



# *Horizon School Division No. 67*

## **ERLE RIVERS HIGH SCHOOL**

*Combined 2018-19 to 2020-21 Education Plan and  
2017-2018 Annual Education Results Report*



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

**Erle Rivers High School**  
Box 358, Milk River, AB T0K 1M0  
(403) 647-3665  
[www.erlerivers.horizon.ab.ca](http://www.erlerivers.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 Goals and Key Action Items:**

- **All learners leaving school are competent contributing global citizens.**
  - **Strong instruction that develops competencies**
    - Literacy (Leveled Literacy Intervention)
    - Numeracy (Math Ninjas Intervention Program)
    - Assessment (GoFormative, F&P)
    - Foundational Knowledge: First Nations, Metis, and Inuit Education (Indigenous Peoples)
  - **Response to intervention to meet the needs of all students**
    - Collaborative Response Model
    - Attendance Concern Reviews
    - Student Voice
    - Collaborative Partnerships
    - Inclusive education and differentiated instruction

### **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 Erle Rivers High School***

### **Principal's Message**

Erle Rivers is a small, rural high school located in the town of Milk River. Our current enrollment is 83 students, grades 6-12, as such we operate both a middle school and high school program although we look for opportunities where all students can come together as one school.

We have 6.5 FTE teaching staff and 2.5 support staff currently working at our school. Our student population is varied with a number of students requiring additional supports with their classes. The staff recognizes the importance of each student and is unwavering in their efforts to differentiate and demonstrate their concern for each student. Our goal is for each student to feel like a valued member of the school community.

Although we are a small school, we work hard to create meaningful learning opportunities for our students and attempt to provide strong programming despite of our limitations. We look for ways to partner with the community to provide opportunities such as welding classes and guitar music classes. Erle Rivers High School recognizes the importance of involved stakeholders in the education of students and we are proud that there is strong support from the community for both academic and athletic programming.

In the spring of 2018, we provided Erle Rivers' first Experience Week, where students were given the opportunity to select a class of interest and participate in it for a week. This opportunity was well received by the students and we hope to expand it this year and offer more choices.

As 21<sup>st</sup> Century learners, our students are adept at using technology as all students are assigned a Chromebook to use as a learning tool. The intent of this one to one technology is to provide extra learning supports for students who require it, while making it equitable for all. Text to speech features allow for students with reading difficulties to find success thanks to the use of the technology.

Our collaborative response model has staff meeting regularly to discuss the needs of students and to determine ways to provide additional support for our struggling students both social/emotionally or academically. Intervention and support programs are in place for all who require it. With our small staff to student ratio, we are proud of the connections we are able to make with our students.



**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2018**  
**School: 6503 Erle Rivers High School**



Measure Category	Measure	Erle Rivers High 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	<a href="#">Safe and Caring</a>	84.1	87.4	90.3	89.0	89.5	89.4	Intermediate	Declined	Issue
Student Learning Opportunities	<a href="#">Program of Studies</a>	46.7	62.6	63.8	81.8	81.9	81.7	Very Low	Declined Significantly	Concern
	<a href="#">Education Quality</a>	82.8	90.5	91.2	90.0	90.1	89.9	Low	Declined	Issue
	<a href="#">Drop Out Rate</a>	0.0	0.0	0.7	2.3	3.0	3.3	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	88.3	95.8	91.9	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	69.6	67.0	76.2	73.6	73.4	73.3	Low	Maintained	Issue
	<a href="#">PAT: Excellence</a>	2.2	4.5	9.5	19.9	19.5	19.2	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	89.4	87.5	83.8	83.7	83.0	83.0	Very High	Maintained	Excellent
	<a href="#">Diploma: Excellence</a>	17.0	14.3	10.6	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	61.1	58.3	53.4	55.7	54.9	54.7	High	Maintained	Good
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	83.3	68.0	65.3	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	85.5	51.0	67.2	58.7	57.9	59.0	Very High	Improved	Excellent
	<a href="#">Work Preparation</a>	54.2	97.6	89.0	82.4	82.7	82.4	Very Low	Declined Significantly	Concern
	<a href="#">Citizenship</a>	71.6	79.7	81.2	83.0	83.7	83.7	Low	Declined	Issue
Parental Involvement	<a href="#">Parental Involvement</a>	70.2	88.5	84.9	81.2	81.2	81.0	Very Low	Declined	Concern
Continuous Improvement	<a href="#">School Improvement</a>	40.8	80.4	82.1	80.3	81.4	80.7	Very Low	Declined Significantly	Concern

**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 2018-2019

Performance Area	Current Result	Target (2018-19)
Continuous Improvement	40.8%	80%

**Strategies:**

- Provide better communication with community & parents about what is being done at ERHS to demonstrate improvement.
- Participate with community committees that have been created to provide support for our community school. (MRCSEC)

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

- A survey will be sent out to families to find out what areas of improvement they believe ERHS should be involved in.
- We will send out some communication for parents regarding the questions the Accountability Pillar Survey and what ERHS is doing to meet this.
- Survey other Horizon schools to see what they send out to communicate with parents about.

Performance Area	Current Result	Target (2018-19)
Parental Involvement	70.2%	90%

**Strategies:**

- Work with the School Advisory Council to determine where they feel there should be more parental involvement at ERHS.
- Utilize School Messenger, School Facebook Page, and Milk River Community Newsletter to communicate opportunities for involvement so that there is more awareness.
- Ensure that School Advisory Council Agenda is sent out in advance so parents are aware of topics to be discussed.

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

- In addition to the accountability pillar survey, the school will devise their own survey where we are able to collect more exact information on what parents would like to see at ERHS. We will use this data to help develop further actions at our school.

Performance Area	Current Result	Target (2018-19)
Program of Studies	62.6%	80.0%

**Strategies:**

- Continuation of Experience Week, work with community partners to expand options provided
- Use of Community Instructors to assist with classes that ERHS do not have the skill set for so that we can offer a variety of non-core subjects.
- Development and communication of a cycling strategy to ensure that important core classes are offered in High School.
- Utilize more LDC courses such as the Mentorship Reading Program at MRES & Car Maintenance that provide students with skills that will be useful beyond high school.
- Split Gr.10 CTS classes so that they get to experience a variety of subjects (M/W & T/TH choices)
- Combine 20/30-1 for English & Math; Combine 20-1/2 & 30-1/2 for Social Studies to allow for optimal depth of instruction and learning for students in the core areas.
- We cycle our High School science courses: Biology, Physics, Chemistry to ensure that all students who want these courses have the opportunity to take them for post-secondary courses.
- CTF courses at the middle school are run on a staggered schedule so that there are multiple teachers/ experiences available including opportunities to learn in the shop.

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

- \$3000 was put into CTS funding for payment to Community Experts in High School CTS Classes
- Fundraising done to ensure additional funds are available for Experience Week.

Performance Area	Current Result	Target (2018-19)
Level of Excellence (PAT)	2.2%	20%

Strategies:

- Use of AEP time for targeted studying strategies for PAT and diploma classes.
- Provide additional time for core subject area instruction and utilize CTF course time to provide projects to complement what students are learning in their core classes.
- Focus on Assessment for site-based PD days to encourage a different approaches to providing assessment feedback to students to encourage excellence especially with an outcomes-based report card

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

- Site-based Professional Development will be used for teacher collaboration on the development of cross-curricular projects and assessments. (2018-2019 school year)
- Implementation of intervention programs for students (LLI, Math Ninjas)
- 

Performance Area	Current Result	Target (2018-19)
Work Preparation	54.2%	90.0%

Strategies:

- The School Career Counsellor will do health presentations at the Middle School Level so that they are introduced to post-secondary concepts earlier.
- Career Transition Job Shadow opportunities will be offered and encouraged at the High School Level.
- Experience Week opportunities for Grade 10/11 students at Lethbridge College to see post-secondary life.
- Participation with Off-Campus Education opportunities (Work experience) for High School students

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

- *(How is your budget aligned with this priority? Where are funds being deployed to address this issue?)*

<b>SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN</b>			
<b>Core Goal - All learners will finish school able to be contributing global citizens who possess the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit</b>			
<b>Key Action 1 - Strong instruction that develops competencies</b>			
Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Staff will work with the assessment coach to develop more effective outcomes-based and project-based assessments	Fall/ Winter 2018	ERHS School Teachers Assessment Coach; Sharon Skretting	
Use of CTF classes/ challenges as an opportunity to enhance Core classes.	2018-2019 school year	ERHS teachers	
AEP (Academic Enrichment Period/ Flex) in middle school will have targeted strategies for students to work on: Monday- Reading comprehension Tuesday- Spelling Wednesday- Choice Thursday- Math/Science	2018-2019 school year		

<b>High School Redesign</b>			
Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Foundational Principle: Personalization <ul style="list-style-type: none"> <li>➤ Regular CRM meetings to ensure student needs are being met.</li> <li>➤ Use of a continuum of supports to assist with student achievement with a focus on classroom strategies for assisting students.</li> <li>➤ Introduce more project-based learning.</li> <li>➤ Student choice selection with regards to blended programs (combination of classroom/online learning)</li> </ul>	2018-2019 School Year	All ERHS staff	.
Foundational Principle: Meaningful Relationships <ul style="list-style-type: none"> <li>➤ Continue with advisory challenges where the multi-graded groups work together to achieve a common goal.</li> <li>➤ Allow for mentorship opportunities to develop in advisory groups where older students can assist younger students.</li> <li>➤ Advisory teachers will meet with their students one-on-one to do a check on how the student is doing.</li> </ul>	2018-2019 School Year	All ERHS staff	\$500  Funds may be used to support advisory group activities and challenges as they arise.
<b>Key Action 2 - Response to intervention to meet the needs of all students</b>			
Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
Collaborative Response Meetings are embedded into our AEP (flex) schedule so that meetings to discuss student needs are held regularly.	Meetings are approximately every 3 weeks. 2018-2019 School Year	Middle School CRM Team High School CRM Team	
Implementation of Math Ninja's and LLI intervention programs for struggling students.	Math Ninja's – twice a week for all MS class LLI- 8 week program for identified students	Kayla McPhillips- Math Cheryl Stewart- LLI	
Use of SOS-Q, Accountability Pillar, and school surveys to get an understanding of what students would like to see at ERHS.	December 2018	Barb Arend ERHS Staff	
<b>Provincial Desired Outcome for FNMI – The achievement gap between First Nations, Metis, and Inuit students and all other Students is eliminated.</b>			
Strategies (plan for action)	Timeline (including dates)	Person responsible	Budget Allocation
We will participate in Horizon School Division's Indigenous Cohort to develop more foundational knowledge	2018-2019 School Year	Barb Arend Rachelle Miller	\$600 for substitute teachers
ERHS to participate in the Kairos Blanket Activity and provide this activity for the HS students.	March 2019 (Site-based PD Day)	ERHS teaching and & support staff Lisa Sowinski Anita Richardson	
Acknowledge Treaty Land at all special occasions in the school and participate in Indigenous celebrations like Orange Shirt Day.	September 4, 2018 First Assembly Orange Shirt Assembly, September 30, 2018 Graduation, June 7, 2019	All ERHS Staff	\$500 for any cultural supplies that may be needed.