



# Carmangay School Educational Plan 2023-2024



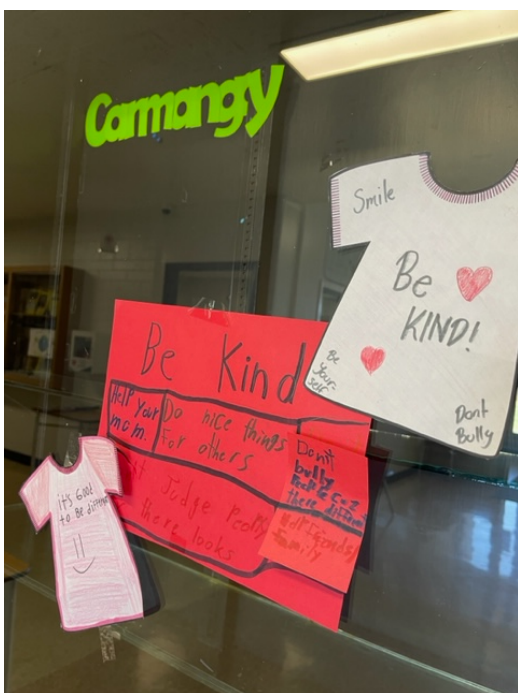
At Carmangay School, we value:

- FAITH, FAMILY and TRADITION
- RESPONSIBILITY, RESPECT, and RESILIENCE
- A COMMUNITY OF LEARNING EXCELLENCE



## About Carmangay School

Carmangay School is an alternative public school for Low-German speaking Mennonite families. We are located in the small community of Carmangay, Alberta. We provide classes to students in grade 7-12. Our school has approximately 80 students. All of our grade 7-9 students receive full time direct instruction, while our high school students will experience a more flexible and fluid program between school and work. Carmangay School gives its students opportunities to embrace their Faith and culture, as well as skills they will need for life after high school.



The background of the slide is a blue-tinted photograph of Carmangay School. The building is a single-story structure with a brick section on the left and a metal siding section on the right. A sign above the entrance reads "CARMANGAY SCHOOL". The sky is overcast, and there are some trees and a flagpole in the distance.

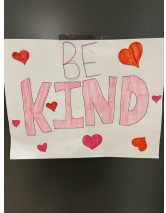
## **Carmangay School Mission Statement**

Our mission is to provide a safe and caring school community where everyone is valued and respected. Through engaging and collaborative learning, students will find success today and be ready for tomorrow.

## **Carmangay School Vision Statement**

Our vision is to empower students to strive for their highest academic and God-given potential while in a safe, respectful, and welcoming faith-based school.

## Priorities for Carmangay School:



Carmangay School will continue to prioritize providing a safe and inclusive learning environment for all students, with a focus on fostering genuine relationships and a love of learning.

We feel it is important to offer well-rounded educational experiences and opportunities focusing on faith, literacy, and numeracy learning. We approach learning with high academic expectations in all academic and non-academic classes.



Finally, community engagement is a priority. Working with families and our Low-German Mennonite community helps to create a collaborative and supportive learning environment for our students.

## What's Going Well at Carmangay School:



- A welcoming and inclusive environment- We are a faith-based school with Christian values; therefore, we strive to create a welcoming and inclusive environment for all students

- Lessons are focused on learning- Learning is a priority in every classroom, all the time. Learning is prioritized in the language we use, how we spend our time, in the interactions we have, the classroom we set up, the modeling we demonstrate, in opportunities that present themselves, classroom activities, and highlighted in our classroom expectations

- A purposeful focus on Social and Emotional learning- We are now teaching Social and Emotional learning along with academic achievement. We focus on teaching values like kindness, empathy, and respect, and providing opportunities for students to put these values into practice.

- Supportive relationships- We feel building supportive relationships between students, staff, and families is critically important. Strong genuine relationships have helped us create a strong sense of belonging and better avenues for learning.

- A strong sense of community- Carmangay School prioritizes building a sense of community among their students, staff, and families. We participate in daily gatherings for prayer (High German and English), weekly Bible classes, and other events that bring people together.



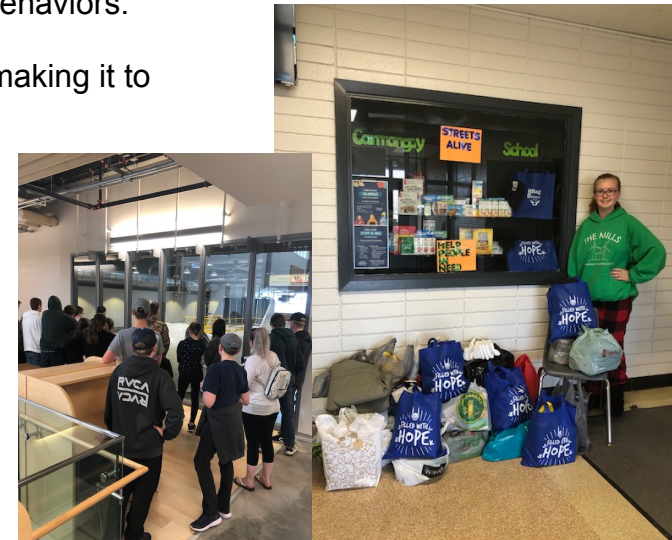
## Areas of Further Growth at Carmangay School:

- Mental health support- Many students experience mental health challenges. We continue to reach out to counseling services, resources for parents and families, and opportunities for students to learn coping skills and build resilience.
- Higher attendance rates- When students feel safe, cared for, and engaged in their learning, they are more likely to attend school regularly. We also feel ongoing conversations with families will lead to increased attendance at school.
- Technology used to support learning- We are finding a number of students are choosing to not use technology when this type of tool is offered to all the students, especially students that would benefit from using it. The reluctance seems to come from a lack of comfort and ease with technology. We continue to address this in this current school year, but it will be a focus for us next school year.



## Evidence We are on the Right Track at Carmangay School:

- Positive student and parent feedback-We work hard to encourage students and parents to complete the Alberta Education Assurance Survey. When students and parents feel that a school is providing a safe and caring environment that supports learning, they are likely to express positive feedback. We often collect feedback in the form of surveys and direct communication at our well-attended School Council meetings.
- Low rates of disciplinary action- If a school has low rates of disciplinary action, it can suggest that the school has created a safe and caring environment where students are less likely to engage in negative behaviors.
- The number of students entering grade 7 and making it to graduation is increasing. Based on tracking data more students are staying in school longer.



## Carmangay School Goals- 2023-2024 School Year

### Palliser School Division Goal: Literacy

Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

### Assurance Domain: Students Growth and Achievement

#### Desired State within the Domain of Student Growth and Achievement:

- Students will achieve prescribed learning outcomes, demonstrating strengths in literacy and numeracy.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and use it to inform practice.
- 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

Carmangay School Strategic Planning for Goal #1: To Improve Student Reading and Writing (Literacy) Skills

Strategies to Achieve the Desired State:	Evidence or Data to indicate success:		Teacher Learning Opportunities to Support Capacity Building:
	Provincial Measures	School Measures	
Continue to understand learning trends in our Junior High classroom via a <b>Teacher Learning Community</b> . We will continue to focus on the introduction of new vocabulary.	-PAT results -ELL Benchmarks assistive technology to support their learning	-Ontario Comprehension Assessment results -Formative and summative assessments -Pre and post assessment data -Guided reading benchmarking	- Provide collaboration time in Teacher Learning Community focusing on evidence of learning (Rick DuFour's PLC model) - Collaborating with teachers from other LGM congregated schools to share ideas and resources to support literacy growth - Workshops and Sessions from SAPDC and Teacher Conventions-Engage in learning opportunities during staff meetings that promote inclusion through literacy.
Use data from classroom standardized tests, such as the OCA, and ELL benchmarking to identify learning gaps. As well as, using PAT results to address potential gaps for the next school year.			
Interventions: Develop and establish classroom <b>strategies and/or a literacy intervention program</b> to support learning.			
Expose students to <b>learning tools</b> , such as technology and learning routines, to increase success in all areas of literacy.			

**Palliser School Division Goal: Numeracy**

All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.

**Assurance Domain: Students Growth and Achievement**

**Desired State within the Domain of Student Growth and Achievement:**

- Students will achieve prescribed learning outcomes, demonstrating strengths in literacy and numeracy.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and use it to inform practice.
- 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.

Carmangay School Strategic Planning for Goal #2: To Improve Math (Numeracy) Skills

Strategies to Achieve the Desired State:	Evidence or Data to indicate success:		Teacher Learning Opportunities to Support Capacity Building:
	Provincial Measures	School Measures	
Ensure new vocabulary, relatable and real world context is <b>meaningfully embedded</b> in all lessons, including pre and post activities.	-PAT results -ELL Benchmarks	-The Mipi results -Formative and summative assessments -Pre and post assessment data -Conferencing with students	-Provide collaboration time to collaborate with other LGM schools and use site-based PD days to build capacity in the areas of inclusion and assessment as they relate to numeracy. -Workshops and Sessions from SAPDC and Teacher Conventions -We are currently being coached by colleagues at other schools in regards to how to administer and interpret math assessments (Mipi and CSL) -Engage in learning opportunities during staff meetings that promote inclusion through numeracy.
Use data from formative assessment and MIPI results to <b>respond to gaps in learning</b> .			
Encourage the learning of facts and the <b>development of a math mindset</b> by offering “real life” math activities that develop students' learning, improve their understanding of numbers and facts, including implementing Enriched Academy (money sense) lessons.			
Interventions: Develop and establish <b>strategies and/or a numeracy interventions program</b> to support learning.			
<b>Integrate number sense</b> and other math skills into Science, Social Studies, LA, Health, Exploratory, and Physical Education			



**Palliser School Division: Wellness**

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.

**Assurance Domain: Learning Support****Desired State within the Domain of Learning Supports:**

- Infrastructure supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
- Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning support and structures so that all students find success.
- 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.

**Carmangay School Strategic Planning for Goal #3: Increasing Student Retention and Graduation Rates**

<b>Strategies to Achieve the Desired State:</b>	<b>Evidence or Data to indicate success:</b>		<b>Teacher Learning Opportunities to Support Capacity Building:</b>
	<b>Provincial Measures</b>	<b>School Measures</b>	
Create and maintain welcoming, caring, respectful relationships with students and families; while ensuring a safe school that values all students, their faith, culture and responds appropriately to their individual needs.	-The Assurance Survey -Graduation and retention rate data	-Parent Surveys (formal and informal) -Family School Liaison data -Graduation and retention rate data -Feedback from parents at School Council meetings -Attendance rates	- Invite FSLC and Making Connections Worker to present at staff meetings -Continue to find supporting resources that align with the Second Step Program we are using. -Ensure staff are familiar with support offered through ASEBP -Workshops and Sessions from SAPDC and Teacher Conventions
Take every opportunity to engage with parents. Ensure parents are a valued member of our school community.			
Collaborate with other LGM schools and Off- Campus Team to share ideas and practices related to student retention and high school supports.			
Continue to support collaborative opportunities for Carmangay FSLC, MCW, and teaching staff to ensure students' social-emotional needs are being met.			
Increase opportunities for learning outside of traditional paths, such as Dual Credit and work experience.			