

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 lifelong 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



Principal's message:

We are thrilled to embark on an exciting journey to unify our beloved schools into a single, vibrant community school! As we bring together Milk River Elementary School and Erle Rivers High School under one roof for the first half of the 2024/2025 school year, we will honour and celebrate the unique identities of both institutions.

Our mission over the next three years is clear and ambitious: to enhance student support with the new curriculum and ensure every student finds their path to success through this transition. We are also dedicated to fostering a new, inclusive cultural identity as we become a K-12 school, reflecting the values and spirit of our community.

With approximately 180 students enrolled from Early Learning to Grade 12, this amalgamation and modernization process, supported by the government's capital project announced in Spring 2021, represents a remarkable opportunity for growth and innovation. Together, staff, students, and the community will collaborate to develop goals and a vision that best serves our students.

The town of Milk River has always been a pillar of support for our schools, taking immense pride in the achievements of our students. Our community's commitment ensures that our rural students enjoy unique learning experiences on par with their urban counterparts. We continue to be a technology-forward school with a 1-to-1 ratio of Chromebooks and iPads for our students.

Recent feedback from parents gathered through the Horizon School Division's assurance model survey underscores the strengths of our school environment. Parents feel that our school is an inclusive, welcoming place where diversity is embraced, a sense of belonging is emphasized, and all students and staff are respected and safe. They also recognize our continuous efforts to innovate and maintain a safe environment for learning.

As we build a one-school community, we are committed to upholding these values and creating an inspiring, supportive, and dynamic educational experience for all.

Let's make this journey together with enthusiasm and pride!

Warm regards,

Rachelle Miller

<i>Academic</i>	<i>Athletics</i>	<i>Community</i>
<p><i>We strive to be able to offer a wide variety of programs in our small rural school.</i></p> <p>Off-campus Education: <i>Work experience, Green Certificate Program and the Registered Apprenticeship Program (RAP)</i></p> <p>CTF/CTS Program: <i>includes foods, shop (construction, welding, mechanical), sewing, yearbook, financial management, legal studies, outdoors education, first aid and computer programming.</i></p> <p>Technology: <i>robotics, video and animation, film study, e-sports</i></p> <p>Fine Arts: <i>creative writing, drama, art, Missoula Children’s theatre, ceramics and claymation.</i></p>	<p><i>Our athletics program is aligned with ASAA and offers all available sports.</i></p> <p><i>We are proud to offer:</i></p> <ul style="list-style-type: none"> ● <i>Cross-Country</i> ● <i>Golf</i> ● <i>Volleyball</i> ● <i>Basketball</i> ● <i>Curling</i> ● <i>Badminton</i> ● <i>Baseball</i> ● <i>Softball</i> ● <i>Track and Field</i> <p>● <i>ESports team. Two levels, junior and senior high, will compete amongst other Alberta and area teams.</i></p> <p><i>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.</i></p>	<p><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 our community in the following aspects.</i></p> <p>Student Council: <i>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.</i></p> <p>Clubs: <i>Cardboard boat races, GSA, Anime, Science Olympics, rock band, board/video games, running club, languages, robotics and travel club.</i></p> <p>Work Experience & RAP: <i>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.</i></p>

our strategic priorities

quality teaching and optimum learning

responding with intervention

finding wellness in the work

Safety and Security

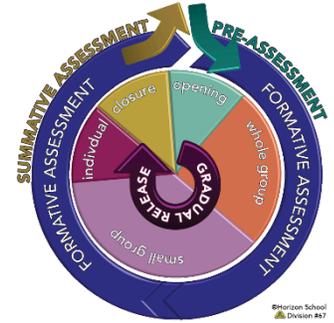
quality teaching and optimum learning

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"> o Overall and specific course results for all students o 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"> o Overall and specific course results for all students o 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"> o Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students • Teacher, parent, and student agreement that students model 	<ul style="list-style-type: none"> • Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment • Parent & 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"> o Overall and specific group <ul style="list-style-type: none"> • Parent satisfaction that their children have grown in their ability to do math. 	<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 • Numeracy <ul style="list-style-type: none"> • A 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 the use of Mathology/Jump Math resources • Sustained instructional coaching model through middle and high school years in math/science instruction.

- the characteristics of active citizenship.
 - o Overall and results for teachers, parents, and students
- A measure of student engagement in their learning at school

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning and professional learning activities with Administrators.
- Foster discussions with school leaders and teachers about the importance of challenging strong academic learners and the need for deep and transfer learning.
- Prepare staff in K-6 to explore and deliver the new curriculum in 2024, which involves previously piloted curriculum.
- Build on this exploration as we move into a new curriculum for elementary.
- Build on key assessment principles to increase teacher conceptual understanding of assessment -working with Instructional Coaches.
- Assessment
 - o Build on key assessment principles to increase teacher conceptual understanding of assessment. (outcome-based)
- Budget Allocation
 - Estimated \$3600 for release time to allow for F&P Testing
 - Mentorship and support release time \$500
 - \$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 support and connecting with families.
 - Booster Club and Educational Society

Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying

- Teacher, parent, and student satisfaction with the overall quality of basic education.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality

- Learning
 - Development of local curriculum courses that continue to utilize the

<p>the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning.</p> <p>Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<p>o Overall and results for teachers, parents, and students.</p>	<p>through professional learning, supervision and evaluation processes.</p> <ul style="list-style-type: none"> o Student belief that teachers provide different ways to make learning interesting o Students agreement that they enjoy learning at school o 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 specific group results 	<p>expertise of the staff and local community members to add to the breadth of teaching options.</p> <ul style="list-style-type: none"> ● Using the Hapara Suite of Option courses for students for independent study since the closure of the Alberta Distance Learning Centre (ADLC) ● Continuation of mentoring programs between the elementary school and high school. ● Community involvement with agriculture, greenhouse, and community instructors. ● Feedback from stakeholders helps to drive school-based decisions. This data comes from: <ul style="list-style-type: none"> o School Council Meetings o Student Council o School-based surveys o Horizon-based Surveys o Monthly staff & CRM meetings
		<ul style="list-style-type: none"> o Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and specific group results 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> o Staff and students work with our career counsellor when they begin in Grade 10 to develop a graduation plan for each student. o High school students can explore career options by attending Career Transition events like the EPIC career fair and College Exploratory days. o CALM classes invite guests into the school when possible. o School advisory groups align one teacher in the school with each student, and they can have one-on-one sessions to prepare/plan. o 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. o Connect students with job shadowing, career exploration, career counselling, wellness coaching and dual credit opportunities.
		<ul style="list-style-type: none"> o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ● Beginning of 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.

			<ul style="list-style-type: none"> Parent-teacher interviews are done before report cards to allow for support and intervention before marks go home. School Advisory Council, Erle Rivers Booster Club & Milk River Educational Society meetings every other month.
		<ul style="list-style-type: none"> Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice Percentage of teachers satisfied with the professional development opportunities provided by the school and division 	<ul style="list-style-type: none"> Continual improvement <ul style="list-style-type: none"> see School PD plans promoting PD opportunities scheduled PGP meetings
		<ul style="list-style-type: none"> Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) Percent of students who feel connected and have a sense of belonging at school Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations Percent of staff who feel that the 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. 	<ul style="list-style-type: none"> Inclusion and respecting diversity <ul style="list-style-type: none"> 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. The school will provide an opportunity to develop a GSA when requested. While one has existed in the past, recent students have not requested one. Days of recognition and celebration as we gather as a group or as a whole school. We will continue to build cultural literature days and FNMI teachings, utilize Elders and inclusion and respect diversity. Dedicated days of recognition throughout the school year (Pink Shirt Day, Orange Shirt Day)

responding with intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports</p> <p>refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. 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</p>	<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 others and are treated fairly at school. <ul style="list-style-type: none"> 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. 	<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 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. 	<ul style="list-style-type: none"> Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. Promote and implement culturally appropriate resources (e.g., FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, and ways of knowing and learning.

belonging is emphasized and all students are welcomed, cared for, respected and safe.

- A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner

- 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
 - Overall and results for teachers, parents, and student

- 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).
- Partake in the National Indigenous Peoples Day on June 21
- Examine current data and create strategies for schools to maximize the success of FNMI students.
- Utilize elders from the area in various ways at various grade levels to connect learning to culture holistically.
- Work with the Indigenous liaison worker to focus on areas of priority that empower students to succeed in school and beyond. Support staff in creating learning spaces and schools where Indigenous students recognize themselves in the curriculum and feel safe and welcome.
- Ensure all staff have participated in the ATA blanket activity at least once.
- Continuation of land acknowledgement at staff meetings, large assemblies & graduation.
- Continue with monthly discussion of Indigenous knowledge shared at staff meetings.
- Collaboration with our Indigenous liaison worker to focus on creating learning spaces and to help create a safe learning environment.
- Bring performers to our school and seek opportunities to view FNMI culture in a natural setting.

- 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.
 - Parent, and student agreement that students receive the help and support they require at school
 - Overall and specific group results

- Collaborative Response
 - Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings focusing on a strategic approach to enhanced engagement, transitions, attendance, and re-entry.
 - Reduce the stigma associated with mental health through staff training, student engagement (e.g., Headstrong), and parent/community programming delivered by the Family Connections Program.
 - Work with local agencies (RCMP & counsellors) concerning VTRA situations.
 - Work with SAC & RCMP to address bullying and student safety concerns in online platforms.
- Early Learning
 - Provide professional learning opportunities to all Early Learning staff, including Hanen Training, to enhance

			their knowledge and language, social, and literacy skills.
<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"> 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"> Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges 	<ul style="list-style-type: none"> Resource Management <ul style="list-style-type: none"> Student-centered focus of all decisions. Collaborative dialogue with staff regarding staffing, purchasing and programming. Communicate needs to Sr. Administration regarding inclusive education, staffing and facilities. 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. Applications for grants will be pursued when necessary.
		<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"> Percent of staff who feel the school is cohesive and supportive of one another 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"> Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school. Parent engagement in their student learning through open events. Parents in classroom settings, be a helping hand in our students' education. Broaden parent understanding of initiatives and partnerships within area.

finding wellness in the work

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"> Percent of staff satisfied with their job Percent of staff who can handle stress effectively and can bounce back from difficult situations 	<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 In 2023/24 we started our focus on executive functioning skills through organization and agendas. We added a wellness and well-being theme to our daily planners that allowed staff and students to think daily about their well being. We will continue this during the 2024/2025 school year. Spend time to celebrate achievements and successes. Provide access to mental health resources, such as counseling services, stress management workshops, and wellness programs. Ensure staff know how to access these resources. Foster a supportive and collegial environment where staff feel comfortable seeking help and support from colleagues and supervisors when needed. Promote physical and mental wellness through initiatives such as fitness programs, relaxation spaces, and wellness challenges.

school strategic priority

School Measures

Based on data received from the Horizon assurance survey results;

- Safety concerns
- Communication
- Culture - School Pride

These are our key priorities/improvements for the 2024-25 school year.



School Strategies

Safety concerns

- Establish a clear anti-bullying policy and create anonymous reporting systems for students to report bullying or other safety concerns.
- Provide training for staff and students on conflict resolution and de-escalation techniques.
- Continue to offer mental health resources, such as counseling services and mental health workshops.
- Create peer support groups to encourage students to support each other.
- Implement social-emotional learning (SEL) programs to help students manage emotions and build healthy relationships.

Communication

- Implement a parent-teacher communication platform to facilitate direct communication between parents and teachers.
- Encourage teachers to send regular progress reports and updates to parents about their children's academic and behavioral progress.
- Establish a regular schedule for updates to ensure parents, students, and staff are informed about school events, policies, and news.

Culture - School Pride

- Decorate the school with student artwork, inspiring quotes, and school colors to create an inviting atmosphere.
- Involve students in decision-making processes, giving them a voice in school policies and activities.
- Organize school-wide events, such as spirit weeks, pep rallies, and themed days to build a sense of community and pride.
- Encourage participation in extracurricular activities, clubs, and sports teams to promote involvement and school spirit.
- Recognize and celebrate student and staff achievements through awards, assemblies, and newsletters.
- Highlight success stories and positive behaviors on the school's social media and website.

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