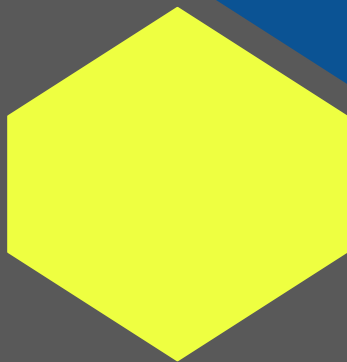
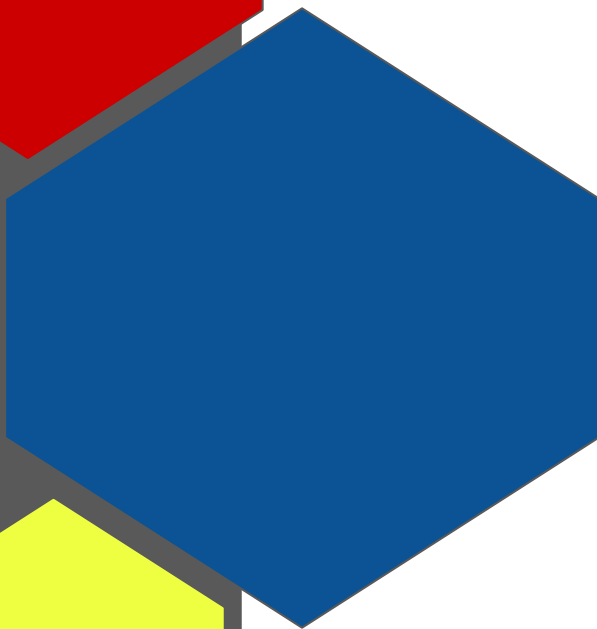




# Prairie Mennonite Alternative School

Principal: Simonjay Moreton

Date: October 5, 2021





# School Demographics

School Address: 1970 19th Ave S.E Medicine Hat

School Website:  
<https://praiemennonite.myprps.com>

Enrolment Numbers: 71.5 K-9

Staffing Numbers: 13

Number of Buses: 2

School Facebook Page: PMAS School

## School Mission Statement:

Our Mission as a school community is to provide an inclusive environment in which cultural heritage and traditions are preserved while promoting the value of K - 12 education through experiences that inspire possibilities. We do this by developing student skills and knowledge in a supportive and caring environment where individual differences are respected and encouraged.

## Other Important School Facts/Information:

Our school population is 100% Low German speaking Mennonites. The majority of our students live in Redcliff with about 20% of our school's population coming from Medicine Hat and rural areas around Medicine Hat. Our school offers a German opening every morning, the students during this time study their catechism as well the students have a German class daily where they study German through use of religious text.



# Stakeholder Engagement

Prairie Mennonite Alternative School's plan for the 2021/2022 school year was created in consultation with a number of stakeholder groups that includes the following:

## A. Teachers

Teachers were highly involved creating these goals. Staff work collaboratively during staff meetings, SI days and CRM working periods to create these goals, researching resources, attending PD and assessing and tracking progress in 'our school' in relationship to these goals.

## A. Support Staff

When able we include the support staff into our meeting process and encourage this staff to work in close conjunction with the teaching staff in delivering appropriate, goal promoting programming to the student.

## C. School Council

After the presentation of our school's goals in the years first parent council meeting a teacher, in subsequent meetings will then highlight methods we are using in the classroom to move towards success in our school goals. We are in close contact with our Schults (parent council leaders) to make sure the goals are in line with needs and wants of the community we serve. As of November 13th, 2019 we have established a school council as per regulations of Alberta School Councils' Association. A fundraising committee will be formed in the new year.

## D. Community Groups

As we are a new school in a new community we are trying to create new partnerships with facilities and organizations in Medicine Hat while continuing to working with the agencies we have already built strong relationships with ie: the Lions club, Alberta Health services Medicine Hat college trades and nursing programs, We are open to new kinds of presentations and fostering new partnerships under new AHS guidelines during this unprecedented times.

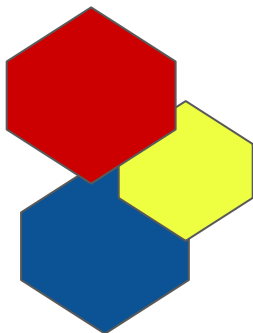
# Accountability Pillar

The *Accountability Pillar* provides a way for schools to measure success, assess their progress towards meeting learning goals, identify areas that need improvement and set future priorities.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 2263 Prairie Mennonite Alternative School**



| Measure Category                                              | Measure                                                    | Prairie Mennonite Alternative |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |         |
|---------------------------------------------------------------|------------------------------------------------------------|-------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
|                                                               |                                                            | Current Result                | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall |
| Safe and Caring Schools                                       | <a href="#">Safe and Caring</a>                            | 94.1                          | n/a              | n/a                 | 89.4           | 89.0             | 89.2                | Very High          | n/a         | n/a     |
| Student Learning Opportunities                                | <a href="#">Program of Studies</a>                         | 71.1                          | n/a              | n/a                 | 82.4           | 82.2             | 82.0                | Low                | n/a         | n/a     |
|                                                               | <a href="#">Education Quality</a>                          | 94.8                          | n/a              | n/a                 | 90.3           | 90.2             | 90.1                | Very High          | n/a         | n/a     |
|                                                               | <a href="#">Drop Out Rate</a>                              | n/a                           | n/a              | n/a                 | 2.7            | 2.6              | 2.7                 | n/a                | n/a         | n/a     |
|                                                               | <a href="#">High School Completion Rate (3 yr)</a>         | n/a                           | n/a              | n/a                 | 79.7           | 79.1             | 78.4                | n/a                | n/a         | n/a     |
| Student Learning Achievement (Grades K-9)                     | <a href="#">PAT: Acceptable</a>                            | n/a                           | n/a              | n/a                 | 73.8           | 73.6             | 73.6                | n/a                | n/a         | n/a     |
|                                                               | <a href="#">PAT: Excellence</a>                            | n/a                           | n/a              | n/a                 | 20.6           | 19.9             | 19.6                | n/a                | n/a         | n/a     |
| Student Learning Achievement (Grades 10-12)                   | <a href="#">Diploma: Acceptable</a>                        | n/a                           | n/a              | n/a                 | 83.6           | 83.7             | 83.1                | n/a                | n/a         | n/a     |
|                                                               | <a href="#">Diploma: Excellence</a>                        | n/a                           | n/a              | n/a                 | 24.0           | 24.2             | 22.5                | n/a                | n/a         | n/a     |
|                                                               | <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                           | n/a              | n/a                 | 56.4           | 56.3             | 55.6                | n/a                | n/a         | n/a     |
|                                                               | <a href="#">Rutherford Scholarship Eligibility Rate</a>    | n/a                           | n/a              | n/a                 | 66.6           | 64.8             | 63.5                | n/a                | n/a         | n/a     |
| Preparation for Lifelong Learning, World of Work, Citizenship | <a href="#">Transition Rate (6 yr)</a>                     | n/a                           | n/a              | n/a                 | 60.1           | 59.0             | 58.5                | n/a                | n/a         | n/a     |
|                                                               | <a href="#">Work Preparation</a>                           | 70.0                          | n/a              | n/a                 | 84.1           | 83.0             | 82.7                | Low                | n/a         | n/a     |
|                                                               | <a href="#">Citizenship</a>                                | 90.0                          | n/a              | n/a                 | 83.3           | 82.9             | 83.2                | Very High          | n/a         | n/a     |
| Parental Involvement                                          | <a href="#">Parental Involvement</a>                       | 95.9                          | n/a              | n/a                 | 81.8           | 81.3             | 81.2                | Very High          | n/a         | n/a     |
| Continuous Improvement                                        | <a href="#">School Improvement</a>                         | 95.0                          | n/a              | n/a                 | 81.5           | 81.0             | 80.9                | Very High          | n/a         | n/a     |



## Alberta Education Resources:

- [Accountability Pillar Fact Sheet](#)
- [Measuring the Quality of Your Child's Education](#)
- [Renewed Funding Framework](#)

# School Budget 2021- 2022

| <u>CATEGORIES</u>         | <u>AMOUNT</u> |
|---------------------------|---------------|
|                           |               |
| STAFFING PURCHASED        | \$2,841.00    |
| PROFESSIONAL DEVELOPMENT  | \$0.00        |
| SUB COSTS                 | \$3,480.00    |
| FURNITURE & EQUIPMENT     | \$500.00      |
| SUPPLIES                  | \$8,838.00    |
| TEXTBOOKS & LIBRARY BOOKS | \$1,500.00    |
| OTHER                     | \$6,754.00    |

Chart Title

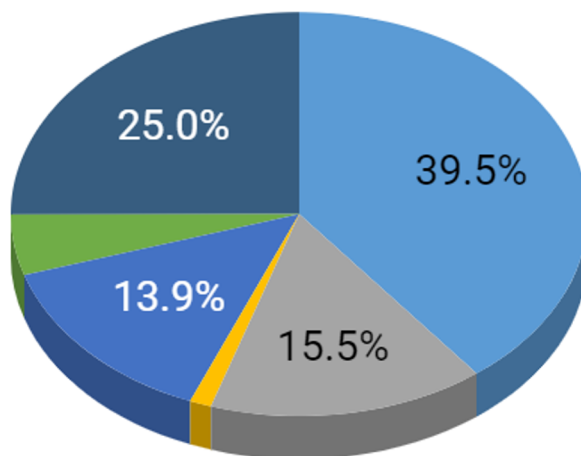


- STAFFING PURCHASED
- SUB COSTS
- SUPPLIES
- OTHER
- PROFESSIONAL DEVELOPMENT
- FURNITURE & EQUIPMENT
- TEXTBOOKS & LIBRARY BOOKS

# School Budget

| Prairie Mennonite Budget 2020-2021 |               |
|------------------------------------|---------------|
| <u>CATEGORIES</u>                  | <u>AMOUNT</u> |
| STAFFING PURCHASED                 | \$ 16,270.00  |
| PROFESSIONAL DEVELOPMENT           | \$ -          |
| SUB COSTS                          | \$ 6,390.00   |
| FURNITURE & EQUIPMENT              | \$ 500.00     |
| SUPPLIES                           | \$ 5,750.00   |
| TEXTBOOKS & LIBRARY BOOKS          | \$ 2,000.00   |
| OTHER                              | \$ 10,320.00  |

## SCHOOL SPENDING





## Division Goals

**Literacy:** All Prairie Rose Students will demonstrate growth in their ability to use literacy strategies to extract information and apply and share their learning in a variety of contexts.

**Deeper Learning:** PMAS definition of Deeper learning is to connect students with learning through hands-on exploration and promote inquiry as we apply what we already know with what we are learning to make sense of our world and where we fit in.

## School Goal(s)

**German Goal:** Students will express their knowledge and understanding of German Catechism in German opening as well as in German classes leveled per grade.

**Inspiring Possibilities** - exposing students to opportunities and experiences such as career exploration ideas/ trade shows and workshops at the college, museums, and guest speakers to help our students experience learning through different contexts. These experiences will also be used to broaden our students' point of view that they will incorporate into their writing.

**Promote higher education goal:** Students will be taught the value of education and that there are benefits to obtaining an education higher than Grade 9.

# Strategies

The following strategies will be used by Prairie Mennonite Alternative School to achieve the Goals outlined on the previous page:

## Literacy Goal Strategies:

1. Improve Reading Comprehension - Students will demonstrate their understanding of what they have read by: Answering Questions, Predicting, Summarizing/Retelling, Identifying parts of story/text and Making connections with text.
2. We will use the student's RIT score from their MAP assessments to track student progress.
3. Use differentiated leveled dictionaries to learn new subject specific vocabulary and tie it to a picture and a learning context
  - K - 1 focus on sight words reinforced with concept posters and word wall
  - 2- 3 focus on beginning sounds linked to new vocabulary - Picture/example sentence/definition  
Also use Wordly Wise with reading comprehension exercises
  - Grades 4 and 5 - personal dictionaries which they can refer to when writing
  - Grades 6 - 9 - Quizlet - Subject content vocabulary and word work
  - For Junior high - Math dictionary
1. Use K.W.L. PLUS "How Does this Apply to my Life" template created by teachers last year.

-Work on summarizing ideas (Cornell notes - PD)

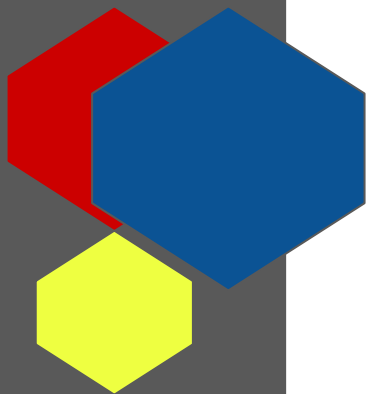
-No Red Ink program for Junior high (need chromebooks)

Div 2 - Language Arts - spelling tic tac toe - increase spelling practise linked to word work and vocabulary context  
Elementary Blended Structure style of writing - sentence openers, figurative language, different clauses, root words and basic grammar

Jolly Phonics - K - 3 (Discussion with Corrine and Katie)

Lips program for elementary to show how mouth moves to phonetically pronounce sounds





# Strategies

## Deeper Learning Goal Strategies:

- Students will be able to think critically to solve complex problems.
- Summarize what they learned at the end of the lesson/day in a sentence or two
- Apply what they learned in other contexts such as solving word problems in math or creating an artifact such as a diorama, video reenactment, or another tangible project to demonstrate their learning and application of knowledge.

## Inspiring Possibilities Goal Strategies:

- Students will participate in activities and experiences around Medicine Hat – visiting a farm, going to Medalta, mini golf, escape room .....
- Students will incorporate these experiences in a writeup to be posted on school facebook and develop a newsletter to be taken home
- Slideshow for school council
- Improve the quality of work and connections students are able to make in their writing
- Improve quality posts on facebook/newsletters
- Recruit new families to enroll in PMAS



# Measurement / Targets

The following tools were used to measure the success and effectiveness of the strategies identified

## Goal One (Literacy)

- KWL steps
- Pre and Post unit vocab tests
- Observed use of word walls and transfer to daily writing
- Use of Growth Mindset language within the school continued in each class
- Number of students reading at grade level (incorporated into final table at end of document)

## Goal Two (Deeper Learning) - Demonstration of Deeper Learning

- Project based to extend learning at the individual level
- Projects that reflect the literature (ie. dioramas)
- Increased connections between the students and the text
- Math and Science - connecting to how something is applicable in real life - such as hydraulics and mechanic
- Guest speakers to talk about how concepts are used in the real world jobs

## Goal Three (Inspiring Possibilities)

- Number of events and activities students participate in
- Student writing and connecting either in newsletter or in school projects
- Junior high options with Medicine hat possibility(Tracy)
- Career exploration/options - Grade 6 and up.
- -Dedicated project based Wednesday afternoon
- 6 or 8 week mini units - tied into business entrepreneur based around holidays

## Goal Four Promote higher education goal:

- Newsletters to parents with pictures that education is linked to jobs and money such as How to pick a book (promote literacy with kids at home)
- Susy - Graduated and better presence in English speaking classes - translation and comprehension support to the teacher
- **Medicine hat career fair for JH**
- **German Liaison working with the school and parents**

# Resources Required

## (Identify Any Resources Used)

- Cornell notetaking system – PD
- MAP and MIPI testing on the computer (Just approved by both Shultz)
- Connecting with Medicine hat college
- Money and equipment to implement an options class once a week for grades 6 to 9 students.



# Assurance Data / School Review Goals & Strategies

1. Recommendation Increase the number of opportunities for students to develop skills that they can use outside of school.

Strategies:

- Implement an Options program once a week
- Student council program - create theme days such as healthy school cup - contests to give students leadership + voice
- Intramural sports - organizing tournament leadership and coaching opportunity - able to develop teamwork and negotiation skills

Measurements: Actively implementing the strategies above and student engagement

Recommendation: Incorporate more technology into classes

Strategies: use technology to screen students in their literacy and numeracy skills and the possibility of using a low german bible app to facilitate the learning of German catechism

Measurements: More occurrences of students using more technology in school

Recommendation: Promote external services to support students and staff.

Strategies: Connect with Health services, Medicine hat college etc.

Measurements:



# Results

The following results were achieved in June 2021

| Grade | Students below reading level |
|-------|------------------------------|
| 1     | 9                            |
| 2     | 5                            |
| 3     | 5                            |
| 4     | 6                            |
| 5     | 5                            |
| 6     | 13                           |
| 7     | 3                            |
| 8     | 3                            |
| 9     |                              |

| Grade | Students below 60% on MIPI |
|-------|----------------------------|
| 1     | N/A                        |
| 2     |                            |
| 3     |                            |
| 4     | 1                          |
| 5     | 0                          |
| 6     | 6                          |
| 7     | 5                          |
| 8     | 1                          |
| 9     | 2                          |

## Additional Comments

As this is a living document we will be referring back to this plan frequently. In these uncertain times we will be working to manage and promote both of these school goals if a remote learning situation presents itself again this year. We are spending SI time as well as collaborative time to get activities pre packaged materials to sustain our progress in these goal areas.

# Staff Learning

## SI Day Learning Schedule

2021-2022 Year

| SI Day | Identified Strategy         | SI Learning Activity | Comments |
|--------|-----------------------------|----------------------|----------|
| 1      | Summary Tactics             |                      |          |
| 2      | Jolly Phonics               |                      |          |
| 3      | Lips                        |                      |          |
| 4      | Secret stories<br>(Corrine) |                      |          |
| 5      |                             |                      |          |
|        |                             |                      |          |

## Other Professional Development

2021-2022 Year

| Date | Identified Strategy   | Learning Opportunity | Comments |
|------|-----------------------|----------------------|----------|
| 1    | Marshmallow challenge | Team work            |          |
| 2    | Breakout room         | Team work            |          |
| 3    |                       |                      |          |
| 4    |                       |                      |          |
| 5    |                       |                      |          |
|      |                       |                      |          |



## Stakeholder Sign Off

The (year) plan was presented to the (school name) School Council on (date).

Principal: (name)

---

(Signature)

School Council Chair: (name)

---

(Signature)

Date: (insert date)