



Horizon School Division No. 67

Milk River Elementary School

Combined 2020-21 to 2022-23 Education Plan and 2019-2020 Annual Education Results Report



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

Milk River Elementary School
Box 330, Milk River AB
(403)647-3747

<http://milkriver.horizon.ab.ca/>

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 instruction that develops competencies**
 - Literacy
 - Numeracy
 - Assessment
 - **Response to intervention to meet the needs of all students**
 - Collaborative Response Model

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes 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 with our local high school, Grandpal connections and Extendicare visits.

Despite the challenges of COVID-19, we continue to strive for excellence and work hard to meet each of our students where they are at, developing the required supports to ensure all students at Milk River Elementary School achieve!

Combined 2020 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	90.9	94.1	93.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.7	88.8	87.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.9	96.7	97.2	90.3	90.2	90.1	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	90.0	77.8	74.2	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	88.9	89.9	89.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.8	86.8	84.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.3	88.6	90.2	81.5	81.0	80.9	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/TFM (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 (*).

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction that develops competencies

Develop our knowledge about First Nations, Metis and Inuit

Foundational Principals we are working on:

- develop foundational knowledge of traditional First Nations, Metis and Inuit ways of life;
- increased understanding of treaties and agreements with First Nations;
- build understanding of First Nations, Metis and Inuit education.

Strategies

- Support all staff in learning opportunities around First Nations, Metis and Inuit experiences.
- Work collaboratively with Horizon School Division and MRES staff to develop knowledge

Plan for action

- School PD led by staff (Sandi Hughes as our Indigenous Champion as well as University course work)
 - Sept. 25, Oct. 23, Nov. 13, Jan. 29 (staying flexible with other dates due to uniqueness of school year)
- Incorporate Lisa Sowinski into school PD days
- FNMI Minute at Staff Meetings

Key Action 2 – Response to intervention to meet the needs of all students

Use of Collaborative Care meetings in order to support all students at MRES

Strategies

- Evaluate and refine current team norms to facilitate “best” team functioning
- Schedule three meetings throughout the year in order to discuss student support (Oct. 23, Jan. 29, Mar 5)
- Facilitate teacher, support staff and external expert attendance through creative timetabling and early contact with other agencies.

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

- Collaborative Care calendar has been created to organize dates and times
- Collaborative Care meetings will occur throughout the year on pre-designated dates