

Carmangay School



School Education Plan - Goals 2025/2026

Strategic Planning 2025-2026

Assurance Element #1: To promote a school culture of belonging and wellness.

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.

Strategic Planning: Fostering a growth mindset where students value lifelong learning which leads to increased student retention and graduation rates.

Strategies to Achieve the Desired State:	Critical Evidence or Data to indicate success:	Teacher Learning Opportunities to Support Capacity Building:
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 Parent Surveys (formal and informal) School Wellness Plan Family School Liaison data	<ul style="list-style-type: none"> • Workshops and Sessions from SAPDC and Teacher Conventions • 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 • Using Dan Doerksen to advise faith-based language
Take every opportunity to engage with parents. Ensure parents are a valued member of our school community. (Invite families to the school- Welcome Back BBQ, School Council meetings, PTI, Christmas and Easter Programs, Graduation, Field Trips, Exploration and Trades, Celebrations)	Parent Surveys (formal and informal) Whats App communication Newsletter Informal meet and greets Parent Council Meetings	
Build our legacy projects, connecting the students to the school (construction projects such as compost bins, garden boxes and art projects such as brick quilts, murals, lockers)	-creation of student-made or enhanced areas of the school -use these areas regularly, with repeated connection to the school	
CRRew Assemblies	Focus on the CRRew Language in our everyday	

-	<p>language - Intentional lessons and programming these days.</p> <p>Team building events and programs</p> <p>Feedback from parents</p>	<p>on CRReW posters</p> <ul style="list-style-type: none"> • Attend field trips/sports days at other Mennonite Schools • to connect • Use ATA days to shadow other teachers • Formal and informal meetings with teachers and admin from different schools •
Collaborate with other LGM schools to share ideas and practices related to student retention and high school support.	<p>Graduation rate data</p> <p>Parent Surveys (formal and informal)</p> <p>The Assurance Survey</p>	
Continue to build-in collaborative opportunities for Carmangay Family School Liaison Counselor, Making Connections Worker, and teaching staff to ensure students' social-emotional needs are being met.	<p>The Assurance Survey</p> <p>Parent Surveys (formal and informal)</p> <p>School Wellness Plan</p> <p>Family School Liaison data</p> <p>Commitment to setting up a meeting schedule between teachers and CFSLC/MCW</p> <p>Regular (quarterly, etc.) meetings CFSLC/MCW</p> <p>Have CGSLC/MCW run a girls group/boys group at lunch</p>	
Increase opportunities for learning outside of traditional paths - Work with Palliser Off - Campus staff, field-trips, sports tournaments with different schools, concession Fridays	<p>The Assurance Survey</p> <p>Parent Surveys (formal and informal)</p> <p>Family School Liaison data</p>	
Retention and Engagement: Intentional Career Field trips, Epic day, U of L day, Grade 9 Blitz, High School 101 presentation, GO and HCS 3000 course, Grade 6 to 7 orientation night, SACI and E3 connections	<p>More kids are finding pathways in high school beyond traditional paths</p> <p>More students accessing RAP, WE and Dual Credit.</p> <p>Students are attending and have intentions of attending school .</p> <p>Specific Interest-based field trips</p> <p>Send grade nines with High School Trips</p> <p>Field trips are geared towards employment opportunity aspects/exploration (like the</p>	<p>Attending sessions on RAP, WE and Dual Credit for learning</p> <ul style="list-style-type: none"> • (See above) • Promote + Green Certificate opportunities by establish leadership roles in different programs • Keep promoting RAP/WE

	YMCA field trip) and highlighting transferable skills and interests	<ul style="list-style-type: none"> • Female in the trades • Offer additional courses for interests/employment as early as grade 9/8
Develop a universal and modern integration of technology that meets individual, cultural, and academic needs	<ul style="list-style-type: none"> -Updated learning commons with modern technology for teaching. -3D printers and courses are offered 	<ul style="list-style-type: none"> • SAPDC and U of L for teacher PD. • Teacher as the tech lead for view board. Attend view board PD.

Assurance Element #2: Students will find success in all areas of literacy.

Desired State within the Domain of Student Growth and Achievement: Students will achieve prescribed learning outcomes, demonstrating strengths in literacy and numeracy.

Strategic Planning: To Improve Literacy and writing skills- incorporating more real world context, vocabulary, relatable texts to student

Strategies to Achieve the Desired State:	Critical Evidence or Data to indicate success:	Teacher Learning Opportunities to Support Capacity Building:
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 literacy.	<ul style="list-style-type: none"> -PAT results -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data -F and P assessments 	<ul style="list-style-type: none"> • 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 literacy. • Workshops and Sessions from SAPDC and Teacher
Continue to understand learning and reading trends in our Junior High classroom. <ul style="list-style-type: none"> • Finding ways to engage in more reading 	<ul style="list-style-type: none"> -PAT results -F and P assessments -ELL Benchmarks 	

<ul style="list-style-type: none"> Enhancing our book choices 	<ul style="list-style-type: none"> -Formative and summative assessments -Pre and post school assessment data -Book club for choices and lunch book club are being offered. 	<p>Conventions</p> <ul style="list-style-type: none"> Shari Rogerson working with teachers in October on Benchmarking and EAL supports Continue using and expand interventions with students who need them in a pull-out format
<p>Use data from classroom standardized tests, such as F and P and ELL benchmarking to respond to gaps in learning. As well as, using PAT results to address potential gaps for the next school year.</p>	<ul style="list-style-type: none"> -PAT results -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data -Guided reading benchmarking -Conferencing with students 	
<p>Interventions: Develop and establish individual targeted strategies and/or a literacy intervention program to support learning for lagging learners.</p>	<ul style="list-style-type: none"> -PAT results -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data -Guided reading benchmarking Conferencing with students LST support -Students are progressing in their reading levels (F&P, Heggerty, FlyLeaf, etc.) 	
<p>Increase student use of learning tools, such as technology and learning routines, to increase success in all areas of literacy.</p> <ul style="list-style-type: none"> - Google Read and Write - Audio Files for reading comprehension - Typing 	<ul style="list-style-type: none"> -PAT results -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data -Guided reading benchmarking 	
<p>Increase the confidence and skills in our students in writing.</p>	<ul style="list-style-type: none"> -PAT results -ELL Benchmarks -Formative and summative assessments 	

Assurance Element #3: Students will find success in all areas of Numeracy

Desired State within the Domain of Student Growth and Achievement: Students will achieve prescribed learning outcomes, demonstrating strengths in literacy and numeracy.

Strategic Planning: To Improve Numeracy- incorporating more real world context, vocabulary, relatable texts

Strategies to Achieve the Desired State:	Critical Evidence or Data to indicate success:	Teacher Learning Opportunities to Support Capacity Building:
Provide collaboration time within other LGM schools and use site-based PD days to build capacity in the areas of inclusion and assessment as they relate to numeracy.	-PAT results -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data	<ul style="list-style-type: none"> • 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 • (Mipi and CSL training and assessment • Engage in learning opportunities during staff meetings that promote inclusion through numeracy. • Involvement in the Assessment and Numeracy symposiums
Ensure new vocabulary, relatable and real world context is meaningfully embedded in all lessons, including pre and post activities.	-PAT results - CSL, if necessary -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data	
Use data from classroom standardized tests, such as the Mipi (administered from grade 7-10), to respond to gaps in learning .	-PAT results - CSL, if necessary -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data	
Encourage the learning of facts and the development of a math mindset by offering “real life” math activities that help student learning and their understanding of numbers and facts, including implementing Enriched Academy (money sense) lessons.	Assessments, and not limited to: -PAT results -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data	
Interventions: Develop and establish individual targeted	-PAT results	<ul style="list-style-type: none"> • Math teachers are sitting

strategies and/or a numeracy interventions program to support learning for lagging learnings	<ul style="list-style-type: none"> - with the CSL, if necessary -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data 	<p>on the District Numeracy Committee</p> <ul style="list-style-type: none"> • Peter Liledahl Book study as a school. Thinking classrooms.
Integrate number sense and other math skills into Science, Social Studies, LA, Health, Exploratory, and Physical Education	<ul style="list-style-type: none"> -PAT results - with the CSL, if necessary -ELL Benchmarks -Formative and summative assessments -Pre and post school assessment data 	

Assurance Element #4: To promote a culture of outcomes based grading and assessment.		
Desired State within the Domain of Student Growth and Achievement: Students will have a better understanding how feedback and transparent assessment support authentic learning and growth.		
Strategic Planning: To improve assessment methods to support authentic and transparent learning.		
Strategies to Achieve the Desired State:	Critical Evidence or Data to indicate success:	Teacher Learning Opportunities to Support Capacity Building:
Learning and working with various tools and strategies to support stronger assessment practices in providing targeted feedback for learning.	<ul style="list-style-type: none"> • Teachers are using Edsby to report to parents. • Parents are understanding the new report card • Teachers are targeted in their 	<ul style="list-style-type: none"> • Attended Canmore Assessment Symposium as a school Oct 4th, 2024 and now will build on that work

<p>Students will make a connection between the curriculum and their interests and life experiences.</p>	<p>instruction due to improved assessment strategies</p> <ul style="list-style-type: none"> • Students meeting proficiency in their outcomes • Students have a clearer understanding of their learning outcomes and are finding value in their learning. 	<ul style="list-style-type: none"> • Continued work with Jackie Kark on assessment practices within the classroom and with Edsby. • Book study as a school “Grading From The Inside Out” • Starting a new PLC around Project Based Learning using Outcome based Assessment
<ul style="list-style-type: none"> • Students will learn best when learning opportunities are natural. 	<ul style="list-style-type: none"> • Teachers and students understand collaborative techniques for assessment consistency 	