

2016-2017 EDUCATION PLAN



We strive for excellence in an engaging, collaborative, and global community

We believe in:

- **High Expectations**
- **Student Leadership**
- **Family Values**

We value:

- **Student Diversity**
- **Active Inquiry**
- **Reflective Practices**

School Data Summary

Accountability Pillar from January/February - 10-13 parents participated

School Survey Data from June - 6 parents participated, results were improved

Areas

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2016
School: 5406 Milo Community School



Measure Category	Measure Category Evaluation	Measure	Milo Community 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
Safe and Caring Schools	Acceptable	Safe and Caring	82.0	94.5	86.1	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	65.6	61.1	62.0	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	75.2	89.0	86.1	90.1	89.5	89.5	Very Low	Declined	Concern
		Drop Out Rate	*	*	0.0	3.2	3.5	3.5	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	30.0	48.6	62.5	73.6	72.9	73.4	Very Low	Declined	Concern
		PAT: Excellence	0.0	11.1	7.2	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	69.2	85.7	84.1	82.6	82.0	81.1	Low	Maintained	Issue
		Citizenship	70.5	84.7	79.4	83.9	83.5	83.4	Low	Maintained	Issue
Parental Involvement	Concern	Parental Involvement	64.6	60.9	72.0	80.9	80.7	80.5	Very Low	Maintained	Concern
Continuous Improvement	Concern	School Improvement	47.8	69.0	69.5	81.2	79.6	80.0	Very Low	Declined Significantly	Concern

Strengths:

- Acceptable Safe and Caring measure of 82% compared to provincial average 89%
- 92% of parents feel their child is treated fairly, their child is safe and teachers care
- 62% of parents feel students treat each other well
- Student answers ranged from 63-88% and often included 'I Don't Know'
- Program of studies increased from 61% to 65%, but Parents were pleased in all areas at 85%, but PE at 77%
- Work Preparation and citizenship measures were maintained at 70%, but remain low compared to province

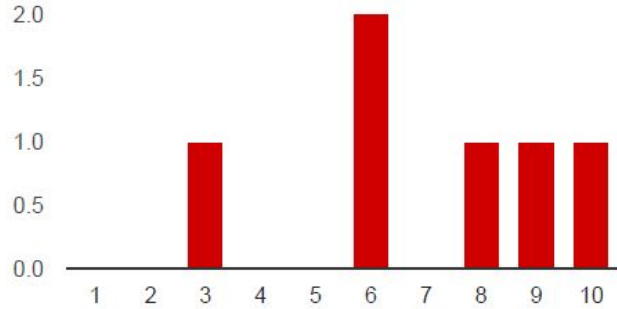
Requiring Improvement:

- Education Quality dropped from 89 to 75% and is an area of concern
- Student Learning Achievement has been flagged as a significant area of concern with 48% of students at an acceptable standard and an increase from 5 to 11% in standard of excellence, compared to 73 and 18% in the province
- School Improvement has been identified as a significant concern at 47% with the province at 81% - this result declined from 69% last year
- Parent Involvement remains low, but has increased from 60% to 64%
- Program of studies increased from 61% to 65%, compared to 81% of province
- Students were not satisfied at 48%, 50% for computers, other areas of concern for students are drama, health, another language and variety of learning

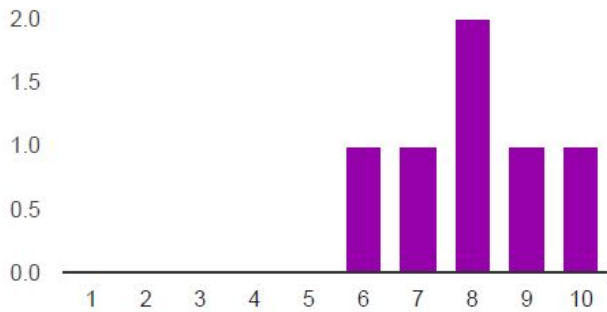
School Year-End Survey Results

6 participants, education quality 70%, school improvement 80% and student learning opportunities result was 70%

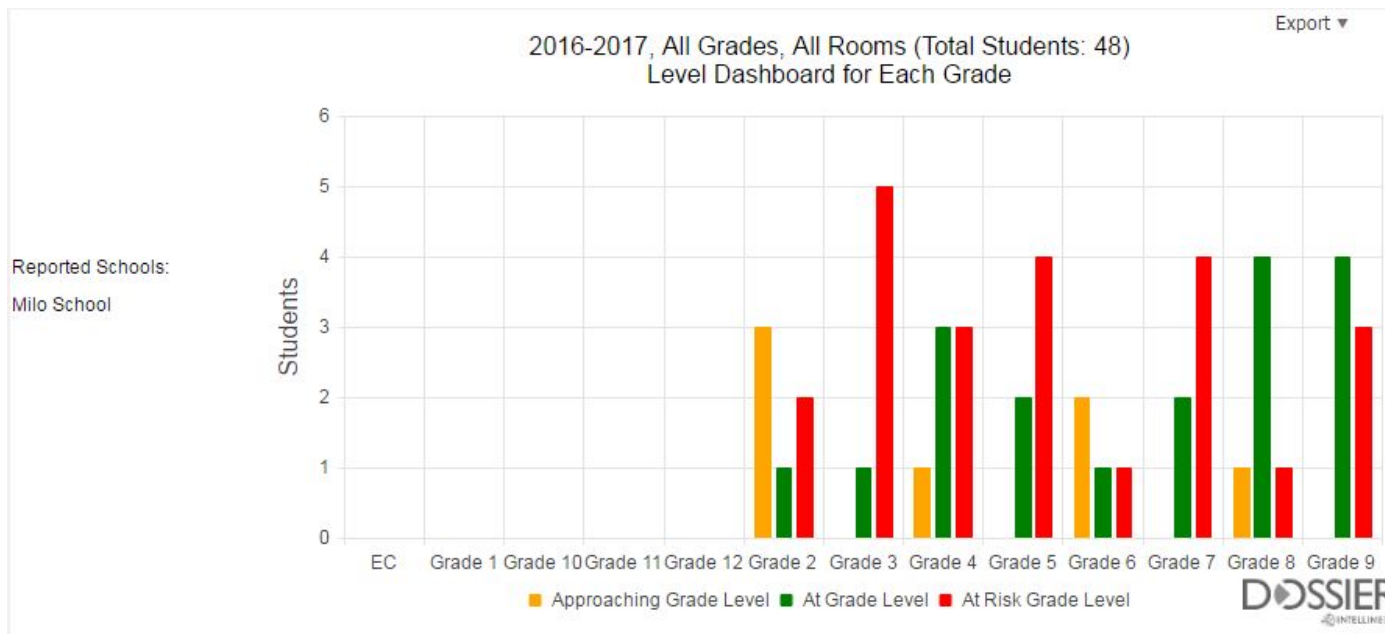
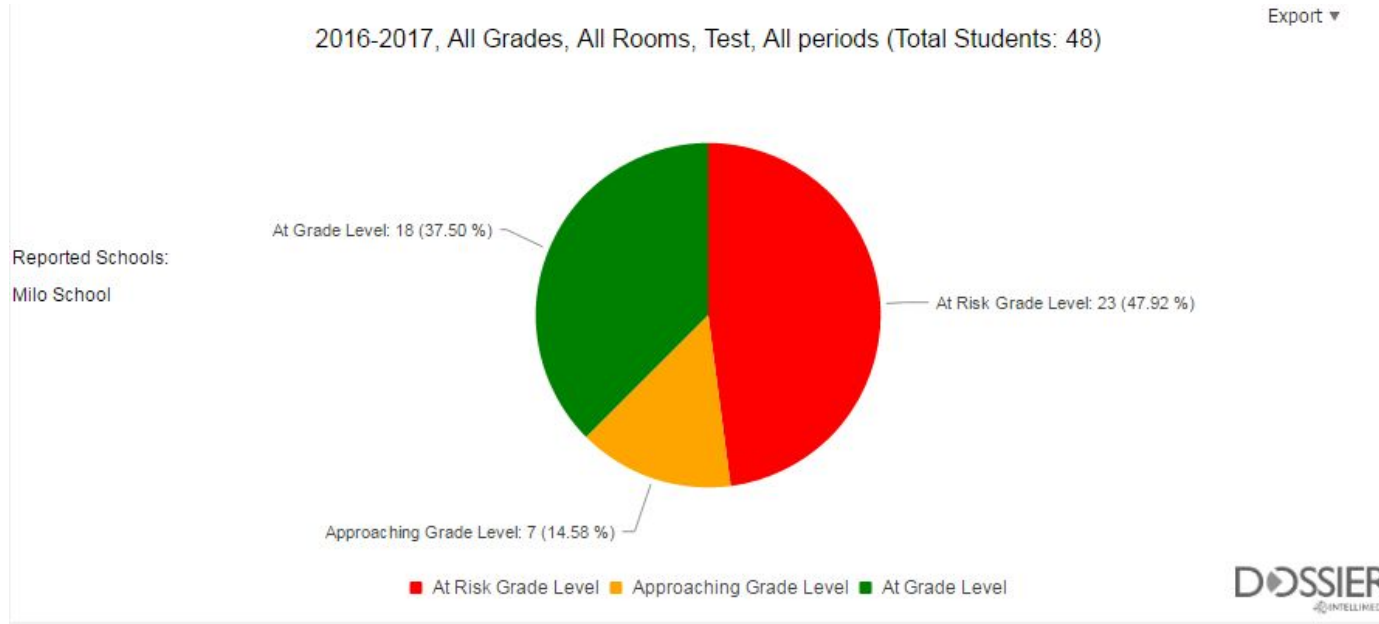
How would you rate the quality of education at the school/ in classrooms? This includes classroom environment, assessment, clear expectations and learning achievement.



How well do you think the school does in working to improve the school, set goals and create changes for growth?

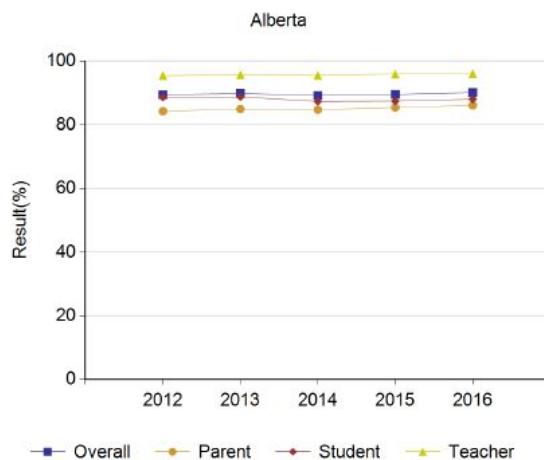
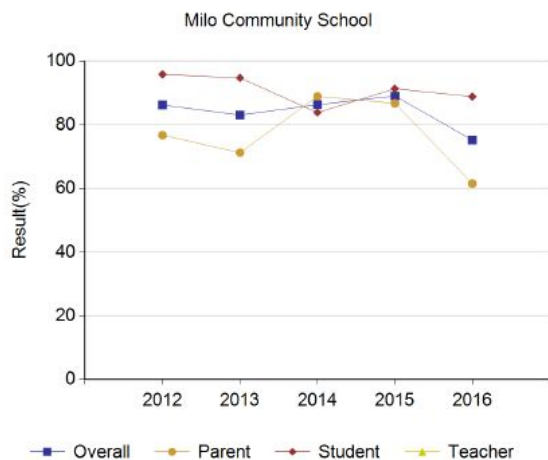


School Literacy Data - Fall 2016



Accountability Pillar Results – Areas of Improvement

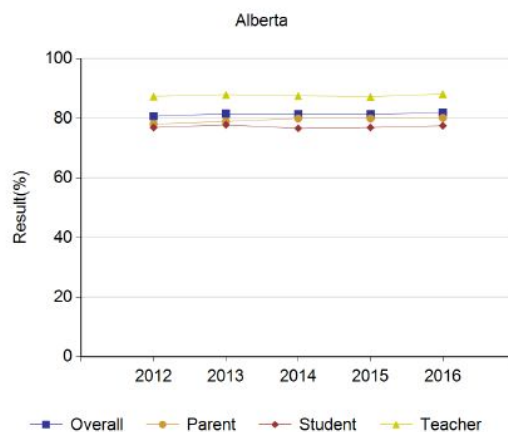
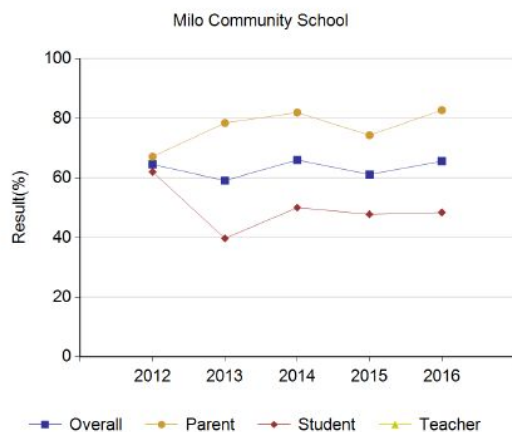
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.



Action Required:

1. Continue to enhance our learning opportunities through technology, supporting student needs and providing enrichment opportunities.
2. Continue to increase academic standards and student accountability through clear routines, consistency and high expectations.
3. Communicate to students and parents about what education quality is, research best practices and school efforts towards excellence.

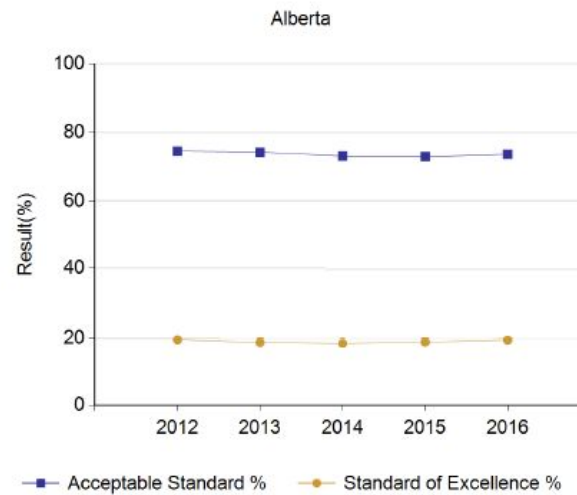
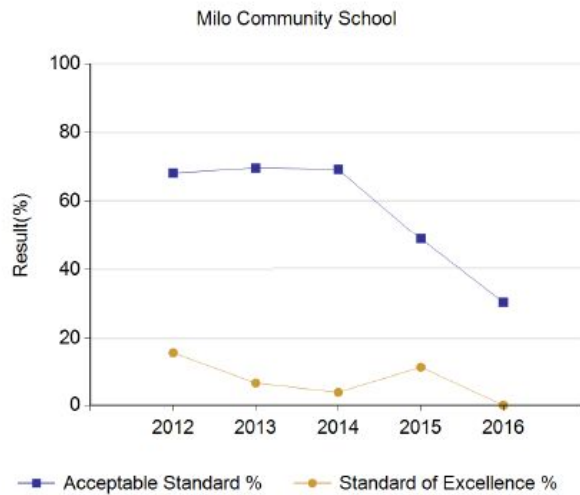
Program of Studies: Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.



Action Required:

1. Continue to enhance our program of studies through the fine arts, creative use of technology, leadership opportunities and physical/health education.
2. Continue to increase athletic opportunities through activity days, cross-grade activities, intramurals, and sports teams.
3. Communicate to students and parents about program improvements and celebrations of learning opportunities/growth.

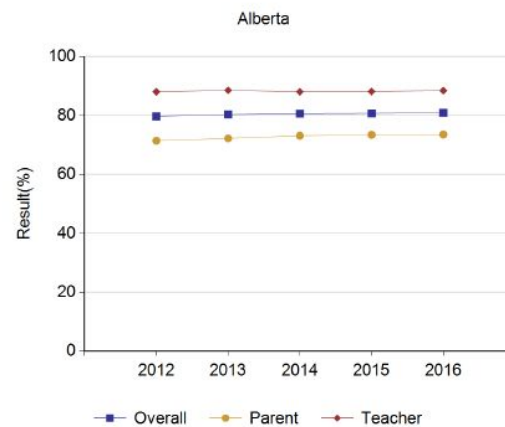
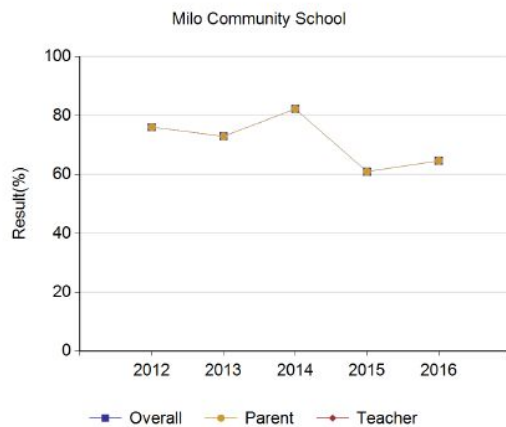
Student Learning Achievement:



Action Required:

1. Continue to enhance our literacy efforts to increase student reading and writing levels through tracking data, goal setting and analysis.
2. Continue to support struggling students and those who require enrichment through adapted, modified and challenge programs.
3. Involve students in assessment, goal setting, and reflection about their learning and growth.
4. Communicate with parents about school and student progress, learning achievement and provide opportunities for parent involvement in their child's learning.

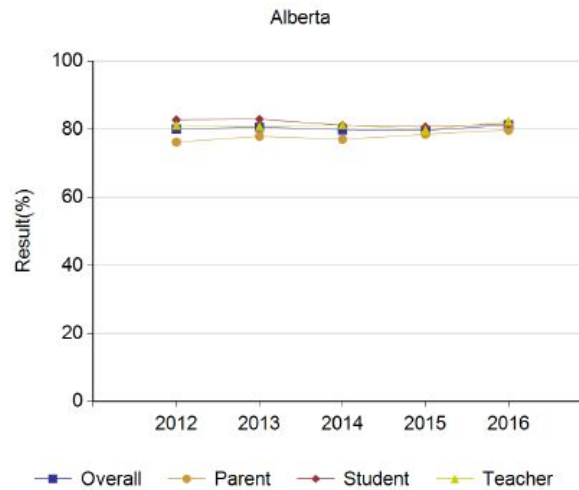
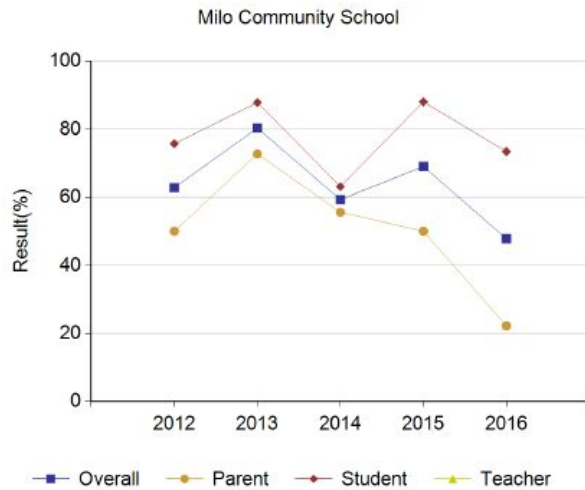
Parental Involvement: Percentage of teachers & parents satisfied with parental involvement in decisions about their child's education.



Action Required:

1. Create a parent engagement team to help advise the principal, create school events, and create opportunities for feedback
2. Continue to seek feedback about school improvement and involve parents in school decisions through conversations, surveys and events.
3. Involve parents in learning through school events, newsletters and parent leadership opportunities.

Continuous Improvement: Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.



Action Required:

1. Continue to communicate school growth to parents through newsletters, teacher information home and website updates.
2. Continue to seek feedback about school improvement from staff, students and parents through conversations, surveys and events.
3. Involve students in school improvement through school leadership committees, school leadership jobs, and tracking of school improvement.
4. Involve parents in leadership opportunities through parent council, hot lunches, breakfast/snack program and parent feedback surveys through emails/texts.

<h2>Goal 1: Literacy</h2> <p>Improve and enhance literacy programming to increase student achievement results</p>		
School Goals	Strategies	Measures: including school developed measures
	<p>1. Creating a culture of literacy through building a community of readers and writers:</p> <ul style="list-style-type: none"> - All components of balanced literacy will be evident in every classroom and be visible in learning experiences (visible language and word walls, anchor charts, student samples, learning process and student choice in reading and writing) 	<p>Classroom diagnostics</p> <ul style="list-style-type: none"> - Words their Way - FP data tracking <p>Fall and Spring Writing Task</p>

<p>Students will improve their skills and achievement in literacy.</p> <p><i>FP levels are maintained at grade level and increase by two levels for those below grade level</i></p> <p><i>All students in grade 6 and 9 will achieve acceptable standard or higher for ELA PAT results</i></p>	<ul style="list-style-type: none"> - Language Arts programs will continue to build upon and incorporate reader’s workshop, writer’s workshop and word work for targeted skill development - Implement Lucy Calkins units of study for reading and writing in grade 1 and 4 - Continue to utilize literacy resources in the school – Literacy Place, Stepping Up, Book Clubs, 6+ 1 Writing Traits, and LLI (Levelled Literacy Intervention) - Students will be taught to use “good fit” books and will independently choose “good fit” books. Involve students in book-buying choices and encourage using classroom libraries. - Integrate literacy skills and strategies into all other subject areas (vocabulary work, specific content area reading strategies, diagrams, dictionary use, note-taking, glossaries, checklists and other functional writing tasks/problem solving) - Implement a school-wide reflection and multi-literacy time for global awareness, critical thinking, conversations and writing through Explore It time. - Provide varied opportunities to celebrate ‘readers’, ‘writers’ and ‘learners’ (author’s quotes, author’s chair, learners of the week, reader/writer spotlight in News Update) - Involve parents, students, and teachers in understanding literacy (Reading, Writing, Listening, Speaking, Representation/ Literacy Tips and Quick Guides/ Monthly focus) 	<p>Grade 6 and 9 PAT data</p> <p>Observations/Instructional supervision</p> <p>Increased parent/home involvement in literacy</p> <p>Explore It Assessments to measure critical thinking and global awareness – fall and spring</p> <p>Improved attendance rates</p>
<p>(Continued) Students will improve their skills and achievement in literacy.</p>	<p>2. Provide targeted support for at-risk and approaching readers and writers</p> <ul style="list-style-type: none"> - Use Universal Design for Learning approaches for planning activities - to ensure all students have ACCESS to learning and literacy in multiple ways <ul style="list-style-type: none"> • Using technology to support struggling students - audio, speech to text, text to speech, video, other alternatives, use variety and choice, student interest - All staff will share IPP, ELL and other student needs related to their learning, build strategies for intervention and support and work towards ensuring ALL students experience success <ul style="list-style-type: none"> • Staff will use and share a list of student needs, strategies and accommodations - Teachers will regularly conference with students to check in with their learning, provide guidance and give support (set one goal at a time to focus on) - Teachers will use the RTI model (Response to Intervention) and meet regularly every 4-6 weeks to discuss student needs and strategies used for support / collaborate to discover new approaches to 	<p>Student goals and learning are tracked and measured</p> <p>Classroom diagnostics</p> <ul style="list-style-type: none"> - Words their Way - FP data tracking <p>Compare LGM, FNMI data and at risk data growth</p> <p>Fall and Spring Writing Task and accommodations required</p> <p>Grade 6 and 9 PAT data</p> <p>Observations/Instructional supervision</p>

	<p>provide support and update the accommodations list as needed - and consider the ways we are providing enrichment for those who are ready.</p> <ul style="list-style-type: none"> - Teachers will review the FP data to monitor student growth and celebrate ALL gains - Varied assessment strategies will be used to ensure students have multiple ways to show their learning and knowledge 	
	<p>3. Focused Professional Development on building literacy expertise</p> <ul style="list-style-type: none"> - Use Collaboration Time for teams to create, plan and learn together how literacy and student achievement can be enhanced and measured across subjects <ul style="list-style-type: none"> ● Integrate new learning from research and best practices ● Establish goals and action plan - Teachers are trained/increase in knowledge about literacy <ul style="list-style-type: none"> ● Training materials, book talks and videos/Lucy Calkins materials ● Specialist visits/workshops ● School visits for ideas 	<p>Staff self-assessments, surveys and reflections</p> <p>Tracking of collaboration work/goals</p> <p>Professional Learning documentation /Sharing</p> <p>Teacher Growth Plans</p>

<h2 style="margin: 0;">Goal 2: Quality</h2> <p style="margin: 0;">Improve and enhance the education quality through implementing IB methods and striving for excellence.</p>		
School Goals	Strategies	Measures: including school developed measures
<p><i>The school will increase in educational quality through implementing International Baccalaureate methods.</i></p>	<p>1. Cultivating a community of lifelong learners</p> <ul style="list-style-type: none"> - Encouraging critical thinking, inquiry and reflection everyday – making it visible throughout the school, communications home and in classrooms/ learning - Involving parents in their child’s learning journey and decision-making- mini surveys, student- made invitations for sharing/ learning events, invite for sharing circles/projects, online tools (Fresh Grade, Edmodo, Webpage) 	<p>IB language is evident, understood and commonly used throughout the school</p> <p>Students, staff and parents are satisfied with the level of quality and improvement of the school</p>

	<ul style="list-style-type: none"> - Teach multiple languages – French weekly and German/Blackfoot additionally around the school and embedded in school events/communications - word of the week, assemblies - Building global citizenship and awareness through classroom activities, school-wide events, assemblies, learners of the week, Explore It time, Star Teams, and school leadership opportunities. - Use common IB language – units of inquiry, transdisciplinary themes, IB Profile, attitudes and concepts - visible and use it frequently, directly and indirectly - Engage staff, students and parents conversations about quality, learning and being a lifelong learner – show visual results and tracking progress, provide surveys - Involve parents, staff and students in opportunities to engage and provide feedback - Partner with other IB schools through penpal-ships and mentorship 	<p>Teacher planning and classroom lessons with focus on inquiry, reflection and global awareness.</p> <p>School and parent engagement surveys</p> <p>Monthly assemblies and celebrations, classroom circles</p>
	<p>2. Using IB framework to guide teaching and learning</p> <ul style="list-style-type: none"> - Administration and staff will use and review the IB Action Plan and Guides - Post student questions, units of inquiry, current and next units of inquiry - Collaborate with teachers and administration weekly, and monthly with Orisha (literacy and IB coach), Sofia (IB consultant) and ABIBS partnering schools/teachers/consultants (Alberta Association of International Baccalaureate Schools) - Prepare for IB authorization - teachers in grade 1-6 will plan and implement 4 Units of Inquiry and refine the POI by February. Possibly 2-4 from January to June. - Teachers will refer to and use IB Policies: Language Policy and Literacy, Assessment, and Inclusion (as a guide for practice, as a checklist and for reflection) - On-going training and professional development for assessment and practices – visiting other schools, observing teachers, online workshops, following current research, and staff collaboration/learning - Staff will engage in Book Talks around inquiry, reflection and global awareness - Research and discuss best practices 	<p>Self-assessment/reflection for teachers and students</p> <p>TPGPs, Teacher plans, Monthly IB meetings, collaboration time.</p> <p>Classroom observations/Instructional supervision</p> <p>Improved assessment practices and results</p> <p>Staff implementation of policies/strategies</p>

	<ul style="list-style-type: none"> ● Inquiry and questioning skills ● Assessment & Reflection ● Collecting and analyzing data 	
--	--	--

Goal 3: Safe & Caring Learning Community		
Continue to cultivate a safe and caring school which empowers and enables lifelong learning.		
Specific Goal	Strategies	Measures: including school developed measures
<i>Build a safe and caring learning community of students, staff and parents</i>	1. Cultivate a culture of kindness and care <ul style="list-style-type: none"> ● Engage students in classroom meetings and circle conversations weekly (thanks/gratitude, compliments, celebrations, perspectives, problem-solving) ● Create a classroom mailbox area to promote student self-esteem and compliments - from teacher to student and student to student ● Create cross-grade 'STAR TEAMS' for team building, leadership skill building – meet and activities on instructional Friday afternoons ● Use lockers to showcase student creativity, promote individuality and learning ● Provide 4 volunteer service day opportunities for junior high ● Participate in school-wide “service or awareness” activities: Terry Fox, Orange Shirt Day, Bully-Free Awareness Week, Operation Christmas Child boxes, food bank drives, charitable fundraising, Education Week ● Use inspirational quotes, messages and videos and have reflections and conversations about it, make it visible throughout the school ● Build a student leadership team which works to builds school pride and learning opportunities through initiatives that support school goals ● Teach explicitly about diversity, individuality and respect, Rowan House presentation, support through Cheri Bear Chief and Lynnette Theroux ● Consultation and support from Palliser Behaviour Specialist Karen Braun. 	Improved Accountability Pillar Results for school overall improvement Survey data Behavior incident reporting will decrease. Increase of student leadership, involvement, and ownership in their learning and school improvement
	2. Collect data about our progress and improvement <ul style="list-style-type: none"> ● Involve students, staff and parents in various forms of feedback for levels of satisfaction of learning, safe and caring, communication, school experiences and achievement. ● Teachers are involved in their learning through self-assessment and role modeling lifelong 	Student, staff and parent feedback surveys/data Life-long learning and student

<p><i>(Continued)</i> Build a safe and caring connected learning community of students, staff and parents</p>	<p>learning to students</p> <ul style="list-style-type: none"> • Students learn strategies for success in learning and life through reflection and self-assessment, and by creating their own Student Learning Portfolio • Use Student Improvement Forms that encourage students to take ownership of their own behaviour/learning • Start Parent Engagement Committee and regularly inform and involve parents about school improvement and education quality • Track patterns of behaviour of concern – and student issues at teacher, parent and admin levels- use shared spreadsheet • Ongoing collaboration between FSLC, staff and Principal <ul style="list-style-type: none"> · Sharing of best-practices for working with students struggling or with complex behaviour. • Bulletin Board displays will highlight the monthly profile, exemplars, data • Communication home and student responsibility for learning is increased through the use of daily agendas and classroom organization/ roles • Teachers will have a Sub Folder which identifies our school's mission and vision, assessment methods and literacy practices as well as student needs and accommodations. • School handbook is used, tweaked & referred to by students, staff and parents 	<p>diversity is valued and celebrated by staff, students and parents – increased engagement and results</p> <p>Daily use of student agendas</p> <p>School expectations are established, communicated and adhered to</p>
	<p>3. Expand learning opportunities:</p> <ul style="list-style-type: none"> • Promote learning progress and growth through student-led conferences and a year-end exhibition to celebrate and showcase student learning • Continue Music/Art and 4 month option rotation (bi-annual) - weekly option time in the schedule for robotics and video, photography, drama, foods, painting, crafts/sewing, native studies • Students will participate in activities which promote active-learning, healthy well-being and kindness (Random acts of kindness, giving back to others/community, leadership activities/challenges) • Host family and parent events - to build the community and inform/involve parents - learning sessions about parent council and leadership, education quality and literacy • Create a Health Champions Committee of teachers, parents and students to help promote awareness in the school about health and wellness. 	<p>Survey involvement and feedback</p> <p>Promote and communicate highlights and improvements to parents through news updates, agendas and events</p> <p>Host a Celebration of Learning Exhibition year-end event</p>

Staff Professional Learning Plan

Collaboration Meetings/Staff Meetings										
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Week 1	August: mission, leadership, general info, routines	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support	literacy, relationship building and student support
Week 2	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning	International Baccalaureate Planning
Week 3	Pillar Results/ PAT, IPP, ELL, IB, student leadership	IPPs & accommodations / school goals	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership	Collaboration and Sharing - literacy, IB, assessment, leadership
Week 4	School Goals, student concerns, routines	TPGPs, student intervention	Literacy Collaboration, Research & Learning	Literacy Collaboration, Research & Learning	Literacy Collaboration, Research & Learning	Literacy Collaboration, Research & Learning	Literacy Collaboration, Research & Learning	Literacy Collaboration, Research & Learning	Pillar data, School data analysis	School goals, theme and planning for next year
Specialists	Orisha literacy training for MSV	Student referrals - OT, SLP, PT, Ed Psych Orisha IB visit	Orisha literacy, IB visit Jason Tech visit Collaborative Practice	Orisha literacy, IB visit	Orisha literacy, IB visit	Orisha literacy, IB visit Jason Tech visit	Orisha literacy, IB visit Collaborative Practice	Orisha literacy, IB visit	Orisha literacy, IB visit	ATA guest presentations
EA Meetings	Learning Support, schedules	Annual Growth Plans, student tracking, collaboration	Annual growth plans, IPPs, Learning Support, ELL 1:1 Chats/Obs	Student learning support, Universal Design for Learning	Student learning support, Universal Design for Learning 1:1 Chats	Student learning support, Universal Design for Learning 1:1 Chats/Obs	Student learning support, Universal Design for Learning 1:1 Chats	Student learning support, Universal Design for Learning 1:1 Chats	Annual Growth Plans, tracking, schedules	IPPs, Learning Support, ELL 1:1 Chats
PD Days	Friday PD time	Division Wide Collab Day Oct 11 Early dismissal day	Friday PD time	Friday PD time	School PD Day Jan 30 - CPR or staff leadership collaboration	Friday PD time	Division Wide Collab Day Mar.13 Early dismissal day	Friday PD time	School PD - School Planning May 23 Division Wide Collab Day May 1	School PD - School Planning and Goals June 29 & 30 Early dismissal day
TEACHER Growth	Year Plans	TPGP Class Obs 1:1 Chats	Class Obs 1:1 Chats	1:1 Chats	1:1 Chats	TPGP Class Obs 1:1 Chats	Class Obs 1:1 Chats	1:1 Chats	1:1 Chats	TPGP 1:1 Chats
TEACHER Data & Reporting	Referrals /Student programming RTI (FP Check-ins monthly for at risk and approaching) Student Records	Writing Assessment Sample RTI FP Testing, Data send home ELL Checks IPP goal setting Progress Update/ Student-Led Conferences	RTI IPP Meetings/ Review with parents/ students ELL Checks home Tech Survey/ Wrap Around Report Cards IB Parent Night	RTI School Survey for programming & improvement Meeting with Palliser for IB programme	Mid-Term Assessment for grade 8/9 RTI Accountability Pillar Surveys Prepare for IB Authorization	RTI FP Testing, Data send home ELL Checks Progress Update/ Student-Led Conferences	Writing Assessment Sample RTI IPP Meetings/ Review with parents/ students ELL Checks home Report Cards	RTI Parent/ Staff/ Student Survey for programming & improvement IB Parent Night	RTI Progress Update Learning Exhibition	RTI IPP Meetings/ Review with parents/ students ELL Checks home Report Cards