

# 2015-2016 School Goals



*We strive to be an engaging, collaborative, and global community*

At Milo Community School we believe in:

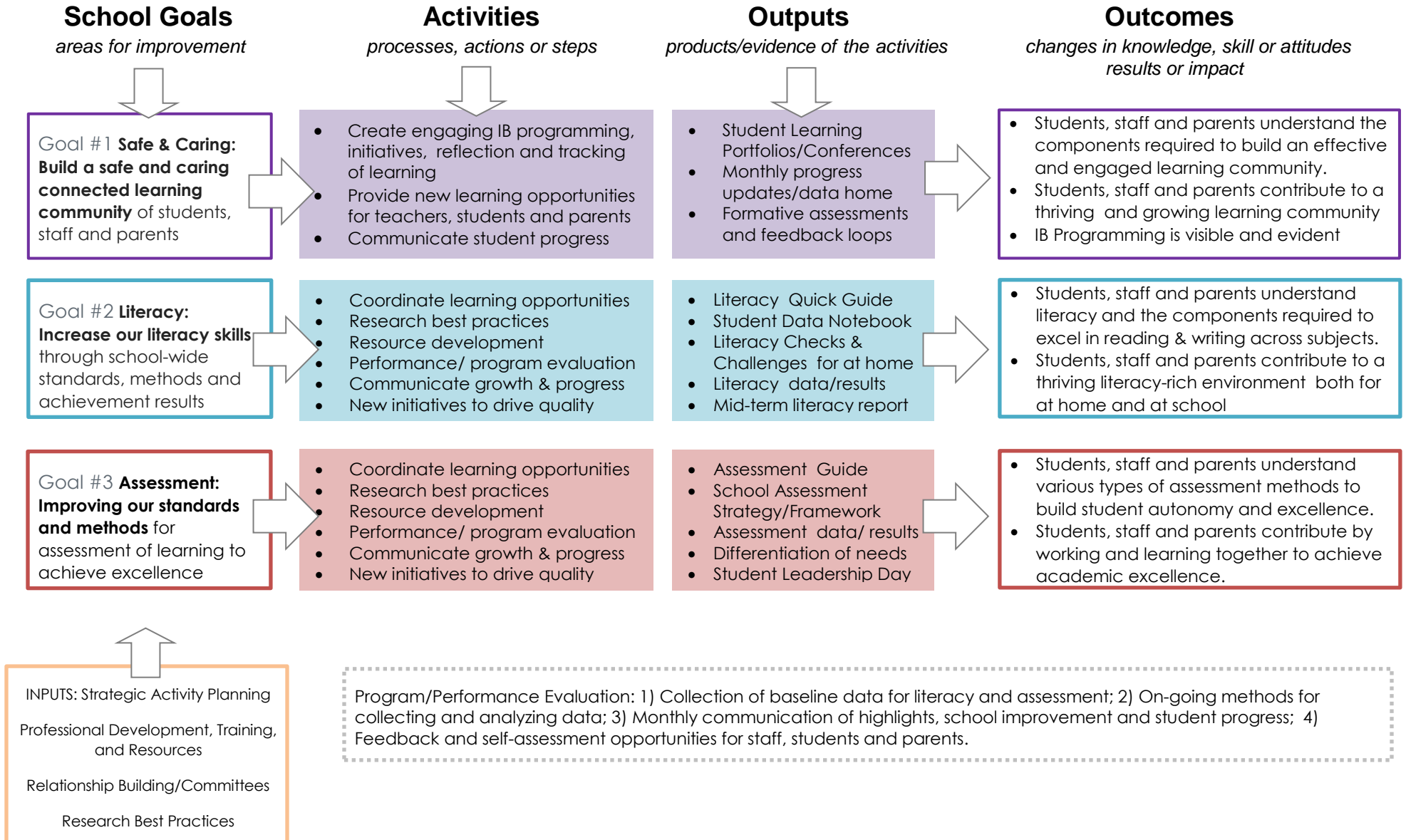
- High Expectations
- Student Leadership
- Family Values

We value:

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

# School Goals Overview:

Milo Community School has strengths in student overall satisfaction of the school and safe and caring activities. Areas for improvement involve increased communication home about student learning, progress and programming, increased parent involvement, increased achievement results in reading, writing and overall academic performance, increased grade Provincial Achievement results, and increased standards for achieving excellence in all areas and grades.



# Data and Results

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## Highlights & Strengths:

- Excellent Safe and Caring 94% compared to provincial average 89%
- Education Quality remains high at 89% tied with the province
- Work Preparation 85% compared to provincial average 82%
- Citizenship scored high at 84% compared to the province at 83%
- Grade 6 ELA Writing 70% compared to the provincial average of 66%
- Grade 6 Math 60% compared to the provincial average of 60%
- Grade 6 Science 68% compared to the provincial average of 68%
- Grade 6 Social 68% compared to the provincial average of 66%

## Areas Requiring Improvement:

- Student Learning Opportunities is an overall issue at 61% compared to 81% of province
- Parental Involvement has been flagged as a significant area of concern at 60% compared to the province at 80%
- Student Learning Achievement has been flagged as a significant area of concern with 69% of students at an acceptable standard and only 5 % in a standard of excellence, compared to 19% in the province
- School Improvement has been identified as an issue at 69% with the province at 79%
- Grade 9 ELA Writing 51% compared to the provincial average of 67%
- Grade 9 Math 38% compared to the provincial average of 58%
- Grade 9 Science 36% compared to the provincial average of 65%
- Grade 9 Social 48% compared to the provincial average of 62%
- Reading Levels AT RISK:
  - Grade 2-3 90%
  - Grade 4-6 83%
  - Grade 7-9 71%

# Milo School Goals 2015-2016

<b>Goal 1: Literacy</b>		
Improve and enhance literacy programming to increase student achievement results in across subjects		
<b>School Goals</b>	<b>Strategies</b>	<b>Measures:</b> including school developed measures
<b>Students will improve their reading and writing skills by 80% of students achieving acceptable standard or higher</b>	All components of balanced literacy will be evident in every classroom and be visible in learning experiences	Classroom observations/Instructional supervision
	Integrate literacy skills and strategies into all other subject areas <ul style="list-style-type: none"> <li>Evident in year plans, unit plans, student work, displays observed by admin, staff, students and parents.</li> <li>Include literacy components/connections in assessments (checklists, quizzes)</li> </ul>	Improved FP (20% at risk) Improved achievement results (20% excellence, 80% acceptable standard)
	To implement a school-wide literacy approach every morning through Explore It <ul style="list-style-type: none"> <li>Student notebooks/folders for documenting learning, progress and growth</li> <li>Students use checklists to guide learning, to refer to and self-assess</li> <li>Modelling strategies, vocabulary use, skill practice and reflection</li> </ul>	Self-assessments and reflections - student progress (student tracking and charts) Improved FP (20% at risk) Student Explore It surveys Classroom observations
	Implement a school-wide reflection and multi-literacy time for critical, deeper thinking and writing through FLEX time.	Student FLEX surveys Classroom observations/supervision
	Involve parents, students, and teachers in understanding literacy. <ul style="list-style-type: none"> <li>Reading, Writing, Listening, Speaking, Representation</li> <li>Literacy Tips and Quick Guide</li> <li>Monthly focus, activities and progress in News Updates</li> <li>Monthly student progress updates – student created</li> </ul>	Staff, student and parent literacy survey - Fall, winter and spring Parent Learning Workshops - stations Teacher Growth Plans
	Start Collab Teams to create, plan and learn together how literacy and assessment can be enhanced and measured across subjects <ul style="list-style-type: none"> <li>Integrate new learning from research and best practices</li> </ul>	Evidence of collaboration - documenting, changes in your planning and teaching Teacher surveys and reflection

	<ul style="list-style-type: none"> <li>Establish goals and action plan</li> </ul>	on improvement Instructional supervision
	<p>Implement Response To Intervention (RTI) model to support at risk students</p> <ul style="list-style-type: none"> <li>6-8 week check-in and planning for intervention</li> <li>Team approach - wholistic approach</li> <li>Student needs are met based on their level of need</li> </ul>	Improved FP results Decreased % of readers at risk
	<p>Teachers are trained/increase in knowledge about literacy</p> <ul style="list-style-type: none"> <li>multi-literacies/media literacy</li> <li>multiple forms and purposes for text</li> <li>strategies and skills required</li> </ul>	PD attendance, Sharing with collab team and staff, Implement new learning

<b>Goal 2: Assessment</b>		
Improve and enhance assessment strategies and methods to increase student achievement results in all subject areas to excellence.		
<b>School Goals</b>	<b>Strategies</b>	<b>Measures:</b> including school developed measures
<b>Teachers will improve their assessment methods to increase the standards for excellence</b>	<p>Use Universal Design for Learning approaches for planning activities - to ensure all students have ACCESS to learning and literacy in multiple ways</p> <ul style="list-style-type: none"> <li>Using technology to support struggling students - audio, speech to text, text to speech, video, other alternatives, use variety and choice, student interest</li> <li>Staff will have UDL binders for assessment, tracking and learning support</li> <li>All staff will share IPP, ELL and other student information related to their learning, build strategies for intervention and support and work towards ensuring students experience success</li> <li>Staff will use and share a list of student needs, strategies and accommodations</li> </ul>	Improved results and engagement with struggling students, students with special needs
	<ul style="list-style-type: none"> <li>On-going training and professional development for assessment:</li> <li>Research best practices               <ul style="list-style-type: none"> <li>Assessment for learning – process/formative</li> <li>Assessment of learning – product/summative</li> <li>Collecting data</li> <li>Analyzing data</li> <li>Using data</li> </ul> </li> </ul>	Self-assessment/reflection for teachers and students Classroom observations/Instructional supervision

	Teachers will regularly conference with students to check in with their learning, provide guidance and give support	
	Develop school-wide standards for assessment practices, quality learning and strategies for best practices in assessment	
	Use varied forms of assessment: self-assessments, rubrics, reflections and portfolios	
	Use inquiry methods and project-based learning experiences to enrich both learning and assessment practices – begin to embed IB planning & assessment components in subjects	
	Provide opportunities for students and staff to learn about and self-assess on their development of the IB Learner Profiles.	

### Goal 3: Safe & Caring Learning Community

Continue to creatively build a safe and caring school which builds leadership and lifelong learning habits.

Specific Goal	Strategies	Measures: including school developed measures
<b>Build a safe and caring connected learning community of students, staff and parents</b>	<ul style="list-style-type: none"> <li>Collect baseline data to identify and/or verify areas for improvement (September-November)</li> <li>Gather data mid-year to address areas for improvement and gain insight for planning improvement</li> <li>Plan strategically to target areas for improvement</li> </ul>	Improved Accountability Pillar Results for school overall improvement Survey data
	<ul style="list-style-type: none"> <li>Involve students, staff and parents in various forms of feedback for levels of satisfaction of learning, communication, school experiences and achievement.</li> </ul>	Student, staff and parent feedback surveys/data
	<ul style="list-style-type: none"> <li>Teachers are involved in their learning through self-assessment and role modeling learning to students</li> <li>Students learn strategies for success in learning and life through reflection and self-assessment, and by creating their own Student Learning Portfolio</li> <li>Create opportunities to teach and inform the school community about diversity – Treaty 7 Day, Aboriginal Day, Education Week, and other school spirit activities</li> </ul>	Life-long learning and student diversity is valued and celebrated by staff, students and parents – increased engagement and results
	<ul style="list-style-type: none"> <li>Build a student leadership team which requires completion of an application and works to build school pride and learning opportunities through initiatives that support school goals</li> <li>All teachers are part of the planning team to initiate school-wide activities</li> </ul>	Increased use of Lifelong learning profiles in staff, students and parents

<b><i>(Continued) Build a safe and caring connected learning community of students, staff and parents</i></b>	<ul style="list-style-type: none"> <li>and create opportunities for learning IB profiles</li> <li>• IB language is used, visible and practiced consistently across the school by staff, students and parents</li> <li>• Create cross-grade 'DREAM TEAMS' for team building, leadership skill building – meet and activities once a month on a Friday</li> </ul>	
	<ul style="list-style-type: none"> <li>• All staff will be trained in and use SIVA (Supporting Individuals through Valued Attachments) methods to support student with complex behaviour</li> <li>• Consultation and support from Palliser Behaviour Specialist Karen Braun.</li> <li>• Use Student Improvement Forms that encourage students to take ownership of their own behaviour/learning</li> <li>• Track patterns of behaviour of concern – and student issues at teacher, parent and admin levels- use shared spreadsheet</li> </ul>	Behavior incident reporting will decrease.
	<ul style="list-style-type: none"> <li>• Ongoing collaboration between FSLC, staff and Principal</li> <li>• Sharing of best-practices for working with students struggling or with complex behaviour.</li> <li>• 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)</li> </ul>	Progress will be achieved for students seeing the FLSC or needing additional social/emotional support
	<ul style="list-style-type: none"> <li>• Teachers will integrate IB Profiles in planning, learning notebooks, student portfolios and daily reflections</li> <li>• Bulletin Board displays will highlight the monthly profile and exemplars</li> <li>• Student will have opportunities to reflect on their habits and learn about them through FLEX time</li> </ul>	Evidence of IB learning will be visible and used throughout the school
	<ul style="list-style-type: none"> <li>• Bulletin Boards feature school initiatives, goals and achievements</li> <li>• Create school-wide initiatives for communicating progress and improvements – Monthly News Updates, Monthly Student Progress Update</li> </ul>	Promote and communicate highlights and improvements to parents
	<ul style="list-style-type: none"> <li>• Promote learning progress and growth through student-led conferences and a year-end exhibition to celebrate and showcase student learning</li> </ul>	Host a Celebration of learning year-end event
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers and EAs will have a binder for literacy practices, inclusion and PD</li> <li>• Create a staff handbook, student handbook and parent handbook.</li> </ul>	Student needs are clearly identified and met School expectations are established and communicated
	<ul style="list-style-type: none"> <li>• Offer Music/ Band and Art classes</li> <li>• Create a 3 month option rotation - weekly option time in the schedule for robotics and video, photography, drama, foods, painting, crafts/sewing</li> <li>• Student choose options and provide feedback of satisfaction</li> <li>• Inquiry &amp; Innovation Days – Nov, Feb, April, June</li> </ul>	Enhance student programming, improve accountability pillar results  Student surveys