

# Menno-Simons Community School



Annual Education Results Report 2019-2020 &  
Three Year Education Plan

## Combined Accountability Pillar Overall Summary – May 2020

Measure Category	Measure	Menno-Simons Community School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	Safe and Caring	92.0	90.5	89.4	89.4	89.0	89.2
Student Learning Opportunities	Program of Studies	77.2	70.7	73.1	82.4	82.2	82.0
	Education Quality	91.9	87.5	88.5	90.3	90.2	90.1
	Drop Out Rate	8.2	10.6	4.8	2.7	2.6	2.7
	High School Completion Rate (3 yr)	67.0	*	n/a	79.7	79.1	78.4
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	51.6	58.2	n/a	73.8	73.6
	PAT: Excellence	n/a	1.6	4.6	n/a	20.6	20.0
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	47.8	61.4	n/a	83.6	83.4
	Diploma: Excellence	n/a	4.3	7.2	n/a	24.0	23.5
	Diploma Exam Participation Rate (4+ Exams)	0.0	*	n/a	56.4	56.3	55.6
	Rutherford Scholarship Eligibility Rate	33.3	66.7	66.7	66.6	64.8	63.5
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5
	Work Preparation	82.1	85.0	83.0	84.1	83.0	82.7
	Citizenship	91.1	93.6	88.7	83.3	82.9	83.2
Parental Involvement	Parental Involvement	91.7	80.1	83.6	81.8	81.3	81.2
Continuous Improvement	School Improvement	92.5	89.7	82.9	81.5	81.0	80.9

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort

## Outcome One: Alberta's students are successful

Performance Measure	Results in %s					Target
	2016	2017	2018	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	35.6	68.3	54.7	51.6	n/a	71
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.0	7.7	4.7	1.6	n/a	12

### Comment on Results

Due to Covid-19 pandemic, students did not write the 2020 PATs (or Diploma exams) this year

### Strategies

Continue to analyze the PAT exams to determine specific challenges our students face as they approach this standardized test.  
 Continue to utilize reading intervention programs and supports for emerging and struggling readers. Continue to implement:

- o Descriptive feedback and consistent marking rubrics across all grade levels
- o High quality exemplars

Incorporate daily success blocks for students in Junior High and High School and periods of study time for elementary students.  
 Incorporate strategies for analyzing text and memorization of key facts across all subject areas.

- o Implement cross-curricular reading focus in Junior High Science and Social Studies for better examination of text-heavy subjects.

Investigate Read/Write Google as a tool for students who have additional challenges with the writing component. Increase overall levels of reading proficiency by:

- o Implementing a literacy Block, LLI, and BAS assessment
- o Building overall confidence in language acquisition
- o Embedding collaborative literacy teaching and learning time
- o Purchasing informational texts and LLI kits for classrooms
- o Establishing a school literacy team

Celebrating students successes and achievements across all areas of curriculum. Investigate strategies of how to avoid cycling Science 6 and Social 6 in future.

Provide opportunities for continual review of ongoing student achievement data (report cards, reading records, BAS) to improve student achievement in the existing areas of challenge.

Implement essential skill building interventions for struggling students using class time and success block.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in %s)					Target
	2016	2017	2018	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	75	47.8	n/a	79
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	10	4.3	n/a	10

Performance Measure	Results (in %s)					Target
	2016	2017	2018	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	*	*	67	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	3.7	10.6	8.2	n/a	3.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	40
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	66.7	33.3	n/a	34
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	0.0	n/a	55

**Comment on Results**

Due to Covid-19 pandemic, students didn't write 2020 diploma exams

**Strategies**

- o Continue to promote participation in trades events such as the trades fair and trades camp, held at GPRC Campus in
- o Promote participation at college and university via GPRC Welcomes the North held at GPRC Campus in Grande Prairie. o Continue to explore the opportunities of work experience and green certificate.
- o Celebrate student success in academics via secondary awards nights
- o Continue to have annual and semi-annual conversations with students in grades 9 – 11 about plans for their education. o Continue to target trades training when possible, considering the constraints of renovations in the current school year. o Collaborate with other High Schools to offer programming through blended learning
  - o Explore options for more in-house courses
- o Work on the retention of Option B Home School Students by
  - o Providing space for students to work on campus
  - o Implementing entrance and exit meetings to keep students accountable
  - o Hold meetings with Option B stakeholders to discuss options and pathways in an Open-House format

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
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6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in %s)					Target
	2016	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.4	83	89.6	93.6	91.1	92
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.	86.7	68.3	95.8	85	82.1	95

<p><b>Comment on Results</b>  <i>Our students excelled in being active citizens at school, and they continually showed positive attitudes and behaviours to make them successful at work.</i></p>
<p><b>Strategies</b>  <i>Continue to encourage open communication with parents regarding the benefits of their child's education Inviting and encouraging the community to be part of our school through</i>  <i>Student activities</i>  <i>Performances</i>  <i>Luncheons</i>  <i>Sports</i>  <i>Open Houses</i>  <i>Further develop meaningful relationship with the community and positive outlooks towards enrolling at MSCS Actively celebrate student successes</i>  <i>Use Parents Matter Week to celebrate student successes.</i>  <i>Continue the established formal student council to continue to allow students more direct influence on their school experience and expand it to elementary students.</i></p>

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in %s)					Target
	2016	2017	2018	2019	2020	2021
Percentage of teacher, parent and students that agree 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.	88.4	83.6	93.9	90.5	92	95

### Comment on Results

*Our scores represent that students are safe in school and have learned the importance of caring for others and showing respect to each other and the school environment.*

### Strategies

#### **Further develop meaningful relationship with the community and positive outlooks towards enrolling at MSCS**

- o Inviting and encouraging the community to be part of our school through o Student activities
  - o Performances
  - o Luncheons
  - o Sports
  - o Open Houses
- o Continue to encourage parental collaboration and good communication between School Council and School Community. o Continue to foster respectful classroom environments across all curriculum areas
- o Supporting students in areas of need by taking responsibility for all students across all grades and staff members by implementing the three dimensions of Collaborative Response Models:
  - o Meetings
  - o Assessment
  - o Pyramid of interventions

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## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in %s)					Target
	2016	2017	2018	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	70.1	69.5	79.1	70.7	77.2	82

<p><b>Comment on Results</b>  <i>A better description of what a Broad Program of Studies means contributed to this higher result, as well as listening to parent and student requests for other opportunities for education.</i></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>○ Continue to offer access to private piano lessons</li> <li>○ Continue to offer German instruction in Div. I and Div.II.</li> <li>○ The Menno Simons Renovations will enhance our capacity to offer CTS/CTF programming in collaboration with the</li> <li>○ Continue to offer opportunity for students to participate in after-school sports.</li> <li>○ Offer the opportunity for students in Div. IV to explore different, individualized courses via ADLC, Green Certificate, and</li> <li>○ Using Success Block, Lunch, and Recess time as an opportunity to join various student clubs.</li> </ul>

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## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in %s)					Target
	2016	2017	2018	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.4	70.2	88.9	89.7	92.5	92
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.5	83.1	87.5	80.1	91.7	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.2	83.3	94.6	87.5	91.9	92

### Comment on Results

*The school renovations played a part in perceived improvement. Parents and teachers continue to be satisfied with the input they have in the decisions we make about their children's education.*

### Strategies

Continue to provide parent friendly, attractive and readable copy newsletters.  
 Continue to involve parents in school events as much as possible.  
 Continue to collaborate with School Council in as many ventures as possible.  
 Many services are in transit as we are in renovations. Services will improve when the facility is complete.

### Notes:

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3. Me) survey tool.



## Local Outcome Six: Positive Safety Attitudes

Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders

Performance Measures	Results (in %s)				Targets
	2017	2018	2019	2020	2021
Inspections are completed monthly as per our Divisional Health & Safety manual	n/a	n/a	n/a	n/a	80%
Assigned training shall be completed and tracked through PSW	n/a	n/a	n/a	86%	90%
Percentage of sites that show reported incidents and near misses on PSW	n/a	n/a	85%	85%	95%
Percentage of sites that successfully provided safety education/activities monthly	n/a	n/a	63%	46%	95%
Percentage of sites that successfully complete 6 fire alarm drills and 2 lockdown drills	n/a	n/a	67%	42%	95%

### Comment on Results

Results show that we had strong reporting on our safety measures during the first semester of the school year. Incident reporting on Public School Works was being completed diligently by our schools. During the COVID 19 pandemic the dynamic of education changed; teachers were forced to create new learning plans to address the needs of our students learning from home. This resulted in school local outcome 5 activities and drills being reduced as schools refocused efforts on our pandemic response.

### Strategies

- The divisional Health and Safety Manual that includes awareness and compliance of Occupational Health and Safety Legislation will be reviewed by the Joint Worksite Health and Safety Committee and maintained annually.
- Sites will provide meaningful, monthly education/activities for students and staff with direction, support, and resources from the division.
- Communicate the use of Public School Works (PSW) as a tool for Health and Safety.
- Monthly safety messages from September through June will be divisionally developed for sites.
- Safety and Wellness Coordinator will be available to meet and will provide support and resources on safety matters in meeting OH&S compliance.

# Budget Report

Peace River School Division No. 10  
2020-2021 Spring Budget

## SCHOOL: Menno Simons School

### Revenue And Allocations To Budget Center

AB ED: Service & Supports	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Funding Framework Allocation	\$48,800	
<b>Total AB ED: Service &amp; Supports</b>	<b>\$48,800</b>	
<b>% of Revenue And Allocations To Budget Center</b>	<b>100%</b>	

AB ED: Base Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Base Funding	\$0	\$52,500
<b>% of Revenue And Allocations To Budget Center</b>	<b>0%</b>	<b>102%</b>

Transfers	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Transfer: Un-certificated PD	\$0	(\$1,220)
<b>Total Transfers</b>	<b>\$0</b>	<b>(\$1,220)</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>0%</b>	<b>-2%</b>

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$48,800</b>	<b>\$51,280</b>
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### Expenditures

Other Staffing Costs	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Certificated Sub Cost	\$3,552	\$3,552
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	16.00Days	16.00Days
School Based Certificated Sub Benefits	\$355	\$355
School Based Certificated Sub Cost	\$3,552	\$3,552
Sub Teacher Benefit Rates	0.1000Factor	0.1000Factor
Uncertified Subs and Additional Hours	\$0	\$1,000
<b>Total Other Staffing Costs</b>	<b>\$3,907</b>	<b>\$4,907</b>
<b>% of Expenditures</b>	<b>8%</b>	<b>10%</b>

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Certificated Inservice/Reg Fees	\$800	\$800
Uncertificated Inservice/Reg Fees	\$250	\$570
Student Awards	\$1,000	\$1,000
Postage & Phone	\$300	\$300
Advertising	\$600	\$600
Expense Reimbursement	\$4,300	\$4,300
Field Trips	\$4,000	\$4,000
Contracted Building Grounds Maintenance	\$1,200	\$1,200
Contracted Equipment & Vehicle Maintenance	\$2,000	\$2,000
<b>Total Contracted Services</b>	<b>\$14,450</b>	<b>\$14,770</b>
<b>% of Expenditures</b>	<b>30%</b>	<b>29%</b>

Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
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\* - See the notes section for details about Line Item notes on this page

Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Supplies	\$24,023	\$23,597
Library Supplies (Minimum Standard)	\$0	\$1,586
ECS Enrolment	0Students	13Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	0.00Students	109.00Students
Library Supplies	\$1,612	\$1,612
Furniture & Equipment	\$4,808	\$4,808
<b>Total Supplies</b>	<b>\$30,443</b>	<b>\$31,603</b>
<b>% of Expenditures</b>	<b>62%</b>	<b>62%</b>

<b>Total Expenditures</b>	<b>\$48,800</b>	<b>\$51,280</b>
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**Summary**

	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total Revenues and Allocations To Budget	\$48,800	\$51,280
Total Expenditures	\$48,800	\$51,280
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

**Notes**

\* - See the notes section for details about Line Item notes on this page