

School: Mill Creek [0150]
Address: 9735 80 Avenue

Profile



| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------------|-----------|----------------------------|-------------------|---------|
| Normalized | 310.000 | Custodial | 1.978000 | Salaries | \$2,267,642 | 95.55% |
| Weighted | 340.625 | Exempt | 0.000000 | Supplies, Equip., Services | \$105,489 | 04.45% |
| Regular | 334 | Support | 5.070000 | | | |
| | | Teacher | 15.351000 | | | |
| Year Opened | 1946 | Total 22.399000 | | | Total \$2,373,131 | 100.00% |

School Philosophy

At Escuela Mill Creek School, we pride ourselves on the relationships built among students, staff members, parents and community members. Our mission is to create a high quality learning environment where every student can find success. Escuela Mill Creek School is a safe and caring school that embodies a 21st century learning environment which encourages students to wonder at and question the world around them. We instill in our students, the character and skills they need to be contributing citizens in the future. At Escuela Mill Creek School, we believe that through learning the Spanish language and experiencing Spanish and Latin culture, students deepen their knowledge and appreciation of a global society. Language acquisition and cultural empathy will contribute to the future success of our students by providing them with the skills and attitudes needed for a rapidly changing world.

Community Profile

Escuela Mill Creek School is located at 9735 - 80 Avenue. In January of 2019, students moved into a newly constructed school building that is a model of 21st century learning. With a visible solar array, open learning spaces, and learning elements directly embedded in the architecture, students at Escuela Mill Creek School continually have the opportunity to learn with and from each other and their environment. All students are enrolled in the International Spanish Academy, a Spanish Bilingual program, so the attendance area is not geographically defined. Families come from all over the city in order to have their children attend Escuela Mill Creek School. The International Spanish Academy has a large transportation zone serving families students in South Edmonton, as far as Whitemud drive and Mill Woods. Mill Creek School is engaged in a long-term lease with Alder Academy PlaySchool, which has access to the playschool designated rooms and the common areas within the school building. The school hosts many community events, acts as a community hub for scheduled public gatherings, and is also used to highlight 21st century learning spaces.

Programs and Organization

Escuela Mill Creek School runs the International Spanish Academy from kindergarten to grade six. This is a bilingual language program that offers Spanish Language Arts and Alberta curriculum in Spanish. Students also learn Alberta core curriculum in English. Students typically receive immersive Spanish instruction during the morning (50% of the school day) and English instruction in the afternoon (50% of the school day).

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Boys & Girls Big Brothers Big Sisters

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

During the 2023-2024 school year, Escuela Mill Creek staff will continue to improve the quality of instruction in Literacy and Numeracy. More specifically, in Division 1, teachers will focus on their Literacy instruction with the goal of Increasing the number of students reading at grade level in the early grades. In Division 2, teachers will focus on Numeracy with the goal of mastering instruction within the new Mathematics curriculum so students demonstrate growth and achieve learning outcomes.

To accomplish improvements in Literacy instruction in Div 1 :

- Teachers will use literacy assessments to inform instruction
- Teachers will engage in professional learning using the UFLI resources
- Teachers will use regular, targeted small group Literacy lessons
- Teachers will share best practices in grade groups and division groups
- The School will continue to purchase classroom library and library books that reflect the diversity of our community
- The School will seek to provide a variety of decodable texts for students
- Families will continue to be encouraged to engage together in daily reading

To accomplish improvements in Numeracy instruction in Div 2:

- Teachers will engage with the available New Curriculum resources
- Teachers will share best practices in grade groups and division groups
- Teachers will explore Professional Learning opportunities
- The School will provide opportunities for collaboration
- The School will explore purchasing teacher vetted resources
- Families will continue to be encouraged to engage in daily practice

Results Achieved:

Div 1 (Grades 1, 2 & 3) Literacy

Teacher awarded Grades Reading-

- Grade 1 - 42/52 At or above Grade level = 81% (+16% Previous year)
- Grade 2 - 42/51 At or above Grade level = 82% (-4% Previous year)
- Grade 3 - 46/52 At or above Grade level = 88% (+13% Previous)
- Div 1 - 84% At or Above Grade level - Increase of 9% from Previous

Teacher awarded Grades Language Arts (A or B)

- Div 1 Total - 79% awarded A or B - Increase of 8% from Previous year

HLAT Writing Results

- Grade 1 - 86% - At or above Grade level (+19% Previous year)
- Grade 2 - 87% - At or above Grade level (-2% Previous year)
- Grade 3 - 81% - At or above Grade level (+18% Previous year)

CC3 Jan/Sept to June Growth after Interventions

- Grade 1 January- 65% Acceptable standard - June 90% (+25%)
- Grade 2 September - 82% Acceptable standard - June 80% (-2%)
- Grade 3 September - 98% Acceptable standard - June 100% (+2%)

LENS Jan/Sept to June Growth after Interventions

- Grade 1 January- 60% Acceptable standard - June 85% (+25%)
- Grade 2 September - 80% Acceptable standard - June 94% (+14%)

• **Grade 3 Did not complete the LENS in 2023/24 School year**

LENS and CC3 = * Norms for Jan/Sept test results change in June to reflect a year of learning. While some students were not yet at an Acceptable Standard by June, our data indicates that 100% of our students demonstrated growth over the period.

Div 2 (Grades 4, 5 & 6) - Numeracy

Mathematics CAT4 -

- **Grade 4 - 97.7% Stanine 4 and above (+10.9 Previous year)**
- **Grade 5 - 87.5% Stanine 4 and above (-12.5 Previous year)**
- **Grade 6- 97.7% Stanine 4 and above (+12.3 Previous year)**

Computation CAT4 -

- **Grade 4 - 90.7% Stanine 4 and above (+15.7 Previous year)**
- **Grade 5 - 82.1% Stanine 4 and above (-8.8 Previous year)**
- **Grade 6 - 93% Stanine 4 and above (+5.5 Previous year)**

Mathematics Total - CAT4

- **Grade 4 - 97.6% Stanine 4 and above (+12.3 Previous year)**
- **Grade 5 - 87.2% Stanine 4 and above (-12.8 Previous year)**
- **Grade 6 - 97.7% Stanine 4 and above (+5.6 Previous year)**

Teacher Awarded Grades (A or B)

- **Div 2 (Grades 4, 5 & 6) - 84% scored A or B - Increase of 1% from previous year**

Grade 6 Math PAT tests were not administered in Alberta during the 2023-24 school year.

Over the course of the 2023-2026 school years, staff and students will indicate greater sense of belonging and connection as measured by the Division, Assurance and Resilience surveys.

To accomplish this we will:

- continue to create a safe and welcoming environment at Escuela Mill Creek by:
 - providing "soft landing" places for students with anxiety
 - providing alternative places to work
 - school wide student Check in / Check out program for vulnerable students to touch base with a teacher mentor
 - External mentors visiting the building (Big Brothers and Sisters Clubs)
 - Organize events that celebrate cultural to build on sense of community
- continue to address the individual mental health needs of our students by:
 - accessing supports through our SLS team
 - providing safe places for students to speak with adults
 - regular communication and updates with parents
- build a strong culture of collaboration by:
 - engage in collaborative work time embedded in our schedules to improve planning and reduce stress
 - engage teachers in projects that they find meaningful to their work
 - celebrate staff successes

Results Achieved:

Division Survey (+ indicates an increase from previous year)

Students

- **How are you doing at School this year? - 75% Well/Very Well (+10%)**
- **Staff at my school know me as a person - 74% Agree/Strongly Agree (-6%)**
- **School is a place where all students feel like they belong - 77% Agree/Strongly Agree (+1%)**
- **I feel I can be myself at school - 74% Agree/Strongly Agree (-1%)**
- **Diversity is represented in books and materials at school - 90% Agree/Strongly Agree (0)**
- **I see my identity and culture reflected in materials - 70% Agree/Strongly Agree (+3%)**

- **My school takes actions that support truth and reconciliation - 92% Agree/Strongly Agree (0)**
- **Mys school helps me develop skills that support wellness - 78% Agree/Strongly Agree (-3%)**
- **I feel like I belong at my school - 78% Agree/Strongly Agree (-4%)**
- **I feel the adults at my school care about me - 78% Agree/Strongly Agree (+1%)**

Staff

- **How are you doing at School this year? 75% Well/Very well (+18%)**
- **My school is a place where students feel like they belong - 100% Agree/Strongly Agree (0)**
- **Diversity is represented in books and materials at school - 100% Agree/Strongly Agree (+7%)**
- **The Division is taking actions that support truth and reconciliation - 100% (+7%)**
- **My school takes steps to support a sense of belonging and inclusion for everyone Agree/Strongly Agree 100% Agree/Strongly Agree (+14%)**
- **I feel safe at my workplace 100% Agree/Strongly Agree (+7%)**
- **I feel a sense of belonging at my workplace - 88% Agree/Strongly Agree (+8%)**
- **I feel my workplace is respectful - 76% Agree/Strongly Agree (-2%)**

Families

- **I feel like I have a positive relationship with staff to support my child's learning in school - 91% Agree/Strongly Agree (+3%)**
- **My child feels like they belong at school - 84% Agree/Strongly Agree (+4%)**
- **I feel welcome in my child's school community - 97% Agree/Strongly Agree (+7%)**
- **Many diverse cultures are represented in the events, activities and environment of my child's school - 94% Agree/Strongly Agree (+6%)**
- **School has helped my child develop skills that support their wellness - 78% Agree/Strongly Agree (-10%)**
- **Through school my child has built relationships that support their wellness - 90% Agree/Strongly Agree (+6%)**
- **I feel my child has a positive relationship with one or more adults in their school 91% Agree/Strongly Agree (0)**
- **I feel the staff in my child's school care about my child - 97% Agree/Strongly Agree (+1%)**

What were the biggest challenges encountered in 2023-2024?

- Mental Health continues to be a challenge for students and staff. We saw high numbers of absences in both the student and staff groups as a result.
- There was a lack of resources available in Math in our target language of Spanish that was at age/grade appropriate level. Teachers needed to build their own resources.
- As students began working on the new curriculum, it became obvious to teachers that there were learning gaps in certain strands. Teachers had to scaffold some of the old curriculum into instruction to be able to teach the new curriculum effectively.
- Math curriculum took longer to teach than in previous years due to the need for extra scaffolding.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- We would like to see continued improvements in our Div 1 reading levels. Our goal is to achieve above grade level as these target students move into Div 2. Continued PD and collaboration should yield the desired results.
- As Math resources become more available and teachers in Div 2 became more confident with the new curriculum, we should see continuous improvement.
- Close to 25% of students reported as sense of not belonging at school. While it is difficult to view this as an "opportunity" as such, we see a ton of room for improvement in this area as we tackle mental health issues, student wellbeing, Reconciliation and Anti-racism initiatives.
- Parents reported that school communication with regards to Anti-racism and Reconciliation was poor. We are very proud of what we are doing but need to do a better job of communicating this to parents who are not able to be in the building on a regular basis.
- We continue to work on Mental Health at our school. We will continue to engage community partners such as Big Brothers and Sisters, use wrap around supports within the Division, and build a community of caring citizens within the school.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7150 Mill Creek School

| Assurance Domain | Measure | Mill Creek School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|-------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 77.4 | 86.7 | 85.9 | 83.7 | 84.4 | 84.8 | n/a | Declined | n/a |
| | Citizenship | 79.1 | 84.9 | 85.2 | 79.4 | 80.3 | 80.9 | High | Maintained | Good |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | 91.1 | 81.4 | 81.4 | 68.5 | 66.2 | 66.2 | Very High | Improved | Excellent |
| | PAT6: Excellence | 60.0 | 23.3 | 23.3 | 19.8 | 18.0 | 18.0 | Very High | Improved Significantly | Excellent |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.6 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.4 | 15.5 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 81.5 | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.6 | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 90.5 | 90.3 | 92.4 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 86.6 | 86.9 | 89.0 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 66.4 | 73.3 | 77.3 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 81.5 | 75.8 | 80.0 | 79.5 | 79.1 | 78.9 | High | Maintained | Good |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

Over the course of the 2024-2026 school years, Escuela Mill Creek staff will continue to improve the quality of instruction in Literacy and Numeracy. More specifically, in Grades 1 to 3, teachers will focus on their Literacy instruction with the goal of Increasing the number of students reading at grade level by 5% as measured by the Division Focus on Reading. In Division 2, teachers will focus on Numeracy Instruction in the new Mathematics curriculum and students will demonstrate 1 year's growth on the CAT4 Numeracy Assessment.

To accomplish improvements in Literacy instruction in Div 1 :

- Teachers will use literacy assessments to inform instruction
- Teachers will engage in professional learning using the UFLI resources
- Teachers will use regular, targeted small group literacy lessons
- Teachers will collaborate in grade groups and division groups to share best practices
- The School will continue to purchase classroom library and library books that reflect the diversity of our community
- The School will seek to provide a variety of decodable texts for students
- Families will continue to be encouraged to engage together in the habit of daily reading

To accomplish improvements in Numeracy instruction in Div 2 we will:

- Teachers will engage with the New Curriculum resources available to them on Connect
- Teachers will collaborate in grade groups and division groups to share best practices
- Teachers will explore Professional Learning opportunities focusing on New Curriculum
- The School will provide opportunities for collaboration
- The School will explore purchasing teacher vetted resources
- Families will continue to be encouraged to engage in daily practice

What data will you use to track continuous improvement?

Div 1: Teacher awarded reading levels Div 2: CAT4 Assessments (Trend Plot of Fall and Spring)

Division Priority 3

Over the course of the 2023-2026 school years, students will indicate greater sense of belonging and connection as measured by the Division, Assurance and Resilience surveys. This will be evidenced by an increase of 5% in the following statements from the Division Survey: "School is a place where all students feel like they belong", "I feel I can be myself at school " and "I feel like I belong at my school." From the Youth Resilience Survey this will be evidenced by a 5% increase in the following areas: "Contextual Factors that Facilitate a Sense of Belonging", "Connection to Teachers", and "Student Connectedness".

To accomplish this we will:

- continue to create a safe and welcoming environment at Escuela Mill Creek by:
 - providing "soft landing" places for students with anxiety
 - providing alternative places to work
 - school wide student Check in / Check out program for vulnerable students to touch base with a teacher mentor
 - External mentors visiting the building (Big Brothers and Sisters Clubs)
 - Organize events that celebrate cultural to build on sense of community
- continue to address the individual mental health needs of our students by:
 - accessing supports through our SLS team
 - providing safe places for students to speak with adults
 - regular communication and updates with parents
- build a strong culture of collaboration by:

- engage in collaborative work time embedded in our schedules to improve planning and reduce stress
- engage teachers in projects that they find meaningful to their work
- celebrate staff successes

What data will you use to track continuous improvement?

Data we will use to track continuous improvement: Division Feedback Survey, Specifically Sections on Belonging, Youth Resilience Survey Specifically questions related to: Connection to Teachers, Student Connectedness and Factors that facilitate a sense of belonging

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | 2,317,329 | | 2,373,131 | |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 2,317,329 | | 2,373,131 |
| Classroom | 13.851000 | 1,496,920 | 13.851000 | 1,496,921 |
| Leadership | 1.400000 | 191,369 | 1.500000 | 202,524 |
| Teacher Supply | .000000 | 70,000 | .000000 | 70,000 |
| TOTAL TEACHER | 15.250999 | 1,758,289 | 15.351000 | 1,769,445 |
| (% of Budget) | | 75.88% | | 74.56% |
| Exempt (Hourly/OT) | .000000 | 35,000 | .000000 | 38,000 |
| Support | 5.000000 | 294,355 | 5.070000 | 303,739 |
| Support (Supply/OT) | .000000 | 6,000 | .000000 | 18,000 |
| Custodial | 1.938000 | 130,064 | 1.978000 | 132,958 |
| Custodial (Supply/OT) | .000000 | 3,500 | .000000 | 5,500 |
| TOTAL NON-TEACHER | 6.938000 | 468,919 | 7.048000 | 498,197 |
| (% of Budget) | | 20.24% | | 20.99% |
| TOTAL STAFF | 22.189000 | 2,227,208 | 22.399000 | 2,267,642 |
| (% of Budget) | | 96.11% | | 95.55% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 41,331 | | 56,272 |
| INTERNAL SERVICES | | 48,790 | | 47,717 |
| OTHER INTEREST AND CHARGES | | 0 | | 1,500 |
| TOTAL SES | | 90,121 | | 105,489 |
| (% of Budget) | | 3.89% | | 4.45% |
| TOTAL AMOUNT BUDGETED | | 2,317,329 | | 2,373,131 |