



École Montrose

Principal: Matthew Pepper

Annual Education Results Report

2023-2024



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	91%	83%	80%
2024	87%	78%	86%
Students are learning, emotional growth and well-being			
2021	95%	NA	NA
2022	97%	NA	NA
2023	92%	NA	NA
2024	83%	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%
2024	86%	NA	95%

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	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	86	85	79	80	87	82	82	82	88	86	85	84
Parent	91	85	76	82	88	81	82	82	88	87	86	85
Student	75	80	76	76	77	75	74	73	80	78	77	75
Teacher	93	90	87	82	95	91	91	90	95	94	92	92

Alberta Education Assurance Results

Students' identification of relationships and connections with staff

	Students
School staff know me	
2021	76%
2022	73%
2023	80%
2024	70%
At least one adult at my school I can connect with	
2021	69%
2022	76%
2023	80%
2024	78%
My teachers care about me	
2021	86%
2022	91%
2023	88%
2024	86%

School Assurance Results

2023-2024: Between 2021 and 2024, student perceptions of their relationships and connections with school staff showed fluctuations, despite significant efforts to address these areas. The percentage of students who felt that school staff knew them peaked in 2023 but declined in 2024. Similarly, students who reported having at least one adult they could connect with increased until 2023, before slightly dropping in 2024. Teacher care remained consistently high throughout the years. In response to earlier data, the school implemented targeted strategies during the 2022-2023 school year, including buddy class pairings, passion and interest days, and activities designed to strengthen personal connections among students and staff. These initiatives have continued to be a focus as we move into the 2024-2025 school year. The school based social-emotional learning committee also developed initiatives to enhance relationships, with support from a student advisory group to guide future planning. While improvements were observed, especially in students' satisfaction with their wellness needs being met, the school continues to prioritize fostering connections and a sense of belonging to support students' overall well-being. Additionally, parent feedback from the School Assurance Survey reflects strong satisfaction with the school's welcoming, caring, respectful, and safe learning however results continued to dip after peaking in 2021.

This year, the school entered a transition period and through collaboration with staff, have begun monthly assemblies for students targeting those in grade K-4 and grade 5-8. These opportunities, in addition to the efforts made over the previous three years, were designed to create new opportunities for students to be recognized for their contributions to our school community, take part in group challenges and make visible the success happening every single day with both our students and their families.

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%
2024	81%
Students can get help with problems that are not related to academics at our school	
2021	64%
2022	58%
2023	59%
2024	81%

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%	
2024	59%	

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%
2024	83%

School Assurance Survey Results

2023-2024: Efforts to support the physical, mental, and emotional well-being of staff showed positive progress, although some areas still require attention. Staff perceptions of using a consistent approach to support students' social-emotional learning (SEL) improved, reflecting the impact of targeted strategies. Additionally, the percentage of students who felt they could get help with non-academic problems rose significantly. However, teachers' agreement that students can access help for non-schoolwork-related issues remained a concern, despite improvements. Conversations with staff highlighted a misunderstanding with how mental health supports were accessed. In response, staff meetings were used to review data on student support usage, discuss available frameworks, and clarify educators' roles in addressing students' diverse needs. Staff perceptions of workplace wellness also improved, with strategies such as staff shoutouts, shared meals, wellness activities on professional learning Fridays, and collaboration time continuing to support staff well-being.

During the current school year, these efforts have continued and we have seen some early signs of success in the number of staff volunteering to take on extra-curricular activities. Monthly wellness time is embedded at the beginning of each professional learning day and has ranged from physical games and activities in the gym, to beading and even a morning walk. Shout outs at meetings continue to be a staple for our school, with the number growing more and more each month. While data hasn't been where we would like it to be, this evidence indicates that we are on the right track.

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%	88%
2024	74%	79%	92%
Authority (GPPSD)			
2021	89%	82%	NA
2022	90%	81%	NA
2023	87%	82%	NA
2024	86%	80%	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.

	EM					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	80	90	72	68	66	84	87	82	77	78	84	86	85	80	83
Parent	70	80	52	61	70	74	79	72	68	68	76	78	77	73	75
Teacher	89	100	91	75	63	94	95	91	86	89	92	94	93	87	91

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%
2023-2024	51%

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

Provincial Literacy Assessments for Students Exiting Intervention in June 2024	CC3	LENS
Grade 1	79%	28%
Grade 2	77%	35%
Grade 3	76%	NA

2023-2024: École Montrose continued to prioritize second language learning to prepare students academically, socially, and emotionally for high school and future success. While staff perceptions of classroom instruction remained strong, there were declines in parent and student perceptions compared to previous years. Provincial Achievement Test (PAT) results in French Language Arts showed modest growth, with improvements in both reading and writing. However, GB+ reading data indicated a decline, highlighting areas for improvement. In response, the school implemented an oral French incentive to encourage daily French communication, recognizing its impact on reading and writing development. This initiative has been well-received, with students showing increased motivation to speak French consistently. Additionally, K-6 teachers integrated the FILAL curriculum, linking neurolinguistic language strategies with explicit phonological awareness instruction. Literacy intervention programs in grades 1-3 continued to support phonics development, though provincial literacy assessments for students exiting intervention showed mixed results, with declines in some areas. The École Montrose French Language Framework, alongside cultural activities like Cinémagine,

Francophone week events, and schoolwide French experiences, remains central to fostering language immersion.

Moving forward, the school will continue refining instructional strategies based on data-driven insights to enhance student outcomes in French language learning. Targeted time during the school day has been used recently to bring both teachers and administration together to review data and plan for changes to classroom instruction. These meetings also highlight the importance of building from the strengths that exist in our classrooms already. We are already seeing dividends at this early part of the year as teachers have been taking advantage of opportunities to observe high impact instruction taking place in other classrooms and have begun implementing exciting new programs. Early data on provincial numeracy and literacy assessments are showing growth. While a lot of work remains, we are pleased with this modest success.

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%
2024	93%	94%	92%

School Assurance Survey

2023-2024: École Montrose continued to focus on developing and applying First Nation, Métis, and Inuit foundational knowledge among staff and students. While perceptions of learning about Indigenous cultures and history remained positive, there was a slight decline compared to previous years. Despite this, the school remained dedicated to embedding Indigenous knowledge through staff learning opportunities, inviting community members to share their experiences, and expanding Indigenous resources in the school library. Teachers have become more confident in incorporating their own learning into classroom practices, encouraging meaningful discussions and activities around Indigenous culture and history. The strong partnership with the school’s Indigenous liaison, Lorianne, has played a key role in supporting this work, with her relationships with staff, students, and families helping to further cultural understanding.

Moving forward, the school has continued to build on these efforts to ensure continued growth and a deeper integration of Indigenous knowledge throughout the school community. Our monthly

assemblies now feature a targeted learning from the seven sacred teachings, which is then integrated into our school values. If the lesson was Respect, we then emphasize respect using language consistent with our school expectations both in our dealings with our community but also visually. We are also pleased with the additional time with a school elder, who works with classes every Wednesday at the school and provides teachings to students in grade K-6. In addition to these opportunities, targeted instruction is also occurring in grade seven and eight.

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

Counting Principles Kindergarten and Grade 1	2022		2023		2024	
	Grade K	Grade 1	Grade K	Grade 1	Grade K	Grade 1
Cardinality	74%	98%	84%	85%	85%	89%
Abstraction	74%	97%	85%	95%	77%	93%
Conservation	NA	95%	NA	85%	80%	68%
Equalities	NA	NA	NA	60%	NA	46%
One to one	83%	53%	95%	70%	100%	63%
Order irrelevance	57%	98%	86%	94%	84%	80%
Quantity	NA	88%	NA	86%	NA	78%
Stable order	78%	50%	59%	NA	80%	37%

Counting Principles Grade 2	2023	2024
	Grade 2	Grade 2
Estimation	24%	*
Inequality	58%	*
Odd-Even	27%	*
Place Value	61%	*
Stable Order	46%	*

*Counting Principles was discontinued after the 2022-2023 School Year.

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%
2024	95%	97%	100%

*Data collected for provincial numeracy has not remained consistent over time. The groups of students who are assessed have changed over the years.

Provincial Achievement Tests - Math: Students achieving acceptable standard	School	Province
2022 Part A	70%	69%
2022 Part B	80%	82%
2023	NA	NA
2024	NA	NA

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

2024 EICS Numeracy Assessment	School	Division
Grade 4	20%	20%
Grade 5	2%	1%
Grade 6	2%	4%
Grade 7	2%	3%
Grade 8	21%	11%

2023-2024: Between 2022 and 2024, École Montrose focused on improving basic math facts instruction through targeted strategies, including professional development and support for teachers. For Kindergarten and Grade 1, progress was made in key areas like cardinality, abstraction, and order irrelevance, with students showing increases in mastery over the years. However, some areas, like conservation and equalities, presented challenges, and Grade 1 students faced more fluctuation compared to Grade K. Counting principles instruction was discontinued after the 2022-2023 school year, and Grade 2 students showed mixed results with estimation, inequality, odd-even, and place value concepts.

Provincial numeracy assessments showed substantial improvement in basic math facts across Grade 1, 2, and 3 students, with results increasing each year from 2021 to 2024. However, the data from the Provincial Achievement Tests and the EICS Numeracy Assessments revealed some inconsistencies, with 2023 and 2024 results unavailable for the latter. Despite the overall improvement in basic math facts and numeracy, gaps in learning persisted, especially in higher grades, reflecting the significant shifts in curriculum content as a possible explanation. To address these gaps, the school utilized assessment data to tailor instruction and planning, with continued support from the numeracy

coordinator. While some growth has been seen, the school remains committed to enhancing teacher capacity and refining instructional strategies to further improve student outcomes in numeracy.

Our ability to respond to data has been an initial focus for us this year. Using some of the same strategies outlined previously, as well as targeted professional development for some teachers with our division numeracy coordinator are early indicators that we are responding to the needs of our school.