insights and feedback.