



# *Horizon School Division No. 67*

*Milk River Elementary School*

*Combined 2017-18 to 2019-20 Education Plan and  
2016-2017 Annual Education Results Report*



*An inclusive learning community that engages  
and empowers all learners for success.*

**Milk River Elementary School**  
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## ***Foundation Statements***

### **Vision**

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

### **Mission Statement**

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

## ***Our Priorities***

**Horizon School Division Core Goal and Key Action Items All learners leaving school are competent contributing global citizens.**

- **Strong core instruction that develops student competencies**
  - Literacy
  - Numeracy
  - Assessment
  - High School Redesign
  - Learning and Technology Policy Framework
  - Foundational Knowledge: First Nations, Metis, and Inuit Education (Indigenous People)
- **Response to instruction and intervention framework to meet the needs of all students**
  - Early Learning (best practice)
  - Collaborative Response
  - Mental Health
  - First Nations, Metis, and Inuit Education (Indigenous People)
- **Student success is a collective endeavor**
  - Welcoming, Caring, Respectful, and Safe schools
  - Student Voice
  - Collaborative Partnerships

### **Alberta Education Key Action Items (Desired Outcomes)**

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

# What makes us Milk River Elementary School

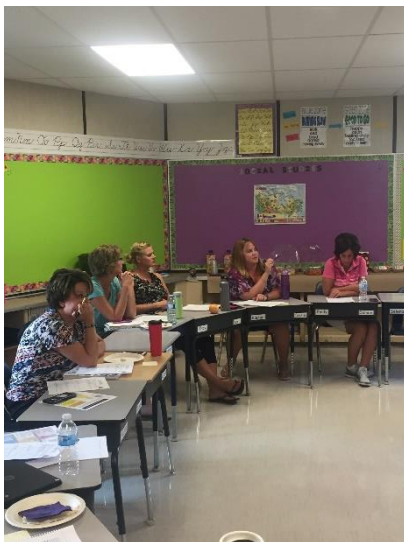
## Principal's Message

At Milk River Elementary School, we believe that personal connections are important to opening up the learning potential for our students. Through close relationships, staff work hard to assist all students in developing to their fullest potential.



Milk River Elementary School is a place where every student matters. Being a small town school gives us the privilege to know the history and background of many of our students, something that we believe allows us to understand and recognize the needs of our students more fully. We are very community oriented, developing relationships with many community organizations, something that we believe facilitates learning through our community members.

We are very fortunate to have a passionate and enthusiastic staff to facilitate student learning. Teachers at Milk River Elementary have worked hard to create a comprehensive literacy program through the use of Fountas and Pinnell universal assessment as well as Fountas and Pinnell Leveled Literacy Intervention. These tools allow us to better meet the diverse needs of our readers through a structured intervention program. We also address student learning through programs such as Daily Five. Students are also given opportunity to grow through mentorship opportunities, Grandpal connections and Extencicare visits.



For the upcoming 2017-2018 school year, Milk River Elementary has two main areas of focus. First, we will be continuing our journey towards developing a Collaborative Care model that best meets the needs of our students and context. For this year, we will work to develop ways to meet student's literacy needs through five strategic meetings and ongoing dialogue about specific students and their needs.

Second, we will continue to pursue technology integration into the classroom. We believe that technology is an excellent tool to assist our students as they learn. As we become an increasingly technological world, student understanding of how best to use technology, is important.



## Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Milk River Elementary 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	Good	Safe and Caring	87.9	86.0	87.8	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	87.9	92.9	91.5	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	95.2	95.4	94.9	90.1	90.1	89.6	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	58.3	84.5	93.5	82.7	82.6	81.9	Very Low	Declined Significantly	Concern
		Citizenship	84.9	81.4	82.8	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Issue	Parental Involvement	75.7	88.2	89.9	81.2	80.9	80.7	Intermediate	Declined	Issue
Continuous Improvement	Excellent	School Improvement	85.3	87.7	86.1	81.4	81.2	80.2	Very High	Maintained	Excellent

### Notes:

1. Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT and Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Provincial Achievement and Diploma Examinations. The weights are the number of students writing the Examination for each course.
4. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
5. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
8. Data values have been suppressed where the number students is less than 6. Suppression is marked with an asterisk (\*).

## TARGETED AREAS FOR IMPROVEMENT IN 2017-2018

Performance Area	Current Result	Target (2017-18)
Work Preparation	58.3%	85%

Strategies:

- *Increase communication to parents regarding how elementary school is preparing students for their futures.*
- *Facilitate preparation time for students transitioning to ERHS*
- *Increased communication with ERHS*

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- *Using DoJo and parent information letters, we will inform parents regarding what we are doing to support student preparation for their future, in monthly notices.*
  - *Preparation in all curricular subjects*
  - *Preparation in personal responsibilities*
- *In-School mentorship opportunities*
- *Transition day(s) with ERHS students and grade five*
- *Facilitate weekly meeting with principal at ERHS to increase communication and transition of new students*

Performance Area	Current Result	Target (2017-18)
Parental Involvement	75.7%	85%

Strategies:

- *Increase communication to parents regarding what is occurring at our school*
- *Increase opportunities for parent involvement*

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- *Further communication through DoJo and School website*
- *Increase advertisement for parent opportunities in classroom*
  - *Scientists in Schools volunteers*
  - *Spirit Day opportunities*
    - *Halloween, Christmas, etc.*
- *Place more emphasis on School Advisory Council and Society Meetings*

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## SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

### Key Action 1 – Strong core instruction that develops student competencies

#### Strategy One:

Implementation of Literacy development as a school focus

- Continued administration of Fountas and Pinnell for all students.
- Development of more comprehensive classroom libraries.

#### Plan for action

- Teachers will be provided two (minimum) sub days throughout the year in order to assess students.
- Teachers will be provided release time in order to observe other classrooms in other schools.
- Each classroom has been allocated \$500 to directly enhance classroom libraries.

#### Strategy Two:

Mathology Pilot in Grade 1

- MRES grade one teacher will participate in the Mathology pilot offered through Horizon School Division as facilitated by Pearson representatives.
- This program will allow opportunities to develop cross-curricular connections between Math and Language Arts.

#### Plan for action

- Teacher participation in learning about Mathology in division sessions.

### Key Action 2 – Response to instruction and intervention framework to meet the needs of all students

#### Strategy One:

Implementation of school wide Collaborative Care Meetings.

- Enroll and participate in Dossier/Intellimedia pilot project.
- Develop Pyramid of Intervention for Literacy.
- Facilitate five Collaborative Care meetings throughout the year.

#### Plan for action

- Organize five meeting dates for Collaborative Care meetings.
- Attend training session for Dossier/Intellimedia.
- At August PD, develop Pyramid of Intervention, focusing on literacy.
- Provide two subs for each Collaborative Care meeting in order to develop teacher capacity.
- Continue to host ISP meetings, twice a year.

#### FNMI Strategies

- Participate in discussions with FNMI Liason Worker.
- Participate in Division FNMI Committee

#### Plan for action

- Discuss opportunities for increased FNMI presentations at MRES with FNMI Liason.
- Discuss PD opportunities as opportunities arise.

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**Key Action 3 – Student success is a collective endeavour**

Strategies

- Maintain a strong level of community connection.
- Increase School Council presence and involvement.
- Develop classroom connections between grade levels.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- Continue community events such as Welcome Back BBQ, Fall Fair, Remembrance Day Ceremony, Christmas concert, hayride/Minute to Win It.
- Join Extencicare residence for Grandpals (grade 3/5).
- Increase parent awareness of School Council functions through various forms of advertising.
- Create student buddies/mentorship opportunities in order to increase positive school culture.