

# Mike Mountain Horse Elementary



## 2021 /2022 Annual Education Results Report

### School Vision Statement

*At Mike Mountain Horse we find strength in the spirit of our community and inspire everyone along their learning journey.*

### School Mission Statement

Our mission is to nurture courage, vibrancy and growth amongst all learners through the provision of:

- Genuine relationships
- Shared and collaborative decision making
- Authentic and effective learning experiences
- Quality and meaningful work
- Honoring diversity
- Fostering well-being



[www.mmhlethsd.ab.ca](http://www.mmhlethsd.ab.ca)



## Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Mike Mountain Horse School		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	84.2	83.6	n/a
	Citizenship	78.7	85.4	83.2
	3-year High School Completion	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.5	96.6	94.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	89.5	n/a
	Access to Supports and Services	70.4	80.6	n/a
Governance	Parental Involvement	75.5	76.0	81.6

### Highlights

Mike Mountain Horse has done well in the areas of Education Quality, Student Learning Engagement, Welcoming, Caring, Respectful and Safe Learning Environments. As a new administration team, we have been intentional in supporting and continuing to develop strong foundational programming in the areas of numeracy and literacy instruction. We continue focus on Project/ Inquiry based learning supports our beliefs in high levels of student engagements, thinking and learning. As our school population continues to grow and change, we are focused on acknowledging, learning about and celebrating the growing diversity of staff and students. As a school community, we are focused on working with students to learn how to be kind, respectful and contributing members of not just our school community, but the community at large.

### Challenges to Address

An ongoing challenge to our school is the access to supports and services to meet the needs of a diverse and complex range of learners. As our school population grows, we are working on creative ideas to better support students and staff given the limitations of access to some services. A second challenge for our school is parent involvement, although we had only 19 participants in the parent survey. As we are no longer constrained with pandemic restrictions, we will be inviting parents into the school and creating more opportunities to welcome families into the school community.

## Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	104	85.0	142	85.1	102	81.3	111	85.4	118	78.7	High	Maintained	Good
Parent	12	75.0	23	79.8	13	76.9	15	94.5	19	81.1	High	Maintained	Good
Student	78	85.6	103	79.4	68	76.4	69	70.0	82	67.0	Intermediate	Declined	Issue
Teacher	14	94.3	16	96.3	21	90.5	27	91.7	17	88.1	Intermediate	Maintained	Acceptable

### Evaluation

Although parents continue to express satisfaction in the area of citizenship, we see a decline in staff and student results. At the beginning of this school year, staff engaged students in explicit conversation about what we want our school to look like, sound like and feel like. We will continue to participate in community initiatives including feed The Bug, Sock It to Em, Angel Tree, and letter writing campaigns as well as create new ways for students to engage in community citizenship such as neighbourhood clean ups, and service projects within the community.

We will continue to focus on kindness, gratitude and giving back through our BOOST board, where students and staff are acknowledged for the kind actions, Grade 5 leadership and acknowledging our school neighbours with gifts and thank yous.

## DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

### Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	111	83.6	118	84.2	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	15	97.8	19	93.0	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	69	52.9	82	59.8	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	17	100.0	n/a	n/a	n/a

#### Evaluation

Teachers continue to implement consistent practices that support Project/Inquiry Based Learning to increase student engagement. MMH continues to support and expand students utilizing strategies such as non-permanent vertical surfaces, random grouping to support student collaboration, rich tasks in numeracy and literacy to better engage students in their day to day learning

This school year will be focused on creating a culture of thinking to engage students in thinking critically and creatively within their classrooms. As we move away from pandemic restrictions, we hope to see engagement increase as students are provided with opportunities to work collaboratively within their classroom as well as connecting with students in classes throughout the school.

## DOMAIN: TEACHING AND LEADING

### Assurance Measure: Education Quality

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

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	104	91.1	142	96.8	102	91.9	111	96.6	118	92.5	Very High	Maintained	Excellent
Parent	12	77.1	23	91.3	13	83.1	15	96.6	19	92.1	Very High	Maintained	Excellent
Student	78	96.2	103	99.0	68	94.1	69	94.9	82	88.4	High	Declined Significantly	Issue
Teacher	14	100.0	16	100.0	21	98.4	27	98.1	17	97.1	High	Maintained	Good

#### Evaluation

We are very please with the parent and teacher results in the quality of education at MMH. We continue to implement consistent practices that support students divergent mathematical thinking and a deep understanding of number sense in all grades. MMH also continues to reflect and refine best practices in literacy instruction including reader and writer workshop models, guided reading, targeted word work instruction and use of the Fountas and Pinnell Benchmark Assessment Kits. Although results indicate that students are feeling less satisfied with the quality of education they are receiving, MMH continues to focus on best practice in numeracy and literacy to provide students with the highest quality of education.

## DOMAIN: LEARNING SUPPORTS

### Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	111	89.5	118	84.7	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	15	98.3	19	92.1	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	69	75.5	82	73.0	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	27	94.6	17	89.0	n/a	n/a	n/a

#### Evaluation

We are pleased with the welcoming, caring, respectful, and safe learning environment results. Over the last 2 years, MMH has very purposefully engaged in creating a climate of kindness, compassion and acceptance. We have worked with our school council and school community to engage in conversations about inclusivity including learning about diversity and culture, celebrating a variety of cultural holidays, creating a BOOST board, recognizing students for demonstrating the characteristics of the Seven Sacred Teachings and educating families and students around conflict and bullying, the importance of vocabulary and ways to support and help one another in safe and kind ways.

## DOMAIN: LEARNING SUPPORTS

### Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and ser-

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	111	80.6	118	70.4	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	15	84.0	19	63.0	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	69	78.7	82	75.6	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	27	79.1	17	72.6	n/a	n/a	n/a

#### Evaluation

As our school population continues to grow we are feeling increasing pressure to access support and services to meet the needs of all students in our building. We continue to work collaboratively as a school, in consultation with division personal to find creative solutions to meet the needs of students. We seek support from a variety of groups such as the Mental Health Capacity building team, Boys and Girls Club, our YEO, division Advanced Behaviour Team as well as a variety of services to support the increasing need for food, clothing and shoes.

## DOMAIN: LEARNING SUPPORTS

### Assurance Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education													
	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	25	75.5	39	84.6	34	78.7	42	76.0	36	75.5	Intermediate	Maintained	Acceptable
Parent	11	59.6	23	70.4	13	64.1	15	60.3	19	57.0	Very Low	Maintained	Concern
Teacher	14	91.4	16	98.8	21	93.3	27	91.8	17	94.0	Very High	Maintained	Excellent

### Evaluation

We are concerned to see such a discrepancy between what teachers and parents believe about parent involvement. Throughout the pandemic, we sought creative ways to engage families in the school including virtual monthly Spirit assemblies, Winter Window Walk, Spring Spectacular, as well as virtual parent/teacher conferences. As we ended the school year, families were invited into the building to volunteer, to join classes on field trips and to our first few in-person assemblies.

This year the focus is on re-building our school community and seeking as many opportunities as possible to engage families. To date families have been invited into the school to join their children during the first week of classes, for Meet the Teacher evening, school wide Spirit assemblies, the Terry Fox walk and a highly successful Halloween Dance-a-thon fundraiser. We will continue to offer activities to engage families in the school community.

## SUPPLEMENTAL MEASURE: Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	26	84.6	39	89.4	34	89.0	42	90.1	36	88.0	Very High	Maintained	Excellent
Parent	12	71.0	23	82.6	13	85.1	15	91.6	19	85.8	Very High	Maintained	Excellent
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	14	98.2	16	96.1	21	92.8	27	88.6	17	90.2	High	Maintained	Good

### Evaluation

MMH has very strong programming. We are very lucky to have an exceptional music program where students are able to explore music, movement and related literature. We offer a number of extra curricular option in the area of fine arts including drama club, choir and handbell choir. Students have regular and consistent access to either our computer lab or laptops in their classrooms. Through daily physical education, students learn the value of health and well-being. Our teacher counsellor offers universal programming throughout our school to support students' social emotional growth.

## SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	25	59.5	37	72.2	33	67.5	42	93.1	36	80.2	High	Improved	Good
Parent	11	45.0	21	47.6	12	50.0	15	95.0	19	67.9	High	Improved	Good
Teacher	14	74.1	16	96.9	21	85.0	27	91.1	17	92.6	Very High	Maintained	Excellent

### Evaluation

We were quite excited to see life long learning as an area of strength at MMH. Professional learning at MMH has focused on building the knowledge, skills and attitudes that support lifelong learning. Our work on project /inquiry based learning, with a focus on real world connections, supports this. We have also invested in professional learning focused on self regulation, thinking classrooms and social emotional learning. As a staff we have a shared belief in supporting critical thinkers, problem solvers, strong communicators, ethical and empathetic, kind human beings first and foremost.