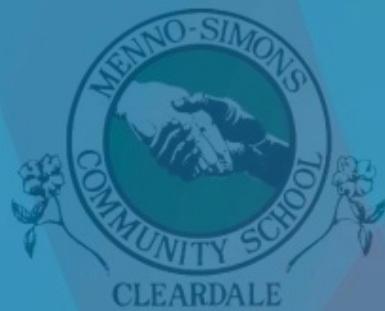


Menno Simons Community School

2021-2024

Education Plan



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

School mission: At Menno Simons Community School, our purpose is to achieve growth and success for all.

School 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.

PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/achievement
2. Numeracy development/achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate.

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

GOAL TWO - All students are numerate.

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

Performance measures for Goals One and Two - Literacy and Numeracy:

1. (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 4 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);
6. (PRSD) The percentage of students "meeting" or "meeting with mastery" the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the "acceptable standard" and "standard of excellence" on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;

8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the “acceptable standard” and “standard of excellence” on English Language Arts Diploma Exams and Mathematics Diploma Exams.

School strategies for Goal One – Literacy:

1. Strategy: Teachers will use literacy assessments, F&P, Heggerty Phonemic Awareness, [MSCS Outcomes Transition](#), RCAT, PATs, Divisions Writing Assessment Tool, for gathering information and making judgements about students’ literacy development.
2. Strategy: Teachers, prior to classes beginning, will go to [LearnAlberta.ca](#) to become familiar with Alberta Education Essential Outcomes for English Language Arts (Program of Studies).
3. Strategy: Teachers will implement a range of teaching strategies and resources for supporting language, literacy development across teaching areas and in different contexts. Teachers will share their strategies at CRMs.
4. Strategy: I Coach will schedule biweekly CRMs to provide better targeted instruction, school supports and professional development. These meetings will be led by both the I Coach and the Principal. [Elementary CRM](#), [Jr CRM](#)
5. Strategy: The Literacy Lead, I Coach and Principal will provide guidance and support to teachers and support staff.
6. Strategy: At the end of school year, Teachers will complete the [MSCS’ Outcomes Transitions Google Spreadsheet form](#). These transition forms will help teachers the following year know detailed information about their students.



School strategies for Goal Two – Numeracy:

1.Strategy: Teachers will use numeracy assessments, MIPI, NCAT, PATs, [MSCS Outcomes Transition](#), for gathering information and making judgements about students' numeracy development.

2.Strategy: Prior to the beginning of the year, Teachers to be fully familiar with PRSD's [Essential Outcomes \(and Schedules\) and "I" Statements](#), and Alberta Education Essential Outcomes for English Language Arts (Program of Studies). First school PD will be set aside to go over these.

3. Strategy: Based on numeracy assessment results, teachers will use a range of teaching strategies ([Menu of Interventions](#)) and resources for supporting numeracy development across teaching areas and in different contexts.

4. Strategy: The I Coach will schedule biweekly CRMs to provide better targeted instruction, school supports and professional development.

5. Strategy: The Math Lead, I Coach and Principal will provide guidance and support to teachers and support staff.

6. Strategy: At the end of school year, Teachers will complete the [MSCS' Outcomes Transitions Google Spreadsheet form](#). These transition forms will help teachers the following year know detailed information about their students.



photo

GOAL THREE – All students are successful through inclusionary practices in an engaging culture.

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture:

1. (PRSD) The percentage of students receiving individualized programming services;
2. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPP) and Behaviour Support Plans (BSPs);
3. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
4. (PRSD) The percentage of schools that implemented strategies to address the top five most important issues expressed by students in the 2021 Student Mental Health and Wellness Survey;
5. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
6. (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
7. (ABEd) The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
8. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong 10.
9. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit 9. students aged 14 to 18;
10. (ABEd) The percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



School strategies for Goal Three:
Inclusionary and Responsive Culture

1.Strategy: Provide individualised and small group teaching tailored to the needs of students who are slipping behind their learning. This is to be done in the form of in classroom support, or out of classrooms. When available EAs will provide focused support in each classroom they are assigned. Interventions will be based on the MSCS and [Divisions' Behaviour Tier Support Model](#), [Division Mental Health Tier Support Model](#), and [Division Academic Continuum of Supports](#).

2.Strategy: Biweekly scheduled CRMs will focus on students needing support. I-Coach and Principal will lead these meetings.

3. Strategy: Prior to the school year beginning, staff will review the Spring's students' Mental Health and Wellness Survey and will strategize how to address the top 5 issues expressed by students. Principal, I Coach, YES Worker to lead, with all staff supporting the strategies.

4. Strategy: Prior to the school year beginning, Teachers will review the [standards in the TQS](#).

5. Strategy: [MSCS' PBIS](#) will be introduced and reviewed at the PD day in August.



School Budget Considerations

General

1. Budget consideration: \$1000.00 will be set aside to purchase resources we might determine are needed.

Goal One: All students are literate

1. Budget consideration: 2 full “certificated sub” days will be set aside to provide support to teachers who require time to prepare.

Goal Two: All students are numerate

1. Budget consideration: 2 full “certificated sub” days will be set aside to provide support to teachers who require time to prepare.

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Budget consideration: 2 full “certificated sub” days will be set aside to provide support to teachers who require time to prepare.