



Four Winds Public School Education Plan and Annual Education Results Report

October 2020 Update





Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Four Winds Public School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.0	n/a	n/a	89.4	89.0	89.2	High	n/a	n/a
Student Learning Opportunities	Program of Studies	80.9	n/a	n/a	82.4	82.2	82.0	High	n/a	n/a
	Education Quality	83.5	n/a	n/a	90.3	90.2	90.1	Low	n/a	n/a
	Work Preparation	76.5	n/a	n/a	84.1	83.0	82.7	Intermediate	n/a	n/a
	Citizenship	76.4	n/a	n/a	83.3	82.9	83.2	Intermediate	n/a	n/a
Parental Involvement	Parental Involvement	75.3	n/a	n/a	81.8	81.3	81.2	Intermediate	n/a	n/a
Continuous Improvement	School Improvement	87.0	n/a	n/a	81.5	81.0	80.9	Very High	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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 Examination 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort





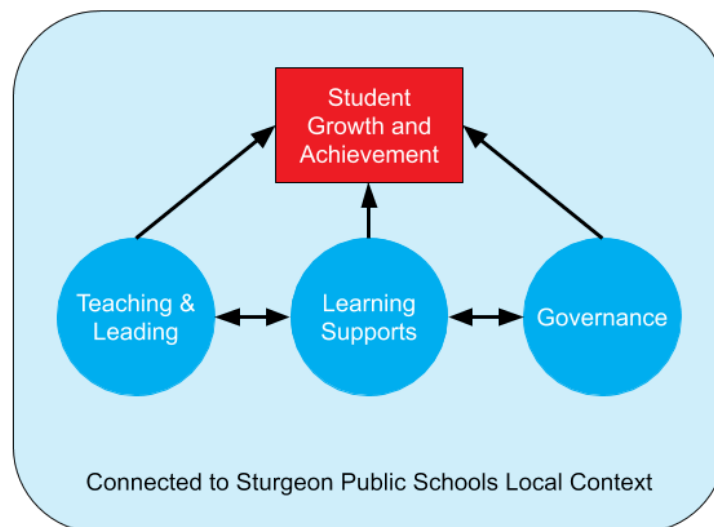
Priority

Student Achievement

Assurance Domains and Student Achievement

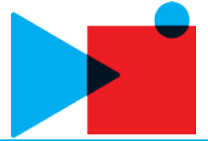
Assurance in the education system occurs when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and,
- Local and Societal Context.



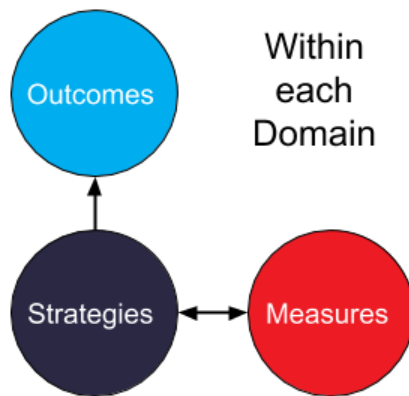
Student achievement is the priority for Sturgeon Public Schools. The domains of Teaching and Leading, Learning Supports and Governance support this priority and integrate local context to ensure students of Sturgeon Public Schools achieve.





Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain outcomes are identified to illustrate what will be happening consistently and strategies are outlined to describe how Sturgeon Public Schools will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next cycle of improvement.





School Highlight or Context

Four Winds Public School is an innovative grade five to nine school in Morinville, Alberta. Serving 390 students, we offer a variety of programming including French Immersion, Dance Academy, STEAM Academy, Knowledge and Employability and Strategies programming. The school honours local area women who were instrumental in bringing Public Education to Morinville, including the Donna Hunter Learning Commons, Thelma Chalifoux Learning Garden, and the Audri Kowalyk Science Lab.



We aim to engage students in meaningful work through the process of inquiry learning. Thought provoking questioning and guiding frameworks help students engage with, understand, and solve problems creatively and critically. The process honours the need for fundamental skills in literacy and numeracy as a tool

deeply connected with each concept. Often these solutions require creation with digital resources and experiential education.

Students are encouraged to explore their personal interests at Four Winds Public School. We offer a variety of extra and co-curricular opportunities for our students to explore their passions. Our Arts programming includes Music, Ukulele, Art, Musical Theatre, Theatre Makeup and Drama. Our STEAM Academy offer students a chance to apply science, technology, engineering, arts and mathematics. Innovation is promoted through our robotics, makerspace, and coding. At Four Winds, physical literacy is promoted through our Elementary and Jr. High Dance Academy and Athletics programs.

The Nest is an integrated, school-based wellness and mental health centre at Four Winds Public School. The team consists of the school counsellor, school and behavioural support leads and has a partnership with AHS mental health therapists. The goal of the Nest is to provide students with the support and strategies they will require to maintain their physical and mental well-being.





Domain: Student Growth & Achievement

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' students demonstrate strong achievement across provincial learning outcomes, engage critically, and continuously progress as learners.

SPS Outcomes

- Students achieve provincial learning outcomes, and solve problems with real-world applications.
- Students use assessment feedback to identify strengths and areas of need and set learning goals.

Strategies

Division	School
<ul style="list-style-type: none"> Teachers will co-create programming with parents, students and leadership to meet student's individual needs in hands-on and active learning environments. 	<ul style="list-style-type: none"> Teachers will engage in cycles of learning to design authentic discipline-based tasks and assessment practices to gather evidence of the impact of their teaching.
<ul style="list-style-type: none"> Learning coaches will work with teachers to apply in-depth curriculum knowledge and support differentiated instruction in the classroom. 	<ul style="list-style-type: none"> The learning coach will work with teachers to establish inclusive learning environments.
<ul style="list-style-type: none"> Teachers will communicate achievement of outcomes to students and families using division identified tools. 	<ul style="list-style-type: none"> Using PowerTeacherPro, student progress will be reported on a regular basis as per Division policy.

Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.4	59.7	51.4	60.0	na	72	TBD	TBD	TBD	na	72	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.9	6.9	7.5	5.3	na	12	TBD	TBD	TBD	na	12	15





Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified First Nation, Metis and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	46.2	27.8	50.0	n/a		TBD	TBD	TBD	n/a		
Overall percentage of self-identified First Nation, Metis and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	1.9	1.4	0.0	n/a		TBD	TBD	TBD	n/a		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.7	67.0	76.7	74.9	76.4	80	Intermediate	Maintained	Acceptable	80	82	84

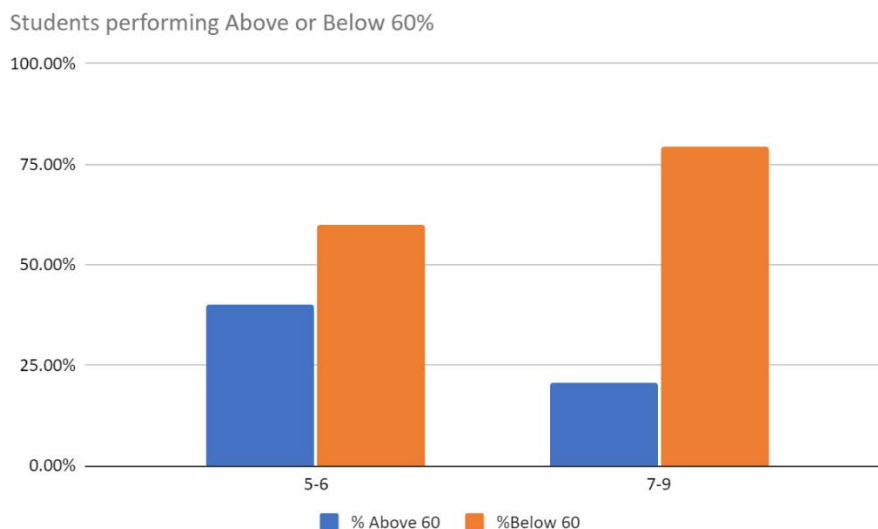
Local Measures

Measures				Results			
Student Growth & Achievement				2017	AB avg	2018	AB avg
Elementary 5-6							
Intellectual Engagement: Interest and Motivation				77	87%	74	86%
Secondary 7-9							
Intellectual Engagement: Interest and Motivation (out of 10)				31	43%	30	43%
						2019	AB avg
						77%	n/a





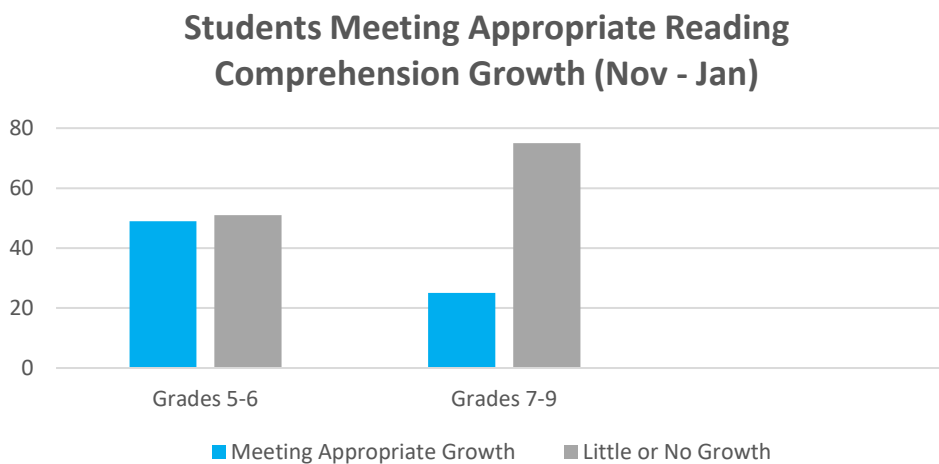
Math Intervention Programming Initiative (MIPI)

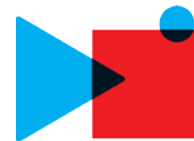


Sturgeon Public Schools students in Grade 2 through 10 write the Math Intervention/Programming Instrument (MIPI). Teachers use the MIPI screen to identify where students are achieving in their math knowledge and skills early in the academic year. This allows them to design and develop relevant strategies for student success in mathematics. This screening tool does not measure student achievement and is not recorded as part of a student's grade.

Reading Comprehension

Read Theory and Lexile Level





The Read Theory reading comprehension assessment continues to be used by Sturgeon Public Schools in upper elementary and junior high grades. This assessment allows teachers to better determine student's reading comprehension. Teachers may use the readtheory.org website and assessments at multiple times during a school year to inform programming and to measure growth.

Analysis of Results

Successes

Students being taught reading comprehension with the Daily 5 and CAFE reading strategies showed significant growth in a short period of time. This was our first year tracking reading levels; this past year has helped clarify our focus on reading comprehension.

Our Math teachers recognize the value of number sense review and daily practice. Number talks, using number lines, modelling and introducing concepts concretely continues to be our focus. Our Math PLC completed a successful SPRINT session last fall and plan on using this method to guide their discussions around student learning.

Opportunities for Growth

We will continue to expand Daily 5 and CAFE reading strategies in all grade 5 and 6 classes. DEAR time provides an opportunity to teach reading strategies so students can be intentional with their practice. Now that we have baseline reading levels, ensuring students are reading appropriate levels will be a focus.

Scheduling has allowed us to have math specialist instructors for the 2020-21 school year. They are planning similar outcomes, assessments and inquiry lessons together. This group is also scheduled to attend multiple professional development sessions together throughout the year.





Domain: Teaching and Leading

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' teachers and principals demonstrate all dimensions of the Teaching or Leadership Quality standards in a collaborative culture of learning.

SPS Outcomes

- Teachers and principals use a range of data and evidence to co-create student specific learning activities to build achievement.
- Teachers and leaders attend to individual student learning and local school needs with skill and competence in leadership.

Strategies

Division	School
<ul style="list-style-type: none"> • Instructional leaders engage all stakeholders annually and use data to inform planning, student learning, and achieve success. 	<ul style="list-style-type: none"> • We will use data from Our School Survey, PAT's, MIPI results and Accountability Survey's to inform and plan student success. • Informing parents and connecting with the community about the types of learning activities at the school will help engage our stakeholders more effectively. Teachers are being asked to incorporate our community (virtually) into their inquiry projects this year.
<ul style="list-style-type: none"> • Staff participate in professional development and collaborate to address division and local goals. 	<ul style="list-style-type: none"> • Staff participate in professional development aligned with universal design. • PLC teams will meet regularly to progress our work with inquiry-based instruction as it aligns with Universal Design. Staff are sharing their projects at PLC meetings and storing artifacts, frameworks and planning tools in a central location. During these sharing times, staff are asked to collaborate on how to involve our community more in each project or inquiry lesson being explored. As the projects roll out we will be looking at student artifacts to determine what thinking has occurred and if the projects met the desired outcomes.

Provincial Measures





Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.8	67.3	76.0	76.7	80.9	80	High	Maintained	Good	82	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.6	81.1	85.7	88.9	83.5	90	Low	Maintained	Issue	87	89	90

*Measure	Sturgeon School Div No. 24				Alberta		
	Cohort (N)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	19	93.0	95.2	89.7	85.0	85.2	84.6

*Previous year result and averages were taken from Morinville public school.

Local Measures

Measures		Results					
Teaching and Leading		2017	AB avg	2018	AB avg	2019	AB avg
Elementary 5-6							
Quality Instruction: Rigor	(out of 10)	7.9	n/a	7.8	8.3	7.8	n/a
Secondary 7-9							
Quality Instruction: Rigor	(out of 10)	6.1	n/a	6.4	6.6	5.8	6.6

Analysis of Results

Successes

All staff completed a minimum of two inquiry projects last year with their classes and are adding and refining this year. Our focus remains to engage students in meaningful, inquiry work that makes the school an intellectually exciting place to be.

Staff at Four Winds Public School feel the divisional and school focus on inquiry instruction and design thinking aligns with creating a culture of high expectations and student engagement.

Opportunities for Growth





Our parents reported they were unsatisfied with the quality of basic education at a rate much lower than our teachers and students. Involving them in the learning activities is a focus for our inquiry projects this year. We are also creating video exemplars for what inquiry learning looks like at Four Winds.

The multi-year focus on inquiry learning brings depth and a culture to how students are taught at Four Winds. Past projects will be refined with the lens of providing peak moments for students to experience this year.

Professional Learning in 2020-2021

Division-Wide PD Days

Division-Wide professional development days provide the opportunity for all staff to collaborate and address division goals. All teachers and all Educational Assistants will be in attendance for these days.

Date	Location	Focus
August 28	Virtual Delivery	Division Direction - Superintendent/CEO Universal Design for Learning - Introduction
August 31	Operational - No classes. School Visits and Tours will take place on this day.	
November 13	Virtual Delivery	UDL: Engagement and Representation Keynote, breakout, and cohort/team sessions
April 23	SCHS or Four Winds	UDL: Action and Expression Keynote, breakout, and cohort/team sessions
May 21	In-person	Staff Recognition Event

Site-Based PD Days

Site-based days provide the opportunity to continue division initiated work with attention to local details and context. On Site-Based days, principals will ensure the principles of Universal Design for Learning are understood by all staff, and used to inform practice.

Day 1 Sept 18	Focus: Universal Supports & Designing Engaging Learning
Details	<p>8:00 – 9:00am – UDL introduction and linking to our school focus of providing high quality inquiry education.</p> <p>9:00 – 10:30am - Ed Camps focused on outcome based learning, common year plans and assessment planning.</p> <p>10:45 – 12:00 - Learning Coach providing PD with a focus on Universal Supports</p>





	1:00– Staff Mtg
Day 2 Oct 16	Focus: Inquiry Based Learning Project Planning
Details	<p>8:00am – 10:30am – Improving past inquiry projects and cross-curricular planning. Exemplars used to guide the focus for this year’s projects.</p> <p>Gallery walk to share inquiry projects and enhance each other’s. Creating a school bank of artifacts for each project.</p> <p>10:45 – 12:00 - LC focus on NME basics and foundations of trauma informed education. Student sticky note relationship project. Student leadership project introduction.</p> <p>1:00 – Staff Mtg</p>
Day 3 Dec 18	Focus: Indigenous Foundational Knowledge
Details	<p>9:00am – 10:30am - Pam Sparklingeyes presentation on Indigenous Canadian History.</p> <p>10:45 – 12:00 Kendra Thompson to lead out sessions on foundational understandings and connecting to curriculum along with the activity, ‘Where is your fire?’</p> <p>1:00 – 3:00 – Staff Mtg.</p>
Day 4 Jan 29	Focus: Inquiry Based Learning Project Planning
Details	<p>8:00am – 10:30am - Ed Camps focused on grade specific project planning, the use of effective ed. Tech LB & TH to lead out sharing sessions on Desmos and incorporating inquiry learning into Social curriculum. Session on effective use of NVPS and math examples by principal. Sharing of recent inquiry projects.</p> <p>Updating Inquiry Projects with student artifacts.</p> <p>10:45 – 12:00 – Modelling UDL lessons – Maker sign creation by staff</p> <p>1:00 – Staff Mtg</p>
Day 5 Mar 25	Focus: Vision, Mission & Values Setting
Details	Staff work together for full day to come up with FWPS vision, mission & values.





	<ul style="list-style-type: none">-Looks like, sounds like, feels like-Purpose (Why are you here?), vision (What does success look like?), values (What are the boundaries?) & Daily Work (What are you working on?)-Elevator Pitch-Effective Mission Statement Review-Refine our Mission (Purpose), Vision and Values (The Work & Lens)
Day 6 Jun 4	Focus: Transitions and Supporting Students
Details	<p>8:00 – 22:00 - IPP wrap ups, transition planning, Ed. Camp staff planning for 21/22 school year, etc.</p> <p>1:00 – Staff Mtg.</p>





Domain: Learning Supports

Assurance occurs:

Public assurance occurs when all students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

SPS Outcomes

- Public School Communities are safe, caring, respectful and inclusive.
- First Nations, Métis, and Inuit students achieve and succeed as part of a community committed to understanding foundational Indigenous perspectives and knowledge.
- Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools foster welcoming learning environments and implement supports for physical, social, mental, and emotional wellness in students. 	<ul style="list-style-type: none"> • FWPS continues to use the philosophies and strategies of the Neurosequential Model in Education (NME). • The NEST will continue to provide snacks, counselling and a place to connect and discuss mental well-being.
<ul style="list-style-type: none"> • Schools provide diverse programming to ensure the success of all students in an inclusive learning environment. 	<ul style="list-style-type: none"> • The Learning Support Lead and Learning Coach support the teachers to ensure universal supports are in all classrooms. Our LSL will also help to create specific student plans for students needing extra supports. • Our Safe Contact Lead uses the SPS and SOGI resources to make schools inclusive and safe for students of all sexual orientations and gender identities.
<ul style="list-style-type: none"> • Schools implement and improve strategic plans to ensure understanding of Indigenous perspectives and knowledge. 	<ul style="list-style-type: none"> • Teacher lead attending First Nation, Metis and Inuit Cohort meetings. • We are creating an environment with physical spaces foundational for future learnings around First Nation, Metis and Inuit teachings. Initiatives are in consultation with local Knowledge Keepers, Elders and students.
<ul style="list-style-type: none"> • Sturgeon Public Schools will ensure that partnerships are developed and maintained to support student health and wellness. 	<ul style="list-style-type: none"> • FWPS has a partnership with AHS for addictions and mental health counselling. • There is a partnership with Alexander First Nation to facilitate Jordan's Principle which helps support First Nation students with complex needs diagnostics.





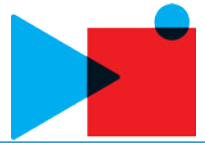
Provincial Measures

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.1	76.6	83.2	84.1	85	86	High	Maintained	Good	86	88	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.0	76.5	79.4	82.3	76.5	84	Intermediate	Maintained	Acceptable	84	85	86

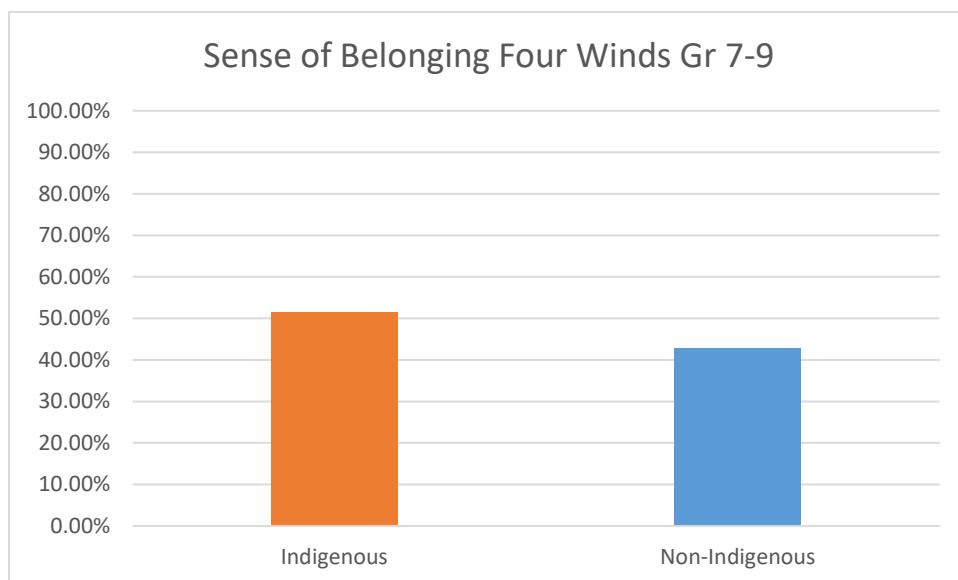
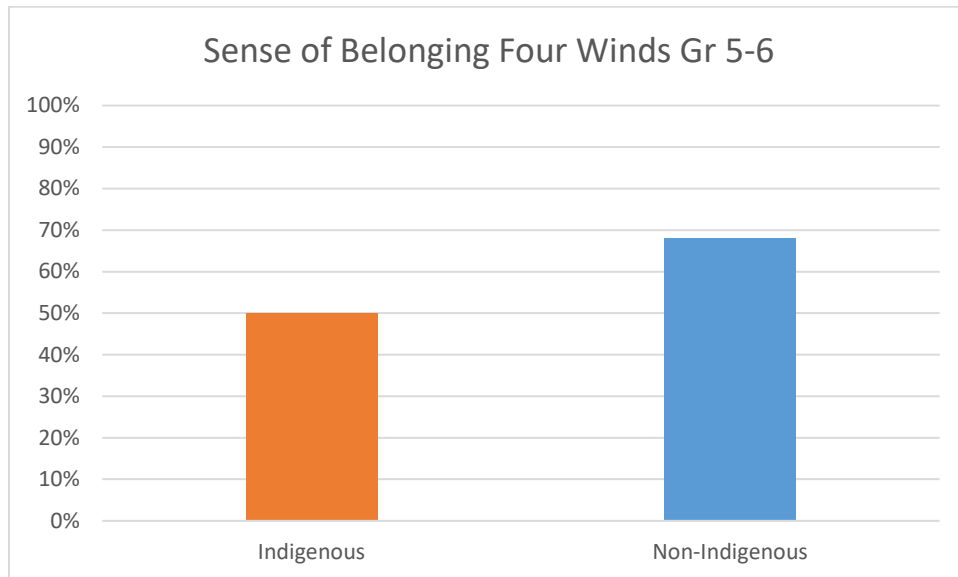
Local Measures

Measures			Results			
Learning Supports			2017	AB avg	2018	AB avg
Elementary 5-6						
Emotional Health: Anxiety			36	22%	32	22
School Context: Advocacy at School	(out of 10)		6.3	6.7	5.8	6.7
Secondary grades 7-9						
Emotional Health: Anxiety			39	29%	47	29%
School Context: Advocacy at School	(out of 10)		3.1	2.7	3.4	2.6





Our School Survey – First Nations, Métis and Inuit





Analysis of Results

Successes

Before the shutdown, our whole school positive behaviour support system was flourishing and increasing our opportunities for celebration. Home games became showcases for CTF, Academics and athletics as well as an opportunity for students to feel connected to their school. We believe these successes will translate into an increased sense of belonging for our students.

Opportunities for Growth

We want to involve community and parents in the projects happening at school as frequently as possible. Letting our community in connects parents to the type of skills students are learning at Four Winds.

In an effort to increase institutional engagement, our administration team is focusing on creating student leadership opportunities. Connecting students with leadership opportunities teaches leadership skills to our students and helps create a culture of student empowerment.





Domain: Governance

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools' engages openly with stakeholders with a focus on student achievement and demonstrates stewardship of system resources.

SPS Outcomes

- Students, families, staff, and community members are committed to a shared vision for student achievement.
- Resources are allocated and managed in the interests of ensuring student success.

Strategies

Division	School
<ul style="list-style-type: none"> • Division leadership in partnership with schools plan and implement annual stakeholder engagement to assess progress and inform decision-making. 	<ul style="list-style-type: none"> • Schools engage staff, parents, and community leaders in a local survey. • Principals will work with school councils to plan strategies that address local needs.
<ul style="list-style-type: none"> • The Board of Trustees approves a budget aligned with division priorities and in accordance with all statutory, regulatory and disclosure requirements. 	<ul style="list-style-type: none"> • Principals report school annual budget and give an update on progress to the school council during the year.

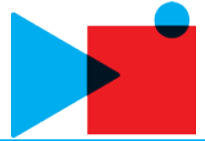
Provincial Measures

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.7	76.1	80.4	78.5	75.3	80	Intermediate	Maintained	Acceptable	78	80	82
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.1	66.8	79.2	84.4	87	85	Very high	Improved	Excellent	88	89	90

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a division-wide forum to discuss progress toward Sturgeon Public School's priority of student achievement and the outcomes





in the Governance domain. This will inform the Board of Trustees and School Councils and will be reported here in the 2021 update.

Analysis of Results

Successes

Our Parent Council Committee was created last year with a large group showing up for meetings. Parents were involved in ceremonies, our first day pancake breakfast, and the official grand opening. Having a dedicated staff member working on social media involved our families in the great things happening at Four Winds and could be a reason they believe our school has improved the past three years.

Student opportunities to follow their passions expanded significantly with our CTF programming in the new building.

Opportunities for Growth

Our Parent Fundraising Committee is still in the process of becoming their own identity. This traditionally has helped families feel more involved with their child's education. Implementing strategies to involve parents in data collection and results will also help build a connection with the school.





Domain: Local and Societal Context

Assurance occurs:

Public assurance occurs when Sturgeon Public Schools responds proactively to local and societal contexts or concerns. Learning in Sturgeon Public Schools includes local context in educational programming.

SPS Outcomes

- Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
- Students and staff model integrity and work ethic.

Strategies

Division	School
<ul style="list-style-type: none"> • Schools celebrate student and community achievement in local and division-wide events such as Indigenous celebrations, athletic finals, STEAM, and CTS Skills competitions. 	<ul style="list-style-type: none"> • STEAM Academy to compete in multiple virtual competitions with surrounding communities. Jr. High Students are competing in Virtual Skills Competitions. • Partnerships with the Musée Héritage Museum and Sharon Morin to plant our Thelma Chalifoux Learning Garden.
<ul style="list-style-type: none"> • Schools implement student volunteer opportunities in their communities and encourage participation in division-wide events. 	<ul style="list-style-type: none"> • Increasing student leadership opportunities is a focus for our school this year. One example is our school's Shoveling Team.

School Partnerships

1. Musée Héritage Museum
2. Morinville Community Library

Local Measures

In the spring of 2021 staff, parents and community leaders will engage in a local site-based survey designed in partnership with school principals and division leadership. This will inform principals and local School Councils about local and society needs and be reported here in the 2021 update.

Analysis of Results

Successes

The Morinville Community Library partnered with us to ensure students could continue taking out books while we transitioned from EMPS to FWPS. They currently accept donations for our library. Home athletic events were a time for our Dance Academy and CTF classes to perform. The band played throughout games, leadership classes face painted students on their way in the door and the





energy in the building was extremely positive. Our monthly assemblies allowed students to inform on school initiatives and share what they were learning.

Opportunities for Growth

Maintaining the momentum from March will be challenging with current re-entry protocols in place. Staff are focused on ways to create virtual celebrations and events. Our STEAM Academy is competing in virtual competitions against Edmonton schools throughout the year.

Student leadership opportunities are usually initiated by staff members who are passionate in certain areas. This year we are meeting with student leaders to find out what leadership opportunities they would like to see and help them create their own connections with the school and community.

