

# MEYS School Plan 2017/18

School Plan			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Responsible Parties Who is responsible to ensure that outcomes are met?
1. <b>Math – Improving Outcomes for all learners</b> <ul style="list-style-type: none"><li>➤ By June 2018, at least 60% of all MEYS students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the Manitoba Provincial Report Card scale in Mathematics strands (Mental Math and Estimation) in Grades 1 to 4</li></ul>	<ul style="list-style-type: none"><li>➤ Fish Philosophy—Build sense of self (Pride, Responsibility, Independence, work ethic).</li><li>➤ K – 2 multi-grade approach—Math stations.</li><li>➤ Inquiry based learning—build on observation and problem solving skills.</li><li>➤ Mindfulness/Mind-up strategies.</li><li>➤ Focus on Math facts using Reflex Math and Mathletics</li><li>➤ RAZ Kids</li><li>➤ Pearson: Math Makes Sense</li><li>➤ Provide daily problem solving questions and related strategies</li><li>➤ Game based learning.</li><li>➤ Skill- based strategies.</li><li>➤ Pencil and paper tasks</li></ul>	<ul style="list-style-type: none"><li>➤ Reflex Grades 2-4 – Math Fact Data</li><li>➤ Pearson Math Makes Sense</li><li>➤ Attendance Records</li><li>➤ Behavior/Discipline data</li><li>➤ Report Cards</li><li>➤ CAT 4 Test Results Grade 2 and 4</li></ul>	<ul style="list-style-type: none"><li>➤ MEYS Teachers and students</li><li>➤ Educational Assistants</li><li>➤ Principal/Resource Teacher</li></ul>
2. <b>. Literacy – Improving Outcomes for all learners</b> <ul style="list-style-type: none"><li>➤ By June 2018, 70% of all MEYS students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the Manitoba Provincial Report Card scale in English Language Arts strands (Communication: Speaking and representing and Writing) in Grades 1 to 4</li></ul>	<ul style="list-style-type: none"><li>➤ Fish Philosophy—Build sense of self (Pride, Responsibility, Independence, work ethic).</li><li>➤ Focus on handwriting/printing.</li><li>➤ K to 4- focus on spelling through Daily 5, Barton, Phonemic Awareness.</li><li>➤ Increase vocabulary skills--- Reading to Kids, ABC and Beyond, Play Corner/vocabulary</li><li>➤ Inquiry based learning—build on observation and problem solving skills.</li><li>➤ Spelling Workout</li><li>➤ Share Chair</li><li>➤ Levelled Literacy/Guided Reading/Reading Recovery strategies</li><li>➤ Literature Circles.</li><li>➤ Use 3 sources of evidence when grading students (observations of their process, evidence from their conversations, and their final products).</li></ul>	<ul style="list-style-type: none"><li>➤ Nelson Literacy</li><li>➤ Literacy Place</li><li>➤ Attendance Records</li><li>➤ Behavior/Discipline data</li><li>➤ Star Reading</li><li>➤ Benchmark Assessments</li><li>➤ More library books checked out of library</li><li>➤ Report Cards</li><li>➤ Student conferencing/observations</li><li>➤ Student work</li><li>➤ CAT 4 Test Results</li></ul>	<ul style="list-style-type: none"><li>➤ MEYS Teachers and students</li><li>➤ Educational Assistants</li><li>➤ Principal/Resource Teacher</li></ul>
3. <b>Health and Well-Being (Emphasis on incorporating the Fish Philosophy)</b>	<ul style="list-style-type: none"><li>➤ Emphasis with staff to continue to the use the Language of the Fish Philosophy and its principles: Play, Make their Day, Choose Your Attitude, Be There</li><li>➤ Designate bulletin board space to displaying the principles both in the hallways and classrooms.</li><li>➤ Use of assemblies to emphasize the philosophy</li></ul>	<ul style="list-style-type: none"><li>➤ Both students and staff are using the language of the philosophy when communicating with one another</li><li>➤ Behavior/Discipline data is low</li><li>➤ Student Engagement</li><li>➤ Better problem solvers</li><li>➤ Students are happy to be here in school</li></ul>	<ul style="list-style-type: none"><li>➤ All staff and students alike</li></ul>

	<ul style="list-style-type: none"><li>➤ Use of “Fish Bowls” to highlight students who are using the philosophy</li><li>➤ Use of the “Behaviour Matrix” outlining expected actions of students in all areas of the school</li></ul>		
<b>4. Incorporate Cultural Awareness into the curriculum at all grade levels.</b>	<ul style="list-style-type: none"><li>➤ Begin to develop a cultural book section in Library</li><li>➤ Cultural activities planned throughout the school year.</li><li>➤ AAA/BSSAP</li><li>➤ Continue to follow our Indigenous Education School plan with a variety of activities in Grades 5 - 8</li><li>➤ Provide ongoing PD on Treaty Education as well as how to implement Treaty into existing curricular outcomes.</li><li>➤ Staff representation on the Divisional Indigenous Education PLC.</li></ul>	<ul style="list-style-type: none"><li>➤ Attendance Records</li><li>➤ Behavior/Discipline data</li><li>➤ Student Engagement</li></ul>	<ul style="list-style-type: none"><li>➤ PD Committee</li><li>➤ Indigenous Education School rep.</li><li>➤ MEYS Staff</li><li>➤ Principal/Resource Teacher</li><li>➤ Lorna Munro and Sara Campbell</li></ul>

