



**Milo Community School  
Annual Education Report  
2021 - 2022**

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## Section 1: About Us:

**School Profile:** At Milo Community School we promote critical thinking and global citizenship with a family atmosphere. With a vibrant and supportive community around it, Milo's 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 40 students in Grades 1-9, and generally almost half of our population is bussed in from the Siksika Nation. Some of our non-Nation students live in the Village, but most of the remainder are bussed in from farms surrounding Milo.

**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.

## **Background:**

As a small rural school, we have seen some fluctuating numbers in our student population, and having one family move in or out can make a big difference. Additionally, almost half of our student population comes from the Siksika Nation, and until 2016 when Chief Crowfoot School opened, students living on reserve would have to enter the High School at Grade 7. When Chief Crowfoot School opened, some families who previously sent their children to Milo now sent their children to school on reserve with the appeal of a new school with shorter bus times and less complexities in accessing funding and services as Federal students in a Federal school. It is also important to note that Siksika Board of Education places a cap on how many students may attend school off reserve. Additionally, we have a fluctuation of Low German Mennonite families in our school. With that being said, we are pleased to report that we are expecting to grow by 10% for the 2022-2023 school year due to the number of young families in the community.

## Section 2: Strategic Planning - What we are doing

<b>Provincial Goal: Success of every student</b>		
<b>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.</b>		
<b>School Goal</b>	<b>Measures</b>	<b>Action Steps/Strategies</b>
<p><b>Build a safe, caring, connected learning community of students, staff and parents that fosters and supports mental health and wellness.</b></p>	<p>Accountability Pillar results</p> <p>Our School Survey results</p> <p>Anecdotal teacher, student, and parent feedback</p> <p>Our guest teachers and other stakeholders comment on what a wonderful, welcoming, family oriented school we are.</p> <p>Attendance data (though Covid has negatively affected our attendance).</p>	<p>Whole staff book study: <u>Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom</u> by Heather T. Forbes.</p> <p>Fish Philosophy for Schools. Our staff and students are amazing, but it can be difficult to Choose Your Attitude in a positive way when many students struggle with academic and/or behaviour challenges.</p> <p>A number of staff have completed, or are working to complete, the Alberta Family Wellness' Brain Story Certification, "Brain Story Certification is designed for those seeking a deeper understanding of brain development and its consequences for lifelong health."</p> <p>We are a Downie Wenjack Legacy School, which aims to, "build cultural understanding and create a path toward reconciliation between Indigenous and non-Indigenous peoples. Our goal is to improve the lives of Indigenous people by building awareness, education, and connections between all peoples in Canada."</p> <p>Staff are certified in SIVA (Supporting Individuals through Valued Attachments) training to gain "proactive tools and practical knowledge to create an environment where safety is a</p>

		<p>pro-social, healthy, and respectful part of day-to-day life.”</p> <p>Staff are clear on all current Covid protocols, and will ensure that all staff members are working to keep our school community safe.</p> <p>Body and brain breaks implemented in classes.</p> <p>Nutrition program helps to ensure that our students do not have to start their day on an empty stomach, regardless of their circumstances.</p> <p>Using the Universal Strategies list provided by our service providers to provide timely and useful interventions as needed for our students.</p> <p>Development of our Comprehensive School Health Plan with staff and students, and other stakeholders.</p> <p>Spirit activities e.g. pumpkin carving, haunted house, sports.</p> <p>We are continuing to work with students to build resilience and prepare them for uncertainty.</p> <p>The Fourth R teacher training, and in health lessons consisting “of a comprehensive, school-based program designed to include students, teachers, parents, and the community in reducing violence and risk behaviours.”</p>
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<b>Provincial Goal: Success of every student</b>		
<b>Palliser Goal: All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.</b>		
<b>School Goal</b>	<b>Measures</b>	<b>Action Steps/Strategies</b>
<b>To improve cross curricular literacy skills, focusing on reading, writing, and vocabulary.</b>	<p>Review and monitor Fountas and Pinnell data to monitor student growth and target classroom instruction and interventions.</p> <p>Increase in student confidence and independence (e.g. we are seeing students try to help themselves and think more critically).</p> <p>Total reading and sight word assessments.</p> <p>Anecdotal teacher, student, and parent feedback.</p> <p>Regular classroom assessments.</p>	<p>Use of Lively Letters program for targeted interventions.</p> <p>Home reading and volunteer readers in classes.</p> <p>Using Words Their Way program in classes, this is “a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills”</p> <p>Focused teaching of Computer Literacy (e.g. how to do a good search, using Google Classroom, creating and using documents with different features etc.).</p> <p>Focused teaching about independent text use, features of text, and decoding text, and defining words in context.</p> <p>Leveled Literacy Intervention classes to support struggling readers.</p> <p>Teach reading and writing strategies in all classes.</p> <p>Vocabulary focus in all curricular areas (e.g. word walls and flash cards).</p> <p>Creating personal dictionaries in classes for student reference.</p>

<b>Provincial Goal: Success of every student</b>		
<b>Palliser Goal: All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.</b>		
<b>School Goal</b>	<b>Measures</b>	<b>Action Steps/Strategies</b>
<b>To improve numeracy skills for daily living</b>	<p>Math Intervention Programming Instrument (MIPI)</p> <p>Key Math assessment, a Level B assessment to help identify possible impairments in math. Mathletics tracking information.</p> <p>Anecdotal teacher, student, and parent feedback.</p> <p>Regular classroom assessments.</p>	<p>Extra Educational Assistant time will be available in Math classes.</p> <p>Mathletics for practice.</p> <p>Mental math for basic facts.</p> <p>One on one basic fact pull outs.</p> <p>Supporting outcomes with use of the Canadian Daily Math program with practice daily with concepts including number sense, patterning with algebra, measurement, data management, and geometry.</p> <p>Providing and teaching students to use math reference sheets.</p> <p>Having all students create and utilize personal math dictionaries.</p>



## Section 3: Data/Evidence - What We Have Achieved

### Accountability Pillar

**Summary:** Regardless of COVID, much of our data for Accountability Pillar and Provincial Achievement Tests is suppressed due to low respondents. In 2021, we only had 2 parents complete the Accountability Pillar Survey. We continue to try to find ways to engage more of our families to complete the survey (e.g. restaurant gift card draw for those who reported completing the survey. Additionally, beyond the fact that Provincial Achievement Tests have not been administered since 2018, this data is often suppressed as well due to low numbers of students who have written the tests.

#### Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5406 Milo Community School



Assurance Domain	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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	80.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	81.4	81.1	81.5	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	27.5	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	5.0	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
	<a href="#">Education Quality</a>	93.5	96.2	92.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	74.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	89.6	94.0	79.5	81.8	81.4	n/a	n/a	n/a

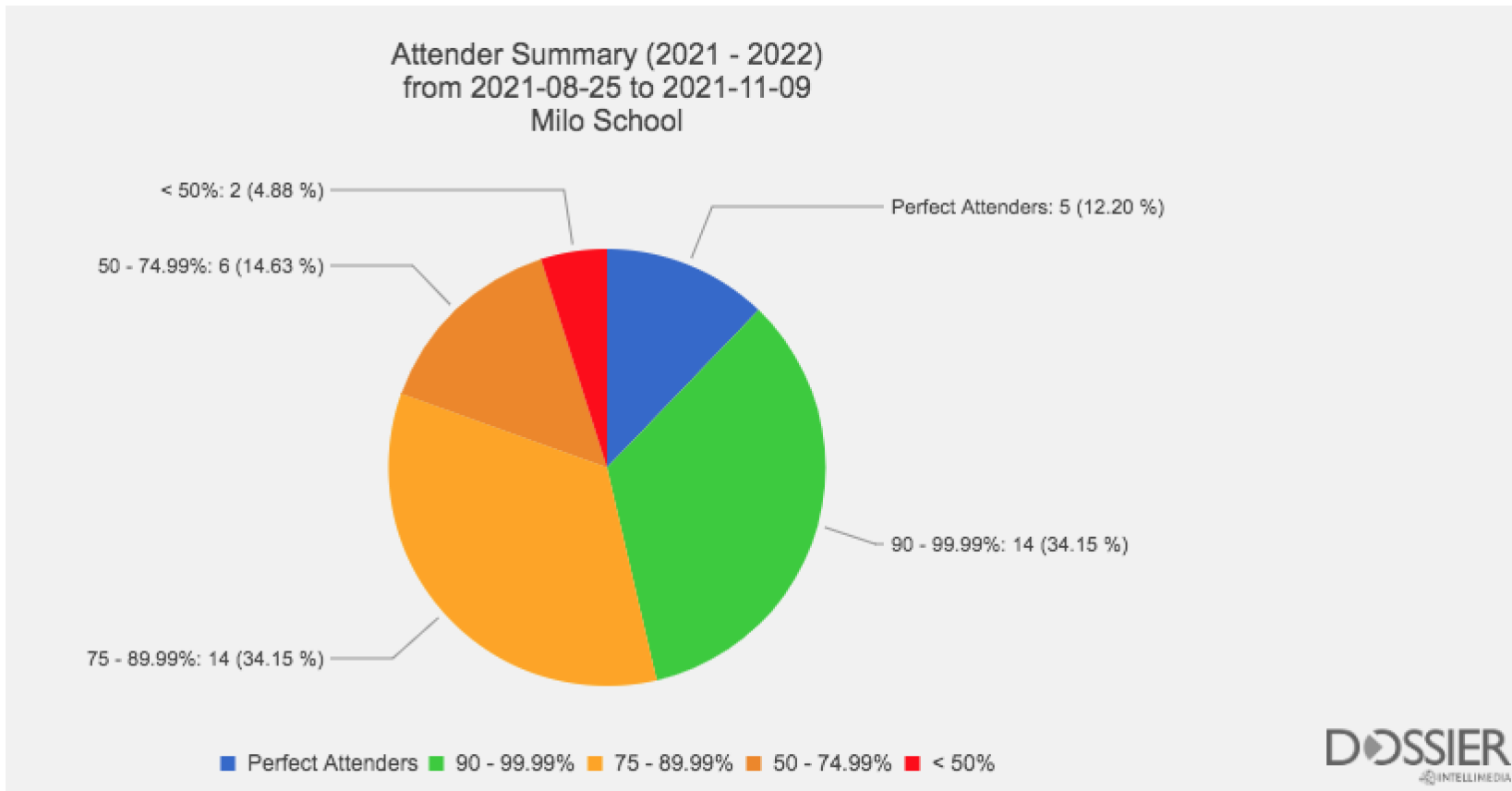
## OurSchool Survey

Summary: Our mean results are generally comparable with the Canadian norm. As of November 2021, a number of our students still need to complete the results, so the overview will be updated once this data has been collected. Of note, 83% of the students felt that they had positive relationships, and the feelings of anxiety have decreased since 2018.



## Attendance

**Summary:** While we are a provincial school a large portion of our students join us from the Siksika Nation with a bus provided by Siksika Board of Education (SBE). As a result, if the schools on the reserve do not run, in many cases SBE also shuts down bus service to their schools off reserve. Additionally, many students have stayed home as a result of using the AHS daily screening tool, and other factors including anxiety. Furthermore, our Inclusive Education Specialist has noted to our staff that attendance during Covid is worse across the board than any other year she has been in education.

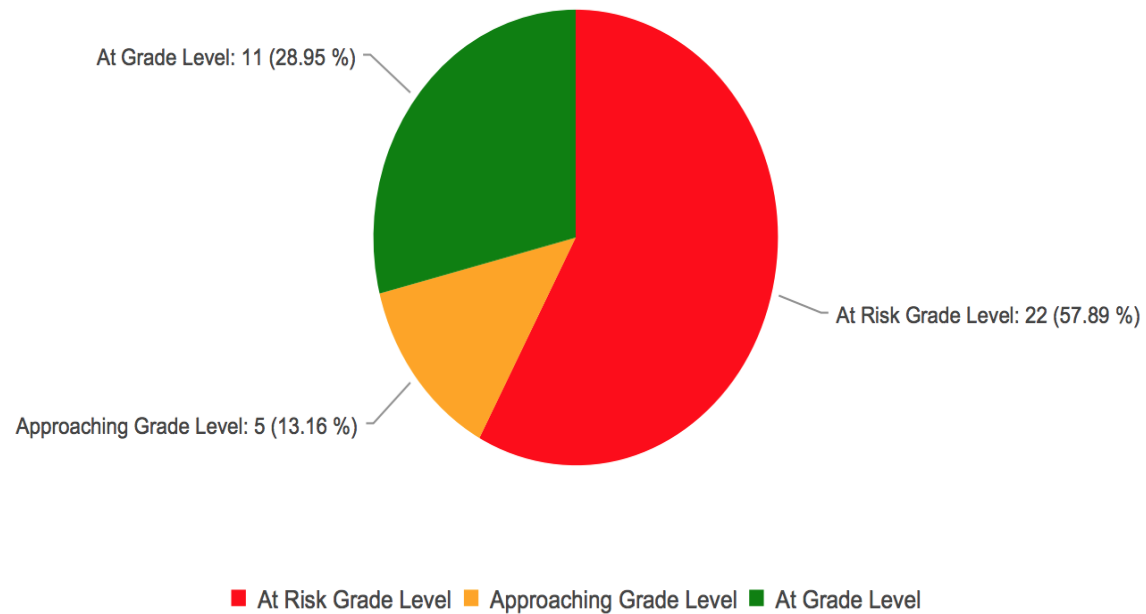


## Fountas and Pinnell Reading

Summary: While 58% of our students were at risk during the fall benchmark period, we are pleased at the growth many of these students have shown since the testing period and feel confident that they will show improvement in the Spring.

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

Reported Schools:  
All Schools



## Math Intervention Programming Instrument (MIPI)

Summary: We have spent a lot of time over the years working on improving literacy, so the first time we have done a Math benchmark was Spring 2021 with the MIPI. While the results show a number of challenges, we are confident that having specific data to allow us to guide intervention and classroom instruction will make a positive impact. I have included a couple of snapshots for information but we will report this data as suggested.

### Grade 4

Grade Level Question Summary							
				# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)	
<b>Total number of questions</b>		<b>25</b>		<b>6</b>	<b>24.0%</b>	<b>13</b>	<b>52.0%</b>
Questions by stream	Numbers	N	11	2	18.2%	8	72.7%
	Shape and Space	SS	6	2	33.3%	2	33.3%
	Patterns and Relations	PR	6	2	33.3%	3	50.0%
	Statistics and Probability	SP	2	0	0.0%	0	0.0%

### Grade 5

Grade Level Question Summary							
				# of Questions with at risk averages (50-59%)		# of Questions with high risk averages (< 50%)	
<b>Total number of questions</b>		<b>30</b>		<b>11</b>	<b>36.7%</b>	<b>15</b>	<b>50.0%</b>
Questions by stream	Numbers	N	19	6	31.6%	11	57.9%
	Shape and Space	SS	5	1	20.0%	2	40.0%
	Patterns and Relations	PR	4	3	75.0%	1	25.0%
	Statistics and Probability	SP	2	1	50.0%	1	50.0%

## **Section 4: Trends and Issues**

Our population has held steady at approximately 40 students in Grades 1-9, and we are projecting growth of 10% with the large number of students entering Grade 1 next year.

Like all schools, we are working within the reality of living in a pandemic however we have the additional challenge of relying on a federal school system with different regulations to bus almost half of our students to school. As a result, there have been some extended periods of time that our Siksika students cannot get to school.

## **Section 5: Celebrations**

We will be working with the students to create a video to highlight the incredible things that have happened and will happen this school year (2021 - 2022).

We are pleased to highlight that our staff retention has been steady for the last three years.

Our small class sizes offer us wonderful opportunities to work closely with our students to deliver a robust learning support program designed to support our diverse learners.

We are pleased to see that our student population has remained steady over the last couple of years, and we are projecting growth of 10% for the 2022-2023 school year as there are a number of young families in the community.



