

Mike Mountain Horse Elementary School

Three Year Education Plan for 2009/10 to 2011/12

Year Two Update (2010 – 2011)

And Annual Education Results Report for 2009-2010



Building bridges to a high
level of student success

School: Mike Mountain Horse Elementary
Address: 155 Jerry Potts Blvd. W.
Administrator(s): Paul Bryant (Principal); David Platt (Assistant Principal)

2010-2011 School Profile

Enrolment		Staff FTE	
Preschool	40	Support	18.4
Kindergarten	74		
Grades 1-5	431	Teaching	26.7
Grades 6-8			
Grades 9-12			
Total	<u>545</u>	Total	<u>45.1</u>

Budget

See attached at the end of this report.



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SCHOOL PHILOSOPHY

“Our purpose is to ensure individual student development through effective education.”

We believe that the education of our students should encompass the academic, emotional, social and physical development of each child. Knowledgeable, caring individuals who share the following beliefs will guide this growth.

Mission Statement

Mike Mountain Horse Elementary School is a place where:

1. Children do their best in all areas of learning.
2. People feel good about themselves.
3. Everyone is encouraged to get along.
4. Parents and community are partners in learning.

SCHOOL COMMUNITY PROFILE

Mike Mountain Horse Elementary School is located at 155 Jerry Potts Blvd. It is a preschool to grade five school with 545 students currently enrolled. The community it serves is a family neighborhood consisting of mainly single family dwellings situated in a rapidly growing west-side community. There are 26.70 full-time equivalent (FTE) teachers and 22 support staff meeting the needs of our students.

PROGRAMS AND ORGANIZATION

Mike Mountain Horse Elementary School provides all curricular programs required by Alberta Education for students from Preschool to Grade 5. Students are grouped in single grade, heterogeneously grouped classrooms. In addition to the core areas (Language Arts, Mathematics, Social Studies, Science, and Technology Outcomes), Physical Education is provided five times a week. Art, Music, and Health are provided to all students and French as a Second Language is taught to students in grades four and five.

Students have access to a computer lab of 31 computers, as well as three “mobile” labs of 30 “wireless” laptops each. All computers are linked to the Internet. A central Hard Drive provides storage space for student work. Each classroom has a “smart board” and multi-media hardware. Digital and “Flip” cameras are available at each grade level. A digital video camera, editing software,

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scanners, video conferencing cameras/software, and a CD/DVD writer are available for student use. Each classroom has a computer linked through the school's network to the Internet. Students receive integrated computer instruction from classroom teachers.

Learning Support programs are provided for students throughout the school. A "Learning Team" meets on a regular basis to assist with the development of appropriate programs for identified children. The Learning Support program provided is dependent upon the needs of the students at each grade level. A combination of pull out and total program support is provided.

An Early Literacy program is provided for students in Kindergarten, grade one, and grade two.

Counseling services are available for two days per week, as our school shares an Elementary Liaison Counselor with one other west side elementary school.

A speech-language pathologist (SLP) from the Chinook Health Region works with children on a weekly basis in the school. One classroom assistant also provides speech assistance on a regularly scheduled basis (approximately half time). A school health nurse is available and works within the school one morning a week, as needed.

Although Mike Mountain Horse does not have a FNMI Liaison formally assigned to it, the FNMI Lead Teacher for the district has graciously agreed to hold weekly "lunch gatherings" with FNMI students to "touch base" and offer support. This person's role is to advocate for FNMI students and their families to promote regular attendance and cultural awareness.

ISSUES AND TRENDS

A Growing Community

Mike Mountain Horse Elementary School is in a neighborhood experiencing considerable growth. A review of student enrolment shows an increased enrolment pattern. There is considerable new housing development in the attendance area of the school that will have an impact on the population of the school.

The *composition* of the school population of Mike Mountain Horse seems to be changing over time. We are seeing a much more mobile population, as students move in and out of our school throughout the year. There is also a trend of more families with both parents working, and often parents are unable to contribute in ways (i.e. driving for fieldtrips, volunteering in the classroom, etc.) they have been able to in the past.

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The addition of additional classes has created a “space crunch” and the loss of specialty rooms or places whereby individual or small groups of children could work. Extra programs like B.L.A.S.T. (Before, Lunch, After School Time) are being accommodated in classrooms and specialty rooms. While the additional modular classrooms are welcomed, and are great instructional classroom spaces, the increasing enrollment is putting pressure on common areas such as the gymnasium, music rooms, art room, and the library.

Learning Support for Children With Special Needs

An increasing number of students are qualifying for Individual Program Plans (IPPs) under school district policy. Time and expertise is needed to develop, implement and support meaningful IPPs that constantly evolve throughout the school year.

With the increase in students with special needs, the school must continually review the method that it delivers learning support for students. With an increase in demand and limited resources, we must strive to be as efficient and creative as possible in the delivery of learning support to meet the needs of students. To this end, a learning support committee composed of representatives from all grade levels, the learning support teacher, the early literacy teacher, support staff, and administration, is continually monitoring the learning support model at Mike Mountain Horse.

Mike Mountain Horse is experiencing a large number of students and families requiring the services of the elementary school liaison counselor. The number of children, and their families, experiencing some form of distress in their life, other than school related matters, is increasing greatly. This is requiring a great deal of time to be devoted to work with the children and their families. Having a full-time counselor or CYCW would be an excellent addition to our school staff. An application was made in the spring of 2008 for a “Making Connections” worker to help identified families with a range of issues. However, this application was unsuccessful. We are continuing to advocate for this program at our school.

Technology

The staff at Mike Mountain Horse has been tremendously successful in integrating technology into the curriculum. Staff learning activities have been held to assist the staff with the acquisition of needed skills for the appropriate use of technology. The school will continue to strive to integrate the technology outcomes into the regular instructional program.

The challenge of maintaining technology hardware is an on-going one. The district’s central technology support model is in its infancy. It’s our hope that our students and staff are adequately supported in the integration of technology across all subject areas.

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The school now has a computer lab of 31 workstations, three mobile “wireless” labs of 30 laptops each, and a computer workstation in every classroom. This mobility is necessary as we do not have the space to have “fixed” labs. We also have many peripherals available, such as digital cameras, Flip cameras, Smart document cameras, projection units and smart boards. This technology requires someone to maintain it.

Curriculum Change

Alberta Education’s schedule of new curriculum implementation has slowed a bit at the elementary level. Our Grade Three teachers will be implementing the new Mathematics program this year. Resources have been purchased, and our staff took full advantage of staff learning opportunities offered by the Southern Alberta Professional Development Consortium (SAPDC) last year.

School Council

The School Council at Mike Mountain Horse is actively involved in the school’s operation. Their continued support of school activities is facilitating the provision of many special programs (i.e. fine arts presentations, etc.) and services at our school. There is a group of committed parents (approximately 25-30) that meet monthly to explore ways to support students and staff at Mike Mountain Horse. The latest project undertaken by our School Council is to fundraise for a new creative playground.

Facility Concerns

Mike Mountain Horse Elementary School was built in 1987 and is beginning to show its age. There is an on-going need to maintain the physical facility to ensure the safety and well-being of the students and staff.

The school staff, in conjunction with the maintenance department, is working hard to upgrade our building as much as possible with new paint, lighting, flooring, etc.

The addition of new modular classrooms for increased enrolment has been welcomed, although the additional students and classrooms are putting a strain on other existing infrastructure, both inside and outside. Our school grounds have been under construction since the 2007-2008 school year, and has led to a number of issues.

We are, however, absolutely delighted with the addition of a parking lot to ease congestion in front of our school at key times during the school day. This is due to be completed by the end of October, 2010.

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Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

Differentiated Instruction

LSD Outcome (Differentiated Instruction): The education system meets needs of all K-12 students.	AE Goal (Differentiated Instruction): <i>High Quality Learning Opportunities For All</i>
Mike Mountain Horse’s “key question”: <i>How can we enhance student engagement and success for ALL students through differentiated instruction, focusing on the areas of literacy and technology?</i>	
Indicators (Differentiated Instruction): What are the current areas targeted for growth? Our targets specifically focus in the area of literacy. Please refer to the “key question” above. Key indicators: <ul style="list-style-type: none">• Guided reading using “leveled” books integrated into classroom instruction• The use of the MMH “Literacy Lab” of leveled literature is increased• To increase the use of “leveled” home reading programs • Planning and instruction show evidence of “layered” lessons (note: carefully choose tasks to keep differentiation manageable for staff and students)• Teachers are aware of a variety of teaching/learning styles (staff strive to address all learning styles in lessons)• Students becoming aware of their preferred learning styles, and taking increased ownership of their learning as 21st Century (self-directed) learners• Staff to share with students the “<i>Understanding by Design</i>” model to increase student ownership in their learning • Use of grade level meetings to reflect on practice and search for ways of supporting each other as colleagues	
Measures (Differentiated Instruction): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results) <ul style="list-style-type: none">• Percentage of students at each grade level achieving grade level requirements in the area of reading (this may also include early literacy assessments in kindergarten)• Fountas and Pinnell testing materials (this testing is done by classroom teachers to determine appropriate instructional reading	

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<p>levels to increase student success)</p> <ul style="list-style-type: none"> • PAT results for grade three students in Language Arts • Staff survey indicating the degree of effectiveness of implementation of new practices (i.e. learning styles and “tiering” lessons) • Monitoring the usage of the MMH “Literacy Lab” • Checklists to monitor on-going assessment of reading skills 	
<p>AISI Strategies (Differentiated Instruction): What activities will you engage in to achieve the outcome set for your school? What staff learning will support your growth?</p> <p><u>New Strategies:</u></p> <ul style="list-style-type: none"> • PD Sessions revolving around the pillar of “Differentiated Instruction” and “Assessment tools for Learning” (school-based, district, SAPDC, personal conferences) • “PLC Time” – an <u>embedded time</u> for grade level teams to meet and discuss implementation of “best practices” with regards to differentiating instruction in the area of literacy (the next step would be to make these practices a “habit”, in that they would be fully integrated into lessons) • Staff meeting and lunch n’ learn sessions in the areas of guided reading, use of the “MMH Literacy Lab”, and “layering” instruction to meet the needs of a variety of learning styles <p><u>Carry-Forward Strategies:</u></p> <ul style="list-style-type: none"> • Melding our learning support model with differentiated instruction: i.e. in our grade five classrooms, the use of inclusive practices with “layered lessons” to reach a broad and diverse range of learning needs • To encourage articulation within and between grade levels to build common vocabulary, etc. (Staff may also build a bank of “exemplars” of outstanding student work in a variety of subjects.) • Implement new programs such as “Handwriting Without Tears” and “Jolly Phonics” which use all learning styles and levels • Enhance student engagement through the use of a variety of resources, encouraging <u>student choice</u> in <u>project-based</u> learning 	
<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • Approximately \$17,000 of our AISI projects budget will go directly to supply substitute teachers to enable teaching staff to explore new “best practices” to attempt to answer the focus question stated above. 	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • Each of our school’s professional development sessions will focus on the three pillars of our District’s proposal. <p><i>Specific focus for the PD days include:</i></p>

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<ul style="list-style-type: none"> • Dr. Robin Bright, a professor from the University of Lethbridge, will facilitate a number of sessions during our scheduled PD Days, as well as teach a set of “demo” lessons in both the fall and spring. Our teachers will observe her in action as she teaches a “demo lesson” to a class from each grade level, and will have the opportunity to debrief to discuss what they noticed. • Teachers will also have access to three “grade level AISI Days” during the year to discuss “best practices” and brainstorm ways to implement them into their classrooms. Not only will it build community within our school, but also have an aspect of sustainability, as teachers will learn and develop the skills to be used in subsequent years. This project is very much intended as an “investment”! • Additional funds will be spent hiring additional assistant support in the area of literacy and in purchasing minimal supplies for the project. • Implement “Handwriting Without Tears” pilot program in collaboration with <i>Alberta Health Services</i> 	<ul style="list-style-type: none"> • school-based literacy topics (i.e. Reading A-Z, Fountas & Pinnell testing, Handwriting Without Tears, etc.) • “One School, One Book” project • Guided Reading, and what it could look like in a real, live classroom • specific reading comprehension strategies and building school-wide vocabulary to support best practices in the teaching of reading • building district-wide vocabulary around the three pillars of our District AISI Project, thus enhancing the ability to share ideas with other colleagues • our staff is excited to investigate the area of multiple intelligences and how these impact teaching learning, as students learn in a variety of ways • grade level sharing with neighboring west side elementary schools
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • Understanding by Design and the use of “I Can Statements” to assist in the planning and implementation of instruction • Fountas and Pinnell testing to determine instructional reading levels of all students • PLC time for grade levels to discuss and reflect on the three pillars of our AISI Project • The use of “Guided Reading” to differentiate instruction in the area of Language Arts – Reading. 	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • Understanding by Design (UbD) • “I Can Statements” • Guided reading, and the use of “leveled books” • Fountas and Pinnell testing materials
<p>Year Three Activities (2011/2012): TBD</p>	<p>Focus of Staff learning: TBD</p>

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Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

Effective Assessment Practices

LSD Outcome (Effective Assessment Practices): Students demonstrate high standards in learner outcomes.	AE Goal (Effective Assessment Practices): <i>Excellence in Student Learning Outcomes</i>
Mike Mountain Horse’s “key question”: <i>How can we enhance student engagement and success for ALL students through differentiated instruction, focusing on the areas of literacy and technology?</i>	
Indicators (Effective Assessment Practices): What are the current areas targeted for growth? Our targets specifically focus in the area of <u>literacy</u> . <ul style="list-style-type: none">• How can teachers determine appropriate levels of reading ability?• Assessment is part of everyday instruction, as well as teachers’ planning process (i.e. “running records” to show progress in reading achievement)• Assessment is “driving” instruction to better meet individual student needs• Report cards reflect on-going, authentic assessment practice • Creation of common rubrics across our school district to increase consistency at grade levels regardless of school • Inclusion of more <u>project based learning</u> in classrooms, providing choice for students and creating the need for “flexible” assessment• Students will reflect on their own learning (i.e. students are able to explain how they arrived at their answer/how they think; can be done orally or in written form by answering “How do I know this?” or “How did I get here?”)	
Measures (Effective Assessment Practices): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results , and Educational Technology Survey Results) <ul style="list-style-type: none">• <u>Percentage of students at each grade level achieving grade level requirements in the area of reading</u>	

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<ul style="list-style-type: none"> • PAT results for grade three students in Language Arts • Fountas and Pinnell testing materials (students in grades 1-5 to be tested individually by classroom teachers to determine reading levels) • Staff survey indicating the degree of effectiveness of implementation of new practices, particularly with the use of authentic assessment that “guides” instruction throughout the learning process 	
<p>AISI Strategies (Effective Assessment Practices): What activities will you engage in to achieve the outcome set for your school? What staff learning will support your growth?</p> <p><u>New Strategies:</u></p> <ul style="list-style-type: none"> • PD Sessions revolving around the pillar of “Assessment For Learning” (school-based, district, SAPDC, personal conferences) • Possible topics: <ul style="list-style-type: none"> • Tiered assignments or projects that involve student choice • Use of peer feedback, self-reflection, etc. • Building rubrics • Designing “I Can Statements” reflecting the Program of Studies to increase student ownership and active participants in the assessment process <p><u>Carry-Forward Strategies:</u></p> <ul style="list-style-type: none"> • Use of PLC time to allow staff at individual grade levels to meet and discuss areas such as: instruction of reading and comprehension strategies 	
<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • Our school is planning to have monthly lunch n’ learns focusing on assessment for learning • Planned “best practice” sessions at staff meetings and PD Days to allow grade level teams to share expertise and collaborate 	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • To develop common vocabulary across the District to enable sharing of best practice and collaboration between schools • To create a balance of formative and summative assessment, while exploring a number of authentic assessment practices

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<ul style="list-style-type: none"> • To encourage dialogue about assessment for learning (i.e. journals, use of technology to collect information, etc.) • Individualized reading assessment for each student (conducted by the special education team in September and May) 	<ul style="list-style-type: none"> • To create banks of “best practice” in assessment for a variety of subject areas • To explore ways to utilize technology to support assessment practice (i.e. assistive technologies for special needs students, etc.)
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • Lunch n’ learns focusing on assessment <u>for</u> learning • Planned “best practice” sessions at staff meetings and Staff Learning Days to allow grade level teams to share expertise and collaborate • To encourage dialogue about assessment for learning (i.e. journals, use of technology to collect information, etc.) during grade level PLC time • Individualized reading assessments for each student (Fountas and Pinnell) 	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • Understanding by Design (UbD), focusing on the use of assessment to guide instruction and the choice of learning activities • “I Can Statements”, and the building of rubrics to help assess learner growth • Guided reading, and the use of “leveled books” • Fountas and Pinnell testing materials
<p>Year Three Activities (2011/2012): TBD</p>	<p>Focus of Staff learning: TBD</p>

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Differentiated Instruction and Assessment For Learning in 21st Century Classrooms

21st Century Classrooms: Technology Integration

LSD Outcome (21st Century Classrooms): The education system at all levels demonstrates leadership and continuous improvement.	AE Goal (21st Century Classrooms): <i>Highly Responsive and Responsible Jurisdiction</i>
Mike Mountain Horse’s “key question”: <i>How can we enhance student engagement and success for ALL students through differentiated instruction, focusing on the areas of literacy and technology?</i>	
Indicators (21st Century Classrooms): What are the current areas targeted for growth? Our targets specifically focus in the area of literacy, and how technology can enhance reading ability and success. <ul style="list-style-type: none">• The use of technology in appropriate and effective ways to support student learning• Staff will become knowledgeable about a variety of “types” of technologies available to extend student learning<ul style="list-style-type: none">• i.e. Senteo, blogs, video capture tools, Smart Document cameras, etc.• <i>Note: Technology support at the school level is critical to the success of this goal. The assumption being made is that current and future technologies are “always working”. In order for this assumption to be realized, on-going, accessible support is required.</i>	
Measures (21st Century Classrooms): What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results) <ul style="list-style-type: none">• Percentage of students at each grade level achieving grade level requirements in the area of reading• PAT results for grade three students in Language Arts• Fountas and Pinnell testing of reading levels to determine individual student growth in reading ability• Staff survey indicating the degree of effectiveness of implementation of new practices using technology• Classroom visitations to observe technologies (and frequency there-of) used	

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- Frequency of students sharing their projects developed using technology

AIISI Strategies (21st Century Classrooms): What activities will you engage in to achieve the outcome set for your school? What staff learning will support your growth?

New Strategies:

- Staff learning sessions revolving around the pillar of “Learning in 21st Century Classrooms” (school-based, district, SAPDC, personal conferences)
- To inform staff of potential technologies available and how they may be used to enhance instruction (i.e. the use of wikis and blogs to create an avenue for students (and their parents) to extend their learning beyond the walls of Mike Mountain Horse; the use of digital resources such as Discovery Education, Learn 360, and Access Learning, etc.)
- To utilize “trained” grade five students to work with both staff and students to implement new software, etc.

Carry-Forward Strategies:

- Staff meeting and lunch n’ learn sessions in the area of technology (generally, but also specifically geared towards literacy instruction)
- Promote sharing sessions when using new technology to avoid “re-inventing the wheel”!
 - i.e. use of Photo story, Senteo, blogs, digital resources, “responsible” researching and using reliable resources, Smart Document Cameras, etc.

Year One Activities (2009/2010):

- Our school is planning to have monthly lunch n’ learns focusing on the use of technology in the classroom
- Sharing “best practice” at staff meetings and PD Days as required
- To encourage dialogue about the use of technology in the classroom, and to focus on the “changing learner” and how to best capitalize on this (Our staff is very receptive and keen to new ideas in using technology to make their instruction more effective and meaningful)

Focus of Staff learning:

- It is our intent to incorporate the use of technology into the area of literacy as much as possible
- To encourage the use of technology in presentations to “model” its use

<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • Lunch n’ learns focusing on the use of technology in the classroom • Sharing “best practice” at staff meetings and staff learning Days as required • To encourage dialogue about the use of technology in the classroom, and to focus on the “changing learner” and how to best capitalize on this <p><i>(Our staff is very receptive and keen to new ideas in using technology to make their instruction more effective and meaningful)</i></p>	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • It is our intent to incorporate the use of technology into the area of literacy as much as possible • To encourage the use of technology in presentations to “model” its use • To encourage the use of new district on-line resources (Discovery Education, Learn 360, and Access Learning) • To encourage the use of Smart Document Cameras to enhance instruction
<p>Year Three Activities (2011/2012): TBD</p>	<p>Focus of Staff learning: TBD</p>

Mike Mountain Horse Elementary School Healthy Living Goal

School Outcome: Our school will promote a healthy lifestyle for staff and students.	Board Priority: Promote a healthy lifestyle for staff and students.
Indicators: What are the current areas targeted for growth?	
<p>Primary Target: To increase the daily physical activity levels of students and staff (and to some degree, parents)</p> <ul style="list-style-type: none"> • Building common knowledge and rules of recess/large group games • Provide teachers with an expanded “stockpile” of activities to draw from (This could be in the form of a binder or folder on the “shared folder” electronically (linked to our school’s portal), etc. • Promote the use of <u>classrooms</u> for fitness activities (due to gym unavailability) • Liaise with outside agencies to provide alternate activities for students (i.e. rugby, netball, etc.); build partnerships with the University of Lethbridge and Lethbridge College where appropriate • To coordinate west side “Family Activity Events” held in the evenings (shared hosting by Probe, NSCS, MMH on the west side, for example) <p>Secondary Target: To review and reinforce the lessons taught in the prior two years concerning healthy eating habits</p> <ul style="list-style-type: none"> • Integrate this component with regular instruction of physical education and health classes • Regular newsletter items to inform parent community • Tips of the week, month (on “Healthy Lifestyles” bulletin board) • E-mail resources (or post on school’s website) to staff for use in health classes at K-5 	
Measures: What tools will you use to determine where students are now and whether or not they are improving? (i.e., PAT/DIP Results, District Satisfaction Survey Results, Provincial Accountability Pillar Results, and Educational Technology Survey Results)	
<ul style="list-style-type: none"> • As part of the west side elementary school’s “Healthy Living Project”, we will continue to survey students, parents and staff to determine the impact of programs presented. 	
Strategies: What activities will you engage in to achieve the outcome set for your school? What staff learning will support your growth?	
<u>New Strategies:</u>	
<ul style="list-style-type: none"> • Healthy Living Coach to create a “bank” of physical activities to be accessed by staff for various grade levels 	

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- Instruction in the use of classrooms for fitness activities
- Collaboration with the University of Lethbridge and Lethbridge College, as well as any other community agencies to address the targets listed above.
- To encourage community partners to “plug in” to our project (this lends itself to the sustainability of the project after funding is no longer available for staff to implement initiatives)

Carry-Forward Strategies:

- Classroom lessons focused on the targets listed above --- presented and/or modeled by our “Healthy Lifestyles Coach” (classroom teachers will be present during these sessions)
- To utilize the “Health Hustle” as part of the morning routine to encourage daily physical activity
- Continue to promote various co-curricular programs at our school (currently there is a wide range of co-curricular activities offered at MMH)
- Sponsor family activity nights for students and their families to attend
- Presentations by our “Healthy Living Coach” to staff and School Council to assist in promoting healthy lifestyles
- Staff representation on district committees regarding “healthy living” (i.e. policy development, etc.)
- Participation of staff in the district’s WHIP program

<p>Year One Activities (2009/2010):</p> <ul style="list-style-type: none"> • Our school will continue to collaborate with the other two west side elementary schools in our “Healthy Living Program” • Lead by example – staff will continue to participate in the Lethbridge School District No. 51 “WHIP” program to promote healthy lifestyles 	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • Invite guest speakers to staff meetings or into our classrooms to discuss the three main targets mentioned above • Our Health Unit nurses have been presenting at staff meetings, parent information nights, etc.
<p>Year Two Activities (2010/2011):</p> <ul style="list-style-type: none"> • Continue to collaborate with the other two west side elementary schools (as well as the “GAP Schools”) in our “Healthy Living Program” • Creation of a “bank” of activities (binder or electronic) for 	<p>Focus of Staff learning:</p> <ul style="list-style-type: none"> • Invite guest speakers to staff meetings or into our classrooms to discuss the targets mentioned above • Utilize our school health nurse to present at staff meetings, parent information nights, etc.

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<p>teachers to use</p> <ul style="list-style-type: none"> • Promote the use of classrooms for fitness activities • In collaboration with the “Healthy Living Coach”, initiate projects that will encourage children and their families to lead healthy, active lifestyles. 	
<p>Year Three Activities (2011/2012): TBD</p>	<p>Focus of Staff learning: TBD</p>

Our school's ultimate goals:

- To create an environment of outstanding teaching and learning
- To encourage professional growth of staff
- To encourage professionals to collaborate with others
- To be “forward thinkers” to allow us to continue to respond to the needs of our school community and the needs of the 21st century learner

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2010- 2013 SCHOOL EDUCATION PLAN and 2009/2010 RESULTS REPORT

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Highlights of Accountability Pillar and District Satisfaction Survey Results

Please see the conclusion of this document for the “Accountability Pillar Overall Summary” for Mike Mountain Horse

Accountability Pillar

Areas of Success (3-5 areas):

- Our overall scores for the following areas are all listed as “Excellent”:
 - Goal #1: High Quality Learning Opportunities
 - Safe and Caring Schools
 - Student Learning Opportunities
 - Goal #2: Excellence in Student Learning Outcomes
 - Student Learning Achievement (PAT results)
 - Citizenship
 - Goal #4: Highly Responsive and responsible Education System
 - Continuous Improvement
- Our students, parents and staff are extremely satisfied with the quality of education offered at Mike Mountain Horse. Students know what they are expected to learn, are having fun do it, are receiving feedback on ways to become more successful, and have a great relationship with their teachers.
- Parents really appreciate the atmosphere of our school. They indicate it’s a very warm, caring, and a place that their children want to be.
- We are particularly pleased with the acknowledgement of our student’s citizenship skills and abilities. This is an important part of the Mike Mountain Horse community.

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Accountability Pillar (con't)

Areas to be Addressed (3-5 areas):

- Our overall “score” for parental involvement at Mike Mountain Horse was listed as “Good” (although there was significant improvement over last year’s results --- an increase of 6.5%). It’s difficult to know what strategies would ensure an improvement in this result, however we will continue to strive to involve parents in a variety of meaningful ways, and build bridges, in order to provide a great education to their children. Some suggestions are as follows:
 - On-line school newsletters
 - Classroom newsletters and blogs
 - Include parent surveys in monthly newsletters to actively search out their input into school issues
 - To involve the MMH School Council in providing input to make our school an even better place for their children to be
 - To acknowledge the contributions of so many parents who volunteer in classrooms, around the school, etc.

District Satisfaction Survey

Areas of Success (3-5 areas):

- Our students, parents and staff are extremely satisfied with the quality of education offered at Mike Mountain Horse. Students know what they are expected to learn, are having fun do it, are receiving feedback on ways to become more successful, and have a great relationship with their teachers.
- Parents really appreciate the atmosphere of our school. They indicate it’s a very warm, caring, and a place that their children want to be.
- Teachers and support staff are very satisfied and content. They feel supported at the school level to enable them to do their work as easily as possible.

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District Satisfaction Survey (con't)

Areas to be Addressed (3-5 areas):

- We will continue to advocate for more counseling time at MMH. Our student “demographic” is changing, with more students entering our school with social/emotional needs and existing “home issues” that are best deal with by trained professionals.
- We will continue to work with the “B.L.A.S.T. program” to increase levels of satisfaction with the lunchtime experience our students receive.
- We will continue to make a conscious effort to involve parents in meaningful ways in our school community

Strategies for Improvement:

- Meet with the B.L.A.S.T. program regularly to see how things are going and suggest changes that will allow for greater satisfaction levels
- In the area of learning support (special education), we will make a conscious effort to:
 - Educate parents on the process involved to receive extra support for their children at school (especially when it comes to involving outside agencies to collaborate)
 - Work with teaching staff in the development of meaningful, appropriate Individual Program Plans (IPP) in collaboration with all stakeholders, including the parents
 - Continually looking for ways to open lines of communication with parents of special needs parents (i.e. school initiated engagement by: phone contacts, personal letters, invites to the school, etc.)
 - Celebrate our successes with our parent community!

FNMI Strategies

- Our school does not have a FNMI Liaison formally assigned to it, so the involvement with the FNMI department is limited. The FNMI Lead Teacher for the district has graciously agreed to hold weekly “lunch gatherings” with FNMI students to “touch base” and offer support.
- As for academic support, our teachers do a tremendous job at differentiating instruction to aid in the success of our FNMI learners.
- No data was recorded in Alberta Education’s Accountability Pillar as the data values have been suppressed where the number of students is less than 6.

ESL Strategies

- Again, our teachers do tremendous work in differentiating instruction for our ESL learners. They are supported by our “Learning Support” teachers to complete inventories and profiles that assist in goal setting, etc.



2010- 2013 SCHOOL EDUCATION PLAN
and 2009/2010 RESULTS REPORT

Building bridges to a high
level of student success

Instructional Time in Minutes
(Please identify the start and end times of instructional periods only). **Monday to Thursday**

	Kindergarten			Grade One to Grade Five		
	Start Time	End Time	Total Minutes	Start Time	End Time	Total Minutes
Block One: Kindergarten a.m.	8:22	11:35	193			
Block Two: Kindergarten p.m.	12:27	3:40	193			
Gr. 1-5 Block One				8:22	10:00	98
Gr. 1-5 Block Two				10:15	11:45	90
Gr. 1-5 Block Three				12:42	2:15	93
Gr. 1-5 Block Four				2:25	3:30	65
TOTAL MINUTES	193 minutes for a half-day program			346 minutes for a full day		

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2010- 2013 SCHOOL EDUCATION PLAN
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Building bridges to a high level of student success

Instructional Time in Minutes (Please identify the start and end times of instructional periods only). **Fridays**

	ECS			Grade One to Grade 12		
	Start Time	End Time	Total Minutes	Start Time	End Time	Total Minutes
Block One Grades 1-5				8:22	10:00	98
Block Two Grades 1-5				10:15	11:45	90
Block Three						
Block Four						
Block Five						
Block Six						
Block Seven						
Block Eight						
TOTAL MINUTES				118		

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2010- 2013 SCHOOL EDUCATION PLAN and 2009/2010 RESULTS REPORT

Building bridges to a high level of student success

Report Card Dates: November 18, 2010; March 10, 2011; June 23, 2011

School Council Dates: Sept. 8, 2010; October 13, 2010; November 10, 2010; January 12, 2011; February 9, 2011; March 9, 2011; April 13, 2011; May 11, 2011; June 1, 2011 (AGM)

Christmas Concert Dates: No concerts planned for this school year

Instructional Time:

Monday – Thursday KINDERGARTEN ONLY

# of Full instructional Days	X	# of minutes per day	=	Subtotal # minutes
Friday				
# of instructional Days	X	# of minutes per day	=	Subtotal # minutes
Monday – Thursday Mornings				
147	X	193	=	28,371
# of Partial instructional Days		# of minutes per day		Subtotal # minutes
Monday – Thursday Afternoons				
# of Partial instructional Days	X	# of minutes per day	=	Subtotal # minutes
TOTAL instructional Days *				28,731
				TOTAL # minutes **

* Minimum 178 days **

Minimum 28, 500 minutes Kindergarten
Minimum 57,000 minutes Grade 1-9
conferences

****Note:** Additional 360 minutes for Christmas activities, open house, parent

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2010- 2013 SCHOOL EDUCATION PLAN and 2009/2010 RESULTS REPORT

Building bridges to a high
level of student success

Report Card Dates: November 19, 2010; March 11, 2011; June 28, 2011

School Council Dates: Sept. 8, 2010; October 13, 2010; November 10, 2010; January 12, 2011; February 9, 2011; March 9, 2011; April 13, 2011; May 11, 2011; June 1, 2011 (AGM)

Christmas Concert Dates: No concerts planned for this school year

Instructional Time:

Monday – Thursday GRADES 1-5 ONLY

149	X	346	=	51,554
# of Full instructional Days		# of minutes per day		Subtotal # minutes
Friday				
31	X	188	=	5828
# of instructional Days		# of minutes per day		Subtotal # minutes
Monday – Thursday Mornings				
1	X	188	=	188
# of Partial instructional Days		# of minutes per day		Subtotal # minutes
Monday – Thursday Afternoons				
	X		=	
# of Partial instructional Days		# of minutes per day		Subtotal # minutes
181				57,570
TOTAL instructional Days *				TOTAL # minutes **

* Minimum 178 days **

Minimum 28, 500 minutes Kindergarten
Minimum 57,000 minutes Grade 1-9

Mike Mountain Horse Elementary School
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Grade 3 English Language Arts Achievement Test Multiyear Report: 2006-2010

3040 Lethbridge School Dist No. 51
6457 Mike Mountain Horse School

	2005-2006				2006-2007				2007-2008				2008-2009 ^d				2009-2010					
	School		Province		School		Province		School		Province		School		Province		School		Province			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Participation																						
Enrolled ^a	67	100.0	41308	100.0	75	100.0	42455	100.0	67	100.0	42379	100.0	72	100.0	41726	100.0	61	100.0	42061	100.0		
Writing	66	98.5	37410	90.6	73	97.3	38267	90.1	63	94.0	36059	89.8	72	100.0	37787	90.8	60	98.4	38327	91.1		
Absent ^b	1	1.5	1832	4.4	2	2.7	2263	5.3	1	1.5	2571	6.1	0	0.0	2043	4.9	1	1.6	1661	4.0		
Excused	0	0.0	2088	5.0	0	0.0	1925	4.5	3	4.5	1739	4.1	0	0.0	1896	4.5	0	0.0	2053	4.9		
Results Based on Number Enrolled																						
Total Test																						
Acceptable Standard	63	94.0	33601	81.3	68	90.7	34106	80.3	58	86.6	33932	80.1	69	95.8	33915	81.3	55	90.2	34302	81.6		
Standard of Excellence	12	17.9	5839	14.1	22	29.3	7509	17.7	12	17.9	6826	16.1	23	31.9	7576	18.2	15	24.6	8206	19.5		
Below Acceptable Standard	3	4.5	3909	9.2	5	6.7	4161	9.8	5	7.5	4137	9.8	3	4.2	3872	9.3	5	8.2	4025	9.6		
Results Not Available ^c	1	1.5	3898	9.4	2	2.7	4188	9.9	4	6.0	4310	10.2	0	0.0	3939	9.4	1	1.6	3734	8.9		
Results Based on Number Writing																						
Total Test																						
Acceptable Standard	63	95.5	33601	89.8	68	93.2	34106	89.1	58	92.1	33932	89.1	69	95.8	33915	89.8	55	91.7	34302	89.5		
Standard of Excellence	12	18.2	5839	15.6	22	30.1	7509	19.6	12	19.0	6826	17.9	23	31.9	7576	20.0	15	25.0	8208	21.4		
Below Acceptable Standard	3	4.5	3909	10.2	5	6.8	4161	10.9	5	7.9	4137	10.9	3	4.2	3872	10.2	5	8.3	4025	10.5		
Part A: Writing																						
Acceptable Standard	64	97.0	34191	91.4	72	98.6	34679	90.8	59	93.7	34463	90.5	71	98.6	34752	92.0	57	95.0	35094	91.8		
Standard of Excellence	11	16.7	5427	14.5	14	19.2	6481	16.9	8	12.7	5715	15.0	17	23.6	6020	15.9	11	18.3	5968	15.8		
Part B: Reading																						
Acceptable Standard	60	90.9	32871	87.9	67	91.8	33488	87.5	58	92.1	33428	87.8	69	95.8	33315	88.2	56	93.3	33671	87.9		
Standard of Excellence	23	34.8	13061	34.9	31	42.5	13845	36.2	26	41.3	13306	35.0	38	52.8	14315	37.9	21	35.0	15790	41.2		
Mean (%)	70.7		69.3		71.8		68.1		70.7		68.4		74.0		68.5		69.7		69.1			
Standard Deviation	12.0		13.3		13.5		14.3		13.4		14.3		11.9		14.2		13.0		14.2			

^a Includes all students registered in Grade 3 and ungraded students in year 3 of schooling.

^b Includes students who were absent for the entire test or part of the test, and those who wrote but whose results were withheld.

^c Includes students who were absent, excused by the superintendent, or who wrote but whose results were withheld. It is possible that some students, under different circumstances, could have demonstrated standards on the test.

^d The school authority/school results have been updated with any changes that were made to student scores subsequent to the posting of last year's school authority/school detailed report.

Please read "Guidelines for Interpreting the Achievement Test Multiyear Reports."

LAR 417 - 09-07-2010

Mike Mountain Horse Elementary School
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Grade 3 Mathematics Achievement Test - Written in English Multiyear Report: 2006-2010

3040 **Lethbridge School Dist No. 51**
6457 **Mike Mountain Horse School**

	2005-2006		2006-2007		2007-2008		2008-2009 ^d		2009-2010 ^e															
	School		Province		School		Province		School		Province		School		Province									
	N	%	N	%	N	%	N	%	N	%	Form 1		Form 2											
Participation																								
Enrolled ^a	67	100.0	38337	100.0	75	100.0	39114	100.0	67	100.0	38769	100.0	72	100.0	38158	100.0	61	100.0	16863	100.0	N/A	N/A	21636	100.0
Writing	66	98.5	34589	90.2	72	96.0	35153	89.9	63	94.0	34839	89.9	72	100.0	34558	90.6	61	100.0	14642	86.8	N/A	N/A	20346	94.0
Absent ^b	1	1.5	1819	4.7	3	4.0	2122	5.4	1	1.5	2247	5.8	0	0.0	1895	4.4	0	0.0	1290	7.6	N/A	N/A	376	1.7
Excused	0	0.0	1929	5.0	0	0.0	1839	4.7	3	4.5	1683	4.3	0	0.0	1905	5.0	0	0.0	931	5.5	N/A	N/A	912	4.2
Results Based on # Enrolled																								
Total Test																								
Acceptable Standard	64	95.5	31215	81.4	70	93.3	31061	79.4	61	91.0	30340	78.3	67	93.1	30239	79.2	56	91.8	12692	75.3	N/A	N/A	N/A	N/A
Standard of Excel.	25	37.3	10405	27.1	29	38.7	9117	23.3	23	34.3	9292	24.0	32	44.4	10363	27.2	23	37.7	4288	25.4	N/A	N/A	N/A	N/A
Below Accep. Standard	2	3.0	3374	8.8	2	2.7	4092	10.5	2	3.0	4499	11.6	5	6.9	4319	11.3	5	8.2	1950	11.6	N/A	N/A	N/A	N/A
Results Not Avail. ^c	1	1.5	3748	9.8	3	4.0	3961	10.1	4	6.0	3530	10.1	0	0.0	3600	9.4	0	0.0	2221	13.2	N/A	N/A	N/A	N/A
Results Based on # Writing																								
Total Test																								
Acceptable Standard	64	97.0	31215	90.2	70	97.2	31061	88.4	61	96.8	30340	87.1	67	93.1	30239	87.5	56	91.8	12692	86.7	N/A	N/A	N/A	N/A
Standard of Excel.	25	37.9	10405	30.1	29	40.3	9117	25.9	23	36.5	9292	26.7	32	44.4	10363	30.0	23	37.7	4288	29.3	N/A	N/A	N/A	N/A
Below Accep. Standard	2	3.0	3374	9.8	2	2.8	4092	11.6	2	3.2	4499	12.9	5	6.9	4319	12.5	5	8.2	1950	13.3	N/A	N/A	N/A	N/A
Knowledge																								
Acceptable Standard	65	98.5	32966	95.3	72	100.0	32825	93.4	61	96.8	32038	92.0	67	93.1	31686	91.7	55	90.2	13393	91.5	N/A	N/A	N/A	N/A
Standard of Excel.	32	48.5	12054	34.6	28	38.9	8477	24.1	19	30.2	7793	22.4	24	33.3	8290	24.0	14	23.0	3418	23.3	N/A	N/A	N/A	N/A
Skills																								
Acceptable Standard	59	89.4	29514	85.3	67	93.1	29321	83.4	58	88.9	28904	83.0	67	93.1	28947	83.8	54	88.5	12136	82.9	N/A	N/A	N/A	N/A
Standard of Excel.	27	40.9	12052	34.6	38	52.8	11691	33.3	29	46.0	12803	36.7	42	56.3	13859	40.1	32	52.5	5730	39.1	N/A	N/A	N/A	N/A
Mean (%)	82.7		77.2		81.2		71.9		77.5		72.4		79.7		73.2		76.3		72.7		N/A		70.5	
Standard Deviation	13.9		17.9		14.6		19.5		17.4		19.4		17.1		19.7		17.9		20.0		N/A		19.2	

^a Includes all students registered in Grade 3 and ungraded students in year 3 of schooling.

^b Includes students who were absent for the entire test or part of the test, and those who wrote but whose results were withheld.

^c Includes students who were absent, excused by the superintendent, or who wrote but whose results were withheld. It is possible that some students, under different circumstances, could have demonstrated standards on the test.

^d The school authority/school results have been updated with any changes that were made to student scores subsequent to the posting of last year's school authority/school detailed report.

^e Form 1 is an old test that reflects the 1997 Program of Studies. Form 2 is a new test that reflects the 2007 Program of Studies. In 2010, the new test was phased in while the old test was phased out. The provincial results reported for each of the forms may not be representative of all students in the province. Therefore, discretion must be used when comparing the school authority/school results against the provincial results or comparing results over time. Standards for the new test will not be set until 2011.

Please read "Guidelines for Interpreting the Achievement Test Multiyear Reports".

LAB 535 - 08-07-2010

Mike Mountain Horse Elementary School
Three Year Education Plan for 2009/10 to 2011/12
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Grade 3 Mathematics Achievement Test - All Students Writing Multiyear Report: 2006-2010

3040 **Lethbridge School Dist No. 51**
6457 **Mike Mountain Horse School**

	2005-2006		2006-2007		2007-2008		2008-2009 ^d		2009-2010 ^e															
	School		Province		School		Province		School		Province		School		Province									
	N	%	N	%	N	%	N	%	N	%	Form 1		Form 2											
Participation																								
Enrolled ^a	67	100.0	41311	100.0	75	100.0	42471	100.0	67	100.0	42396	100.0	72	100.0	41724	100.0	61	100.0	19407	100.0	N/A	N/A	22600	100.0
Writing	66	98.5	37493	90.8	72	96.0	38417	90.5	63	94.0	38361	90.5	72	100.0	38043	91.2	61	100.0	17127	88.3	N/A	N/A	21289	94.2
Absent ^b	1	1.5	1870	4.5	3	4.0	2196	5.2	1	1.5	2334	5.5	0	0.0	1756	4.2	0	0.0	1336	6.9	N/A	N/A	395	1.7
Excused	0	0.0	1948	4.7	0	0.0	1858	4.4	3	4.5	1701	4.0	0	0.0	1925	4.6	0	0.0	944	4.9	N/A	N/A	916	4.1
Results Based on # Enrolled																								
Total Test																								
Acceptable Standard	64	95.5	33858	82.0	70	93.3	33816	79.9	61	91.0	33374	78.7	67	93.1	33233	79.6	56	91.8	14824	76.4	N/A	N/A	N/A	N/A
Standard of Excel.	25	37.3	11131	26.9	29	38.7	9974	23.5	23	34.3	10135	23.9	32	44.4	11189	26.8	23	37.7	4816	24.8	N/A	N/A	N/A	N/A
Below Accep. Standard	2	3.0	3635	8.8	2	2.7	4501	10.6	2	3.0	4987	11.8	5	6.9	4810	11.5	5	8.2	2303	11.9	N/A	N/A	N/A	N/A
Results Not Avail. ^c	1	1.5	3618	8.2	3	4.0	4054	9.5	4	6.0	4035	9.5	0	0.0	3661	8.8	0	0.0	2280	11.7	N/A	N/A	N/A	N/A
Results Based on # Writing																								
Total Test																								
Acceptable Standard	64	97.0	33858	90.3	70	97.2	33916	88.3	61	96.8	33374	87.0	67	93.1	33233	87.4	56	91.8	14824	86.6	N/A	N/A	N/A	N/A
Standard of Excel.	25	37.9	11131	29.7	29	40.3	9974	26.0	23	36.5	10135	28.4	32	44.4	11189	29.4	23	37.7	4816	28.1	N/A	N/A	N/A	N/A
Below Accep. Standard	2	3.0	3635	9.7	2	2.8	4501	11.7	2	3.2	4987	13.0	5	6.9	4810	12.6	5	8.2	2303	13.4	N/A	N/A	N/A	N/A
Knowledge																								
Acceptable Standard	65	98.5	35775	95.4	72	100.0	35896	93.4	61	96.8	35342	92.1	67	93.1	34945	91.9	55	90.2	15717	91.8	N/A	N/A	N/A	N/A
Standard of Excel.	32	48.5	13121	35.0	28	38.9	9206	24.0	19	30.2	8392	21.9	24	33.3	8877	23.3	14	23.0	3802	22.2	N/A	N/A	N/A	N/A
Skills																								
Acceptable Standard	59	89.4	31974	85.3	67	93.1	32013	83.3	56	88.9	31721	82.7	67	93.1	31703	83.3	54	88.5	14109	82.4	N/A	N/A	N/A	N/A
Standard of Excel.	27	40.9	12839	34.2	38	52.8	12788	33.3	29	46.0	14103	36.8	42	58.3	15095	39.7	32	52.5	6540	38.2	N/A	N/A	N/A	N/A
Mean (%)	82.7		77.2		81.2		71.9		77.5		72.3		79.7		73.0		76.3		72.3		N/A		70.4	
Standard Deviation	13.9		17.9		14.6		19.5		17.4		19.5		17.1		19.7		17.9		19.9		N/A		19.2	

^a Includes all students registered in Grade 3 and ungraded students in year 3 of schooling.

^b Includes students who were absent for the entire test or part of the test, and those who wrote but whose results were withheld.

^c Includes students who were absent, excused by the superintendent, or who wrote but whose results were withheld. It is possible that some students, under different circumstances, could have demonstrated standards on the test.

^d The school authority/school results have been updated with any changes that were made to student scores subsequent to the posting of last year's school authority/school detailed report.

^e Form 1 is an old test that reflects the 1997 Program of Studies. Form 2 is a new test that reflects the 2007 Program of Studies. In 2010, the new test was phased in while the old test was phased out. The provincial results reported for each of the forms may not be representative of all students in the province. Therefore, discretion must be used when comparing the school authority/school results against the provincial results or comparing results over time. Standards for the new test will not be set until 2011.

Please read "Guidelines for Interpreting the Achievement Test Multiyear Reports".

LAB 535 - 09-07-2010

Mike Mountain Horse Elementary School
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Highlights of PAT Results

Areas of Success (3-5 areas):

Language Arts

- Success continues to be witnessed in many areas of literacy, despite the fact that it was felt that this group of students was not as strong as groups in the past.
- The Grade 3 team has focused on improving student writing by working on descriptive writing.
- The Grade 3 team continues to attend school and district workshops, as well as accessing ATA funding for their own professional development. They feel that, as a grade level, they are on top of new and innovative teaching ideas and strategies.
- In writing they utilized a story plan that was initiated by staff development with Cathy Beveridge in an earlier school AISI project.

Mathematics

- With the Program of Studies changing in the 2010-2011 school year, our grade three team made a conscious effort to ensure that curriculum outcomes are covered.
- Our grade 3 team felt they were successful in teaching through problem solving. This is a key factor to the student's success.

Areas to be Addressed (3-5 areas):

Language Arts

- Continue to focus on reading (poetry, narrative, fiction, and author's main idea).

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- Focus on vocabulary building.
- In the area of writing more of a focus on conventions (punctuation and capitalization).

Mathematics

- Will be focusing on new curriculum outcomes in the area of mathematics.

Specific June 2010 Comments:

Language Arts

- In terms of the total test, only 5 students did not achieve the acceptable standard out of 60 students. Mike Mountain Horse Elementary School Grade 3 students achieved 95% at the acceptable level in the area of writing.
- While 91.7% of our students achieved the acceptable standard for the total Language Arts test, an impressive 35% reached the “Standard of Excellence” in reading.
- A further 25% of our students reached the “Standard of Excellence” for the total Language Arts test.

Mathematics

- 37.7% of our students achieved the “Standard of Excellence” for the total mathematics test.
- 52.5% of our students achieved the “Standard of Excellence” for the skills component of the mathematics test.
- 91.8% of our students achieved the acceptable standard for the total mathematics test.
- All scores on the mathematics test were above or equal to the provincial average.

**Mike Mountain Horse Elementary School
October 2010 Accountability Pillar Overall Summary**

Goal	Measure Category	Measure Category Evaluation	Measure	Mike Mountain Horse School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	92.7	90.1	91.8	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	86.9	88.3	88.4	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	96.1	93.7	95.1	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.3	4.8	4.8	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.2	95.8	91.0	79.1	78.3	77.2	Very High	Maintained	Excellent
			PAT: Excellence	24.6	31.9	26.4	19.4	18.3	18.2	Very High	Maintained	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a	n/a	n/a
			Work Preparation	79.9	67.9	78.3	79.9	79.6	78.9	High	Maintained	Good
			Citizenship	89.9	84.1	87.2	81.4	80.3	78.3	Very High	Maintained	Excellent
Goal 4: Highly responsive and responsible education system	Parental Involvement	Good	Parental Involvement	81.5	75.0	82.4	80.0	80.1	78.6	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	91.3	87.1	86.7	79.9	79.4	77.6	Very High	Improved	Excellent

Mike Mountain Horse Elementary School
Three Year Education Plan for 2009/10 to 2011/12
Year Two Update (2010 – 2011)
And Annual Education Results Report for 2009-2010

Budget Report

Lethbridge School District No. 51
2010-2011 September 30th Budget

Mike Mountain Horse School

Revenue And Allocations To Budget Center

Basic Program Allocation	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Allocation from (to) MM Preschool	\$5,119	
Early Literacy Gr1-2 Allocation	\$48,136	\$49,370
Early Literacy Allocation per student	\$246.85	\$246.85
Grade 1 Enrolment	95 students	98 students
Grade 2 Enrolment	100 students	102 students
Elementary Materials Allocation	\$99,115	\$96,135
Total Enrolment	430 students	425 students
Elementary Staffing Allocation	\$2,251,540	\$2,175,982
English as a Second Language Allocation	\$4,608	\$4,608
Extra Curricular Honarium Allocation	\$1,808	\$1,808
Fee Revenue Collected	\$3,750	\$3,750
IPP Implementation Allocation to Schools	\$0	\$0
Kindergarten Assistant Allocation	\$41,657	\$41,657
Kindergarten Materials Allocation	\$5,068	\$5,068
Kindergarten Teacher Allocation	\$234,310	\$234,310
School Contribution to Kindergarten Program	\$8,331	\$0
School Generated Funds	\$7,586	\$7,586
Special Education Base Allocation	\$0	\$0
Special Education Teacher Allocation	\$95,042	\$95,042
Speech Language Assistant Allocation	\$16,365	\$16,365
Allocation for Severe Assistants	\$0	\$0
Kindergarten Discretionary Allocation to Schools	\$41,657	\$41,657
Kindergarten Assistant Allocation	\$41,657	\$41,657
Surplus (Deficit) Carryforward	(\$352)	\$0
Prior Year Committed funds	\$390	\$0
Total Basic Program Allocation	\$2,864,130	\$2,773,338
% of Revenue And Allocations To Budget Center	100%	100%

Total Revenue And Allocations To Budget Center	\$2,864,130	\$2,773,338
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Expenditures

Certificated Salaries and Benefits	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Total Certificated Salaries and Benefits	\$2,539,027	\$2,434,535
% of Expenditures	89%	88%

Uncertificated Salaries and Benefits	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Total Uncertificated Salaries and Benefits	\$207,258	\$206,233
% of Expenditures	7%	7%

Contracted and General Services	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Building Maintenance	\$3,500	\$3,500
Extra Curricular	\$0	\$0
Professional Development	\$5,000	\$5,000
Consultants	\$1,500	\$1,500

Contracted and General Services	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Postage	\$1,024	\$1,024
Telephone	\$3,000	\$3,000
Bussing - Field Trips	\$0	\$0
Equipment Repair	\$1,000	\$1,000
Building Rentals	\$313	\$313
Equipment Rental/Leases	\$425	\$425
Dues/Fees	\$0	\$0
Printing	\$18,892	\$24,155
Co-curricular	\$1,808	\$1,660
Total Contracted and General Services	\$36,462	\$41,577
% of Expenditures	1%	1%

Supplies	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Supplies	\$60,907	\$60,907
Media Materials	\$5,000	\$5,000
Computer Supplies and Software	\$0	\$5,000
Textbooks	\$5,500	\$5,500
Furniture and Equipment (Under \$5000)	\$2,000	\$2,000
Computer Purchases	\$0	\$5,000
Total Supplies	\$73,407	\$83,407
% of Expenditures	3%	3%

Transfers	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Capital Purchases (Over \$5000)	\$0	\$0
School Generated Activities (Funds)	\$7,586	\$7,586
School Generated Funds	\$7,586	\$7,586
Commitments from prior year	\$390	\$0
Prior Year Committed funds	\$390	\$0
Reserves	\$0	\$0
Contingency (Unallocated Expense)	\$0	\$0
Total Transfers	\$7,976	\$7,586
% of Expenditures	0%	0%

Total Expenditures	\$2,864,130	\$2,773,338
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Summary

	2010-2011 September 30th Budget	2010-2011 Preliminary Budget
Total Revenues and Allocations To Budget	\$2,864,130	\$2,773,338
Total Expenditures	\$2,864,130	\$2,773,338
Variance	\$0	\$0

Notes:

- In terms of overall budget, 96% of our budget is dedicated to staffing. That leaves only 4% for operational funds.