



École Montrose

Principal: Andrea Couture

Annual Education Results Report

2022-2023



Grande Prairie
Public School
Division
Every Student Succeeds



www.gppsd.ab.ca/school/montrose

   **GPPSD2357**

École Montrose

Fall 2023 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	75.2	82.9	82.9	84.4	85.1	85.1
	Citizenship	72.8	78.9	78.8	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	43.2	57.1	n/a	63.3	64.3	n/a
	PAT: Excellence	5.4	0.0	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	80.2	85.5	86.4	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.4	84.9	84.9	84.7	86.1	86.1
	Access to Supports and Services	55.5	62.3	62.3	80.6	81.6	81.6
Governance	Parental Involvement	66.9	69.3	73.1	79.1	78.8	80.3

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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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		École Montrose				
Overall Multi Year Summary		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	86.3	82.9	75.2
	Citizenship	86.6	78.7	81.3	78.9	72.8
	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	74	n/a	n/a	67.6	43.2
	PAT: Excellence	7.3	n/a	n/a	6	5.4
	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	89.3	87.3	89.6	85.5	80.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	86.2	84.9	79.4
	Access to Supports and Services	n/a	n/a	72.7	62.3	55.5
Governance	Parental Involvement	85.8	76.9	75.9	69.3	66.9

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%
	2023	94%	83%	80%
Students are learning, emotional growth and well-being				
	2021	95%	NA	NA
	2022	97%	NA	NA
	2023	92%	NA	NA
Children are supported at school to be active, healthy, and well				
	2021	98%	NA	91%
	2022	96%	NA	100%
	2023	95%	NA	97%

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	2023	2021	2022	2023	2021	2022	2023
Overall	86	85	79	87	82	82	88	86	85
Parent	91	85	76	88	81	82	88	87	86
Student	75	80	76	77	75	74	80	78	77
Teacher	93	90	87	95	91	91	95	94	92

Alberta Education Assurance Results

Students' identification of relationships and connections with staff

	Students
School staff know me	
2021	76%
2022	73%
2023	80%
At least one adult at my school I can connect with	
2021	69%
2022	76%
2023	80%
My teachers care about me	
2021	86%
2022	91%
2023	88%

School Assurance Results

2022- 2023: [KF1]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. We will also have our school base student advisory group gather some information from students to help with our planning.

2022-2023: Based on our results related to student relationships and connections with staff (2021-2022) our focus was related to The School Assurance results in the above table. Our targeted approach included encouraging all classrooms to pair up (older with younger) in order to further build learning environments that are welcoming, caring, respectful and safe. We hosted a passion and interest day where all staff and students had the opportunity to connect and build relationships through shared areas of interest. We spent the school year getting to know each other (staff and students) on a more personal level. Teachers shared information about themselves with all students within the school. Then students had the same opportunity within their classrooms and then with their buddy classes. Finally, school assemblies were developed, and games were played using this information. The overall goal was to support connections among all students and staff and to ensure all students felt they had an adult in the school they could connect with. In looking at the latest results, we have seen improvements in these areas and will continue to work toward ensuring our

students feel that their physical, mental, and emotional well-being is supported through similar initiatives this school year.

When reflecting on our parent results related to learning environments that are welcoming, caring, respectful and safe, we note a significant discrepancy between the School Assurance survey and the Alberta Education Assurance results. The School Assurance survey was completed by a greater number of parents and demonstrates that overall, they are very satisfied in this area.

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%
2023	71%
Students can get help with problems that are not related to academics at our school	
2021	64%
2022	58%
2023	59%

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%
2023	31%

Alberta Education Assurance Results

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

	Staff
My workplace supports my wellness	
2021	78%
2022	87%
2023	77%

School Assurance Survey Results

2023-2024: Based on the School Assurance Survey and the Alberta Education Assurance Survey, we have seen a downward trend with teachers agreeing that students can access help with problems not related to schoolwork. Through our conversations with teachers, we have learned that they feel students need more access to mental health support in a school setting. This is reflected in their responses. To better support our staff's understanding of what supports are available to students and the models of support used by the Division, time will be spent at our staff meetings looking at our school data (number of students who utilize various supports), looking at the support frameworks that exist, and discussing our role, as educators in the building, in supporting students' various needs.

2022-2023: 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. Although our 2022 results demonstrated an increase in teachers' perception of their workplace supporting their wellness, this continues to be a priority. In 2022, we surveyed staff to determine how to best continue supporting wellness in the workplace. The data showed that the most effective strategies were staff shoutouts at meetings, sharing of meals to connect, targeted wellness activities on professional learning Fridays, and curriculum release time for collaboration. We continue to embed these wherever we can. Our school has also created three focus groups related to the areas identified in the results above. These groups target meeting the unique social-emotional learning needs of students as well as academic and behavioral supports.

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%
2023	85%	85%	91%
Authority (GPPSD)			
2021	89%	82%	NA
2022	90%	81%	NA
2023	87%	82%	NA

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.

	School				Authority				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	80	90	72	68	84	87	82	77	84	86	85	80
Parent	70	80	52	61	74	79	72	68	76	78	77	73
Teacher	89	100	91	75	94	95	91	86	92	94	93	87

Alberta Education Assurance Survey

Provincial Achievement Tests - French Language Arts Results: Students achieving acceptable standard	School	Province
2022 Reading	61%	76%
2022 Writing	62%	81%
2023 Reading	65%	79%
2023 Writing	66%	83%

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%
2022-2023	61%

Dossier Data

Provincial Literacy Assessments for Students Exiting Intervention in June 2023	CC3	LENS
Grade 1	96%	88%
Grade 2	100%	86%
Grade 3	63%	NA

2022-2023 In looking at the data from both the School Assurance Survey and the Alberta Education Assurance Survey, there is once again a discrepancy between the two in regard to Learning, successful for life after school. As a school we continue to work toward improving these results. Our co-constructed [École Montrose French Language Framework](#) (created in 2020-2021) continues to guide the work we do on a daily basis to ensure our students are fully immersed in the French language while at school. We continue to embed French culture within our school in various ways including Cinémagine for our grade 7 and 8 students, embedded cultural activities for national Francophone week and literacy week, African drumming, a Métis storyteller, a Francophone voyageur, schoolwide French movie events, etc.

Our GB+ data continues to demonstrate growth in student reading abilities. Our French Language Arts PAT data also demonstrates this growth with 14% of our students achieving the level of excellence in reading. This upward trend is likely due to targeted instruction related to phonological awareness, intervention supports, the use of data to guide practice in small group instruction, and the efforts made to continually immerse our students in the French language. More specifically, teachers are embedding data from division and school formative assessments into long range planning to ensure gaps in learning are targeted and addressed. Furthermore, our literacy intervention in grades 1 to 3 is demonstrating consistent growth in targeted student abilities (phonics).

During the 2023-2024 school year, we have implemented an oral French incentive for students as another way support and encourage their use of the French language in daily communications. Recognizing that developmentally, the use of oral language has a significant impact on reading and

writing, we felt this was an important step to continue to improve these skills in our students. To date, the incentive has been well received and students seem motivated to speak more consistently in French. Our K to 6 teachers are implementing the FILAL curriculum. This is allowing them to link the neurolinguistic approach to language learning strategies with explicit phonological awareness instruction. We believe this shift will continue to positively impact reading and writing results over time.

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%
2023	95%	98%	97%

School Assurance Survey

2022-2023: Our data demonstrates consistency in this area. As a school, we continue to learn about and embed foundational knowledge and culture in a variety of ways. We have dedicated time at staff meetings for learning and sharing, we continue to invite community members to share knowledge and experiences with our staff and students, we continue to add resources and literature to our school library. We have also seen a shift where teachers are more confident in sharing their own learning with their students in a variety of ways. Our Indigenous liaison Loriann has a wonderful relationship with staff, students and families and is consistently accessed within our school. Her knowledge and support have been invaluable.

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

Counting Principles Kindergarten and grade 1	2022		2023	
	Grade K	Grade 1	Grade K	Grade 1
Cardinality	74%	98%	84%	85%
Abstraction	74%	97%	85%	95%
Conservation	NA	95%	NA	85%
Equalities	NA	NA	NA	60%

One to one	83%	53%	95%	70%
Order irrelevance	57%	98%	86%	94%
Quantity	NA	88%	NA	86%
Stable order	78%	50%	59%	NA

Counting Principles Grade 2	2023
	Grade 2
Estimation	24%
Inequality	58%
Odd-Even	27%
Place Value	61%
Stable Order	46%

Provincial Numeracy Assessment: Basic Facts Results			School
	Grade 1	Grade 2	Grade 3
2021	53%	34%	69%
2022	NA	52%	75%
2023	93%	92%	95%

Provincial Achievement Tests - Math: Students achieving acceptable standard	School	Province
2022 Part A	70%	69%
2022 Part B	80%	82%
2023	NA	NA

2023 EICS Numeracy Assessment	School	Division
Grade 4	27%	21%
Grade 5	2%	1%
Grade 6	0%	1%
Grade 7	6%	1%

2022-2023: To support capacity building in the area of numeracy, and specifically instruction around basic math facts, our teachers received ongoing embedded professional development related to the number properties. In addition, they had access to a collaborating teacher who was available to model lessons, develop plans, and support assessment in a math classroom. Teachers had opportunities to embed strategies learned and debrief where needed. During this school year, our K to 3 teachers implemented the provincial math curriculum and our grade 6 teachers optionally implemented it.

In September 2023, our grade 4 to 7 students wrote the Elk Island Numeracy Assessment which is based on content from the curriculum of the previous grade (new curriculum). Our data indicates that students in grade 4, who received instruction related to this content the previous school year, achieved better results than those grade levels who did not receive instruction in the new curriculum. We recognize that there are significant gaps in student learning as the content has shifted a great deal. In order to begin bridging these gaps, teachers used the EICS data to determine a starting point for instruction. Teachers continue to embed the data into their long and short-range planning to be as targeted as possible.

Dedicated time to focus on planning with new math curriculum remains available for teachers to collaborate and build teacher capacity for instruction and assessment. Our numeracy coordinator has worked alongside teachers and is available to continue to do so this school year.

Although our data does demonstrate some growth in the area of basic math facts and numeracy in general, we recognize the need to continue to focus on building teacher capacity and using student data to guide instruction and plan next steps for continued improvement.