



# MILO Community School

Empowering Lifelong Learners



# ***Education Plan*** ***2024-2025***

***Year 2 of 3 Year Goal Cycle***





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**Please see the [Palliser School Division Education Plan](#) for further  
information about this document and its guiding principles.**



## **Assurance Framework**

Under this new protocol, called the Assurance Framework, schools will prepare two separate documents. In the spring, schools will create an Education Plan (this document) outlining goals for the upcoming academic year. In the fall, schools will use data from learning assessments, PATs, surveys, and other sources to assess progress towards the goals in a document called the Annual Education Results Report (AERR). The information within the AERR will then inform the next iteration of the Education Plan in an ongoing and cyclical process.

### ***Accountability to Assurance***

Palliser School Division has worked to align the Education Plan in response to the new Alberta Education Assurance Framework. This more collaborative approach to continuous improvement states “ all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government.” (p. 18)

### ***Timing of Planning and Reporting***

Under the accountability model, Education Plans and the AERR were traditionally approved by the Board of Trustees once the school year was in progress. With the shift to completing the Education plan in the spring, school authorities are able to take the time necessary to engage stakeholders in the cycle of continuous improvement and adjust the plans based on results and feedback. The spring submission also links the process more closely to the budget development and planning cycle.

### ***Adapting Divisional Goals within the new Education Plan***

This year’s education plan has embedded Palliser School Division’s broad areas of focus on Wellness, Literacy and Numeracy within the 5 domains of Student Growth and Achievement, Teaching and Leading, Learning supports, Governance and Attending to Local and Societal Context.

### ***Broad Stakeholder Involvement and Engagement***

“Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.” (p.18) Palliser School Division broadened stakeholder engagement as part of the development of the current Education Plan. This process led to the established fourteen elements\* to be used to provide assurance to our stakeholders. These elements have been named the Desired States and are explained on the next few pages



## **The Primary Domains of Education:**

Our Education Plan is organized around the five primary domains within education, with Student Growth and Achievement being at the core of our practice. Our students' success and well-being is impacted daily by the four other domains of education.



***Student Growth and Achievement*** refers to the ongoing progress that students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

***Teaching and Leading*** refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards.

***Learning Supports*** refers to the mobilization of resources, (including expertise, facilities, human and community services), required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all learners are welcomed, cared for, respected and safe.

***Governance*** refers to the process by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Public Assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.



***Attending to Local and Societal Context*** refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local societal contexts.

## ***Desired States For Each Domain***

### ***Within the Domain of Student Growth and Achievement***

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. 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.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.

### ***Within the Domain of Teaching and Leading***

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.



### **Within the Domain of Learning Supports**

1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

### **Within the Domain of Governance**

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policies is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners. Within the Domain of Attending to Local and Societal Context.
4. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

### **Within the Domain of Attending to Local and Societal Contexts**

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.



**Vision:**

Empowering Lifelong Learners

**Mission:**

We strive for excellence and to be an engaging, collaborative community; through high expectations, student leadership, and family values.

**School Profile:**

With a highly supportive community around us, Milo's students and teachers enjoy and take pride in their small, community centered learning atmosphere. We are located in the rolling hills of Southern Alberta on the northeastern edge of Lake McGregor, halfway between Calgary and Lethbridge and we have approximately 55 students in Grades 1-9. Our student body primarily consists of students from agricultural families in the surrounding areas, residents of the Village of Milo, students with Low German Mennonite heritage, and students who join us from the Siksika Nation. As a small rural school, we enjoy small class sizes in which our students are immersed in multi-age learning environments. We strive to build whole school learning opportunities that support collaboration and connection between students across all grade levels.



## **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.

### **Strategies:**

#### **Nutrition Programming:**

*We will provide daily breakfast for all students and also keep snacks available for students who need one throughout the day.*

#### **Student Recognition:**

*We will expand upon our student recognition practices to ensure that we are acknowledging our students for their positive impacts on our school. This will acknowledge academic and behavioural indicators as well as positive attendance.*

#### **Community Events:**

*We will continue to host, and expand upon, community events such as:  
Terry Fox Run, Meet the Teacher night, Christmas Concert, Spring Learning Showcase, June Awards Ceremony*

#### **School Wellness Committee:**

*We will continue to strengthen the Milo Wellness Committee started in the 2022/2023 school year by having more frequent meetings and inviting additional students, staff, and parents to engage in the conversation. Next year our wellness team will have one primary goal to work on, focused on enhancing school culture and a sense of belonging for all staff and students.*

#### **Diversifying Opportunities for Students:**

*We will collaborate as a staff to continue to bring experiences to our students that include participation in sports, field trips, and additional CTF course offerings.*

#### **SEL Program Integration**

Mrs. Woofenden and Mr. Mattson will collaborate, with supports, to review Second Step as a potential SEL program to be integrated next year. If implemented as planned, a weekly lesson will be completed in health class, followed by reinforcement activities guided by the classroom teachers throughout the week.





***Measures:***

- Our School Survey results
- Teacher, student, and parent feedback
- Feedback from guest teachers and other community members
- Attendance data
- Number of families engaged in events and activities throughout the year
- Consistent staff and student engagement in Second Step lessons and reinforcement activities.



## **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.

### ***Strategies:***

- Use of Lively Letters program for targeted interventions.
- Home reading program to encourage family involvement
- Bringing in volunteer readers to provide our students with one on one opportunities to read with community members
- Using Words Their Way program in classes to practice spelling, vocabulary, and phonics
- Leveled Literacy Intervention classes to support struggling readers.
- Teach reading and writing strategies in all classes.
- Vocabulary focus in all curricular areas (e.g. word walls and flash cards).
- Creating personal dictionaries
- One on one pullout support for students to receive additional instruction
- Professional development involving disciplinary literacy to improve our integration into all core courses.
- Professional development around assessment practices to provide students with more meaningful feedback for learning.
- IXL learning as an at home resource for additional, targeted, practice

### ***Measures:***

- Review and monitor Fountas and Pinnell (F&P) data to track student growth and target classroom instruction and interventions.
- Increase in student confidence and independence during learning activities
- Total reading and sight word assessments
- Anecdotal teacher, student, and parent feedback
- Ongoing classroom assessments
- IXL tracking information



- TOSREC literacy data for division 1 students completed three times a year to depict growth in reading efficiency and comprehension

### **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.

#### ***Strategies:***

- Extra Educational Assistant time in math classes where possible
- Mental math for basic facts
- One on one pullout time for additional instruction
- Use of the Canadian Daily Math program to provide students with daily practice that allows them to revisit key concepts.
- Continued use of individual math reference sheets that students can use for additional support
- IXL math as an at home resource for additional, targeted, practice
- Professional development on *Building Thinking Classrooms* for teaching staff.
- Professional development around assessment practices to provide students with more meaningful feedback for learning.

#### ***Measures:***

- MIPI data (Math Intervention Programming Instrument) used as a pre-assessment at the start of the year to identify numeracy goals for individual students
- Anecdotal teacher, student, and parent feedback
- Ongoing classroom assessments
- IXL tracking information
- Provincial Numeracy Assessment for division 1 students
- Engagement in *Building Thinking Classrooms* learning activities



## **Professional Learning Plan:**

August 26th, 2024	Site Based PD	Collaborative meetings
August 27th, 2024	Site Based PD	Teacher work day
August 28th, 2024	Site Based PD	Assessment Book Talks and Action Planning
August 29th, 2024	Division Wide PD	Palliser Opening Day Keynote and Breakout Sessions
August 30th, 2024	ATA Teacher Directed Day	Time dedicated for teachers to use as needed.
September 27th, 2024	Division Wide PD	Building Thinking Classrooms Session #1: Introduction
October 4th, 2024	Milo Specific PD	Weekend Assessment Conference in Canmore
October 25th, 2024	Site Based PD	Assessment Book Talks and Action Planning
November 29th, 2024	Site Based PD	Building Thinking Classrooms Session #2: Looking at Outcomes and Learning Tasks
January 24th, 2025	Milo Specific PD	IPP/ISP Updates in AM Assessment Book Talks and Action Planning in PM
February 21st & 22nd, 2025	Teachers Convention	Individual sessions
March 21st, 2025	Division Wide PD	Building Thinking Classrooms Session #3: Assessment in a Thinking Classroom
May 15th, 2025	Site Based PD	IPP/ISP Transition Planning in AM Assessment Book Talks and Action Planning in PM
June 26th, 2025	ATA Teacher Directed Day	Time dedicated for teachers to use as needed.