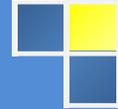




Horizon School Division No. 67

ERLE RIVERS HIGH SCHOOL

*Combined 2019-20 to 2021-22 Education Plan and
2018-2019 Annual Education Results Report*



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

Erle Rivers High School
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Horizon 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 80 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 2.3 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, mechanics 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.

For the past 2 years, we have provided Erle Rivers' students with Experience Week, where students are given the opportunity to select a class of interest and participate in it for a week. Last year we saw an increase in community participation and we were able to offer additional opportunities including firefighting training, autobody repair, heavy duty mechanics, and a college experience. These opportunities were well received by the students and we hope to continue to expand our options. This year we have extended the time to include one full-day of experiences to allow for ease of off-campus travel.

As 21st 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.

To access more student voice and ownership in our school we held a student symposium in our school last spring, to look at how the students currently perceive our school, and what can be done to make it a place that students look forward to attending. As a result of the symposium initiatives such as the development of a community Green Shirt event, school-wide field trips and improvements to the physical environment including more furniture in our common area, and a development of a learning commons have occurred.



We are happy to see that our strategies have made an impact on AERR results as there has been an overall improvement from the 2018-2019 academic year. The number of stakeholders for the School Accountability Pillar survey is high amongst staff & students, however, we currently have about a 50% participation rate from parents. We would like to see this improve for the 2019-2020 school year survey. In January we send home a document which outlines what we are doing as a school to meet objectives, in hopes that it provides families with the information they need to complete the survey. We have been working with the School Advisory Council to explore other options for improving parental participation.

Areas of celebration for our current results are the high rankings for:

- Safe & Caring (above provincial average)
- Quality of education
- Citizenship
- Drop-out & High School Completion Rates
- 6 Year Transition Rates & Rutherford Scholarship Eligibility

As a team, the staff at Erle Rivers High School is dedicated to helping students achieve to their highest potential and become contributing members of society.

#togethERLE



Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
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 | Safe and Caring | 92.9 | 84.1 | 89.2 | 89.0 | 89.0 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 53.5 | 46.7 | 60.3 | 82.2 | 81.8 | 81.9 | Very Low | Maintained | Concern |
| | Education Quality | 88.5 | 82.8 | 89.1 | 90.2 | 90.0 | 90.1 | High | Maintained | Good |
| | Drop Out Rate | 0.0 | 0.0 | 0.3 | 2.6 | 2.3 | 2.9 | Very High | Maintained | Excellent |
| | High School Completion Rate (3 yr) | 86.0 | 88.3 | 88.9 | 79.1 | 78.0 | 77.5 | Very High | Maintained | Excellent |
| | PAT: Acceptable | 76.8 | 69.6 | 74.2 | 73.8 | 73.6 | 73.6 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades K-9) | PAT: Excellence | 15.2 | 2.2 | 6.4 | 20.6 | 19.9 | 19.6 | Intermediate | Improved | Good |
| | Diploma: Acceptable | 79.6 | 89.4 | 89.4 | 83.6 | 83.7 | 83.1 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Excellence | 14.3 | 17.0 | 14.8 | 24.0 | 24.2 | 22.5 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 50.2 | 61.1 | 56.1 | 56.3 | 55.7 | 55.1 | Intermediate | Maintained | Acceptable |
| | Rutherford Scholarship Eligibility Rate | 76.9 | 83.3 | 71.3 | 64.8 | 63.4 | 62.2 | Very High | Maintained | Excellent |
| | Transition Rate (6 yr) | 63.6 | 85.5 | 73.9 | 59.0 | 58.7 | 58.7 | High | Maintained | Good |
| Preparation for Lifelong Learning, World of Work, Citizenship | Work Preparation | 68.9 | 54.2 | 82.0 | 83.0 | 82.4 | 82.6 | Low | Declined | Issue |
| | Citizenship | 83.5 | 71.6 | 80.8 | 82.9 | 83.0 | 83.5 | Very High | Maintained | Excellent |
| | Parental Involvement | 72.9 | 70.2 | 82.4 | 81.3 | 81.2 | 81.1 | Low | Maintained | Issue |
| Continuous Improvement | School Improvement | 67.4 | 40.8 | 70.4 | 81.0 | 80.3 | 81.0 | Low | Maintained | Issue |

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 2019-2020

| Performance Area | Current Result | Target (2019-20) |
|------------------------|----------------|------------------|
| Continuous Improvement | 67.4% | 90% |

Note:

- There was improvement of 26.6% from the previous year.

Strategies:

- *Provide better communication with community & parents about what is being done at ERHS to demonstrate improvement through community newsletter & January Accountability Pillar mailout*
- Work with Horizon School Division and other stakeholders to determine what can be done to improve ERHS
- Implementation of student led groups to address needs of school
- Staff professional development support to encourage continued innovation within the school.

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.*
- Survey students as to what they believe the needs of the school are.
- Support of Headstrong (Mental Health Advocacy Group), Students Union for on-going school culture needs
- Support of staff members willing to engage in professional development training in the areas they are teaching in to improve best practices.

| Performance Area | Current Result | Target (2019-20) |
|----------------------|----------------|------------------|
| Parental Involvement | 72.9% | 90% |

Note

- There was improvement of 2.7% from the previous year.

Strategies:

- Continue 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.
- Have student advisors contact parents of students in their advisory to see if there are any concerns and to touch base on progress.
- Parent-teacher interviews held at time slots parents can attend with the flexibility of arranging for specific meetings if needed.
- Early communication with parents of students struggling to discuss intervention needs of student.
- 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 (2019-20) |
|--------------------|----------------|------------------|
| Program of Studies | 53.5 | 80.0% |

Note:

- There was improvement of 6.8% from the previous year.

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.

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) |
|------------------|----------------|------------------|
| Work Preparation | 68.9% | 90.0% |

Note

- There was improvement of 14.7% from the previous year.

Strategies:

- The School Career Counsellor will do health presentations at the Middle School Level so that they are introduced to post-secondary concepts earlier.
- Participate in Career-related fairs as opportunities present themselves.
- 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
- Direct teach of CALM studies courses instead of using ADLC if possible.

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

- Discuss with the Career Counsellor the perceived needs to better communicate with students about work preparation.
- Discuss with parents the correlation between work preparation and high school transition rates to help them understand that if we have high transition rate, we are doing well in work preparation. Try to find out their understanding of what they believe is a work preparation responsibility of ERHS.

| SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN | | | |
|---|----------------------------|----------------------|--|
| 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 | | | |
| Key Action 1 - Strong instruction that develops competencies | | | |
| Strategies (plan for action) | Timeline (including dates) | Person responsible | Budget Allocation |
| Staff will work with the learning coach to expand upon conceptual learning with the programs they have currently developed. | Winter 2020 | ERHS School Teachers | |
| AEP (Academic Enrichment Period/ Flex) for school-wide literacy project once a week for a 2-month period. We will use the one school, one book approach to guide students in developing better perspective and providing support in thinking. | February-March 2020 | ERHS teachers | Sponsorship of \$2000 from Booster Club for books. |

| High School Redesign | | | |
|--|---|--|---|
| Strategies (plan for action) | Timeline (including dates) | Person responsible | Budget Allocation |
| Foundational Principle: Personalization <ul style="list-style-type: none"> ➤ Regular CRM meetings to ensure student needs are being met. ➤ Use of a continuum of supports to assist with student achievement with a focus on classroom strategies for assisting students. ➤ Introduce more project-based learning. ➤ Student choice selection with regards to blended programs (combination of classroom/online learning) ➤ Choice day once a week during AEP on Wednesdays to explore new groups and interests or pursue academic improvement. | 2019-2020 School Year | All ERHS staff | . |
| Foundational Principle: Meaningful Relationships <ul style="list-style-type: none"> ➤ Continue with advisory challenges where the multi-graded groups work together to achieve a common goal. ➤ Each month a new advisory creates a spirit activity for the rest of the school. ➤ Allow for mentorship opportunities to develop with the elementary school and within ERHS ➤ Advisory teachers will meet with their students one-on-one to do a check on how the student is doing. | 2019-2020 School Year | All ERHS staff | \$500 Funds may be used to support advisory group activities and challenges as they arise. |
| Key Action 2 - Response to intervention to meet the needs of all students | | | |
| Strategies (plan for action) | Timeline (including dates) | Person responsible | Budget Allocation |
| Collaborative Response Meetings are embedded into our monthly schedule so that meetings to discuss student needs are held regularly. | Meetings are approximately every 4 weeks. 2019-2020 School Year School-wide team meets after school | All ERHS teaching staff | Funds have been allocated for Support staff to attend the meetings and provide input. |
| Implementation of Math Ninja's and LLI intervention programs for struggling students. | Math Ninja's – twice a week for all MS class beginning second term LLI- 8 week programs for identified students | Kayla McPhillips- Math Cheryl Stewart- LLI | |
| Provincial Desired Outcome for FNMI – The achievement gap between First Nations, Metis, and Inuit students and all other Students is eliminated. | | | |
| 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 | 2019-2020 School Year | Barb Arend Rachelle Miller | Sub days as required will be allocated. |
| ERHS to participate in the Kairos Blanket Activity and provide this activity for the HS students. | March 2020 (Site-based PD Day) In collaboration with the MRES staff | ERHS teaching and & support staff Lisa Sowinski Anita Richardson | Budget for honorarium for Elder, foods to be shared. |
| Acknowledge Treaty Land at all special occasions in the school and participate in Indigenous celebrations like Orange Shirt Day. | September 3, 2019 First Assembly Orange Shirt Assembly, September 30, 2019 (joint with MRES) Graduation, May 29, 2020 | All ERHS Staff | \$500 for any cultural supplies that may be needed including honorarium for elders. |

| | | | |
|---|--|---|-------|
| Purchase of more student-based resources for our school learning commons that include indigenous content. | Winter 2020 after the completion of the Learning Commons | School Librarian- with suggestions from the ERHS teachers | \$100 |
|---|--|---|-------|