Profile

Enrolment		Staff FTE		Budget		
Normalized	314.000	Custodial	1.938000	Salaries	$2,209,807	94.97%
Weighted	337.094	Exempt	0.000000	Supplies, Equip., Services	$117,006	05.03%
Regular	338	Support	4.700000			
		Teacher	15.251000			
Year Opened	1946	**Total**	**21.889000**	**Total**	**$2,326,813**	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 acqusition 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

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Results and Implications

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 SMART goals that were established for 2022-2023, 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 2022-2023 school year, Escuela Mill Creek staff will continue to improve the quality of instruction with the goal of all students demonstrating a year's growth in reading and writing in both Spanish and English, as measured by *independent reading levels*, *CAT-4 d*ata, and teacher professional judgment.

To accomplish this we will:
- Use literacy assessments completed with our students including LeNS, CC3, CAT4, HLAT, PAT, teacher assessed Guided Reading levels and BAS, to inform our instruction
- Grade 1 teachers will engage in professional learning on Phonemic Awareness using the Heggerty resource
- Div 1 and 2 will use regular guided reading lessons to continuously reassess student levels and to focus instruction
- We will continue to purchase library and classroom library books that reflect the diversity of our community
- Teachers will collaborate in both in grade groups and division groups to share best practices in literacy
- Home reading resources will be updated and families will continue to be encouraged to engage together in the habit of daily reading

Results Achieved:

READING
Independent Reading Levels (Internal measures of reading)
Spanish - 88% of our students demonstrated growth in their reading
English - 96% of our students demonstrated growth in their reading

PAT Reading
Mill Creek students achieved 90.2% Acceptable standard - Division 86.8% - Mill Creek +3.4%

CAT 4
Grade 4
-Grade Equivalent Score rose from 3.7 to 4.8 in the 8 month period.
-Students achieving stanine 4 or above in reading:
- Spring 72% an increase of 13% from Fall -
- Division was 73% - Mill Creek 1% below Division

Grade 5
-Grade Equivalent Score rose from 6.7 to 7.8 in the 8 month period.
-Students achieving stanine 4 or above in reading:
- Spring 100% an increase of 2% from the Fall
- Division was 88% - Mill Creek was 12% above Division

Grade 6
-Grade Equivalent Score rose from 7.9 to 8.0 in the 8 month period.
-Students achieving stanine 4 or above in reading:
- Spring 93% and increase of 11% from the Fall
- Division was 88% - Mill Creek was 5% above Division

Teacher Reported Levels Mill Creek comparison to Division (Dossier)
- At Grade Level 66.3% - Division 58.8% - Mill Creek +7.5% - Previous 3 year average 65.6%
- Above Grade Level 14.3% - Division 9.8% - Mill Creek +4.5%
- Below Grade Level 19.4% - Division 31.4% - Mill Creek -12%

Teacher Reported Levels in Spanish Reading (Dossier)
- At Grade Level 64.5% - Previous 3 year average 64.7%

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- Above Grade Level 8.2%
- Below Grade Level 27.2%

WRITING
School HLAT comparison with Division
- 71.5% At or Above grade level - Division 63.8% - Mill Creek +7.7%
- 26% Below grade level - Division 32.2% - Mill Creek -6.2%

By June 2023, 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)
  - Return to pre-covid events that celebrate cultural events 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:

Assurance Survey Measures
The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
Teachers - 93.8% Down 4.4% from 2022 - Overall=Good
Parents - 94.4% Up 19% from 2022 - Overall=Excellent
Students - 66.4% Down 16.6% from 2022 - Overall=Issue
Overall - 84.9% Excellent

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
Teachers - 100% Maintained
Parents - 87.9% Up 5.8 from 2022
Students - 72.2% Down 1.2% from 2022

Division Survey
Students
- 65% said they were doing Well or Very Well this year - 31% said So-so - 4% said Not well
- 98% said they have the opportunity to be successful in their learning
- 93% said they felt supported in their learning
- 83% said, “staff at my school know me as a person”
- 86% said they feel like “I can be myself at my school”
- 94% said school is a place where all students feel like they belong
- 83% said, “I see my identity/culture reflected in the materials used in class”
- 98% said, “My school takes actions that support truth and reconciliation”

Staff
- 57% said they were doing Well or Very Well this year 36% So-so - 7% Not well
- 100% said school is a place where all students feel like they belong
- 100% said, Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school
- 93% said the Division is taking actions that support truth and reconciliation
- 100% said, “My school takes steps to support a sense of belonging and inclusion for everyone
- 100% feel safe at work

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- 100% feel as sense of belonging at work
- 93% feel the workplace is respectful

Resilience Survey
Overall Resilience Score - 67.55% of students had either High or Above Average Resilience
Overall Engagement Score - 71.79% of students had either High or Above Average Engagement
Connection to Teachers - 68.38% of students had either High or Above Average connections with teachers
Culture of Equity - 78.64 of students had either High or Above Average sense of a culture of equity
Student Connectedness - 64.96% of students had a High or Above Average level of connectedness

What were the biggest challenges encountered in 2022-2023?
Challenge #1- The primary challenge encountered in the 2022-23 school year was that of student and staff mental health. The lingering stress from the Covid 19 pandemic, alongside increased levels of illness, societal pressures over masking/not masking and the financial burdens put on families during the previous years of lockdowns, created an environment that was generally on edge. We saw more anxiety in students, and significant mental health issues throughout the year. This played out alongside students that had profound family circumstances and challenges likely caused by all of the above. Staff were not immune to this stress and we had a very high level of illness, and staff absences.
Challenge #2- New Curriculum implementation was quite challenging in a Spanish Bilingual program as staff were left searching for Spanish resources that were grade, and interest level appropriate.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?
- Priority #1-Data shows us that the percentage of students reading at grade level increases as the students move further along in their education at Mill Creek. We hope to spur on these improvements at earlier grades to augment our overall increases in the later grades.
- Priority #1-The new curriculum in Mathematics provides us with a strong opportunity to re-examine how we do things. We hope to re-invigorate our program while improving student achievement.
- Priority #3-We are not hitting all our goals for student and staff Mental Health and will continue to make this a Priority.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	**86.7**	85.2	85.2	**84.4**	85.1	85.1	n/a	Maintained	n/a
	Citizenship	**84.9**	85.5	87.2	**80.3**	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**80.7**	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**88.6**	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	**81.4**	86.8*	n/a	**63.3**	64.3	n/a	High	n/a	n/a
	PAT: Excellence	**23.3**	36.8*	n/a	**16.0**	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.3**	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**21.2**	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	**90.3**	94.6	95.5	**88.1**	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**86.9**	91.1	91.1	**84.7**	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	**73.3**	81.3	81.3	**80.6**	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	**75.8**	84.1	82.7	**79.1**	78.8	80.3	Intermediate	Maintained	Acceptable

For Information Only

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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.
- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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

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

What data will you use to track continuous improvement?

In Division 1 we will use Teacher awarded grades, indpendent reading levels, and the CC3 and Lens Assessments. In Division 2 we will be using teacher awarded grades, Provincial Achievement tests, and the CAT4 assessments.

Division Priority 1

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

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What data will you use to track continuous improvement?

We will use the Division Assurance and Resilience surveys as well as engagement data that is tracked in-house.

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

2023-2024 Revised Budget

Budget Summary Report

Principal: David Close
Ward Trustee: Saadiq Sumar

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,220,045		2,326,813
Internal Revenue		0		0
REVENUE TOTAL		**2,220,045**		**2,326,813**
Classroom	13.851000	1,491,379	13.851000	1,491,379
Leadership	1.200000	168,791	1.400000	190,724
Teacher Supply	.000000	70,000	.000000	81,537
TOTAL TEACHER	**15.051000**	**1,730,170**	**15.250999**	**1,763,640**
(% of Budget)		**77.93%**		**75.8%**
Exempt (Hourly/OT)	.000000	43,681	.000000	35,000
Support	4.000000	235,031	4.700000	273,285
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	3,500	.000000	3,500
TOTAL NON-TEACHER	**5.938000**	**416,594**	**6.638000**	**446,167**
(% of Budget)		**18.77%**		**19.18%**
TOTAL STAFF	**20.989000**	**2,146,764**	**21.888999**	**2,209,807**
(% of Budget)		**96.7%**		**94.97%**
SUPPLIES, EQUIPMENT AND SERVICES		50,947		78,442
INTERNAL SERVICES		22,334		38,564
TOTAL SES		**73,281**		**117,006**
(% of Budget)		**3.3%**		**5.03%**
TOTAL AMOUNT BUDGETED		**2,220,045**		**2,326,813**
Carry Forward Included		0		0
Carry Forward to Future		0		0

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