

2024-2029

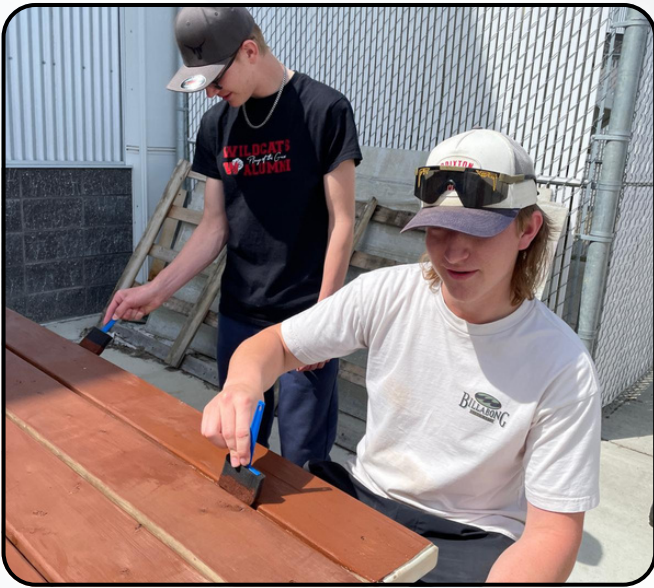


Education Plan



3 YEAR
THREE





A Message from our Principal

Michelle Dober

I am excited to present the third year of the 2024-2029 Education Plan. The Menno Simons Community School's goals, strategies, performance measures, budget, and general information can be found within this plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

Goal One: All Students are literate.

Goal Two: All students are numerate.

Goal Three: All students are successful through inclusionary practices

These Goals direct our teaching in school. The performance measures and school strategies outlined provide guidance for staff to achieve the desired outcomes in literacy, numeracy, and inclusionary practice.

By tracking our achievement results we are informed about our success, our strengths, and our challenges. As a school community, we can celebrate our success and plan to address any challenges thus ensuring that all students experience success.

Student success is our main work at school and it is a work that requires collaboration, professional development, and a continual focus on teaching and learning. Please extend a sincere welcome to our new principal Ms. Michelle Dober.



Michelle Dober

Principal, Menno Simons Community School

Foundation Statements

OUR VALUES:

Respect - We believe that mutual respect is essential for fostering a safe and caring environment.

Responsibility - We believe that everyone is responsible for taking an active part in his or her learning.

Collaboration - We believe in all stakeholders working together as a community of learners.

Learning - We believe that when you have high expectations, you achieve great results.

Growth - We believe in continuous improvement and life-long learning.

Success - We believe that success builds self-esteem and creates positive futures.

OUR VISION:

To be the school that students are drawn to, parents are partnered with, and where academic excellence is paramount

OUR MISSION:

Our purpose is to achieve growth and success for all



Our Priorities



Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

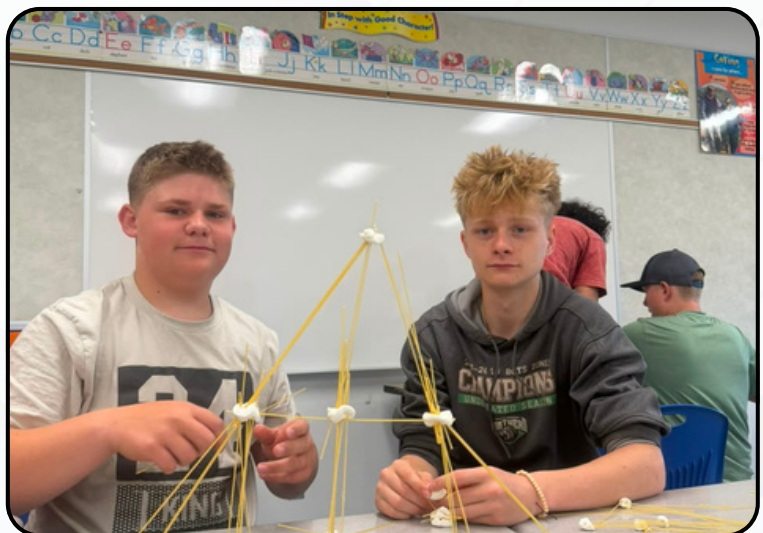
Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

School Strategies

Goal One: Literacy Development

1. Administration will support teaching staff in fostering responsive teaching to improve literacy knowledge and skills. This will include professional development opportunities for effective teaching practice and assessment.
2. Administration will support professional development for staff in the areas of collaborative response, differentiated instruction and differentiated assessment.
3. Administration will work with the teaching staff to develop professional growth plans that align with the school's literacy goals.
4. Administration will support the teaching staff in the implementation and analysis of the literacy assessments within PRSD's Literacy Assessment Framework (LAF). This analysis will inform teaching practices to best support literacy learning in the classroom.
5. Administration and teaching staff will use a variety of systematic programming to successfully teach the reading process across grade levels.
6. Administration and teaching staff will use systematic programming to successfully teach an effective writing process across grade levels.
7. Scheduled collaborative team meetings will provide opportunity for staff discussion and further planning on the literacy programming implemented across ELA grade levels within the multigrade classroom.
8. Administration and staff will continue to program for multigrade ELA interventions as outlined in student IPPs and will review and update regularly the school's Literacy of Continuum of Supports.
9. Administration and staff will seek opportunities to naturally weave cultures, histories and languages into the classroom.



Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

School Strategies

Goal Two: Numeracy Development

1. Administration will support the teaching staff in fostering high quality teaching to improve numeracy knowledge and skills. This will include professional development opportunities for effective teaching practice and assessment.
2. Administration will support professional development for staff in the areas of collaborative response, differentiated instruction and differentiated assessment.
3. Administration will work with the teaching staff to align their professional development plans with the Division's numeracy goals.
4. Administration will support the teaching staff in the implementation and analysis of the numeracy assessments within PRSD's Numeracy Assessment Framework (NAF). This analysis will inform teaching practices to best support numeracy learning in the classroom.
5. Administration and teaching staff will use a variety of systematic programming to successfully teach math across grade levels.
6. Scheduled collaborative team meetings will provide opportunity for staff discussion and further planning on the math programming implemented across grade levels within the multigrade classroom.
7. Menno-Simons staff will foster a collaborative response model that supports staff in numeracy instructional planning and assessment across grade levels.
8. Menno-Simons staff will continue to program for multigrade math interventions as outlined in student IPPs and will review and update regularly the schools Numeracy Continuum of Supports.
9. Menno-Simons staff will foster a collaborative numeracy school culture focused on improving core learning outcomes in Math across grade levels within multigrade classrooms.





Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data
Data regarding participation in PATs
Data regarding participate in DIPs
Data regarding High School Completion Rates
Province of Alberta Student Assurance Survey Data - Overall Summary Results
PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. Menno-Simons staff will deepen their knowledge about First Nations, Métis and Inuit, enriching the learning of all staff and students.
2. Menno-Simons staff will continue to support students in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. Menno-Simons staff will work to listen to feedback provided by students and parents during meetings of student engagement committees and of school council suggestions about improving inclusive education practices in schools.
4. Menno-Simons staff will continue to support the Virtual Education Program for Grades 10 through 12.
5. Menno-Simons staff will promote and support opportunities to improve health and wellness among students and staff.
6. Menno-Simons staff will continue to foster community partnerships to support student health and wellness needs.
7. Menno-Simons staff will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
8. Menno-Simons staff will promote the Division's anti-racism policy.
9. Menno-Simons staff will facilitate professional learning on inclusionary education practices



School Budget Considerations

For the 2026-2027 School Year



Literacy and numeracy development

- Ensure School staffing is aligned to allow for interventions which close learning gaps in language arts and numeracy wherever possible
- Extend the collection of fiction and non-fiction reading materials by purchasing books to support independent and small group reading activities
- Purchase resources such as Dynamic math workbooks for elementary students to make concepts clearer during practice, and to purchase resources targeted at numeracy intervention for students who need small group or one-on-one support.
- Purchase materials to enhance decoding, comprehension and fluency for classrooms from K-12.
- Purchase online subscriptions for programs like Matific that are highly engaging and educational and that target students' specific needs.

Inclusionary Culture

- Offer opportunities for students to enroll in Career Technology Foundations and Career Technology Studies courses in areas such as construction, sewing, foods, wildlife, agriculture, and fitness.
- Recognize students who achieve their personal best academically, athletically, and who show positive citizenship through our Awards Ceremony
- Make connections with Indigenous Elders and Knowledge Keepers and invite them to visit and share their Indigenous culture with our students through hands-on activities.



Connect With Us



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@MENNOSIMONSCOMMUNITYSCHOOL



780-685-2340