

Menno Simons Christian School

School Improvement Plan Highlights
2023/2024



Peacemakers, working
together to become...



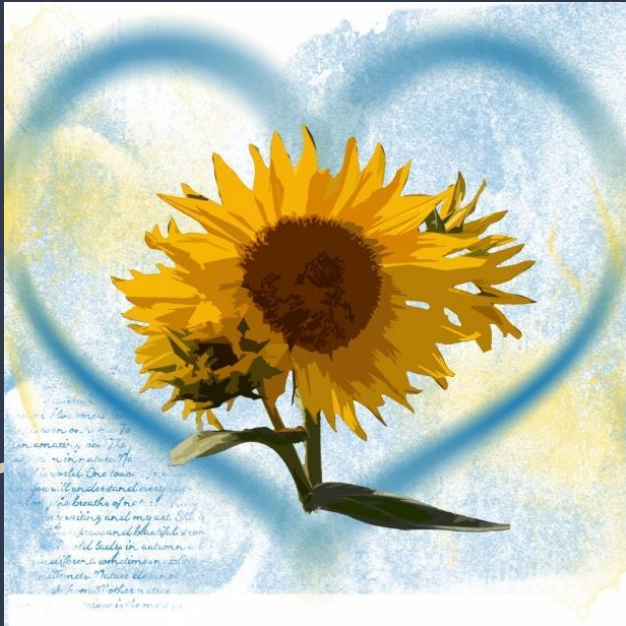
Participants
Enthusiastic
Accepting
Christ-like
Encouraging
Mentors
Aspiring
Kind
Excellent
Responsible
Servants

Mission

Menno Simons Christian School strives to assist students to integrate Christian faith with their experience and with their living. Our school provides a sound academic curriculum taught and modeled by Christian professionals, in a setting where students are nurtured as they learn, question and form life values. Together with the family and the church, Menno Simons Christian School offers an education for life, preparing students for effective participation in the community through Christian discipleship, service and peacemaking.

Theme Verse for 2023/24

***“For we are God’s masterpiece,
created in Christ Jesus to do good
works, which God prepared in
advance for us to do.”
Ephesians 2:10***



We love our chapel time together on Friday mornings. This year, each class helped us understand how we are all unique and created intentionally by our Heavenly Father. We each bring a different set of gifts to our community and we are better with us all in it.

Kindergarten - You are strong

Grade 1 - You are protected

Grade 2 - You are created for a purpose

Grade 3 - You are enough

Grade 4 - You are chosen

Grade 5 - You are precious

Grade 6 - You are unique

Grade 7 - You are loved

Grade 8 - You are forgiven/redeemed

Grade 9 - You are a child of the King

School Goals – Goal #1

Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.

Why is this important?

Current research clearly identifies the importance of mental health to learning, as well as to a students' social and emotional development. Students who experience positive mental health are resilient and better able to learn, achieve success, and build healthy relationships.

Key Relationships:

- 1. student → student**
- 2. staff → student**
- 3. school → community**

Key Focus Areas:

- Identity in Christ
- Resilience
- Cultural Identity
- Mental Health
- Physical Health/Nutrition

Staff PD Focus:

- Mental health classroom strategies
- Christian Education (curriculum building)

Goal #1: How did we do? How do we know?

School Events/Opportunities:

- New option classes and experiential learning week in JH
- Camp Valaqua - community building for JH (kitchen run by individuals from one of our supporting churches)
- SALTS - Grade 9
- New Physical Education & Wellness curriculum with a focus on social emotional health
- Chapel, class devotions
- Cross-grade connections (buddies, school events such as Penny Carnival/Terry Fox)
- Peace Festival
- Making Connections worker and FSLC working alongside different grades and groups of students to help with concerns around friendships, anxiety, depression, school/life balance, perfectionism, self-esteem, etc.
- Service opportunities in each grade and school-wide
- Chapels that allowed students to speak in their first language
- High engagement in extracurricular opportunities such as athletic teams and in drama productions
- Utilizing restorative justice practices in the office and classroom to help students work through conflict together

What we see:

- Happy, adjusted children.
- Students are engaged in their community and take an active role in building our culture - spirit days are fun and full of participation :)
- Teachers in the building are teachers for ALL students, not just the students in their classrooms
- Students are learning to speak up and advocate for themselves
- Students have cross grade friendships
- We have representatives on our society board and guest speakers for our chapels from our supporting churches
- Community Builders within each grade actively planning/engaging families in community events - with high levels of participation
- Alumni are attending fundraisers, volunteering in school, enrolling their children in the school
- ACTS Parents Who Pray meeting consistently throughout the year

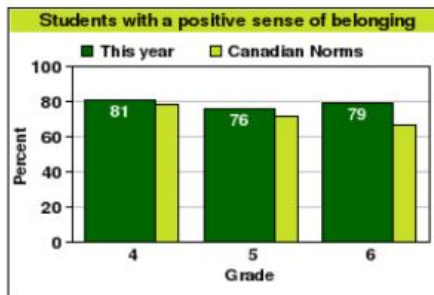
Student Survey Results – Grades 4–6

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

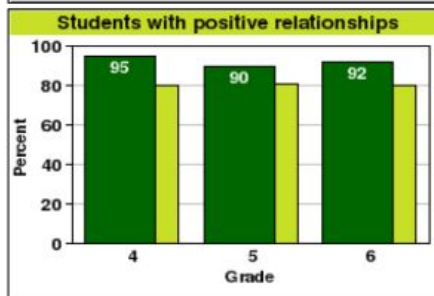
- 79% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 81% of the girls and 78% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 92% of students had positive relationships; the Canadian norm for these grades is 80%.
- 96% of the girls and 90% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.



Our teachers are very intentional with how they utilize their devotion times each morning with their class, buddy times (connecting with another class), and class activities to ensure that opportunities for community building and collaboration take place. Moments of conflict or poor choices are met from a restorative approach to help everyone learn the impact their decisions have on others and how we can make better choices moving forward. Any new or struggling students are connected immediately with a buddy.

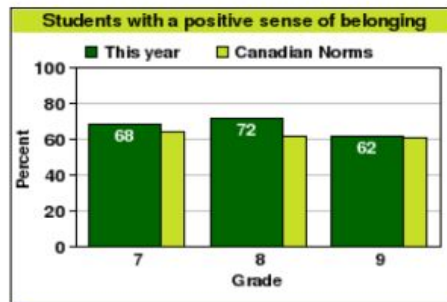
Student Survey Results – Grades 7–9

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

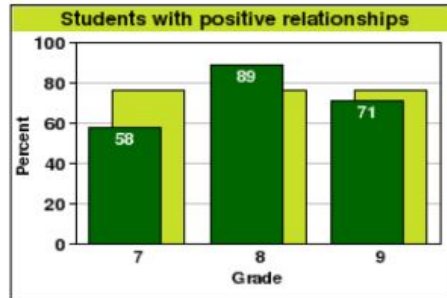
- 67% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 61% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 56% and for boys is 68%.



Students with positive relationships

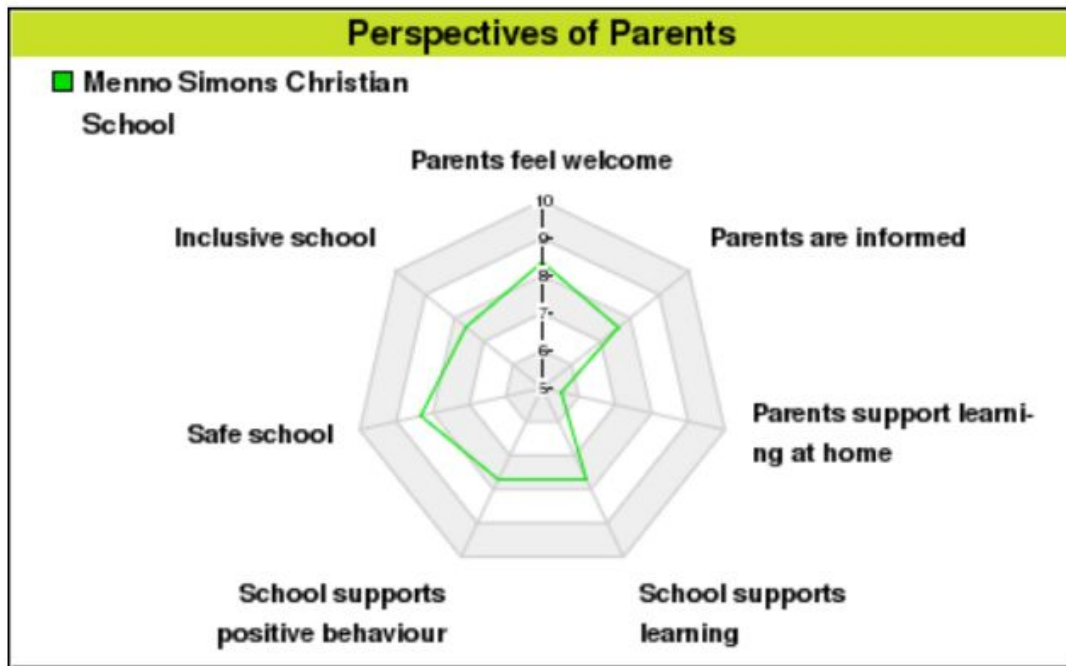
Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 72% of students had positive relationships; the Canadian norm for these grades is 76%.
- 81% of the girls and 62% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.



Junior high is a tough few years for all of us. Our teachers meet regularly to discuss and pray for our students. Our goal is to have each student feel connected with at least one adult in the building (ie: teacher, coach, counselor, EA, etc.). Events such as Camp Valaqua and SALTS are planned to help build the community culture of support and acceptance.

Parent Survey Feedback



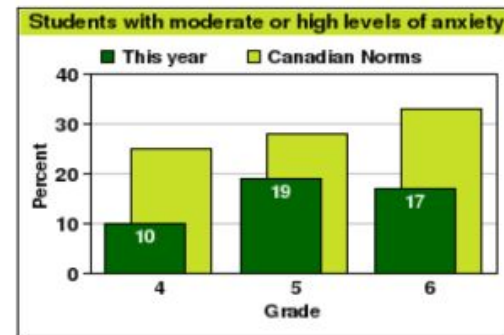
We appreciate the feedback from our parents! This year, we only had 41 responses, but the responses do show a consistent theme of feeling welcome, supported, and safe. Parents support learning at home with regards to home reading programs and homework, but not online learning. We also value having our students in the building and prefer to build community in-person. We welcome more participants to provide feedback next year!

Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

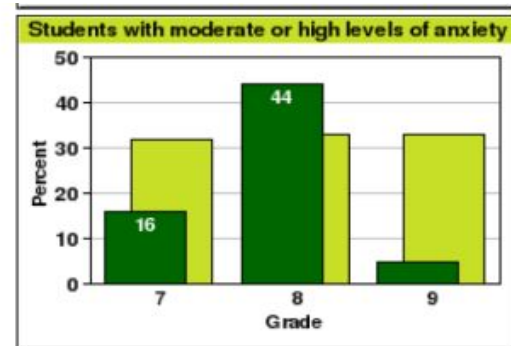
- 15% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 32% of the girls and 5% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.



Students with moderate or high levels of anxiety

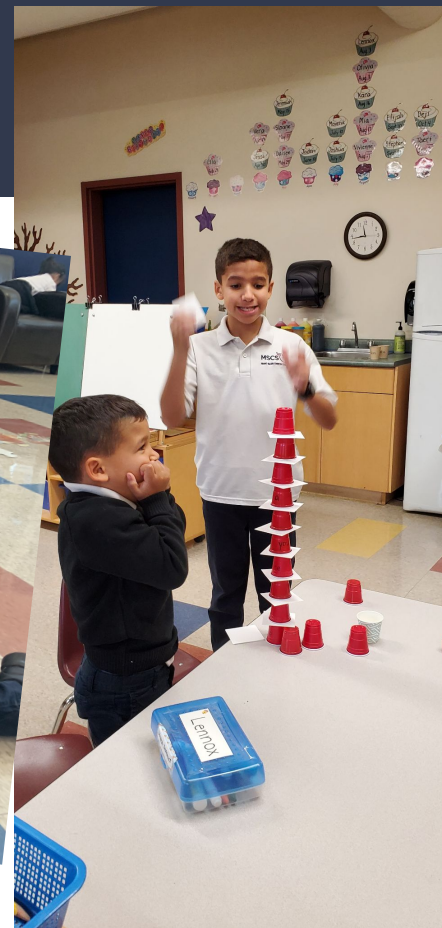
Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 21% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 33%.
- 32% of the girls and 8% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 47% and for boys is 19%.



Our staff, coaches, counselor, and Making Connections Worker all work alongside each other to provide a safe space for students to work through any concerns or anxieties they may have. Through prayer, conversation, and a variety of mental health support strategies, we are helping our students learn how to advocate for their needs and build resiliency.

We love our buddies program!



School Goals – Goal #2

Students at Menno Simons will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

Why is this important?

Menno Simons strives to provide high standards of academic and personal learning experiences. We understand that all students are unique and wonderfully made and that we all learn in different ways. Our staff focus on meeting each child where they are at and work alongside them to teach for understanding, develop a growth mindset, and encourage independence.

Targeted Areas:

- 1. K-9 literacy program**
- 2. EAL program**
- 3. 1-3 literacy/numeracy interventions**

PD Focus:

- EAL strategies
- Mental Math strategies
- New curriculum
- Building Thinking Classrooms book study

Goal #2: How did we do? How do we know?

School Events/Opportunities:

- Writers' Workshop and Readers' Workshop
- Athletics and mental math strategies
- Lively Letters program was implemented in Division 1
- Updating the books and resources within each classroom
- Administrators and LST connecting consistently with admin and LST from other schools - discussing best practices and updated research

What we see:

- Students feeling comfortable and confident in advocating for their learning needs
- Love for reading
- Students are able to communicate literacy strengths and goals
- EAL small group pullouts across the building
- There is a noticeable disruption in the flow from old curriculum to new curriculum. We will continue to assess and monitor to help fill in the gaps as we fully transition to the new curriculum.
- Increase in our Fraser report standings - moving back towards our normal average. Fluctuation is normal for a small school. We do not restrict enrolment of students who require extra supports (IPPs) or who are EAL (English as an Additional Language). Our teachers have a good understanding of how our students learn and are able to challenge them where they are at.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9936 Menno Simons Christian School

Assurance Domain	Measure	Menno Simons Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.0	85.1	91.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.8	90.8	93.6	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	95.8	89.5	89.5	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	54.2	31.6	31.6	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	86.5	92.5	92.5	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	39.6	26.3	26.3	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	Education Quality	90.2	92.4	94.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	93.9	96.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	86.5	84.7	86.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	87.5	85.6	81.0	79.5	79.1	78.9	Very High	Maintained	Excellent

Student Learning Engagement has declined slightly from last year to this year according to student feedback. Teacher and parent feedback remains strong. We will continue to dialogue with our students and families to keep making learning engaging at Menno. Watch for some new clubs, options, and experiential learning opportunities in the new year (based on parent and student feedback)!

Our PAT results continue to rate very high from year to year. As a school, we try our best to meet our students learning needs and challenge them within each class.

Did you know...?

→ **The students and staff of Menno Simons plan to participate in a number of service opportunities this year!**

Penpals and visits with Carewest residents, Operation Christmas Child through Samaritan's Purse, connections with MCC, Brown Bagging for Calgary Kids, Neighbourhood Snow Angels, and Friends of the Mennonite Centre in the Ukraine

→ **Our JH students have the opportunity to participate on a number of athletic teams and activities?**

Cross Country, Volleyball, Basketball, Badminton, and Track & Field.



Did you know...?



→ **The vending machines in our building are actually used as a fundraiser?**

Funds from our vending machines are donated each year to Friends of the Mennonite Centre in the Ukraine. We love finding ways to create service opportunities out of things we use in our daily routine! The funds we raise during our Penny Carnival also go to support the Friends of the Mennonite Centre in the Ukraine.

→ **The Menno Society Board provides increased support in a number of ways that impact every student's learning experience**

This year, our board is supporting us by providing extra EA time, extra teacher time to bring in a literacy/numeracy support teacher, updated books within each classroom, new science equipment across the school, and supporting the purchase of a new health curriculum for Grades K-5 that has a focus on social emotional learning. This is on top of their ongoing support to our building, staffing, supplies, Christian Studies, and chromebook support.

Did you know...?

→ **Menno has an incredible team of individuals and specialists who all work together to create the best learning environment for our students we can!**

In 2023/24, we had 1 principal, 1 Learning Support teacher, 12 additional teachers, 3 Educational Assistants, Front Office Administrator, Librarian, Executive Director, 3 additional Society staff, Family School Liaison Counselor, and a Making Connections Worker.

Our principal even appears as a Mustang for big events!

