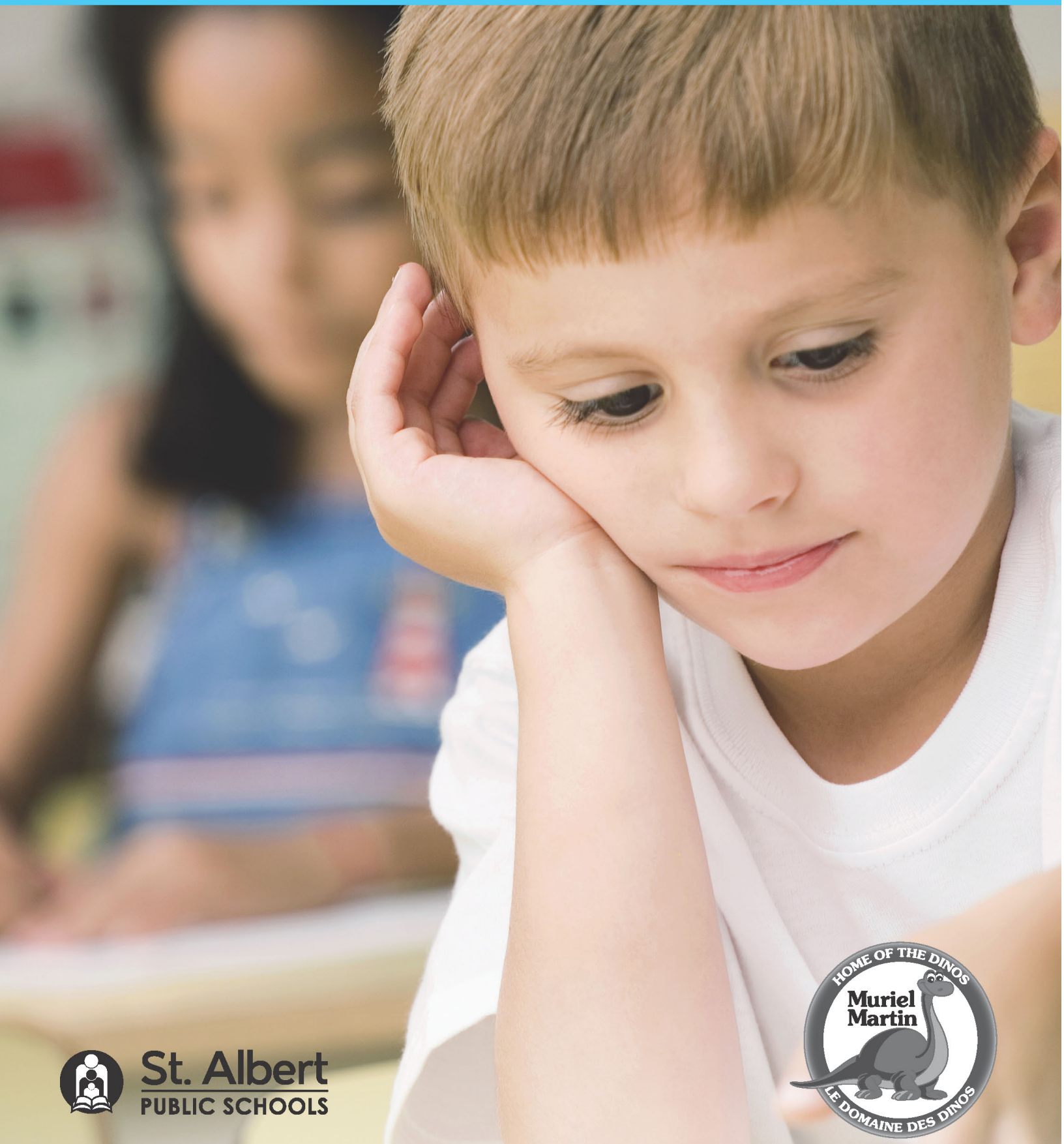


EDUCATION PLAN 2018

École Muriel Martin Elementary School



St. Albert
PUBLIC SCHOOLS



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St. Albert Public Schools' Mission, Mandate and Beliefs

<p>Mission</p> <p>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.</p>	<p>Mandate</p> <p>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.</p> <p>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.</p>
<p>Beliefs</p> <p>In our commitment to public education, <i>we believe that...</i></p> <ul style="list-style-type: none"> ● 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. 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 optimum learning environment. 	

Muriel Martin Elementary School Vision, Mission, 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, writers and mathematicians 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 / l’Amélioration et la réussite

W: Winning Attitude / Wow! l’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.

Muriel Martin Elementary Profile

			2017-2018 as of September 30, 2017		2018-2019 as of September 30, 2018	
Certificated Staff			Certificated Staff			
Teaching	32.9557	FTE	34.5943	FTE		
Administration	2.475	FTE	2.32	FTE		
Counselling	.8857	FTE	0.9	FTE		
Total	36.32	FTE	37.81	FTE		
Support Staff			Support Staff			
Clerical	2.0	FTE	2.0	FTE		
Teacher Aides	15.7	FTE	15.4	FTE		
Library Technicians	0.8	FTE	1.0	FTE		
Technical Support	0.4	FTE	0.2	FTE		
Total	18.9	FTE	18.6	FTE		
Students						
English	312		English	328		
French Immersion	340		French Immersion	342		
Special Needs	(21)		Special Needs	(30)		
Total	652		Total	670		

Classroom Configurations

Grade	2017-2018		2018-2019	
	English	French Immersion	English	French Immersion
Kindergarten	23+24	21+22+21	24+23	22+24+21+21
Grade 1	18+17	26+24	24+24	21+21+20
Grade 2	20+20	22+22+22	23+22	24+24
Grade 3	22+21	21+21+21	22+22	20+20+20
Grade 4	19+21	17+17	21+21	26+25+25(4/5)
Grade 5	21+22	21+23	20+20	20
Grade 6	27+26	21+20(5/6)	19+19	25+27
Total	14	17	14	18

École Muriel Martin Elementary 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, Indigenous learnings, 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

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 32 students with special needs, 33 First Nations, Métis, and Inuit and 61 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, an iPad cart and seven 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 be highlighting the ICT outcomes by following and ICT outcome scope and sequence by grade level to ensure they are being integrated at each level, as well as investigating a word processing program for Grades 3 and 4.

New Teacher Quality Standard Integration

With the new Professional Practice Standards for the Teaching Profession being mandated for the fall of 2019, it is essential that teachers and leaders are familiar with the new standards. In order to gain an awareness of the new framework, it is important to review and provide professional development that supports the new standards that are outlined. We have reviewed the new document and are focusing on building teacher capacity in the area Foundational Knowledge about First Nations, Metis and Inuit. We know that this professional growth will be ongoing as the new Leadership and Teaching Quality standards impact our daily professional practice.

New Curriculum Implementation

With the new curriculum being implemented in our district in 2019-20 from Grades K-4, it is imperative teachers have the skills and knowledge to effectively plan, deliver and assess the new learnings and outcomes. Providing planning time, meaningful professional development and opportunities for them to connect with their colleagues are critical components to ensure that the implementation is successful. As a school, curriculum implementation leaders and administration will support teachers in this process to ensure that teachers are well equipped to witness student growth with concept based instruction.

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. Our goals will focus on a balanced approach to literacy, a comprehensive numeracy program and indigenous teachings this year.

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 standards and curriculum. 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 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 and screening 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. 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 in Mathematics, and Fountas & Pinnell and GB+ in the area of reading and literacy to help determine specific supports that are needed for students.

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, Nutritious Lunches, Math, Blanket Exercises, Anxiety, Family Fitness Night, Marijuana) and have worked cohesively with other parent councils in the community to coordinate presentations (Screenagers). 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 appreciate the support from the City of St. Albert for upgrading our crosswalk and playground areas. 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 2018-2021

- 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 2018-2019

- Objective 1: Develop an in depth awareness and understanding of Indigenous Peoples' histories, traditions, cultures and contributions through staff capacity building as well as collaborative partnerships with the community (New)
- 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.
- Objective 3: Develop a comprehensive Math program that will enhance numeracy instructional capacity for staff and universal success for students.

Muriel Martin School Objectives

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

Reporting our Progress (2017-2018)

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 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. 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 First Nation, Métis 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 have a new goal this year focusing on gaining more Foundational Knowledge of Indigenous Peoples and their cultures, histories, traditions and contributions.
2. Engaging parents and community partners is an integral part of the child's learning team. We will continue to invite parents to workshops about numeracy, 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 centers, 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 Outcome 1: Achieved

Objective 1: (New) Develop an in depth awareness and understanding of Indigenous Peoples' histories, traditions, cultures and contributions through staff capacity building as well as collaborative partnerships with the community.

Key Strategies for 2018-2019:

1. Professional Development

Two staff will be part of the Wisdom and Guidance committee as well as the Walking

Together group, and will share their learnings, and all staff will attend a session on Indigenous resources developed by the ATA as well as view *Indian Horse* in the new year. They will also be encouraged to participate in other professional development to enhance their instruction in First Nations, Métis and Inuit Education.

2. Truth and Reconciliation Learnings

Staff will engage specifically in learnings that focus around Truth and Reconciliation as outlined in the new Teacher Quality Standard (treaties and agreements with First Nations; agreements with Métis; the legacy of residential schools; and the impacts of intergenerational trauma on learner development).

3. Embed Indigenous Cultural Activities

Continue to build upon community and instructional culturally authentic resources (classroom and library) that represent diverse historical perspectives and participate in activities/field trips that support First Nations Metis and Inuit education. Muriel Martin will continue to celebrate and highlight National Indigenous Peoples Day, Métis Week and participate in the KAIROS Blanket Exercise activities.

4. Education is our Buffalo Book Study

Staff will participate in a book study of “Education is our Buffalo” / “*L’éducation, notre bison*” to further gain insights into knowledge, skills and attitudes around First Nations, Métis and Inuit cultures.

5. Restorative Justice Teachings

Continue to build a school culture of restorative justice where harm is repaired in order to restore relationships.

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.

Reporting our Progress (2017-2018)

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 150 students last year supporting their literacy growth. The impact of early intervention in literacy through Reading Interventions, 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. The focus on writing continues to support our students in the writing process. Staff are exploring more on fiction writing forms and students are getting more opportunities to write.

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 targeted/intensive interventions.

2. Writing continues to be an area of growth for our students. We will continue to focus on developing a clear scope and sequence school wide so that students are writing narrative as well as functional pieces. Our attendance at Adrienne Gear in November and a book study of non-fiction writing will allow us to explore different writing forms and monitor the types of writing that are occurring at each grade level. We will also have Literacy Leads at district office support our professional development in this area.

Progress toward Meeting Outcome 2: Partially Achieved and Ongoing

Key Strategies for 2018-2019:

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 needs support universally. We also are able to identify students who need more targeted and intensive supports.

2. Develop a writing Scope and Sequence using various writing forms

We will 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 d'écriture de textes courants* by Adrienne Gear. We will be having professional development sessions about the forms of writing (*description, instruction, persuasion, comparison, explanation and nonfiction narrative*) and will be developing a scope and sequence from K-6. We will have our district literacy coordinator and French Immersion Coordinator present and will be attending an Adrienne Gear session in November. Also, a further study of the instructional components of writing (modeled, shared, guided and independent) will occur. Reinforcing the writing process and highlighting story models as well as using mentor texts will be used to enhance writing structures. As well, 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.

3. Support English Language Learners & Indigenous 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. Indigenous /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 representatives 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.

4. Literacy Leads and Literacy Interventions 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 able to provide staff with literacy tips, professional development, and team teaching opportunities. IDAPEL, a French screening tool, will be used by our French literacy specialists to further target specific needs of struggling students in French Immersion.

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

Reporting our Progress (2017-2018)

Highlights:

1. Our Math Fair and Coding Night were huge successes. We had a Grade 3-6 Math Fair and Grade K-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 Coding Night. Over 400 parents and students were present. Parents engaged in coding stations with their children at tables and carpets in the middle of the gym. Our district office curricular team were instrumental in supporting this night of learning and exploring.
2. Many staff have been involved in professional development in the area of numeracy. Staff were involved in Math graduate courses and a number of staff are pursuing post secondary studies in the area of Mathematics. As well, staff have been involved in Network of Innovation Schools (Agile Schools), Lunch and Learns, participated in the schools' Math Working Group, attended conferences in the area of Math, and sought out instructional coaching from our numeracy lead teacher. 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. Sprints are short intensive team based methods to improve student outcomes. This year, we used a school wide sprint approach, which we 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. Over 200 students received this support from their numeracy mentors, and motivation to participate and enjoy Math were evident.

Challenges:

1. Diagnostic testing tools in numeracy are still difficult to acquire, and more importantly, in providing information that would be useful in the formative assessment of students. We piloted the new District Screening Tool and provided feedback. We also found that Math Running Records provided insightful feedback that allowed the teacher to target and support student learning in Math.

Progress toward Meeting Outcome 3: Partially Achieved and Ongoing

Key Strategies for 2018-2019:**1. Math Lead Teacher**

One staff member will be working with staff in the area of numeracy. Diagnostic testing, instructional coaching, team teaching, targeted early intervention, professional development, working on *sprints* and organization of school-wide mathematics events for students and parents 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 using 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 through the Marty Math program. Running Records and the Leaps and Bounds / *À pas de géant* Math diagnostic program will also be used with student who are new to our school as well as with students involved in our small group, numeracy, early intervention program in order to identify their needs and the targeted interventions which will support them. Staff will receive training on completing running records and Leaps and Bounds / *À pas de géant* diagnostic tests to assess numeracy needs in their own classes.

3. 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 seven to 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.

4. Staff Professional Development

A number of staff are sharing their graduate Math course learnings and staff is encouraged to attend future offerings of professional development. 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, Leaps and Bounds diagnostic testing, sprint cycles (targeted teaching), universal and targeted interventions, Math Concept studies as well as Math games. Marty Math time p.d. will also occur with all staff.

5. Math Fair and Family Math Nights

The Muriel Martin Math Fairs will be held for (Grades 3 to 6) and (Grades K to 2). These will focus on computation games. The students will lead the fairs and the staff will facilitate the training. Our third biannual Family Math Night will be held 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 2017-2018

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: \$ 150 903

Our surplus was used to hire educational assistants to support large class sizes and areas where various student needs were present. As well, extra teacher resource time in the areas of literacy and numeracy has occurred.

Financial Planning 2018-2019

**RESOURCE AND DISTRIBUTION
MURIEL MARTIN SCHOOL**

REVENUES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Basic Program Allocation	\$ 4,435,727	\$ 4,240,403	\$ 4,285,907
2. Other Revenues			
2.1 Fees	\$ 359,670	\$ 376,210	\$ 249,530
2.2 Cafeteria			
2.3 Donations	\$ 25,000	\$ 25,000	\$ 6,510
2.4 Fundraising	\$ 6,700	\$ 6,700	\$ 5,000
2.5 Other Revenues	\$ 92,358	\$ 64,500	\$ 64,500
3. Surplus / Deficit Allocation (S/D)	\$ 150,903	\$ 160,084	\$ 197,649
TOTAL REVENUES	\$ 5,070,358	\$ 4,872,897	\$ 4,809,096
EXPENDITURES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
1. Certificated Staff	\$ 3,842,785	\$ 3,976,504	\$ 3,785,209
2. Support Staff	\$ 678,380	\$ 478,945	\$ 585,519
3. Services	\$ 277,047	\$ 282,797	\$ 178,088
4. Supplies	\$ 117,920	\$ 117,693	\$ 138,393
5. Furniture, Equipment & Capital	\$ 5,044	\$ 5,044	\$ 22,220
6. Technology	\$ 11,914	\$ 11,914	\$ 11,914
7. Future Emergent Initiatives	\$ 137,268	\$ -	\$ 87,753
TOTAL EXPENDITURES	\$ 5,070,358	\$ 4,872,897	\$ 4,809,096
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
FTE Enrolment (ECS @ .5)	623.00	615.50	603.00
STAFFING PERCENTAGES	2018-2019 Fall Budget	2018-2019 Spring Budget	2017-2018 Fall Budget
Certificated Staff FTE	36.83	37.62	36.32
Support Staff FTE	15.07	10.46	12.62
Certificated Staff Percentage	83.8%	90.4%	84.4%
Support Staff Percentage	14.8%	10.9%	13.1%
TOTAL STAFFING PERCENTAGE (with S/D)	98.6%	101.2%	97.5%
TOTAL STAFFING PERCENTAGE (without S/D)	101.9%	105.1%	102.0%

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 Exam Results - Summary Analysis

English Program:

Highlights:

- All our students (81 one of them) in the school achieved the acceptable level in English Language Arts writing and every student except for one met the Acceptable Standard
- 61.7 % of students received the Standard of Excellence in Reading
- Students achieved the Standard of Excellence of 34 % in Math, over 20 % more than the province
- 60.8 % of our students achieved the Standard of Excellence in Science

Moving Forward:

- Continue to review and practice correct structure and usage of language as well as focus on content and organization in functional pieces of writing
- Review the strand of Shape and Space - analyzing 2D shapes and using given data to create shapes as this strand was lower the other Math strands
- Ensure students have multiple learning opportunities to analyze, interpret and make inferences from graphs, charts, and images, especially during the Sky Science Unit
- Continue to develop strategies for students to identify the rights and responsibilities of present and past citizens and groups

French Program:

Highlights:

- 33.3% of our students received the Standard of Excellence in Reading
- 48.4% of students achieved the Standard of Excellence in French Math which is almost 30% above the provincial average
- In French Science 32.3% of students achieved the Standard of Excellence which is almost 10% more than the provincial results
- In all tests written in French, our students performed better than the province in both Acceptable Standard and Standard of Excellence
- 100% of our students reached the Acceptable Standard on 3 out of the 4 provincial achievement tests

Moving Forward:

- Provide students with varied opportunities for authentic daily writing in order to increase the Standard of Excellence in Writing
- Continue to review and practice usage of language and focus on developing ideas in writing
- 19.4 % of students were below the Acceptable Standard in Part A of French Math. We will continue to identify students for Marty Math Time as well as small target groups for computation and fluency strategies
- Ensure that students have multiple learning opportunities with Community Involvement and Ancient Athens in Social Studies

Five Year Trends

The following tables provide the school's results on provincial achievement tests.

Grade 6 English Language Arts

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.4	98.9	90.6	98.0	90.6	97.2	90.2	96.4	90.6
	Results Based on Number Enrolled									
Acceptable Standard	100.0	81.9	98.9	90.6	98.0	82.9	96.3	82.5	95.2	83.5
Standard of Excellence	36.6	17.6	39.4	19.5	43.9	20.4	42.2	18.9	33.3	17.9
	Results Based on Number Writing									
Acceptable Standard	100.0	90.6	100.0	91.3	100.0	91.5	99.1	91.5	98.8	92.2
Standard of Excellence	36.6	19.5	39.8	21.5	44.8	22.6	43.4	20.9	34.6	19.7

Grade 6 Mathematics

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.1	100.0	90.2	93.9	90.4	94.7	89.9	96.2	90.5
	Results Based on Number Enrolled									
Acceptable Standard	98.1	72.7	100.0	72.5	93.9	71.4	89.5	68.4	94.3	71.9
Standard of Excellence	32.7	15.3	42.6	13.8	42.9	13.8	24.6	12.3	34.0	13.5
	Results Based on Number Writing									
Acceptable Standard	98.1	80.7	100.0	80.4	100.0	79.0	94.4	76.2	98.0	79.5
Standard of Excellence	32.7	17.0	42.6	15.3	45.7	15.2	25.9	13.7	35.3	15.8

Grade 6 Science

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	89.5	100.0	89.7	93.9	90.0	94.7	89.1	96.2	90.3
	Results Based on Number Enrolled									
Acceptable Standard	100.0	75.4	97.9	76.0	93.9	77.6	93.0	76.6	92.5	78.4
Standard of Excellence	67.3	25.3	68.1	25.9	57.1	27.7	61.4	29.5	58.5	31.2
	Results Based on Number Writing									
Acceptable Standard	100.0	84.2	97.9	84.8	100.0	86.1	98.1	86.0	96.1	86.8
Standard of Excellence	67.3	28.2	68.1	28.8	60.9	30.8	64.8	33.2	60.8	34.5

Grade 6 Social Studies

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	88.9	97.9	89.2	95.9	89.6	94.7	89.3	96.2	90.1
	Results Based on Number Enrolled									
Acceptable Standard	100.0	70.2	97.9	69.6	95.9	71.1	93.0	72.6	94.3	74.9
Standard of Excellence	59.6	17.1	55.3	18.7	57.1	22.6	63.2	22.4	47.2	23.7
	Results Based on Number Writing									
Acceptable Standard	100.0	78.9	100.0	78.0	100.0	79.4	98.1	81.3	98.0	83.1
Standard of Excellence	59.6	19.2	56.5	21.0	59.6	25.3	66.7	25.1	49.0	26.3

French Immersion Results**Grade 6 French Language Arts**

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	97.6	97.9	97.6	100.0	97.6	100.0	96.1	96.8	95.9
	Results Based on Number Enrolled									
Acceptable Standard	100.0	88.0	97.9	97.6	100.0	87.7	100.0	85.1	96.8	85.2
Standard of Excellence	16.7	15.6	21.3	13.6	28.6	14.2	21.2	13.5	16.1	12.3
	Results Based on Number Writing									
Acceptable Standard	100.0	90.1	100.0	89.7	100.0	89.6	100.0	88.5	100	88.9
Standard of Excellence	16.7	15.9	21.7	13.9	28.6	14.5	21.2	14.0	16.7	12.9

Grade 6 French Mathematics

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.4	97.9	98.3	100.0	98.3	100.0	98.2	100	98.2
	Results Based on Number Enrolled									
Acceptable Standard	96.7	83.9	95.7	82.4	100.0	82.0	100.0	80.8	100	85.3
Standard of Excellence	36.7	16.7	38.3	17.9	40.8	16.8	36.5	16.2	48.4	19.4
	Results Based on Number Writing									
Acceptable Standard	96.7	85.3	97.8	83.9	100.0	83.5	100.0	82.3	100	86.9
Standard of Excellence	36.7	16.9	39.1	18.2	40.8	17.1	36.5	16.2	48.4	19.7

Grade 6 French Science

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.4	97.9	98.2	100.0	98.3	100.0	97.9	100	97.7
	Results Based on Number Enrolled									
Acceptable Standard	96.7	82.7	97.9	80.3	100.0	83.6	100.0	81.5	100	83.7
Standard of Excellence	36.7	19.4	29.8	18.4	46.9	19.1	42.3	21.9	32.3	22.7
	Results Based on Number Writing									
Acceptable Standard	96.7	84.1	100.0	81.8	100.0	85.2	100.0	83.3	100	85.6
Standard of Excellence	36.7	19.7	30.4	18.7	46.9	19.5	42.3	22.4	32.3	23.3

Grade 6 French Social Studies

	2013-14		2014-2015		2015-2016		2016-2017		2017-2018	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	98.3	97.9	97.8	100.0	97.9	100.0	98.0	100	98.1
	Results Based on Number Enrolled									
Acceptable Standard	86.7	73.8	97.9	72.1	100.0	97.9	100.0	76.2	93.5	77.8
Standard of Excellence	30.0	10.9	25.5	9.9	26.5	13.7	34.6	12.8	19.4	16.9
	Results Based on Number Writing									
Acceptable Standard	86.7	75.1	100.0	73.7	100.0	76.6	100.0	77.8	93.5	79.3
Standard of Excellence	30.0	11.1	26.1	10.1	26.5	14.0	34.6	13.1	19.4	17.3

Survey Results

Survey Results - Summary Analysis

Highlights:

- 96% students feel very safe and cared for at school
- 98% of students like the school and feel the teachers are excellent
- 93% of parents are happy with the quality of education and 90% feel their child's learning needs are being met
- 100% of staff feel they have the support necessary to do their job
- 97% of staff feel their professional growth plan process helps them improve their skills

Moving Forward:

- Students will continue to be reminded of the core value of respect and the importance of practicing that value in the school community
- Continue to share with parents the citizenship activities that students are involved in so they are more aware of what we offer and what their child(ren) can participate in
- Highlight the active and important role that our School Council plays in our school community to a greater degree
- Encourage staff to participate in parent workshops, information sessions and board meetings, and Thought Exchange so that they can share their input with St. Albert Public Schools to a greater degree
- Maintain staff collaboration time and explore other opportunities that would promote staff professional connectedness.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 4, 5 and 6)

Accountability Pillar Survey Questions	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018
The teachers at my school are	97	96	94	98
My school is	97	98	97	98
	% of students who responded yes	% of students who responded yes	% of students who responded yes	% of students who responded yes
	2014-2015	2015-2016	2016-2017	2017-2018
At school, I am encouraged to try my best.	98	96	95	95
At school, most students follow the rules.	75	74	81	90
At school, most students help each other.	88	79	86	91
At school, most students respect each other.	88	80	85	89
I am proud of my school.	92	90	93	93
I am treated fairly by adults at my school.	87	84	86	95
Other students treat me well.	86	85	83	90

I feel safe at school.	92	88	91	96
I feel safe on the way to and from school.	87	92	90	91
My teachers care about me.	93	89	91	96

	School Year			
	2014-2015	2015-2016	2016-2017	2017-2018
Number of Student Respondents	283	293	327	244

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that my child is receiving.	2016-17	1	1	3	36	59	95
	2017-18	0	3	4	27	66	93
With the choice of courses and programs available in your school.	2016-17	2	1	4	39	54	93
	2017-18	4	1	4	34	57	91
With the support and resources available to meet the diverse needs of students.	2016-17	6	1	9	40	44	84
	2017-18	8	4	8	35	45	80
That my child is encouraged by his or her teachers to achieve at their personal best.	2016-17	1	2	8	30	59	89
	2017-18	1	2	4	27	66	93
That my child's learning needs are being met.	2016-17	1	2	8	41	48	89
	2017-18	1	2	7	35	55	90
With the extra help available, if my child requires it.	2016-17	14	1	11	37	37	74
	2017-18	14	4	7	28	47	75
That teachers help my child to achieve learner outcomes.	2016-17	3	1	7	37	51	88
	2017-18	3	3	1	38	55	93
That my child is developing the skills and attitudes to become a lifelong learner.	2016-17	1	1	9	43	46	89
	2017-18	4	1	7	37	51	88
That the school helps my child become a good, caring citizen.	2016-17	2	1	2	40	55	95
	2017-18	2	4	2	31	61	92
That the school provides my child with activities that promote volunteerism and community contribution.	2016-17	11	1	7	41	40	81
	2017-18	13	2	10	37	38	75
That my child enjoys going to school.	2016-17	0	2	10	41	47	88
	2017-18	0	3	9	34	54	88
That the school provides students opportunities to assume leadership roles.	2016-17	19	1	9	40	31	71
	2017-18	18	1	11	31	39	70
	2016-17	1	1	9	42	47	89

That my child's progress is reported in an ongoing and timely manner.	2017-18	1	2	7	36	54	90
That the school is safe.	2016-17	1	2	1	38	58	96
	2017-18	0	4	4	30	62	92
That my child's school is a positive, caring, and welcoming place.	2016-17	0	2	4	35	59	94
	2017-18	1	4	4	22	69	91
That expectations for student behavior are clear and well-communicated.	2016-17	2	1	2	40	55	95
	2017-18	1	3	6	28	62	90
That discipline matters are dealt with in a reasonable and timely manner by school staff.	2016-17	15	3	7	39	36	75
	2017-18	17	6	8	29	40	69
With the image of the school in the community.	2016-17	3	1	0	33	63	96
	2017-18	4	2	1	25	68	93
That the information I receive about my child's learning at school tells me if my child is being successful in school.	2016-17	1	1	13	43	42	85
	2017-18	1	2	9	38	50	88
That my input is considered, respected, and valued by my school.	2016-17	9	2	7	44	38	82
	2017-18	6	4	6	38	46	84
That the leadership at my school effectively supports and facilitates teaching and learning.	2016-17	7	1	2	35	55	90
	2017-18	6	5	2	30	57	87
That the School Council plays a meaningful advisory role my school.	2016-17	34	1	1	34	30	64
	2017-18	29	1	5	31	34	65
That there are opportunities for me to have meaningful input into decisions that affect my child's education.	2016-17	12	2	5	52	29	81
	2017-18	13	3	7	39	38	77
That leadership at district level effectively supports and facilitates teaching and learning.	2016-17	36	1	2	37	24	61
	2017-18	40	3	3	27	27	54
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	33	1	4	39	23	62
	2017-18	31	4	5	31	29	60
With the St. Albert Public School Board's policies and processes.	2016-17	37	1	2	41	19	60
	2017-18	34	2	4	37	23	60
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	38	1	3	42	16	58
	2017-18	42	5	1	34	18	52

		Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	7%	93%
	2017-18	7%	93%
If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	2016-17	72%	28%
	2017-18	61%	39%

	School Year	
	2016-2017	2017-2018
Number of Parent Respondents	216	192

Staff Survey Results

(based on an annual online survey available for all staff)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that students are receiving in this school.	2016-17	0	5	1	11	83	94
	2017-18	0	5	0	8	87	95
With the choice of courses and programs available for students in the school district.	2016-17	1	5	0	11	83	94
	2017-18	3	2	0	18	77	95
With the provision of the support and resources needed to meet the diverse needs of students.	2016-17	0	1	5	29	65	94
	2017-18	0	2	3	40	55	95
With the services offered to students by teachers, counselors, administration, and other staff in my school.	2016-17	0	2	0	17	81	98
	2017-18	0	2	0	20	78	98
With professional learning opportunities that are supported by the district.	2016-17	0	1	5	33	61	94
	2017-18	0	2	8	45	45	90
With the technology support and training that is supported by the district.	2016-17	0	1	5	39	55	94
	2017-18	3	0	5	52	40	92
With the opportunities to learn about First Nations, Metis, and Inuit worldviews, histories and cultures.	2016-17	n/a	n/a	n/a	n/a	n/a	n/a
	2017-18	5	0	5	42	48	90
With the opportunities to collaborate with colleagues.	2016-17	1	2	8	40	49	89
	2017-18	2	2	13	48	35	83
That the professional growth plan process helps me improve my skills.	2016-17	2	1	3	45	49	94
	2017-18	0	0	3	60	37	97
That students are developing the skills and attitudes to become lifelong learners.	2016-17	1	3	0	25	71	96
	2017-18	2	21	0	27	70	97
That the school helps students become good, caring citizens.	2016-17	1	5	0	14	80	94
	2017-18	0	0	3	10	87	97
That discipline is dealt with in a reasonable and timely manner within the school.	2016-17	0	5	0	14	81	95
	2017-18	0	2	0	10	88	98
That the school provides opportunities for students to develop leadership roles.	2016-17	3	5	0	17	75	92
	2017-18	7	2	0	21	70	91
With the opportunities that I have to assume leadership roles.	2016-17	3	3	1	25	68	93
	2017-18	8	0	0	33	58	91
That my input is considered, respected, and valued by my school.	2016-17	1	3	2	31	63	94
	2017-18	0	0	5	40	55	95
With the support necessary to be effective and successful in my job.	2016-17	0	3	0	31	66	97
	2017-18	0	0	0	37	63	100
That the expectations of my assignment are clearly defined.	2016-17	0	3	0	26	71	97
	2017-18	0	0	2	33	65	98
That my work or teaching	2016-17	0	5	0	17	78	95

assignment matches my knowledge and skills.	2017-18	0	2	2	21	75	96
That I feel safe in the school.	2016-17	0	5	0	8	87	95
	2017-18	0	2	0	5	93	98
That the school is a positive, caring, and welcoming place.	2016-17	0	5	0	1	94	95
	2017-18	0	2	0	8	90	98
That the facilities are well maintained.	2016-17	0	5	1	8	86	94
	2017-18	0	0	2	15	83	98
That the image of the school in the community is positive.	2016-17	0	5	0	1	94	95
	2017-18	2	0	0	3	95	98
That the leadership at school effectively supports and facilitates teaching and learning.	2016-17	0	3	0	6	91	97
	2017-18	0	2	0	15	83	98
That the leadership at district level effectively supports and facilitates teaching and learning.	2016-2017	3	2	0	22	73	95
	2017-2018	3	0	0	30	67	97
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	8	1	0	37	54	91
	2017-18	17	0	3	37	43	80
With the St. Albert Public School Board's policies and processes.	2016-17	12	3	1	42	42	84
	2017-18	13	0	2	41	44	85
That my input is considered, respected, and valued by the St. St. Albert Public School Board.	2016-17	15	2	3	38	42	80
	2017-18	12	0	3	48	37	85

	School Year	
	2016-2017	2017-2018
Number of Staff Respondents	65	60

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
- English and French 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 Club
- 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 Helpers
- 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, Semaine de la francophonie)
- Lego Club
- Girls Circle

- Bike Clinic
- French Club de midi

Extracurricular

- Running Room Games
- Leadership Club
- Grade 6 Sports Teams (Volleyball, Basketball)
- Climbing Wall Club
- French 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 Spectacle
- Réveillon
- Unithéâtre

Parent Initiatives

- Weekly Hot Lunch Days
- Parent Volunteers
- Family Dance
- School/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 Education plan
- Parent workshops

Special Programs

- Birthday pencils
- Je parle français draws
- Kindergarten milk and cookies with the principal
- Study Buddies
- Yoga Club

- Boys and Girls' Clubs
- Field Experiences with U of A/Faculté St. Jean/Concordia University
- 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
- 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)