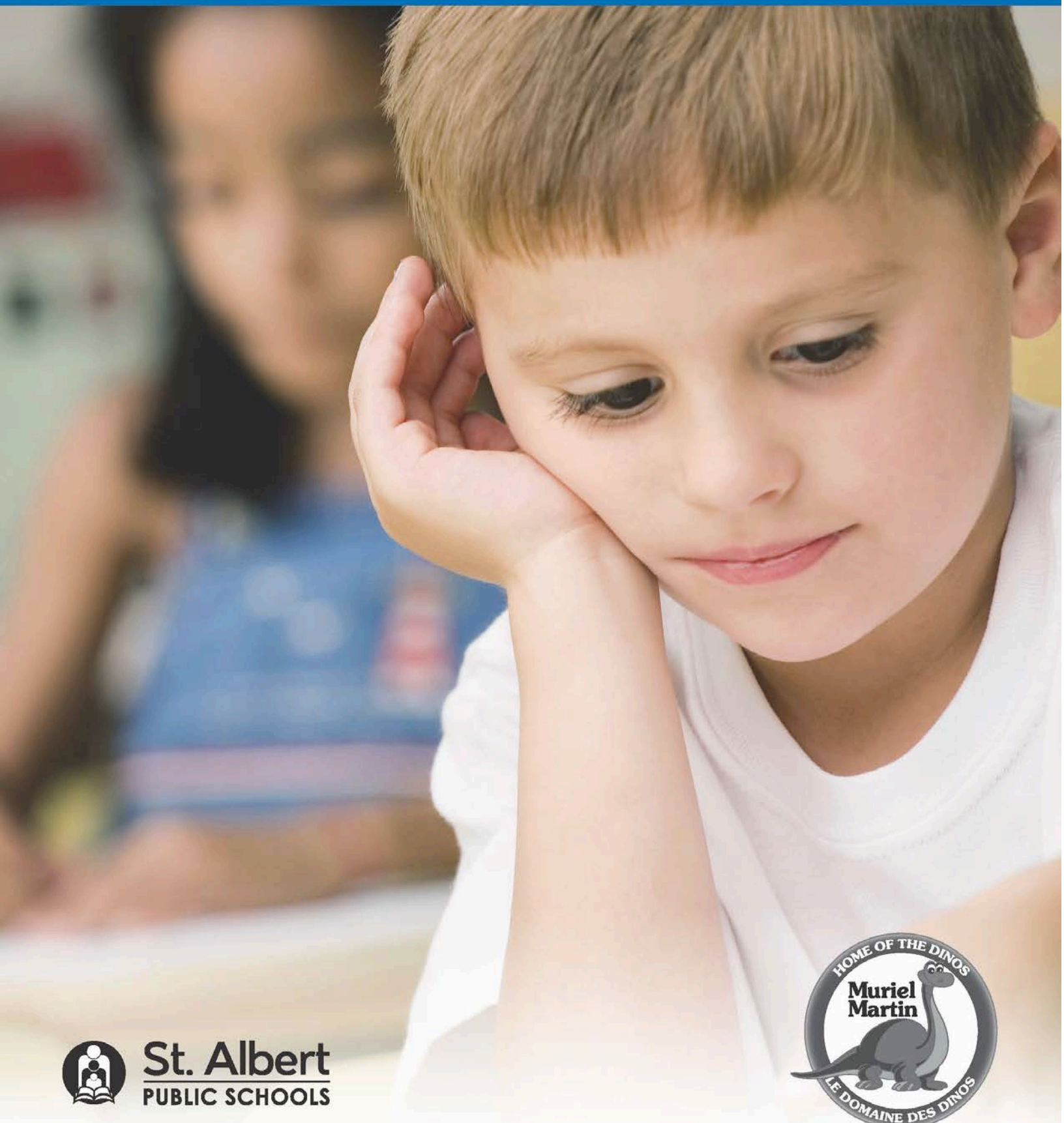


EDUCATION PLAN 2016

Ecole Muriel Martin Elementary School



St. Albert
PUBLIC SCHOOLS



ÉCOLE MURIEL MARTIN ELEMENTARY SCHOOL EDUCATION PLAN 2016

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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”

R: Responsibility
A: Achieving Excellence
W: Winning Attitude
R: 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

	2015-2016 as of September 30, 2015		2016-2017 as of September 30, 2016	
Certificated Staff				
Teaching	33.89	FTE	37.325	FTE
Administration	2.37	FTE	2.425	FTE
Counselling	.8914	FTE	.8914	FTE
Total	37.1736	FTE	40.6414	FTE
Support Staff				
Clerical	2.0	FTE	2.9	FTE
Teacher Aides	16.541	FTE	17.88	FTE
Library Technicians	1.0	FTE	1.0	FTE
Technical Support	0.1	FTE	0.4	FTE
Total	19.641	FTE	22.18	FTE
Students				
English	328		English	364
French Immersion	384		French Immersion	378
Special Needs	26		Special Needs	24
Total	712		Total	742

Classroom Configuration

	2015-2016		2016-2017	
Grade	English	French Immersion	English	French Immersion
Kindergarten	16+22	19+13+18+21	23+ 15	23+21+14
Grade 1	21+21	24+23+24	22+23	19+20+19+19
Grade 2	26+25	24+25	24+25	22+22+23
Grade 3	21+21	20+19+18	25+24	23+22
Grade 4	28+28	17+17	25+24	20+20+20
Grade 5	26+26	27+26	20+20+20	19+17
Grade 6	24+24	25+25	28+28	26+26
Total Classrooms	14	18	15	19

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 (FNMI) 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 currently have two classrooms using one-on-one computing. We will continue to encourage staff to become more confident in their technology skills through in-servicing and professional development 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, Dossier, Acorn, etc.) With these changes, professional development and time needs to be considered during the implementation process.

Space

With an increasing school population, classroom space has become an issue, as we have grown by over nine percent this year. This August, we added one new portable and two new classrooms to handle the growth in student numbers. This will affect our current specialized learning spaces (computer room, library, music room, and gymnasium) which are currently being over-utilized. The past two years, we went from four to three periods of Physical Education in Grade 4 due to having four additional classrooms. As well, we have four grade levels where we have three classes in the gym at the same time. We have also doubled up some Music classes and we have 11 classrooms using one washroom.

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 and a comprehensive numeracy program will continue as a goal 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 in each subject area 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 area of literacy. We have also developed Collaborative Team Meeting Records that are accessed through Google Docs (now in 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 searching for a Math diagnostic tool and a common problem-solving method that will enhance our numeracy results. We are also piloting DIBELS and Math Intervention/Programming Instrument (MIPI) as screening tools in Math to help determine specific supports that are needed for students.

Muriel Martin Professional Development Model

Needs assessments, using Google forms, have been conducted in the areas of literacy, numeracy and technology to gather specific information from staff. The feedback has allowed us 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 from our needs assessments in literacy, numeracy and technology, 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 be offered in French and English. We hope to provide two days in the school year where at least eleven sessions will be offered each time by Muriel Martin and district staff. More importantly, the shared vision in determining the topics and having our own staff present will enhance the leadership capacity amongst staff.

Community Partnerships

We continue to have an active and supportive parent community at Muriel Martin. The parents have supported school programs such as Dare to Care, parent workshops (Reading, Math, Anxiety, Internet Safety) and have worked cohesively with other parent councils in the community to coordinate a presentation by Dr. Alex Russell on "Raising Resilient Children". 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), BAM (volunteer mentors), school volunteers (W.D. Cuts, Bellerose 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 Preschool PUF to Grade 12 through a district Enhancing Instructional Practice project.

District Outcomes 2016-2019

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Student 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.

School Objectives and Priority Areas 2016-2017

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

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

Reporting our Progress (2015-2016)

Highlights:

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 these charts 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.
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. Using the Restorative Justice model, students continue to learn to take responsibility for harm in order to restore relationships. Staff support 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 FNMI student support through not only literacy and numeracy support, but also to gain a further understanding and sensitivity of their unique culture and contributions in the Canadian context.
2. Providing students with tools to deal with conflict and bullying will continue to be at the forefront. We will be having Dare to Care work with our school community, as well as our staff and students 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, 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, 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 ongoing.

Key Strategies for 2016-2017:

1. Integrate Response To Intervention (RTI)

Over the past two years, we have created RTI charts that encompass the supports we are providing students. We categorized the RTI pyramid into the following categories: academic and social/emotional/behavioral. When addressing student needs, the RTI provides a common language addressing the universal, targeted, and intensive supports. The framework allows us to reflect on how children are responding to the interventions in place. Specific charts for Literacy and Math were also developed. Further, the visuals allow us to see where we need to add further interventions to meet individual student needs. We want to ensure that all students are getting the supports they need. This year, we will also identify how we are using these interventions to support our thirty three FNMI students by developing a Pyramid of Intervention chart. We want to ensure we are meeting their needs academically, but also socially and culturally. Our artist in residence for ten days is a hoop dancer and we will continue to enhance our resources and highlight FNMI stories through the curriculum. We recently had Orange Shirt Day to honor the survivors of residential schools.

2. Reinforce We Can Work It Out - Conflict Resolution and Anti-Bullying Focus

At Muriel Martin, it is important that every child feels safe and comfortable in our school and on the playground. We strive to foster strong relationships and want children to have the tools, as well as a common language to solve problems peacefully and respectfully. These charts are to help support the students in making decisions that will result in positive peer interactions. Our parent council will be offering a follow up workshop on Anti Bullying (Dare to Care) to parents, staff, and students this October.

3. Continue to Practice Components of the Restorative Justice Model

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 the diverse FNMI students as the roots of the Restorative Justice Model go 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 court. The FNMI heritage will be honored as we continue to purposefully use this restorative model.

4. Continue to Implement and Integrate Aspects of Play Therapy and Zones of Regulation

Play therapy will continue to be used at the intensive tier of the RTI pyramid for individual students that need support sharing their anecdotes in the language of play. Individual students will continue to be invited into a safe and caring environment to play with the sand tray, Lego, puppets, or art to build positive relationships and share their unique story. As the story unfolds, strategies will be cooperatively developed to cope with individual circumstances.

Universal supports with the Zones of Regulation program will expand to more classrooms in the school in order to give students tools to foster self-regulation and emotional control. Individual support will also be provided to students who need more intensive supports to foster self-regulation and emotional control.

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 1, 2 and 4 students will visit a local farm where they will experience the curriculum in an authentic context in a natural learning environment. The Grade 6 students will learn first-hand about provincial government by participating in the week long Inquiring Minds School (Legislature School) and our Grade 5 French Immersion students will be attending Fort Edmonton 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, The Fruit Truck in Grade 4, 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, Little Green Thumbs indoor garden and outdoor gardens, as well as cross-age activities.

6. Implement the Neurosequential Model of Education (NME)

Two years again, the majority of staff read "The Boy Who Was Raised as a Dog" by Bruce Perry. Staff also participated in a book study using the study guide that was developed by the Child Trauma Academy to introduce the NME. Using the book as a frame of reference, a leadership group has been developed comprising of two teachers, an educational assistant and school counsellor. This NME leadership group will attend p.d. opportunities related to the NME and share this model with staff to guide the way we interact with children as we begin to understand how the brain develops and changes.

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

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.

Reporting our Progress (2015-2016)

Highlights

1. 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.
2. 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 teacher aides 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 50 students last year.
3. 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.

4. 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.

Challenges

1. Only a few grade levels were able to support Dino reading groups. Our hope is that with more professional development in the area of guided reading and Cafe groupings, more teachers will foster these reading communities in their classroom to increase success in reading.
2. 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.

Progress toward Meeting Objective 2:

Partially achieved and revised.

Key Strategies for 2016-2017:

1. Diagnostic Testing

We continue to complete two to three reading diagnostic tests during 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. Balanced 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 Google, RAZ kids, Moving Up, Littérature 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, teacher aides, 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. Informational Text

A continued focus on informational text in both reading and writing occur at all grades. Incorporating more informational text in lessons, during library periods and as a reading choice will be shared with students. Focusing on informational text 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. 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 continue to emphasize student writing by using informational text prompts to support functional writing, complete a book study on *The 9 Rights of Every Writer* (Spandel) and the literacy team will explore the nonfiction *Writing Power* by Adrienne Gear.

5. Support English Language Learners & FNMI 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. FNMI/Cultural speakers, resources, and perspectives will continue to be integrated into our curricula. 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 two 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. Other roles 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 developing their own Adapted French Immersion Reading Intervention program. We will have at least four small groups of students at each division receiving daily literacy support.

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.

Key Strategies for 2016-2017:

1. Numeracy Instructional Collaborators

Two lead teachers (one in each program-French Immersion and English) 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.

2. Diagnostic Testing

We will be piloting the DIBELS Math screening tool in Grades 2 and 6 and the Mathematics Intervention Programming Instrument (MIPI) in Grade 2 French. Once we have completed that benchmark, we will be completing Math running records on specific students who require further numeracy support. Running records will also be used with new students completed on them and staff will receive training on completing running records to assess numeracy needs in their own classes.

3. Networked Innovation Communities for K-9 Numeracy Achievement

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 and the numeracy outcomes at Muriel Martin. Our school will be working on this project with another district school and a number of other schools in the province to promote enhanced numeracy achievement.

4. Staff Professional Development

A number of staff have attended the Math Academy and more staff will continue to attend future offerings of this professional development opportunity. A number of staff are also involved with the Networked Innovation Communities and they will be meeting with other district and provincial educators five 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), resource availability and usage as well as Math games.

5. Math Fair and Family Math Nights

The Muriel Martin Math Fairs will be held in December (grade 3 to 6) and June (grades 1 and 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 January 19 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 2015-2016

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: \$ 247 012

Our surplus has primarily been used to enhance staffing at Muriel Martin School. We have opened up another French Immersion kindergarten and English class, hired two more teacher aides, and are going to hire more technology support. We have also added literacy lead and Numeracy Instructional collaborators in the English and French Immersion programs to support reading interventions from Grades K-6. Other monies have been used for technology and outdoor enhancements.

Financial Planning 2016-2017

RESOURCE AND DISTRIBUTION

MURIEL MARTIN SCHOOL

REVENUES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Basic Program Allocation	\$ 4,763,095	\$ 4,767,597	\$ 4,535,478
2. Other Revenues			
2.1 Fees	\$ 241,050	\$ 247,450	\$ 247,450
2.2 Cafeteria			
2.3 Donations	\$ 20,000	\$ 20,000	\$ 20,000
2.4 Fundraising			
2.5 Other Revenues	\$ 67,418	\$ 22,500	\$ 22,500
3. Surplus / Deficit Allocation (S/D)	\$ 247,012	\$ 240,853	\$ 240,853
TOTAL REVENUES	\$ 5,338,575	\$ 5,298,400	\$ 5,066,281

EXPENDITURES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Certificated Staff	\$ 4,253,042	\$ 4,129,258	\$ 3,869,763
2. Support Staff	\$ 712,055	\$ 697,640	\$ 735,842
3. Services	\$ 198,776	\$ 194,658	\$ 185,840
4. Supplies	\$ 129,502	\$ 138,626	\$ 136,618
5. Furniture, Equipment & Capital	\$ 5,000	\$ 20,000	\$ 20,000
6. Technology	\$ 23,882	\$ 41,883	\$ 41,883
7. Future Emergent Initiatives	\$ 16,318	\$ 76,335	\$ 76,335
TOTAL EXPENDITURES	\$ 5,338,575	\$ 5,298,400	\$ 5,066,281

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
FTE Enrolment (ECS @ .5)	694.00	699.00	658.00

STAFFING PERCENTAGES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
Certificated Staff FTE	40.64	39.15	37.26
Support Staff FTE	15.37	15.18	16.18
Certificated Staff Percentage	84.9%	82.4%	81.0%
Support Staff Percentage	14.2%	13.9%	15.4%
TOTAL STAFFING PERCENTAGE (with S/D)	99.1%	96.4%	96.4%
TOTAL STAFFING PERCENTAGE (without S/D)	104.2%	101.2%	101.5%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.
 Fees include Board approved fees, and may include lunchroom, school assessed, and extra-curricular
 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

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	90.8	100.0	90.8	100	90.4	98.9	90.6	98.0	90.6
	Results Based on Number Enrolled									
Acceptable Standard	98.7	82.7	100.0	82.5	100	81.9	98.9	90.6	98.0	82.9
Standard of Excellence	36.0	17.8	39.0	16.3	36.6	17.6	39.4	19.5	43.9	20.4
	Results Based on Number Writing									
Acceptable Standard	98.7	91.0	100.0	90.9	100.0	90.6	100	91.3	100	91.5
Standard of Excellence	36.0	19.6	39.0	18.0	36.6	19.5	39.8	21.5	44.8	22.6

Interpretation of Results

- 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 98% of our students achieved Acceptable Standard.
 - We are very proud of our students with 74.0% 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 conventions.
 - Areas of strength in narrative writing were vocabulary and conventions.
 - Over 85% of our students achieved an excellence level when determining meaning of informational text.
 - Our students scored well on higher order thinking skills.
- 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 all questions involving purpose and vocabulary used in informational text, 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 going back in the reading to find how a word/quote is used in context and key details.
- 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 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);

- Expose students to the dual purposes of uncommon punctuation (colon, semi-colon, dash);
- Focus on teaching specific reading strategies for informational text;
- 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;
- Focus on literacy skills, specifically on decoding in context; and,
- 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

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	96.9	97.3	100.0	98.0	100	97.6	97.9	97.6	100	97.6
	Results Based on Number Enrolled									
Acceptable Standard	87.5	89.3	97.3	88.6	100	88.0	97.9	97.6	100	87.7
Standard of Excellence	12.5	17.3	13.5	16.3	16.7	15.6	21.3	13.6	28.6	14.2
	Results Based on Number Writing									
Acceptable Standard	90.3	91.7	97.3	90.4	100	90.1	100	89.7	100	89.6
Standard of Excellence	12.9	17.7	13.5	16.6	16.7	15.9	21.7	13.9	28.6	14.5

Interpretation of Results

1. Compared to provincial results, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - 28.6% 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.
2. Compared to provincial results, the reporting categories and areas where our school's performance appears to be of concern are:
 - Understanding author's purpose in informational and fiction text;
 - Determining an inference/deduction (vocabulary/character traits) based on specific information;
 - Sentence structure usage and development;
 - Incorporating planning and brainstorming strategies to help students formulate ideas in their writing;
 - Correct usage of language (conventions) in narrative and functional writing; and,
 - In reading, students had difficulty making comparisons in literature.
3. Specific initiatives are:
 - Focus on using diagnostic strategies to determine areas of need for struggling readers and writers;
 - Continue to focus on content and organization of a functional piece of writing;
 - Ensure students have a strong vocabulary background by reading more and looking for context clues;

- Continue to work on synthesizing information given, and drawing conclusions in poetic works;
- Highlighting vocabulary related to poetry and grammar;
- 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;
- Highlighting author purpose/intent and choices in writing; and
- Explicit teaching and practice of inference/deduction reading strategies.

Grade 6 English Mathematics

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	90.4	100.0	90.3	100	90.1	100	90.2	93.9	90.4
	Results Based on Number Enrolled									
Acceptable Standard	95.5	74.1	93.3	72.1	98.1	72.7	100	72.5	93.9	71.4
Standard of Excellence	31.8	16.4	24.4	16.3	32.7	15.3	42.6	13.8	42.9	13.8
	Results Based on Number Writing									
Acceptable Standard	95.5	81.9	93.3	79.8	98.1	80.7	100	80.4	100	79
Standard of Excellence	31.8	18.2	24.4	18.0	32.7	17.0	42.6	15.3	45.7	15.2

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 strong are:
 - Our student achieved 80% or higher in all four strands on the exam.
 - 100% of our students met the Acceptable Standard.
 - 45.7% 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;
 - 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;
- Explore and 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; and
- Numeracy Instructional Collaborators have been assigned to provide extra support to math teachers in both the French Immersion and English programs

Grade 6 French Mathematics

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.3	100.0	98.5	100	98.4	97.9	98.3	100	98.3
Results Based on Number Enrolled										
Acceptable Standard	80.6	83.8	100.0	85.2	96.7	83.9	95.7	82.4	100	82.0
Standard of Excellence	6.5	19.2	37.8	18.5	36.7	16.7	38.3	17.9	40.8	16.8
Results Based on Number Writing										
Acceptable Standard	80.6	85.2	100.0	86.5	96.7	85.3	97.8	83.9	100	83.5
Standard of Excellence	6.5	19.5	37.8	18.8	36.7	16.9	39.1	18.2	40.8	17.1

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 our students met the Acceptable Standard.
 - 40.8% of the students achieved the Standard of Excellence, more than double the provincial standard.
 - Results on all questions are above the provincial average.
2. Compared to provincial results and school trends over time, the reporting category and area where our school's performance was of concern is:
 - Students were above the provincial average yet Number and Shape & Space were the lowest strands (78%).
3. Specific initiatives planned to address the above noted area of strength and concern 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;
 - Continue exploring best practices through professional development, team teaching and by sharing ideas, opportunities, and resources;
 - Seek out appropriate Math activities on the SMARTBoard to enhance learning;

- Strengthen students` ability to reason and problem solve by using a variety of strategies;
- Continue to focus on multistep problem solving;
- Explore common diagnostic assessments for Math at all grade levels;
- An additional Math period has been added to the schedule for all grade levels; and
- Numeracy Instructional Collaborators have been assigned to provide extra support to Math teachers in both French Immersion and English programs

Grade 6 English Science

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	90.3	100.0	90.3	100	89.5	100	89.7	93.9	90.0
	Results Based on Number Enrolled									
Acceptable Standard	95.5	77.4	100.0	77.1	100	75.4	97.9	76.0	93.9	77.6
Standard of Excellence	52.3	28.5	55.6	26.2	67.3	25.3	68.1	25.9	57.1	27.7
	Results Based on Number Writing									
Acceptable Standard	95.5	85.8	100.0	85.4	100	84.2	97.9	84.8	100	86.1
Standard of Excellence	52.3	31.5	55.6	29.0	67.3	28.2	68.1	28.8	60.9	30.8

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. 60.9% 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 69.6%.
 - Our students achieved 80% or higher on all the strands of Science.
 - 100% 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

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	98.4	100.0	98.4	100	98.4	97.9	98.2	100	98.3
	Results Based on Number Enrolled									
Acceptable Standard	96.8	83.3	100.0	98.4	96.7	82.7	97.9	80.3	100	83.6
Standard of Excellence	12.9	24.2	40.5	21.0	36.7	19.4	29.8	18.4	46.9	19.1
	Results Based on Number Writing									
Acceptable Standard	96.8	84.6	100.0	83.9	96.7	84.1	100	81.8	100	85.2
Standard of Excellence	12.9	24.6	40.5	21.4	36.7	19.7	30.4	18.7	46.9	19.5

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 46.9%.
2. Compared to provincial results and school trends over time, the reporting categories and areas where our school’s performance was of concern are:
 - Incorporating strategies to improve the results in Evidence and Investigation as well as Trees and Forests; and
 - Below the provincial average in analyzing bar graphs, purpose of paper chromatography, evaluating crime scenes, moon positions, and scientific investigation.
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 English Language Arts class.

Grade 6 English Social Studies

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	90.1	100	89.5	100	88.9	97.9	89.2	95.9	89.6
	Results Based on Number Enrolled									
Acceptable Standard	95.5	72.9	97.8	72.2	100	70.2	97.9	69.6	95.9	71.1
Standard of Excellence	38.6	20.1	48.9	19.3	59.6	17.1	55.3	18.7	57.1	22.6
	Results Based on Number Writing									
Acceptable Standard	95.5	81.0	97.8	80.7	100	78.9	100	78	100	79.4
Standard of Excellence	38.6	22.4	48.9	21.6	59.6	19.2	56.5	21.0	59.6	25.3

Interpretation of Results

- 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 59.6% of our students achieving the Standard of Excellence.
 - 100% of the students who wrote the exam met the Acceptable Standard.
 - Our Standard of Excellence was 34.5% higher than the province.
- 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
- Specific initiatives planned to address the above noted areas of strength and concern 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; and,
 - Incorporate a dramatization of how democracy works in the Iroquois Confederacy to reinforce understanding of the key concepts.

Grade 6 French Social Studies

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100	98.7	100	98	100	98.3	97.9	97.8	100	97.9
	Results Based on Number Enrolled									
Acceptable Standard	83.9	76.5	100	78.7	86.7	73.8	97.9	72.1	100	97.9
Standard of Excellence	12.9	10.3	35.1	15.1	30.0	10.9	25.5	9.9	26.5	13.7
	Results Based on Number Writing									
Acceptable Standard	83.9	77.5	100	80.3	86.7	75.1	100	73.7	100	76.6
Standard of Excellence	12.9	10.5	35.1	15.4	30.0	11.1	26.1	10.1	26.5	14.0

Interpretation of Results

- 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 (26.5%), is nearly double that of the province.
 - Students achieved an average of 86% on the Local and Provincial Government strand.
- 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 (71%) and Iroquois Confederacy (72%) categories; and
 - Using timelines to make inferences and synthesize information and decision-making processes.
- 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;
 - Reinforce concepts that focus on collective identity, equity (as it applies to all models of government studied);
 - 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.

Commonalities between the French and English Provincial Achievement Test results

Science: Experimentation, variables and handwriting analysis were all areas that the students had difficulty with in both programs.

Social Studies: The Iroquois confederacy strand will be an area of focus in both programs.

Mathematics: While both French and English were both above the province in higher complexity questions, it remains an area to focus on.

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
- Math Sprints
- 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
- Dino Reading groups
- Daily 5/Café
- Numeracy Instructional Collaborators
- Literacy Coaches
- Networked Innovation Communities
- Coding Clubs
- Dictée PGL

Citizenship/Character Education

- Cross-age programs
- Dino Draw Recognition
- Hear us RAWR
- DARE (Grade 6)

- RCMP liaison
- Student Leadership
- School Safety Patrols
- Office Helpers
- Kindergarten Helpers
- Classroom Lunch Helpers
- Garden Keepers
- Recycling Club
- Playground and Hill Supervisors
- Mentorship
- Volunteerism
- Grade Level 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, Cancer support)

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

- Catch Up Club
- Girls Circle
- Bike Clinic

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
- Magician
- French Immersion Day

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
- 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
- BAM leadership connection
- French 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. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied	% Satisfied
	2012-2013	2014-15
1. Overall, I am happy with my school.	96	98
2. I can talk to a teacher, counselor, or other school staff about problems I am having.	94	95
3. I am encouraged to do my best.	97	98
4. I can get extra help with my school work when I need it.	92	95
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	91	93
6. The school helps me become a good, caring citizen.	96	97
7. I am satisfied with opportunities to help other people in my school or community.	94	96
8. My teachers tell me how I am doing in school.	91	89
9. My teachers care about me.	95	98
10. I feel safe in my school building.	97	96
11. I feel safe on the playground during school time.	89	93
12. My school is a positive and welcoming place.	95	97
13. Expectations for student behaviour are clear.	95	95
14. There are consequences when the school rules are not followed.	97	94
15. Have you been bullied by another student on a repeated basis this year?	15	13
16. My school promotes physical activity, health and wellness.	99	99

Participation Rates

Year	Respondents	Rate
2014-2015	369/376	98%
2012-2013	325/333	98%
2010-2011	308/308	100%
2009-2010	295/298	99%

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Parent Survey Questions (Grades 1, 3-6)	% Satisfied			
How satisfied are you...	2012-2013	2014-2015		
1. with the quality of education that your child is receiving?	96	99		
2. with the choice of courses and programs available in your school?	98	99		
3. with the choice of courses and programs available in your school district?	99	97		
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	95	95		
5. that your child is encouraged by his or her teachers to achieve high standards?	94	97		
6. that your child's learning needs are being met?	92	95		
7. with the extra help available, if your child requires it?	92	92		
8. that teachers help your child to achieve learner outcomes?	94	96		
9. that your child is developing the skills and attitudes to become a lifelong learner?	92	96		
10. that the school helps your child become a good, caring citizen?	98	98		
11. that the school provides your child with activities that promote volunteerism and community contribution?	95	96		
12. that the school provides students opportunities to assume leadership roles?	96	97		
13. with the leadership provided by district office?	94	92		
14. with the leadership within your child's school?	96	96		
15. with the Board's resource allocation, policies, priorities and processes?	92	92		
16. with how the district manages financial resources?	93	90		
17. with how the school manages its financial resources?	93	94		
18. that your input is considered, respected, and valued by the St. Albert Public School Board?	93	91		
19. that your input is considered, respected, and valued by your school?	93	93		
20. that the School Council plays a meaningful role in your school?	97	96		
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	93	91		
22. with the school's partnerships with community agencies and organizations?	96	96		
23. with the communications you receive from the school?	92	93		
24. with how the school keeps you informed about your child's progress and achievement?	89	92		
25. that there is a caring environment at the school?	98	96		
26. that the school is safe?	96	98		
27. that your child's school is a positive and welcoming place?	97	97		
28. that expectations for student behaviour are clear?	97	97		
29. with the way discipline matters are dealt with by school staff?	92	90		
30. with the bus service?	93	86		
31. with the image of the school in the community?	100	99		
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	99	99		
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 11%	No 89%	Yes 11%	No 89%

Participation Rates

Year	Respondents	Rate
2014-2015	359/376	95%
2012-2013	281/413	68%
2010-2011	224/408	55%

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2009-2010	258/391	66%	
Parent of students with special education needs Survey Questions		% Satisfied	% Satisfied
How satisfied are you...		2012-2013	2014-2015
1.	with the quality of education your child is receiving at this school?	88	89
2.	that the special education programs and services provided by the school are meeting your child's needs?	75	83
3.	with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	100	100
4.	with the communication you receive about your child's educational progress?	88	67
5.	with your child's educational achievement?	88	100
6.	with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	88	83
7.	with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	100	75
8.	with the school district funding for special education services?	63	60

Participation Rates

Year	Respondents
2014-2015	9 telephone interviews
2012-2013	8 telephone interviews
2010-2011	10 telephone interviews
2009-2010	12 Telephone Interviews

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School Staff Survey Questions	% Satisfied	% Satisfied
	2012- 2013	2014- 2015
1. I am satisfied with the quality of education that students are receiving in this school.	100	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	100
3. I am satisfied with how the school assigns support to special education programs.	95	96
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	98	98
5. The professional development opportunities are useful in helping me meet the needs of my job.	93	98
6. There is sufficient computer-related training available.	98	96
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	86	83
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	94	97
9. Students are developing the skills and attitudes to become lifelong learners.	98	100
10. The school helps students become good, caring citizens.	100	100
11. The school provides students with activities that promote volunteerism and community contribution.	100	100
12. The school provides opportunities for students to develop leadership roles.	100	100
13. I am satisfied with leadership provided by district office.	96	96
14. I am satisfied with the leadership within my school.	100	100
15. I am satisfied with the opportunities to assume leadership roles.	96	96
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	100	96
17. I am satisfied with how the district manages financial resources.	98	100
18. I am satisfied with how the school manages its financial resources.	100	100
19. (Teaching staff only) I am able to meet individual student needs.	94	89
20. The district provides adequate support / resources to meet diverse student needs.	89	91
21. My input is considered, respected, and valued by Alberta Education.	38	63
22. I have the opportunity to be involved in decision-making at the district level.	84	76
23. My input is considered, respected, and valued by the St. Albert Public School Board.	86	84
24. I have the opportunity to be involved in decision making at my school.	93	94
25. My input is considered, respected, and valued by my school.	100	93
26. Overall, staff morale is positive.	100	98
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	100	100
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	100	100
29. I have the support necessary to be effective and successful in my job.	98	100
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	95	100
31. My work or teaching assignment matches my knowledge and skills.	98	96
32. There is a caring environment at the school.	100	98

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33. I feel safe in the school.	100	98
34. The school is a positive and welcoming place.	100	98
The facilities are satisfactory.	100	98
Expectations for student behaviour are clear.	98	98
I am satisfied with how discipline is dealt with within the school.	100	100
My school is free from verbal harassment and other forms of workplace bullying.	100	98
The image of the school in the community is positive.	100	100
The school is effective in deterring students from bringing illegal drugs and substances to the school.	100	100

Participation Rates

Year	Respondents	Rate
2014-2015	56/61	92%
2012-2013	58/59	98%
2010-2011	54/59	92%
2009-2010	52/52	100%

School Evaluation of Satisfaction Surveys

Results

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

Students

- All the student response rates are over 89%.
- 99% of the students are satisfied with the opportunities for wellness and physical activity.
- 98% of the students are happy with their school.

Parents

- All except one of the parent responses have a 90% or more satisfaction.
- 99% of the parents are happy with the quality of education that their child is receiving.
- 99% of the parents are content with the image of the school in the community.
- 95% of the parents responded to the survey.

Special Education

- 100% of the parents are happy with their child's educational achievement and with the opportunity to be involved in the Individualized Program Plans (IPP) process.
- 89% are satisfied with the quality of education their child is receiving at school.

Staff

- 16 questions indicate a 100% satisfaction.
- All but four questions indicate a satisfaction rate of 90% or more.
- 100% of the staff have the opportunity to work in a collaborative and collegial fashion.

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

Students:

- Staff will continue to provide students feedback during the learning process (91%-89%). One-on-one discussions, shared goal setting, formative feedback and reinforcement of learning outcomes will be emphasized.
- Staff will continue to provide and highlight methods to students that there are varied classroom learning activities (#5). Learning activities that enrich and expand the curricular outcomes will be reinforced.
- We will continue to be proactive as 15% of students still feel they are being bullied by another student. Increased education in this area will be provided to students, staff and parents by incorporating the We Can Work it out cross-aging opportunities, anti-bullying initiatives, and working with students using the restorative justice process.

Parents:

- We will continue to work on ways to collaborate with transportation services to ensure that parents are receiving the best possible bus service.
- We will continue to ensure all students are given the opportunity to participate in all school activities even if finances are a barrier. 11% (#33) of our parents still feel that finances can get in the way of their child's learning opportunities. As a school, we have also been cognizant of the number of charities we support, the activities that involve extra funding and the standard charges for field trips. Take out space between bullets

- We will continue to work on ways to improve communication with our special education parents through transition meetings, early interviews, timely individual emails, the coordination of services outside the school, and maintain their involvement in the Individualized Program Plans.

Staff:

- We will continue to explore models and processes that make the professional growth plan meaningful. Discussions with support staff this year will replace standard documentation. Continuing to meet staff bi-annually, and allowing group professional growth plans will also emphasize the importance these plans have in professional learning.
- Having staff more involved in district planning, committees, and stakeholder workshops will continue to be a priority. Involvement in district decisions decreased from to 84% from 76% (#22). We will continue to promote the importance of their role in district and board decision making processes and we hope to see more satisfaction in this area.
- Review and discussion of ways to meet student needs through core instruction, literacy coaches, RAWR In, and diagnostic testing.

Special Education:

- 100% of our parents feel they have input into the Individual Program Plans (#3).
- Continue to involve parents in IPP, transition meetings and regular meetings to ensure they witness the academic/social/behavioral and emotional progress of their child.
- Continue to make parents aware of the funding that supports their child (60% - #8) and the supports that are in place to ensure that their child is receiving a quality educational program (89% - #1).

Explanation/General Comments

- Overall, we are pleased with the Satisfaction Survey as most responses were 90% or higher.
- We want to ensure students are safe at school (#11), so we will continue to explore proactive strategies to improve the level of satisfaction in this area.
- Parent communication will continue to be enhanced through Twitter, Facebook, and classroom connections (emails and websites), connecting earlier in the year through parent-teacher conferences and the sharing of information at Parent Council and Muriel Martin Fundraising meetings to ensure that they know the inner working of the school and classroom (#24).
- The staff is pleased with the school and are very happy working here. We will continue to explore new formats and approaches to the development and enhancement of the professional growth plan process (#7 and #8).

Next Steps for Continuing Progress

- We will try to maintain the current results as they are positive and reflect content stakeholders.
- We will ensure students see Muriel Martin as a place where they feel comfortable and confident in all aspects of learning.
- We will continue to have an open door policy and deal with issues and concerns in a timely and fair process.
- We will continue to promote the importance of strong staff morale and work in a collegial fashion.

Participation Rates

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

- 98% of our students responded.
- 95% of our parents responded, we are overwhelmed with the response.
- 92% of our staff responded, we would like that to be 100%.
- A small sampling of parents for the special education survey does not always reflect accurate results.