



# **Milo Community School Annual Education Results Report**

**2023 - 2024**

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## Section 1: About Us

**School Profile:** With a vibrant and supportive community around us, Milo School students and teachers enjoy and take pride in their school. We are located in the rolling hills of Southern Alberta on the northeastern edge of Lake McGregor, halfway between Calgary and Lethbridge. The village of Milo has a population of approximately 120 residents and is surrounded by a rural population, primarily engaged in grain farming. The Siksika Nation borders the attendance areas to the north. We have approximately 55 students in Grades 1-9, with roughly 50% attending our school from the Siksika reserve. As of last spring, our school has adopted the FISH Philosophy which includes the themes of “Choose Your Attitude”, “Make Their Day”, “Be There”, and “Play”. Staff and students have been exploring this philosophy as a way to engage in dialogue around building and maintaining a positive school culture.

**Vision:** Empowering Lifelong Learners

**Mission:** We will strive for excellence and be an engaging, collaborative, and global community; through high expectations, student leadership and family values.



## **Section 2: Celebrations**

Since the 2021/2022 academic year, our school population has experienced promising growth. We have a current population of 54 students in grades 1-9 compared to roughly 40 students in 2021/2022. We are anticipating further growth of 5-10% for next year as we have 6 students entering grade 1. All four grade 9 students who will transition to grade 10 elsewhere attend our school from Siksika Nation and we expect that their seats will be filled by additional students on our Siksika waiting list. This is the first year in many years that Milo School has not only met our established quota set by the Siksika Board of Education, but also amassed a waiting list of interested families. We are proud of the positive reputation our school has been building. This communicates to us that despite our limited ability to offer a wide range of courses, families see value in our small class sizes and the relational learning that it allows. Staff retention among teaching and support staff is another cause for celebration. We are also lucky to be operating within an incredibly supportive community that has helped us to fund learning opportunities such as bringing in Evergreen Theatre and sending our Junior High students to Victoria for a Marine Biology and Sailing trip in the spring of 2023. The large costs of these programs would be a significant barrier if not for the ongoing support of our community.



## Section 3: Areas of Focus

In support of our three school goals outlined in section 4, and driven by the data discussed in section 5, the following points are areas of focus for our school community moving forward:

- Attendance remains an area of concern for many of our students. Though we are seeing a positive trend in attendance data, there is still room for improvement. Last year we added a student award for attendance at our year end ceremony. We will continue this as well as explore additional ways to recognize consistent attendance.
- Incorporation of a Social-Emotional Learning program, focused on building positive peer relationships, will help to address student concerns raised in the Alberta Education Assurance Measures and OurSchool Survey. This is partially met through our exploration of the FISH Philosophy but we can expand our programming to better meet the needs of our students. Various other schools in the Palliser School Division have adopted these programs and we will lean on them for guidance.
- To promote the applicability of course content, we will continue to find ways to engage students in literacy and numeracy inside and outside of the classroom and across all disciplines. This will be done to show the value of course content in various ways.
- With the evolution of the math curriculum, our existing school numeracy assessment, the MIPI, will no longer be of use. In collaboration with other schools, we will transition to the Elk Island Catholic Schools numeracy assessment for next year to gain insight into the numeracy growth of our students across all grade levels.

## Section 4: Strategic Planning

The following is a brief overview of our school goals. For further information see our 2023/2024 Assurance Framework

### **Goal #1: Supporting Mental Health and Wellness**

*Milo School Goal:* To support wellness by strengthening our sense of community and school culture.

*Palliser Goal:* Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

*Desired State:*

Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

### **Goal #2: Literacy Across Curricula**

*Milo School Goal:* To improve literacy skills by focusing on reading, writing, and vocabulary in all disciplines.

*Palliser Goal:* All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

*Desired States:*

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem-solving, critical thinking, creativity and communicating.

### **Goal #3: Numeracy Skills for Daily Living**

*Milo School Goal:* To improve numeracy skills for daily living by incorporating a focus on problem solving, critical thinking, and creativity.

*Palliser Goal:* All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.

*Desired States:*

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem-solving, critical thinking, creativity, and communicating.

## Section 3: Relevant Data

### Alberta Education Assurance Measures

In the Spring 2023 iteration of the Alberta Education Assurance Measures, we had 8 parent, 29 student, and 4 staff respondents. This is a decrease in parent responses compared to the 2022 survey (12 responses). To better understand the data we need to encourage parent participation in the survey to have a broader range of perspectives included. We will send out information for the 2023/2024 AEAM when we return in January and will emphasize to our parent community the importance of the data this survey conveys. One particular limitation of this survey is that due to our small teaching staff size, the data from teachers is suppressed to maintain anonymity.

Though we had a low number of parent responses, it is notable that parent perceptions of our school community, across most domains, have remained high. The decreases in categories, as summarized below, are a representation of student responses.

#### Citizenship:

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Milo Community School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	31	81.8	33	81.1	22	81.4	34	89.1	37	75.1	Intermediate	Declined	Issue
Parent	10	92.7	10	88.0	3	*	12	95.0	8	90.0	Very High	Maintained	Excellent
Student	21	70.8	23	74.2	22	81.4	22	83.2	29	60.2	Low	Declined	Issue
Teacher	4	*	4	*	4	*	3	*	4	*	*	*	*

- Questions in this category are related to students following rules, helping their peers when needed, showing respect to others, being encouraged to do their best, and being involved and engaged in the broader community.
- Parent responses indicate satisfaction in this domain.
- Student responses showed lowest levels of agreement to questions pertaining to students showing respect to others and students following rules.
- This data represents a significant decrease over past year results and is an area we must focus on as a school community.
- We will continue to incorporate opportunities for our students to engage with the broader Milo community. We will also continue to use supplementary activities to build positive relationships amongst students and between students and staff in an effort to strengthen our school culture.

Education Quality:

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Milo Community School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	31	94.6	33	96.2	22	93.5	34	97.8	37	87.0	Intermediate	Declined	Issue
Parent	10	93.3	10	96.6	3	*	12	97.2	8	87.5	Very High	Maintained	Excellent
Student	21	95.8	23	95.8	22	93.5	22	98.3	29	86.5	High	Declined	Acceptable
Teacher	4	*	4	*	4	*	3	*	4	*	*	*	*

- Questions in this category are related to students’ understanding of course material, being challenged, being interested in learning, learning what is needed and useful, and the overall quality of teaching and education at the school.
- Parent responses indicate satisfaction in this domain.
- Though student perceptions of educational quality at our school are still high, there is a notable decline. It is our hope that by enhancing a strong sense of community and building positive relationships we will see a return to prior year results for student satisfaction in this domain.
- For the 2023/2024 academic year, following feedback from students, we have begun to expand our CTF course offerings giving students more time to engage in chosen course topics than was previously available to them.

Welcoming, Caring, Respectful and Safe Learning Environments:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Milo Community School										Measure Evaluation			2019	
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	N	%
	N	%	N	%	N	%	N	%	N	%					
Overall	n/a	n/a	n/a	n/a	22	87.7	34	94.8	37	80.8	n/a	Declined	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	3	*	12	96.9	8	95.3	n/a	Maintained	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	22	87.7	22	92.8	29	66.3	n/a	Declined Significantly	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	4	*	3	*	4	*	*	*	*	n/a	n/a

- Questions in this category are related to respect, presence of caring peers and adults, safety at school, safety of transportation to and from school, fair treatment, and a welcoming school environment.
- Parent responses indicate satisfaction in this domain.
- There is a significant decline in student satisfaction in this domain. Students reported feeling safe and welcome as a member of the school community. Students do not feel that their peers care about, respect, or treat each other in a caring manner.
- To foster improvement in this category, our staff will review Social-Emotional Learning programs, such as PATHs and SecondStep, for classroom implementation. We will also leverage the expertise of our Making Connections Worker to help build positive peer relationships among our students.

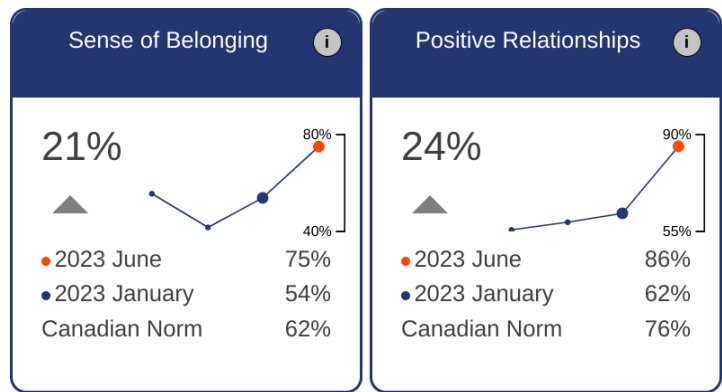
## OurSchool Survey

Summary: The data presented here is from the Spring 2023 administration of the OurSchool Survey. This survey will once again be administered in January to collect updated feedback from students. The survey will be repeated in May to gain further insight into student perspectives on our progression through the school year.

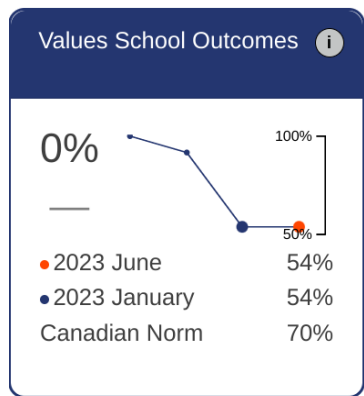
### Grades 7-9:

#### Social-Emotional Outcomes

These results convey a positive recovery regarding junior high students' sense of belonging and positive relationships. This may be attributed to an ongoing focus on community building activities to supplement academics such as the Marine Biology field trip, Education Week activities, and end of year celebrations.

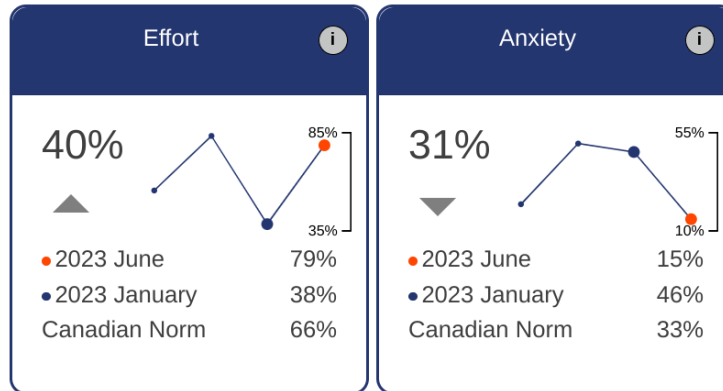


We experienced a significant decline in students' reported value of school outcomes in 2022/2023. This has not yet shown recovery. To improve this result, staff will continue to focus on interdisciplinary and real-world applications of numeracy and literacy skills to show transference to life beyond the classroom.



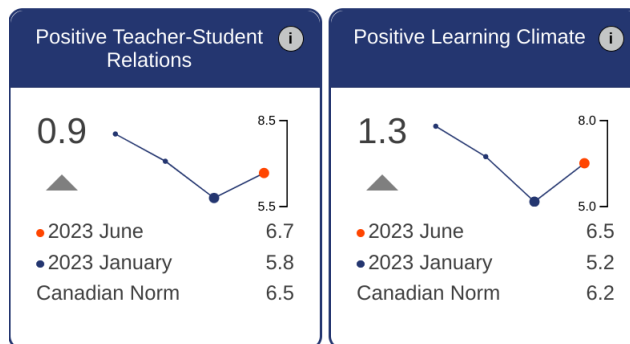


Additional considerations from this data set are the increase in effort put forth by the students. In the Spring of 2023 staff focused their attention on consistent expectations and classroom routines for the junior high class which may be attributed, in part, to this change. Student reported anxiety levels also exhibited a significant decrease in June compared to earlier in the year.



**DRIVERS of Student Outcomes**

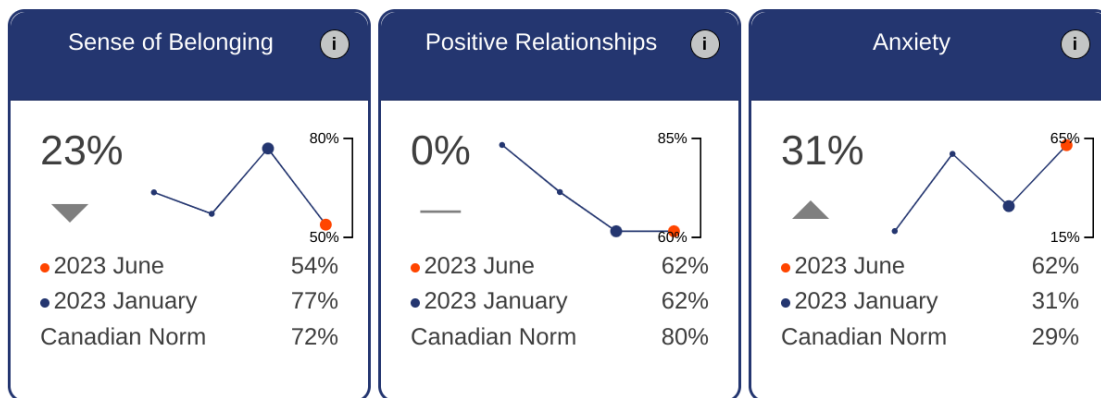
Though we have tried to be intentional about building a stronger sense of community within our school, we need to continue this work for sustained impact. Based on this data, students are reporting an increase in positive teacher-student relationships and in their perceptions of positive learning climates. Our results are consistent with national norms, however, they are still notably lower than in past years, indicating that we must continue to work towards our goal of community building.



**Grades 4-6:**

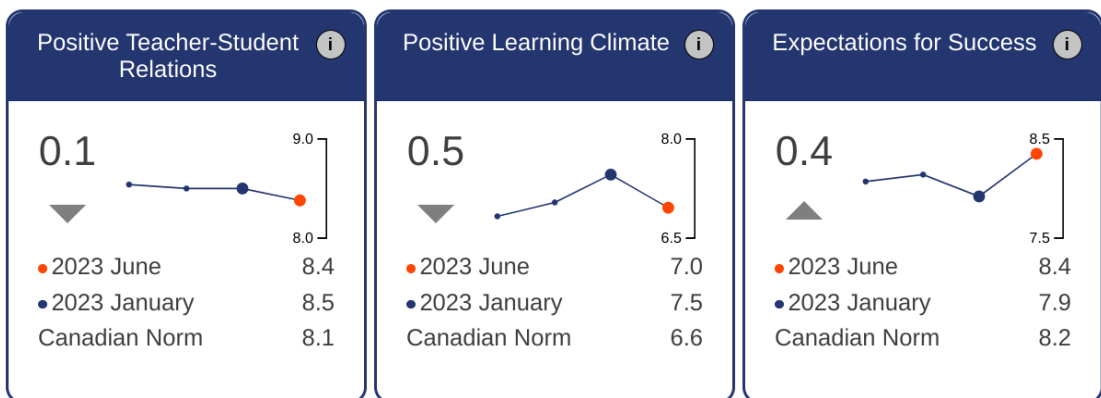
**Social-Emotional Outcomes**

The data from our grade 4-6 group does not mirror the information from our junior high group. This group had a decrease in reported anxiety and an increased sense of belonging in January, which fell in June. This is the opposite of what was reported by the junior high class. As a result of this, we will be further employing the skills of our Making Connections Worker to engage with this group of students to promote some of these social-emotional outcomes. As a staff we will review different SEL programs, such as PATHs and SecondStep, and work towards implementation.



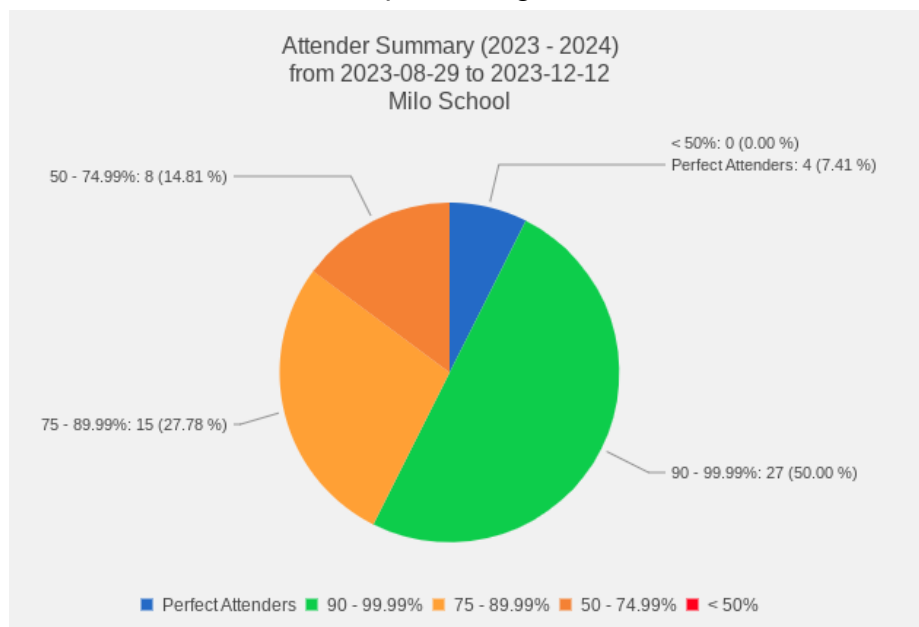
**DRIVERS of Student Outcomes**

Similar to the junior high group, the staff made an effort in the second half of the academic year to provide consistent routines and expectations to our classes. This does not seem to have contributed to increased perceptions of positive staff relationships nor the construction of a positive learning climate for this group of students. Our Wellness Committee, which contains many of these students as active participants, will continue to develop strategies to promote positive interactions between peers and staff outside of the learning environment. This will be done in addition to our continued efforts to build positive school culture through collaborative and engaging supplementary activities.

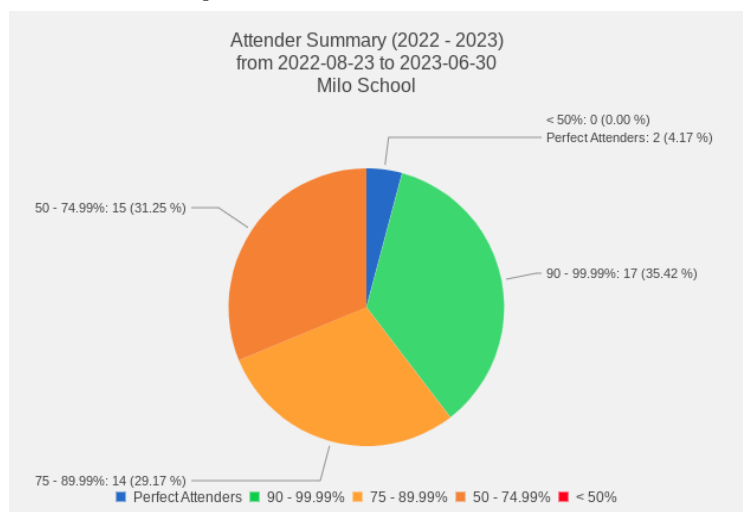


## Attendance

Over half of our students currently have greater than 90% attendance. This is an increase of 10% compared to last year and is a positive trend we have been experiencing since 2021. Mild weather and good road conditions have contributed to this increase as we have not yet experienced any bus route disruptions. Last year, our Siksika Nation bus had cancelled the route 11 days by mid-January due to road conditions, having a significant impact on the attendance of the students who rely on it. Only 15% of our student population has attendance levels below 75% compared to 31% of students at the end of the past academic year. We realize that these values may change in the remaining 6 months of the current year, but we are optimistic of the positive trend in attendance we are experiencing thus far.



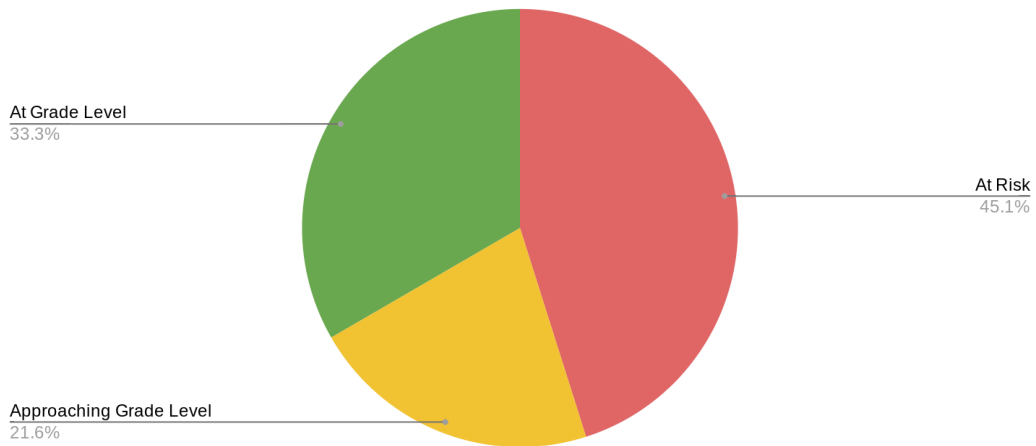
### Last Year's Data for Comparison:



## Fountas and Pinnell

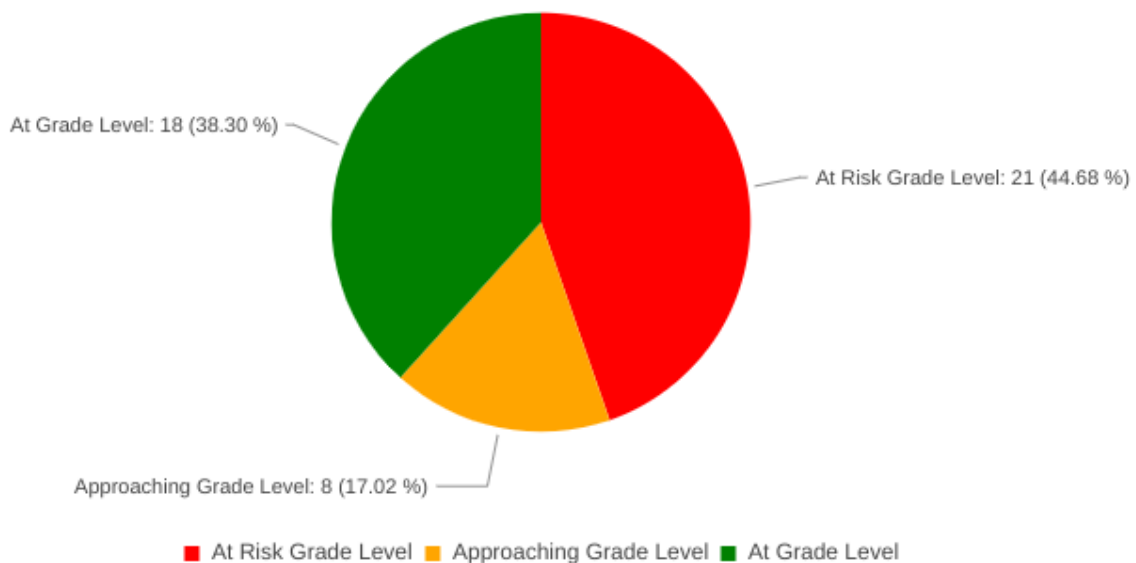
Compared to last year's data, our F&P results show an increase of 10% of students reported reading at grade level. This corresponds with a 10% decrease of students at risk. The proportion of students approaching grade level is consistent with data from last year. Though these results show a need to continue our focused literacy efforts for further improvement, significant progress has been made in the past year.

Fall 2023 F&P Data (Total Students: 51)

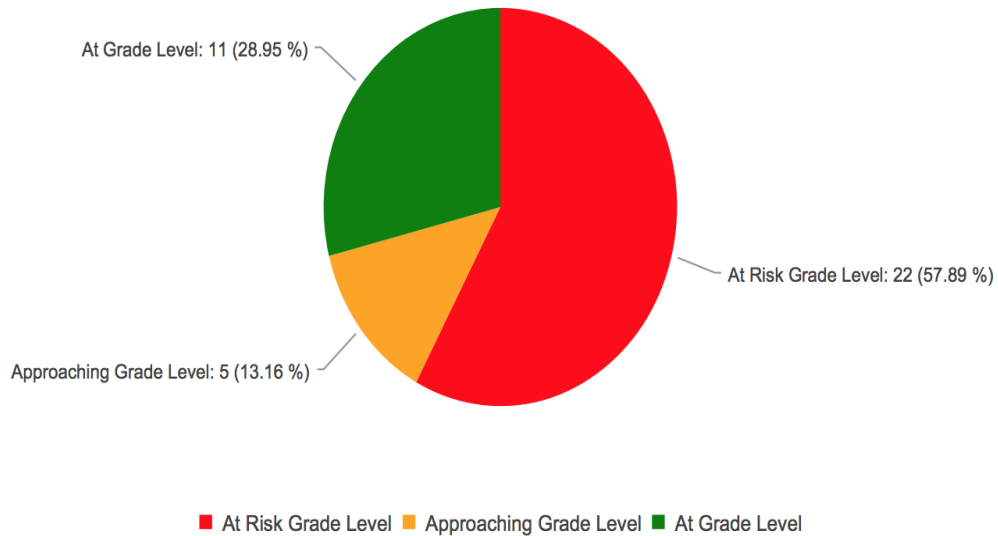


### Past Year's Data for Comparison:

2022-2023, All Grades, All Rooms, All Months, All periods (Total Students: 47)



2021-2022, All Grades, All Rooms, All Months, All periods (Total Students: 38)



## Math Assessments

Last year we delivered the Math Intervention Programming Instrument (MIPI) to all grade levels. This year, with the change in curricula in math 1-6 and no updated MIPI to align with it, we did not do a school-wide numeracy assessment at the start of this year. Prior to next fall, we will collaborate with educators in other Palliser schools to prepare to deliver the Elk Island Catholic Schools Math Assessment. We will also collect data at the end of this year using the Alberta Education Numeracy Assessment to provide insight into numeracy growth in students in grades 1-3.