



St. Paul Education

New Myrnam School

2022/23-2025/26

Education Plan





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MISSION STATEMENT

Working together to inspire and empower our students to succeed.

MOTTO

Striving For Excellence

VISION

Our students are ethical citizens, critical thinkers, and leaders of tomorrow.

VALUES

- We value students first.
- We value life-long learning.
- We value high-quality teaching and service from all those who care for and support our students.
- We value authentic opportunities for learning and preparing students for the world.
- We value safe, welcoming, and caring environments. When a student is in the greatest need we will provide the greatest support.
- We respect the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness.
- We value genuine relationships with students, families, staff, and communities.
- We value the uniqueness of all and respect cultural, linguistic, spiritual, and religious diversity.
- We value collaboration, open communication, and transparency.
- We value integrity and we are accountable.



CONTEXTUAL INFORMATION

Geographically and demographically, New Myrnam School and Myrnam Outreach and Homeschool Centre serve students located within the community of Myrnam and surrounding rural areas, as well as students from different regions in the province through distance learning programs. Approximately 30% of our student population identify as Mennonite. In 2018, Myrnam Outreach and Homeschool Centre was established in order to provide increased choice in educational programming to students in our area and beyond. For the past several years, our school has focused on hands-on learning in trades education and CTS areas to increase student engagement. We have also adopted a project-based approach to learning which allows for authentic learning experiences and assessments to guide instruction.

In 1995, parent and community stakeholders initiated the amalgamation of five school boards into what is now St. Paul Education. In doing so, St. Paul Education became the only school division in Alberta to operate both separate and public schools under one board. The Division's religious, linguistic and cultural diversity is a source of strength and pride. The programming offered at New Myrnam School and Myrnam Outreach and Homeschool Centre is a natural extension of SPERD's inclusive and diverse makeup.

We serve 197 students (K-12), including Mennonite, Outreach, Distance Learning and Home Education students. Our two school sites are staffed by 13 FTE teaching staff and 12 support staff (includes secretaries, educational assistants, custodians, librarians, maintenance personnel, liaison workers, and technicians).

STAKEHOLDER ENGAGEMENT

Clear, transparent communication and stakeholder engagement is a long-standing priority for our school's administrative team. The 2022-2023 to 2025-2026 Education Plan was informed from the following ongoing and new engagement activities or sources:

- School council meetings held every two months or more during which parents are consulted about concerns
- Regular communication with our Mennonite Liaison
- Frequent short meetings by Zoom with school-based teams of teachers and/or support staff
- Regular contact with the Family School Liaison Worker.
- Annual meetings with bus drivers and bus contractors.



Goal One: St. Paul Education students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

Strategies

-Encourage school/community programming for early childhood through the Family Resource Network, FCSS, Northern Lights Library System, and other community partners to address the gap in services available in the community. Preschool-aged children deserve a strong start and connection to the school and community resources.

- Use of student portfolios from K-9 as diagnostic and summative assessment tools in literacy and numeracy. A battery of literacy assessments provides a range of data from which to inform teaching.

- Continue to implement a school-based Literacy committee to review literacy assessment and instruction practices across grade levels. This committee will also review and select appropriate literacy screening and assessment tools to monitor student learning and growth in literacy. Consult with literacy consultant Lana Lane as part of school-wide PD plan to align literacy practices across grade levels

- Expand remote digital learning opportunities through Myrnam Outreach and Home Education Centre. Pilot digital courses in Moodle for students to learn synchronously or asynchronously where in-person instruction is not possible or preferable.

- Continue use of the FSLW to address student Mental Health concerns and make referrals to outside agencies and supports as necessary. Access the Success Coach program for preventative presentations and education opportunities to build student resiliency.

- Place in-person calls home/texts to verify student absences every day. Track chronic attendance concerns and work with families, division office, and the Office of Student Attendance and Re-Engagement as needed.

- Maintain career counseling program and My Blueprint for all high school students. Continue regular meetings between administration and career

Provincial Measures
-PATs and Diplomas
(acceptable and standard of excellence)
-Academic Engagement
-Access to Supports and Services
-3 and 5 year High School Completion results
- Post-secondary Transition Rate



counselor to track student goals, progress, and success throughout the year.

- Use flexible and creative timetabling to ensure students have access to a variety of academic and supplementary programs and courses.

- Continue focus on project-based and hands-on learning opportunities to increase student engagements and provide professional development opportunities on authentic assessments and instructional design.

- Build relationships and partnerships with community employers and post-secondary institutions to encourage students to take advantage of RAP and Dual Credit programming to assist with transitioning students to post-secondary.

Provincial Measure: PATs and Diplomas (acceptable and standard of excellence)

Due to the cancellation of these exams in recent years during the COVID-19 pandemic, students are being exposed to these types of assessments for the first time. We will watch closely to see what results indicate about areas for student growth and achievement as results are released.

Provincial Measure: Student Learning Engagement

Overall (parent, student and teacher) results for our school in 2021 were 89.6% in agreement, compared with 85.6% province-wide. We feel that this is an area of strength for our school but want to continue to work towards increased student engagement.

Provincial Measure: Access to Supports and Services

Overall, our school scored at 88% in this area, compared with 82.6 province-wide and 80.6 division-wide. We feel students have adequate access to supports and services despite our rural location and small population, and we will continue to work with school staff, community partners and agencies to expand access to supports.

Goal Two: FNMI students attending St. Paul Education schools are successful

Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.



Strategies

- Review and implement [SPERD's Journey Toward Truth & Reconciliation Plan](#)
- Build capacity of in-school staff to deliver culturally-appropriate lessons and material
- Develop land-based education programming
- Work with cultural advisors to increase awareness and educational opportunities regarding Indigenous perspectives and historical/societal implications of treaties and legislation.
- Dedicate time at each staff meeting for FNMI committee report and discussion of concerns or initiatives to increase engagement and outcomes for FNMI learners.
- Work with our career counsellor to access specified programs and post-secondary funding opportunities for Indigenous youth.
- Students in grades 7-12 will complete the Blanket Exercise and tour Blue Quills former residential school site on a rotational basis.



- Local Measures**
- Increased frequency of events and activities with Indigenous representation and focus.
 - FNMI student high school completion rate
 - FNMI post-secondary transition rate



Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders

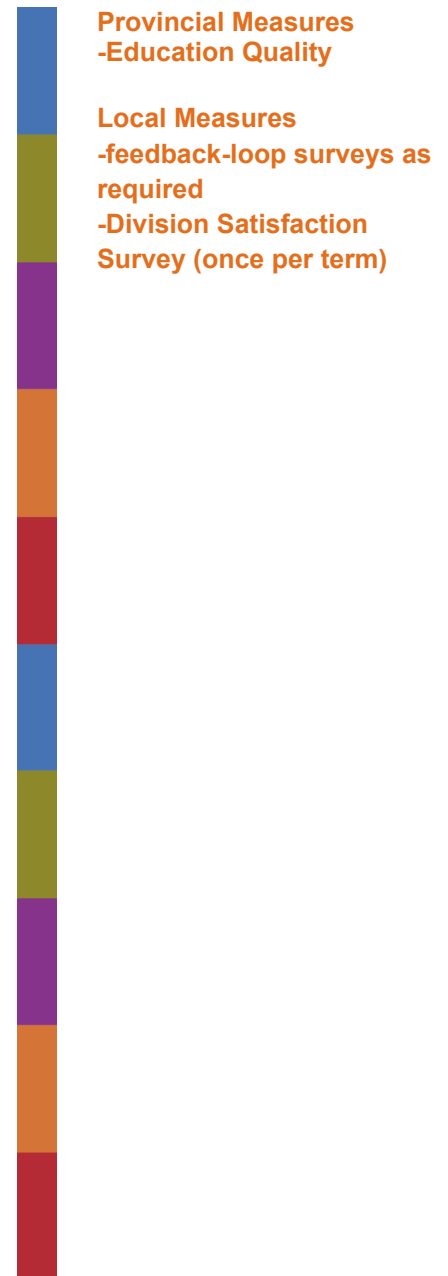
Outcome: St. Paul Education provides welcoming, high-quality working and learning environments

Strategies

- Promote and support the use of a variety of effective and balanced student assessment techniques. Bring in PD or encourage staff to access PD opportunities focused on assessment, such as AAC sessions or sessions with Sandra Herbst and Anne Davies.
- implement workshops and collaborative professional development around project-based approaches to learning, as reflected in our school's yearly PD Plan.
- Use data to inform practice - review PAT and Diploma exam results as a whole staff to foster a holistic approach to improving student outcomes
- Foster a culture of collaboration by using a portion of PD Days as collaborative PLC time with a focus on project-based work and authentic assessment.
- Regularly update technology inventory and refresh resources to ensure high quality access to resources and instruction. Continue to implement a 1-1 technology setting for grades 4-12, with iPad access in primary grades.
- Encourage teachers to access professional development opportunities that is personally relevant and meaningful to their self-identified professional growth goals.

Provincial Measure: Education Quality

Our AERR results from 2021 indicate that the overall confidence in the quality of education at our school is high at 91.5%, compared with 89.6% province-wide and 85.9% division-wide. While we are confident this is an area of strength for our school, we want to continue to focus on quality and improving in any way we can.





Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders

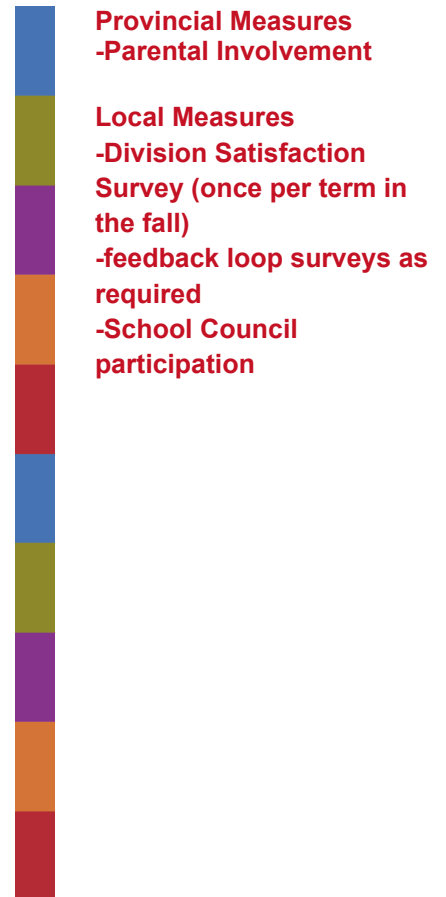
Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

Strategies

- Enable and promote ongoing communication through various media, such as our monthly newsletter, Social Media, and communication with public outlets
- Maintain an active School council for New Myrnam School and establish a School Council for Myrnam Outreach and Homeschool Centre (or joint School Council)
- Encourage parent council members to attend Alberta School Councils' Association Conference
- Continue to review and maintain staff health and safety training program
- Offer regular OH&S sections of the agenda at staff meetings
- Participate in stakeholder meetings with the Village of Myrnam council and CAO, and County of Two Hills Council regarding CTEC usage and programming.
- Maintain an open relationship with parents and community members. Involve parents in a variety of school events and activities wherever possible, i.e. Christmas Concert, Mukluk, Spring Showcase/Open House, assemblies, etc.

Provincial Measure: Parental Involvement

Ironically, we did not have sufficient parental input on the survey results to draw data from a parent perspective on this outcome. However, 80% of teachers are satisfied with the level of parental involvement, which is on par with provincial levels. This is an area we hope to improve on in the coming year, by engaging parents in a variety of ways and encouraging all parents to complete the AERR surveys each year.





Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

Strategies

- Continue to develop and adjust a comprehensive school health model to be responsive to effects of the pandemic moving forward
- Access the Success Coach to provide whole-class and group workshops, programs and presentations to educate students and staff on proactive wellness strategies.
- Ensure each student from ECS-Grade 12 has a positive staff member relationship. Meet annually with all staff to review student lists and identify students in need of a trusted adult relationship.
- Maintain a safe school environment (e.g., Violent Threat Risk Assessment protocol, trauma-informed practices) and liaise with local law enforcement and community agencies to assist with ensuring student safety.
- Establish at least two one-on-one meetings with each staff member per year to discuss individual contexts and factors that might contribute to their overall wellness.
- Develop a staff wellness committee to help organize team-building activities and wellness opportunities for staff. Develop a student wellness committee to focus on improving student wellness.
- Establish a tradition of monthly assemblies to celebrate successes, communicate with students and share project updates with the whole school.



Provincial Measures

- Citizenship
- Safe and Caring

Local Measures

- individual meetings and conferences with staff to gauge wellness.

Provincial Measure: Citizenship

In 2021, our results indicated that 88.8% of respondents agreed that the school environment fosters a sense of citizenship, compared with 83.2% provincially and 77.3% division-wide. Our small size and project-based focus have helped to develop these skills in recent years.

Provincial Measure: Safe and Caring School Environment

In 2021, our school scored at 91.6% overall of staff, students and parents who feel that our school is a welcoming and safe environment. This is compared with 87.8% across the province and 84% across our school



division. This is an area of strength, but recent developments warrant more focus on building student resilience and targeting a sense of safety in the school and community environment. We would like to expand our approach to student and staff wellness with task forces that focus on these areas and organizing events and activities that will specifically address wellness.

Goal Six: Student Engagement

Outcome: Myrnam Schools creates students that are engaged in lifelong learning

Strategies

- Use a project-based approach to design meaningful learning activities for all students.
- Develop school-based PLCs of supportive teachers to work together to support best-practice student instruction
- Survey students to offer programming that suits their strengths, interests and needs for career pathways and lifelong success



Student feedback on Assurance surveys

Qualitative - student attitudes to learning observed during class time and throughout the school year.