



Milo School Goals
Palliser Regional Schools
2018-2019

Goal 1

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
<p>To improve cross curricular literacy skills, focusing on reading, writing, and vocabulary.</p>	<p>Fountas and Pinnell assessments</p> <p>Teacher created pre and post assessments</p> <p>Tracking workshops and use of division supports.</p> <p>PAT results</p> <p>Teacher anecdotal records</p>	<p>Collaborative Response Model Training in September to guide staff in building structures and processes to provide targeted instruction based on area of need (e.g. reading comprehension, phonics, math vocabulary, etc.).</p> <p>Use teacher collaboration time to assess needs and group students into intervention groups.</p> <p>Use of pre and post-tests to guide instructional needs and to assist in grouping students for intervention groups.</p> <p>Schedule has been adjusted to allow for a common 30 minute period 3 days a week for more flexibility for school interventions.</p> <p>When we were in pursuit of an International Baccalaureate program (IB) we were required to have one teacher teach all subject, we moved to specialist teachers in Math, LA, and Science to help improve classroom instruction and build student relationships with the adults in our building.</p> <p>Teach test taking skills (e.g. how to answer multiple choice questions) and test vocabulary to increase test taking confidence and ability.</p>	<p>Evidence (student work, teacher work and data, admin data). Data will provide feedback to principal and staff to monitor status of goal.</p>

		<p>Professional Development in Leveled Literacy Intervention (LLI) to increase staff capacity to use Fountas and Pinnell LLI kits to improve literacy skills in Division 1.</p> <p>Continue to utilize volunteer readers with our students to improve confidence and fluency.</p> <p>Use literacy resources available in school to streamline programming, promote collaborative learning (e.g. PD time spent on Moving Up and Stepping Up).</p> <p>Work with Orisha Asher, our literacy expert, to streamline instruction and receive coaching on areas of need as identified by teachers, including support with the Words Their Way program.</p> <p>Educational Assistant time used to work with students one on one to improve letter recognition and sounds.</p> <p>Community celebration for Family Literacy day to encourage families to read or engage in reading activities like board games, with their children.</p> <p>Leveled Literacy Intervention classes to support struggling readers.</p> <p>Review and monitor Fountas and Pinnell data to monitor student growth and target classroom instruction and interventions.</p>	
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Goal 2

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
<p>Build a safe and caring connected learning community (and culture) of students, staff and parents</p>	<p>Accountability Pillar</p> <p>Community/parent feedback regarding the improved culture in the school</p> <p>FSLC referrals</p> <p>Anecdotal notes</p>	<p>Regular communication home: planners, website, Synervoice and our Facebook page has been really successful.</p> <p>We have booked Karen Braun, our behaviour specialist, to come to the school every 6 weeks to work with us to support some of our behaviour students.</p> <p>All staff trained in SIVA (Supporting Individuals through Valued Attachments). "SIVA promotes and inspires holistic safety that derives from proactive systemic and direct support decision-making and the continuous development of trusted relationships among programs, significant others and individuals receiving support." http://www.sivatrainig.ca/</p> <p>ATA workshop for collaboration day in January on Trauma Informed teaching.</p> <p>Students participating in Palliser student leadership days to improve student efficacy</p> <p>Reinforcing courtesy in the school to support our school culture.</p> <p>Nutrition program helps as it gives our students fuel for their day.</p> <p>Family School Liaison Counsellor working in classes to teach self-regulation strategies. Teacher self regulation resources:</p>	

		https://self-reg.ca/self-reg/self-regknowledge-series/ Need to work with Learning Services to find a way to provide more consistent FSLC/mental health services to our students, and continue to advocate for a change in FSLC dates.	
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Goal 3

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
Improve student attendance	Dossier attendance summaries	<p>Work closely with our Siksika liaison to communicate with Siksika Board of Education to see if they can work with our school to find alternate busing arrangements when our Siksika bus does not run due to mechanical issues or extreme weather.</p> <p>Work with our Siksika families and our liaison to see if we can set up a driver fan-out with families when the bus is unable to run due to mechanical issues or extreme weather.</p> <p>Plan for extra curricular sports practices to happen during lunch. Our junior high population is low and given that many of our students arrive by bus staying after school can be difficult and our sports teams have suffered because of this.</p> <p>Nutrition/breakfast program as a draw for students who may not have regular meals at home.</p>	

	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	66.7	0.0	87.5	12.5	*	*	*	*	*	*		
	Authority	86.6	23.4	83.8	26.9	82.9	25.4	79.5	19.8	85.2	24.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	66.7	0.0	75.0	25.0	*	*	*	*	*	*		
	Authority	85.6	33.8	87.1	38.6	86.6	38.3	84.1	38.5	87.0	40.3		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	66.7	0.0	62.5	37.5	*	*	*	*	*	*		
	Authority	82.8	25.6	78.7	33.4	78.0	34.7	80.1	31.7	85.8	32.9		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	*	*	40.0	0.0	*	*	50.0	0.0	50.0	16.7		
	Authority	87.9	22.7	81.9	17.6	88.0	25.2	88.1	21.5	85.8	24.7		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	80.8	0.0	62.1	10.3	64.3	19.0	79.2	12.5	72.1	23.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	10.0	0.0	*	*	33.3	0.0	16.7	0.0		

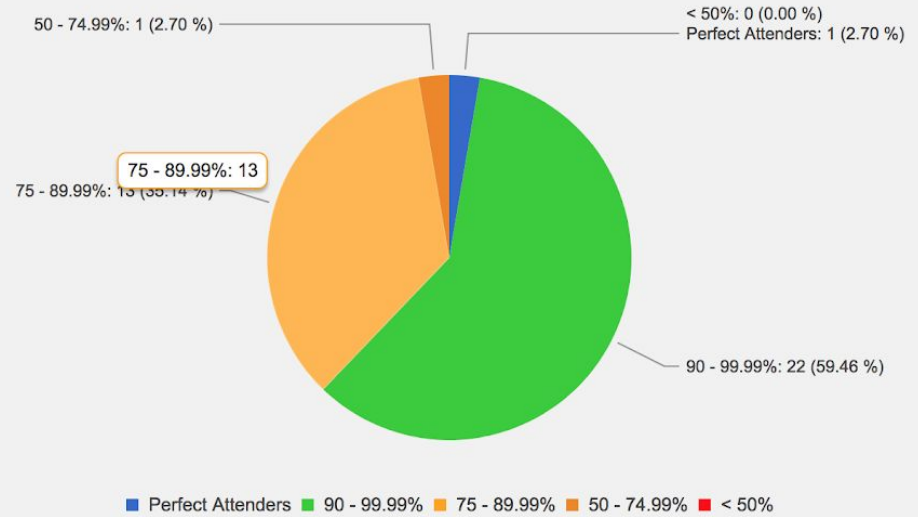
	Authority	78.4	25.5	71.5	22.0	78.7	23.2	80.1	28.0	67.3	20.0		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	82.1	21.4	56.7	20.0	63.5	19.2	77.8	33.3	63.9	30.6		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	*	*	20.0	0.0	*	*	33.3	0.0	*	*		
	Authority	82.8	26.9	81.0	27.3	83.0	26.3	85.8	28.4	83.6	29.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	90.9	18.2	65.6	31.3	62.2	13.3	85.0	25.0	73.0	37.8		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	*	*	30.0	0.0	*	*	33.3	0.0	33.3	0.0		
	Authority	79.0	29.1	73.6	28.6	75.4	23.8	73.5	21.8	75.1	26.0		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	79.2	8.3	64.3	32.1	57.1	16.7	84.2	26.3	65.7	40.0		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Attender Summary (2018 - 2019)
from 2018-09-03 to 2019-02-13
Milo School

Export to Pdf Export to Excel

Attendance Range	Percentage
Perfect Attenders	2.7%
90 - 99.99%	59.46%
75 - 89.99%	35.14%
50 - 74.99%	2.7%
< 50%	0%
Total	100%

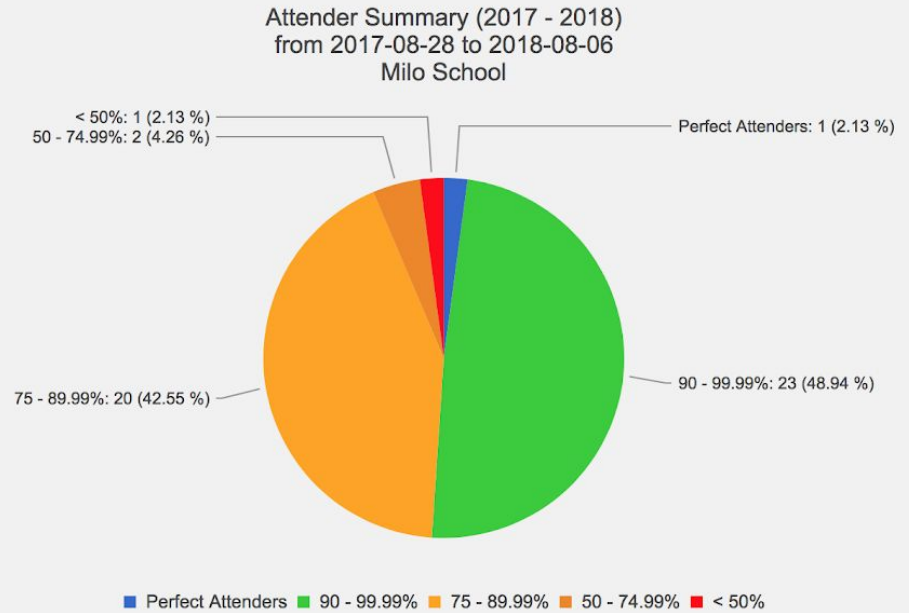
Attender Summary (2018 - 2019)
from 2018-09-03 to 2019-02-13
Milo School



*50% of our school population comes from the Siksika reserve and their bus has not run 6 days so far in the 2018/2019 school year

Attender Summary (2017 - 2018)
from 2017-08-28 to 2018-08-06
Milo School

Attendance Range	Percentage
Perfect Attenders	2.13%
90 - 99.99%	48.94%
75 - 89.99%	42.55%
50 - 74.99%	4.26%
< 50%	2.13%
Total	100%



Site Based Professional Development Plan

August 28, 2018	Year Planning, Leadership Responsibilities, Collaborative Response Model PD
August 29, 2018	Focused conversation based on student teacher relationships (based on numerous reading/studies including: http://www.evidencebasedteaching.org.au/crash-course-evidence-based-teaching/teacher-student-relationships/)

	<p>https://www.tandfonline.com/doi/pdf/10.1080/00220671.2015.1129595?needAccess=true</p> <p>Teacher schedules changed so teachers are teaching in their specialty, also intended to increase the number of adults a student sees, improves relationships and also helps to guide Response to Intervention groupings so we can group students in areas of need and be responsive in our teaching.</p>
September 27, 2018	<p>Teachers attend Collaborative Response Model training in Lethbridge “Through the establishment of a Collaborative Response Model, schools and districts can ensure that structures and processes are in place to support inclusive learning environments while informed by research and practices related to:</p> <ul style="list-style-type: none">Professional Learning CommunitiesResponse to InterventionUniversal Design for LearningDifferentiated InstructionFormative Assessment” <p>http://jigsawlearning.ca/collaborative-response-model/</p>

January 28, 2019	Review of Response to Intervention classes (RTI) Trauma Informed Schools ATA presentation in the afternoon
May 21, 2019	Accountability Pillar Survey Results and School Goals Review