



École Montrose

Principal: Andrea Couture

Annual Education Results Report

2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



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   **GPPSD2357**


École Montrose

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	École Montrose School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	82.9	86.3	n/a	85.1	85.6	n/a
	Citizenship	78.9	81.3	82.7	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	67.6	n/a	74.0	67.3	n/a	73.8
	PAT: Excellence	6.0	n/a	7.3	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	85.5	89.6	88.3	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.9	86.2	n/a	86.1	87.8	n/a
	Access to Supports and Services	62.3	72.7	n/a	81.6	82.6	n/a
Governance	Parental Involvement	69.3	75.9	81.3	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures Results						
Overall Multi Year Summary		École Montrose				
Assurance Domain	Measure	2018	2019	2020	2021	2022
		Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a
Citizenship	79.9		86.6	78.7	81.3	78.9
3-year High School Completion	n/a		n/a	n/a	n/a	n/a
5-year High School Completion	n/a		n/a	n/a	n/a	n/a
PAT: Acceptable	77.5		74	n/a	n/a	67.6
PAT: Excellence	8.8		7.3	n/a	n/a	6
Diploma: Acceptable	n/a		n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	86.6	89.3	87.3	89.6	85.5
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	86.2	84.9
	Access to Supports and Services	n/a	n/a	n/a	72.7	62.3
Governance	Parental Involvement	73.5	85.8	76.9	75.9	69.3

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority: Inclusion - The physical, mental, and emotional well-being of our students and staff is supported.

Outcome: Increased Social Emotional Learning for students

Evidence

Perception of overall satisfaction that wellness and needs are being met:

	Parents	Students	Staff
École Montrose is Welcoming, Caring, Respectful and Safe Environment			
2021	98%	83%	94%
2022	96%	90%	100%
Students are learning, emotional growth and well-being			
2021	95%	NA	NA
2022	97%	NA	NA
Children are supported at school to be active, healthy, and well			
2021	98%	NA	91%
2022	96%	NA	100%

School Assurance Survey

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	EM			GPPSD			Province		
	2021	2022		2021	2022		2021	2022	
Overall	86	85		87	82		88	86	
Parent	91	85		88	81		88	87	
Student	75	80		77	75		80	78	
Teacher	93	90		95	91		95	94	

Alberta Education Assurance Results

Students self-identifying emotions (2020-2021 Focus area -Identifying & Managing emotions):

	Students Pre-data	Students Post-data
I can verbally identify the emotions that I am feeling		
2021	34%	47%
I recognize how my body reacts to various emotions		
2021	62%	58%

School Generated Data

Students' identification of relationships and connections with staff (2021-2022)

	Students
School staff know me	
2021	76%
2022	73%
At least one adult at my school I can connect with	
2021	69%
2022	76%
My teachers care about me	
2021	86%
2022	91%

School Assurance Results

2021: When looking at our School Assurance data, student responses are more than 10% below parents and staff for overall satisfaction that wellness needs are being met. This data supports the need to continually work toward developing the social, emotional needs of our students. A school Social Emotional Learning committee composed of five teachers and two administrators has been developed and met on three occasions to date in relation to our school plan. The plan involves supporting student needs through the Seven Sacred Teachings and teacher developed lessons based on student SEL needs. To learn more about the gap between staff and parent responses and those of students, teachers will build lessons that meet the specific needs of their students. The intent is to have students develop specific strategies to use when faced with conflict, stressful situations, feeling overwhelmed, etc. Once these skills have been developed, we should note an increase in student perception of wellness and needs being met.

In reflecting on the school data collected during the 2020-2021 school year, we noted a dip in students' abilities to recognize how they react to various emotions. We believe that our data collection method played a role. We intend to review how we collect data this school year to ensure a more accurate representation.

2022: Our results demonstrate an increase in students' overall satisfaction in their wellness needs being met as indicated in the School Assurance Survey and the Alberta Education Assurance results.

Our school generated data also identified targeted focus areas and strategies that were used by the teacher based on their own students' social emotional learning needs during the 2021-2022 school year. Nonetheless we will continue to target the social emotional learning needs of our students based on data from the School Assurance Survey where students identified a need to prioritize building relationships and connections with students and adults in the school. The school's social emotional learning committee is developing activities to enhance relationships, connections, and a sense of belonging.

Outcome: Supporting the physical, mental and emotional well-being of staff

Evidence

Staff perceptions of targeted lessons having an impact on SEL of students:

	Staff
Staff in our school use a consistent approach to support the social-emotional learning needs of our students	
2021	93%
2022	86%
Students can get help with problems that are not related to academics at our school	
2021	64%
2022	58%

School Assurance Survey

Percentage of teachers who agree students can get help at school with problems that are not related to schoolwork...	
	School
Teachers	
2021	67%
2022	52%

Alberta Education Assurance Results

Staff perception of mental and emotional well-being is valued:

	Staff
My workplace supports my wellness	
2021	78%
2022	87%

School Assurance Survey

2021: Based on the data provided by teachers in the 2021 Assurance Survey, we determined it was a priority to address the social-emotional needs of staff. One strategy has been to re-evaluate some of

our processes, structures, and expectations to align with the priorities and outcomes in our School Plan. This will allow us to support staff in balancing expectations and workload (i.e. where appropriate). Our weekly communication to staff includes wellness strategies (physical, mental, emotional), Professional Learning Fridays now have embedded wellness activities, and we have implemented many ways to recognize staff throughout the school year in order to show appreciation for them.

2022: Data from our School Assurance Survey demonstrates an increase in teachers' perception of their workplace supporting their wellness. We believe this is directly tied to the implemented strategies and we are committed to continuing down this path.

2021: In reflecting on the results related to staff perceptions of students having access to supports not related to academics, we plan to investigate further with our staff to determine next steps. Through ongoing dialogue, 2022 Assurance Survey results, as well as anecdotal data, we will continue to collect evidence to support our work moving forward that will allow us to reflect on the effectiveness of our strategies.

2022: Based on the 2022 School Assurance Survey and the Alberta Education Assurance Results it is evident that this area should remain a focus for our school as it did not receive the attention we had intended. We plan to involve our staff in determining the next steps by having focused discussions about their perception of this lack of support for students (not related to schoolwork) and the tools that are required to better meet student needs.

Priority: Teaching, leading and learning that prepares students academically, socially, and emotionally for high school completion and future success through a second language learning focus.

Outcome: Classroom instruction that prioritizes second language learning.

Evidence

Learning, successful for life after school:

	Parents	Students	Staff
École Montrose			
2021	91%	81%	93%
2022	94%	89%	97%
Authority (GPPSD)			
2021	89%	82%	NA
2022	90%	81%	N/A

School Assurance Survey

Provincial Data:

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish high school.

	EM			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	80.0	90.0	80.3%	84.0	87.3	81.5	84.1	85.7	84.9
Parent	70.0	80.0	68.8%	74.3	79.3	72.0	76.0	77.8	77.3
Teacher	89.0	100	91.8%	93.8	95.4	91.0	92.2	93.7	92.5

Alberta Education Assurance Results

Provincial Achievement Tests - French Language Arts Results: Students achieving acceptable standard	School	Province
2021 Reading	61%	76%
2021 Writing	63%	84%

GB+ Reading Data:

	At or Above
2016-2017	57%
2017-2018	58%
2018-2019	61%

2019-2020 (no year-end data due to school closure)	NA
2020-2021	31%
2021-2022	57%

2021 Dossier Data

2021: As a staff, we have begun conversations related to our core values as a French Immersion center. We have also begun to develop a framework that outlines values, beliefs, and guiding principles. This work will be ongoing throughout this school year. A French language and culture committee has also been created to support the values, beliefs, and guiding principles we have developed to date. The committee is made up of four teachers and one administrator.

2022: Our co-constructed framework now guides the work we do on a daily basis. Our French language and culture committee planned and implemented various activities and events highlighting the French culture.

2021: Our GB+ reading data supports a continued focus on French literacy to ensure continued learning and success for life after school. A significant decline in students reading at or above grade level from the end of the 2019 to the 2021 school years is evident in our data. It is our belief that this decline is directly related to the interruptions the COVID-19 pandemic has created in schools. More specifically, in a French Immersion context, we know that not being immersed in the language for an extended period (6 months in 2020) has significant implications.

2022: Our GB+ results have increased over the past school year. As a school we invested significantly by hiring Educational Assistants to support literacy intervention from kindergarten to grade 7. This school year, we continue to use formative data to guide small group support for students both in and out of the classroom.

2021: Developmentally, languages are acquired by understanding first (listening), then speaking (oral), followed by reading and writing which is reflected in the prioritization of second language learning. By improving our students' oral language skills, alongside a focus on teacher instructional practices, we expect to see a direct correlation in our reading results being improved over time. As teachers all find themselves at different starting points in their own professional growth and learning, our next steps include targeting individual teacher goals related to specific second language strategies and instructional practices.

2022: Specific instructional strategies were modeled and applied during the 2022 school year. We believe that this is related to the development of our École Montrose framework and guiding principles as well as improved GB+ results. This year, our focus has shifted to math, however teachers continue to implement the targeted strategies to further develop oral language. The implementation

of a new FLAL curriculum in the 2023 school year will allow us to link the neurolinguistic approach to language learning strategies with the new curriculum in the spring of 2023.

Outcome: Developing, and applying First Nation, Métis and Inuit foundational knowledge with staff and students.

Evidence

Staff, student, and parent perceptions of acquiring and applying foundational knowledge:

	Parents	Students	Staff
Learning about Indigenous cultures and history			
2021	92%	95%	96%
2022	95%	98%	100%

School Assurance Survey

2021: To date, we have focused on building and acquiring foundational knowledge which has contributed to the data from parents, students, and staff. During this school year, a continued focus will be on increasing the number of First Nation, Métis and Inuit community members supporting classroom learning. For example, Elder Theresa Gladue is with us every Tuesday during the entire school year to provide authentic learning experiences and knowledge related to the Seven Sacred Teachings and the Cree culture. Our Indigenous Support worker, Stacey Lamoureux, has also been a part of classroom lessons and planning with individual teachers. We will continue to collect data throughout the school year; however, our initial observations show success in this area.

2022: Our results demonstrate growth in this area. We believe that having the guidance of Elder Theresa was instrumental in setting a solid foundation through structured authentic learning experiences. This year, our Indigenous Liaison Lorian Gignac continues to offer opportunities to build our foundational knowledge.

Outcome: Classroom instruction that focuses on explicit instruction of basic math facts.

Evidence

Students who have demonstrated mastery of the counting principles:

Division Assessment – Counting Principles data 2020-2021	Kindergarten		Grade 1		Grade 2	
	Pre	Post	Pre	Post	Pre	Post
Stable order						
2020-2021	38%	61%	0%	28%	33%	53%
2021-2022	NA	77%	NA	49%	NA	51%
One-to-one correspondence						
2020-2021	53%	80%	24%	81%	39%	40%
2021-2022	NA	82%	NA	51%	NA	66%
Cardinality						
2020-2021	16%	53%	54%	95%	41%	49%
2021-2022	NA	72%	NA	98%	NA	58%
Conservation						
2020-2021	NA	NA	46%	96%	59%	60%
2021-2022	NA	NA	NA	92%	NA	49%
Order irrelevance						
2020-2021	35%	64%	63%	96%	NA	NA
2021-2022	NA	55%	NA	97%	NA	60%
Abstraction						
2020-2021	29%	91%	55%	95%	NA	NA
2021-2022	NA	73%	NA	94%	NA	NA

School data

Percent of students achieving grade level outcomes in numeracy:

MIPI Data	School	Authority
2021	Pre 28%	29%
2022	Pre 27.3%	

School data

Percent of students achieving grade level outcomes in basic facts:

Basic Facts Results-MIPI	School
2021	Pre 61%
2022	Pre 57.4%

School data

Provincial Numeracy Assessment: Basic Facts Results	School		
	Grade 1	Grade 2	Grade 3
2021	53%	34%	69%
2022		52%	75 %

Provincial Achievement Tests - Math: Students achieving acceptable standard	School	Province
2021 Part A	70%	69%
2021 Part B	80%	82%

2021: The counting principles are foundational knowledge in numeracy related to number outcomes. A student’s understanding of this foundational knowledge has a direct impact on their numeracy skills, including basic math facts. In looking at the numeracy data available to us, it has been determined that a focus on basic math facts, more specifically number properties, is a priority at École Montrose.

Our plan over the next three years is to embed professional development opportunities related to the number properties, led by staff and administration with a numeracy background. By focusing on number properties, we have the opportunity to address the instructional needs of our staff in a school-wide approach, (i.e., the commutative property is applicable from K to 8) which should have a direct impact on student success. Our target moving forward is 70% in basic facts and 40% on overall MIPI results.

2022: Our school’s priority during the last school year was on SEL, First Nation, Métis and Inuit and French Language and culture. Numeracy became a focus in September 2022. School improvement time is now being dedicated to building teachers’ understanding of math instruction with focused strategies related to the number properties that can be applied and debriefed. Dedicated time to focus on planning with new math curriculum will further support and build teacher capacity for instruction and assessment in winter and spring 2023.

This year, we will also explore our results reporting parental involvement. Our most recent results from the Alberta Education Assurance Results highlight a significant drop in parent’s level of satisfaction in relation to their involvement in the decisions about their child’s education (from 68% to 50.5%). This differs significantly from the results in our School Assurance Survey where 88% percent of our parents are satisfied with the opportunities to collaborate with teachers for educational purposes. Our next step is to work with our school council to help us gain a better understanding of how they view their involvement.