

Milk River Schools: MRES & ERHS



MILK RIVER
ELEMENTARY SCHOOL



vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching*

our desired future)

engaging and empowering all learners

horizon is a learning community that

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe
learning environments;
collaboration; and
accountability

2023-
2026

Principal's message

As we continue our journey towards becoming a single community school in the rural municipality of Milk River, we will remain Milk River Elementary School and Erle Rivers High School housed under the same roof for the 2023/2024 school year. Over the next three years, the focus will continue to be on effectively bringing two great schools together into one through team building, collaboration and professional development. Building our new culture code as we become a K-12 school.

Combined both we are approximately 180 students enrolled from Early Learning to Grade 12. As the schools go through the process of amalgamation and modernization prompted by the capital project announced by the government in the spring of 2021, it will be critical that the staff, students, and community work collaboratively to develop goals and a vision of how to best serve the students in the area.

Traditionally, the town of Milk River has been very supportive of the schools and they take pride in the success of the schools and the students. Their goal is to ensure that our rural students have as many unique learning experiences that students in urban areas may have. Living in a rural community should be an advantage for our students. We are a 1 to 1 school in terms of technology (Chromebooks & iPads), that are available to amplify learning opportunities.

Feedback from parents in a recent assurance model survey conducted by Horizon School Division indicates that parents "...feel our school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe." and that the schools are continually "innovating to meet community contexts" and "maintaining a safe environment for learning". These are all traits that we intend to continue as we build towards one school community.

<i>Academic</i>	<i>Athletics</i>	<i>Community</i>
<i>We strive to be able to offer a wide variety of programs in our small rural school.</i> <i>Off-campus Education: Work experience, Green Certificate Program and the Registered Apprenticeship Program (RAP)</i>	<i>Our athletics program is aligned with ASAA and offers all available sports.</i> <i>We are proud to offer:</i> <ul style="list-style-type: none">● <i>Cross-Country</i>● <i>Golf</i>● <i>Volleyball</i>● <i>Basketball</i>● <i>Curling</i>	<i>As our two Milk River schools amalgamate together we are continuously working on collaboration and developing a school culture code not only within the building but also within the community of Milk River. We are privileged to work with</i>

CTF/CTS Program: includes foods, shop (construction, welding, mechanical), sewing, yearbook, financial management, legal studies, outdoors education, first aid and computer programming.

Technology: robotics, video and animation, film study

Fine Arts: creative writing, drama, art, Missoula Children's theater, ceramics and claymation.

- Badminton
- Baseball
- Softball
- Track and Field

New to the 2023/2024 school year we will also be hosting our first ever ESports team. Two levels; junior and senior high will be competing amongst other Alberta and area teams.

When creating a steady learning environment for our students we have noticed that school athletics become a key outlet. We begin to experience the attributes of an athlete not only on the court but throughout the entire school for example in school leadership and council. We are grateful to have our community coaches involved in developing our student athletes not only physically but also mentally.

our community in the following aspects.

Student Council: a team of students who contribute to leadership in our building. This group is fundamental to our school culture. They are a huge representative of the student voice.

Clubs: Cardboard boat races, GSA, Anime, Science Olympics, rock band, board/video games, running club, languages, robotics and travel club.

Work Experience & RAP: students have the opportunity to work or volunteer with local businesses or community groups. This aids in providing job related skills outside of the school setting.

Sincerely,
Rachelle Miller



our strategic priorities

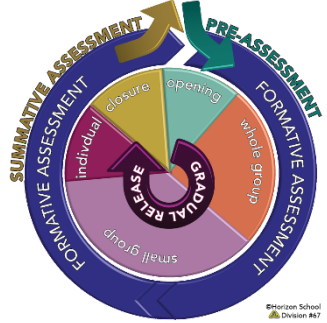
quality teaching and optimum learning

response to intervention

wellness & well-being

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ● Benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ● LLI Intervention ● Support provided to staff and students with LST time. Collaborative Response Model ● Sub time provided for F&P testing ● Mentorship and support for teachers teaching Language Arts ● Support and materials for teachers for new curriculum implementation ● Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ● UFLI Foundations Toolbox ● Budget Allocation <ul style="list-style-type: none"> ● Estimated \$3600 for release time to allow for F&P Testing ● Mentorship and support release time \$1000 ● \$1000 for professional development materials ● We have a Learning Support Teacher whose role is to increase student success by building capacity in teachers by identifying student supports and connecting with families.
	<ul style="list-style-type: none"> ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations. ○ Support and materials for teachers for new curriculum implementation ○ Expanding Numeracy Ninja program across both schools ○ Expanding use of Mathology resources ○ Invested in new mat tools for the 2023 school year. ○ Sustained instructional coaching model through middle and high school years math/science instruction.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● \$500 with additional funds to be allocated as necessary

		<ul style="list-style-type: none"> • Teacher, parent, and student agreement that children will be prepared for the next grade level <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students 	<ul style="list-style-type: none"> • Curriculum Achievement <p style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p>  <ul style="list-style-type: none"> o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators. o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers. o Prepare staff in K-6 to explore and deliver the new curriculum in 2023; involves previously piloted curriculum in 2022-2023 school year o Build on this exploration as we move into new curriculum for elementary o Build on key assessment principles to increase teacher conceptual understanding of assessment -working with Instructional Coaches • Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment. (outcome based)
<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<ul style="list-style-type: none"> • Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> • Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students o Teacher, parent, and student belief that children find school interesting 	<ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> • Development of local curriculum courses that continue to utilize the expertise of the staff as well as local community members to add to the breadth of teaching options. • Continuation of Experience Week principles and opportunity to students to engage in other forms of learning (K-12) • Using the Hapara Suite of Option courses for students for independent study since the closure of Alberta Distance Learning Centre (ADLC). • Continuation of mentoring programs between the elementary school and high school.
	<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> • \$1000 for release time to attend conferences 		

		<ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and students ○ Percent of students who are motivated to do their best at school ○ Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Community involvement with agriculture, greenhouse, community instructors.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● funds for Experience Week are raised through the yearly fundraisers. Funds not utilized go to support other student opportunities such as field trips. ● \$2000 is allocated for access to community instructors in the trades area (welding, construction, mechanic)
		<ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ● Staff and students work with our career counsellor when they begin in Grade 10 to develop a graduation plan for each student. ● High school students are provided with the opportunity to attend Career Transition events such as the EPIC career fair and College Exploratory days to explore career options. ● CALM classes invite guests into the school when possible. ● School advisory groups align one teacher in the school with each student and they are able to have one-on-one sessions to prepare/plan. ● Greater skill and learning style evaluation-- as students discover their strengths we can build on these and assist them in pursuing training and post secondary pursuits. ● Connect students with job shadowing, career exploration, career counseling, wellness coaching and dual credit opportunities.
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● Booster Club request ● Communication <ul style="list-style-type: none"> ○ Back to School phone calls to introduce parents to teachers. ○ Use of School Messenger, Class Dojo, Weekly Events and Newsletters to communicate events at the school. ○ Use of Social Media to promote positive events within the school. ○ Parent-teacher interviews are done before report cards to allow for support

			<ul style="list-style-type: none"> and intervention prior to marks going home. o School Advisory Council, Erle Rivers Booster Club & Milk River Educational society meetings every other month.
			<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> o n/a
		<ul style="list-style-type: none"> o Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> • Continual improvement <ul style="list-style-type: none"> o see School PD plans o Having more meaningful conversation between administration and staff through growth plans. Staff have the opportunity to reflect upon their practices and seek opportunities to improve and grow.
			<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> • Up to \$1000 for PD as this school is moving towards amalgamation, culture and new curriculum. Resources may be needed for this. • Staff are encouraged to access the joint ATA/Horizon PD Fund as well.
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> • Inclusion and respecting diversity <ul style="list-style-type: none"> o The school has one LST who will assist with special needs programming for all students EL to 12. This approach allows for successful transitions for students between grades. o When requested, the school will provide an opportunity for the development of a GSA. While there has been one in the past, recent students have not requested. o Days of recognition and celebration as we gather as a group or whole school. o We will continue to build; cultural literature days, FNMI teachings, utilize Elders and inclusion and respecting diversity.
			<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> • \$500 minimum, then as required.

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children.	<ul style="list-style-type: none"> • Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for 	<ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring 	<ul style="list-style-type: none"> • Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.

<p>Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>others and are treated fairly at school.</p> <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<p>all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</p> <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> o Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. o Bring awareness of the experiences of residential school survivors (e.g. participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). o Partake in the National Indigenous Peoples day celebration in Taber on June 21 o Examine current data and create strategies for schools to maximize the success of FNMI students o Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way o Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome o Ensure that all staff have participated in the ATA blanket activity at least once. o Continuation of land acknowledgement at staff meetings, large assemblies & graduation. o Continue with monthly discussion of Indigenous knowledge shared at staff meetings. o Collaboration with our Indigenous liaison worker to focus on creation of learning spaces and to help create a safe learning environment. o Bring performers to our school, and seek opportunities to view FNMI culture in a natural setting. <ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● \$1000
		<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student o Percent of staff who feel the school’s collaborative response meetings are effective 	<ul style="list-style-type: none"> ● Collaborative Response <ul style="list-style-type: none"> o Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry. o Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. o Work with local agencies (RCMP & counsellors) with regards to VTRA situations. o Work with SAC & RCMP to address concerns regarding bullying and student safety in online platforms

		<ul style="list-style-type: none"> o Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> ● Early Learning <ul style="list-style-type: none"> o Provide professional learning opportunities that include Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● as required from general supply
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and results for teachers and parents ● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> o Student-centered focus of all decisions. o Collaborative dialogue with staff regarding staffing, purchasing and programming. o Communicate needs to Sr. Administration regarding inclusive education, staffing and facilities. o Continue to engage in a strong relationship with SAC, Booster Club and Milk River Educational Society, regarding programming and parental involvement. All decisions communicated transparently. o Applications for grants will be pursued when necessary.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● Grant proposals will help to determine future needs. ● \$10,000 General Supplies Account
		<ul style="list-style-type: none"> ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> ● Stakeholder engagement <ul style="list-style-type: none"> o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. o Parent engagement in their student learning through open events. o Parents in classroom settings, be a helping hand in our students' education.
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> ● \$500

wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> ● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> o My opinions and suggestions are considered at work. o My supervisor shows appreciation for extra effort made by employees. o My workload is appropriate for the time I am assigned. o I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> ● Encouraging staff to protect their time ● Explore strategies that staff can do to enhance their own personal and professional wellness support (model this behaviour) ● Staff meetings: spend time celebrating achievements and highlight positive activities and stories around our school community. ● Assist staff with priorities within their classroom ● As we enhance our executive functioning skills through organization and agendas we have added a wellness and well-being theme to our daily planners that will not only allow staff but also students to think daily about their well being.

School strategic priority

School Measures

- Increase parental involvement in school

School Strategies

- Provide opportunities for parents to be a part of SAC, Booster Club and Milk River Educational Society. Parent representatives for each homeroom class will sit on the school advisory council.
- Invite all parents to attend Back to School BBQ, Parent Teacher Interviews in November, Awards night.
- Parent participation in various events occurring within the school. (classroom helpers, Terry Fox Run, hot lunches, track meets, holiday activities, assemblies)

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