



School District of Mystery Lake

2018 / 2019 District Plans

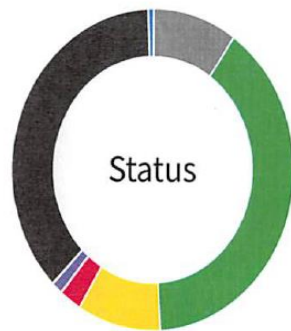
4

Focus Area

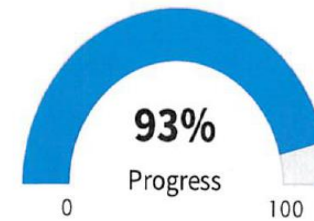
16

Priority

### Overall Summary



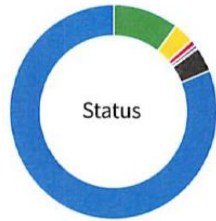
	%
Status Pending	9.55
On Track	39.49
Some Disruption	9.55
Major Disruption	2.55
Upcoming	1.27
Discontinued	36.94
Completed	0.64



This is the first year of the Envisio implementation. The goal is to bring together all the plans within the district into one working document. Documents included are the district's Continuous Improvement Plan, all 7 school plans, The Focus Areas Numeracy, Literacy and Attendance Plan, and Senior Years Technology and Vocational Plan.

Plan Summary

Focus Area 1

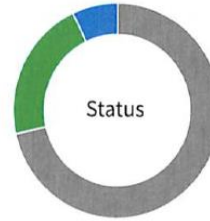


	%	#
On Track	10.2	35
Some Disruption	3.21	11
Major Disruption	0.87	3
Upcoming	0.58	2
Discontinued	3.79	13
Completed	81.34	279

Priority: 4    Expected Outcome: 49    Strategy: 343

By June 2020, the students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.

Focus Area 2

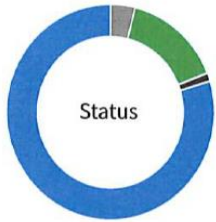


	%	#
Status Pending	71.43	10
On Track	21.43	3
Completed	7.14	1

Priority: 4    Expected Outcome: 13    Strategy: 92

By June 2020, there will be an increase in student graduation rates.

Focus Area 3

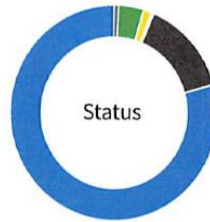


	%	#
Status Pending	3.8	3
On Track	15.19	12
Discontinued	1.27	1
Completed	79.75	63

Priority: 3    Expected Outcome: 8    Strategy: 79

By June 2020, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.

Focus Area 4



	%	#
Status Pending	0.66	2
On Track	3.93	12
Some Disruption	1.31	4
Major Disruption	0.33	1
Discontinued	14.43	44
Completed	79.34	242

Priority: 5    Expected Outcome: 31    Strategy: 305

By June 2020, there will be an increase in the numbers of students who report a strong sense of safety, belonging and positive mental health.

**Focus Area 1** Progress 92%

By June 2020, the students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.

Priority: 4 Expected Outcome: 49 Strategy: 343

	%	#
On Track	10.2	35
Some Disruption	3.21	11
Major Disruption	0.87	3
Upcoming	0.58	2
Discontinued	3.79	13
Completed	81.34	279

Updated on Jun 27, 2019 18:46:46

Critical literacy and numeracy will continue to be the focus with the curriculum support team and schools. The numeracy and literacy leads have created their priorities - grade 3 assessments, Early Literacy Intervention, the junior high provincial assessments and the grade 6 writing strategy. Also, in line with the Indigenous Academic Achievement grant, 50% of the grant must focus on literacy and numeracy. The curriculum team will continue to support teachers in learning Indigenous content and in the purchase of materials. The French Immersion program, the Cree-Bilingual program and English as an Additional language plans to be included in the focus area.

**Priority 1.1** Progress 96%

Literacy and Numeracy

- Numeracy – Embed Indigenous and Northern perspectives into teaching and learning.
- Literacy – Embed Indigenous and Northern perspectives into teaching and learning.
- By June 2020, the students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.

Expected Outcome: 39 Strategy: 260

	%	#
On Track	6.54	17
Some Disruption	0.38	1
Upcoming	0.77	2
Discontinued	3.85	10
Completed	88.46	230

Updated on Nov 05, 2018 20:13:39

The district curriculum team ensured that Indigenous materials were purchased and used during professional development sessions with teachers as well resources purchased for schools. Numerous workshops were provided to teachers to increase student communication, comprehension and problem solving skills.

**Priority 1.2** Progress 77%

English as Additional Language

Expected Outcome: 5 Strategy: 33

	%	#
On Track	42.42	14
Some Disruption	3.03	1
Completed	54.55	18

Updated on Nov 12, 2018 20:58:12

<https://mysterynet.app.envisio.com/report/59eedfe6-bfc2-49ad-9480-34ea6d4804fe?plan...>

The district will continue to provide EAL support to students on a school to school basis. A principal will be appointed a lead role to attend provincial sessions and to support individual schools in the EAL needs. All schools are responsible for their EAL planning and reporting.

**Priority 1.3** Progress 100%

French Immersion

	%	#
Completed	100.0	1

Expected Outcome: 3 Strategy: 1

Updated on Jan 09, 2019 21:01:18

The French Immersion program in both schools will be the responsibility of the school principal. This includes meeting the teachers' needs in regards to programming, resources and professional development. A lead teacher will be appointed at the elementary school and a vice-principal at R. D. Parker Collegiate. All planning and reporting will be the responsibility of the school principal.

**Priority 1.4** Progress 84%

Cree Bilingual Language Programming

	%	#
On Track	8.16	4
Some Disruption	18.37	9
Major Disruption	6.12	3
Discontinued	6.12	3
Completed	61.22	30

Expected Outcome: 2 Strategy: 49

Updated on Nov 12, 2018 21:04:18

The Cree program will continue to be the school responsibility. At this time there is a K-8 Cree bilingual program at WCS, Cree as a second language at 3 schools - WCS, JP and RDPC. The school principal or designate will be responsible for programming, resources and professional development. At this time, there is no Cree Language coordinator in the district. The search continues to find a Cree coordinator.

**Focus Area 2** Progress 86%

By June 2020, there will be an increase in student graduation rates.

	%	#
Status Pending	71.43	10
On Track	21.43	3
Completed	7.14	1

Priority: 4 Expected Outcome: 13 Strategy: 92

Updated on Jun 27, 2019 18:48:38

Executive Report

<https://mysterynet.app.envisio.com/report/59eedfe6-bfc2-49ad-9480-34ea6d4804fe?plan...>

The district will continue to collaborate through the district transition team meetings to focus on academic and social transitions. The team will meet 3 times a year. The high school will continue to look at attendance, programming and credit acquisition for students.

**Priority 2.1** Progress 90%

The district is committed to raising the attendance rate of the district for the 2018 - 2019 school year. Schools will include an attendance strategy in their school plans.

	%	#
Status Pending	7.14	4
On Track	3.57	2
Completed	89.29	50

Expected Outcome: 6 Strategy: 56

Updated on Nov 12, 2018 21:23:09

The district will focus on student attendance. Each school will identify students with attendance concerns and address accordingly. Each school will develop their own attendance strategy plan and report.

**Priority 2.2** Progress 87%

Graduation Rate from High School

- By June 2020, there will be an increase in student graduation rates.

	%	#
Status Pending	12.12	4
On Track	3.03	1
Completed	84.85	28

Expected Outcome: 4 Strategy: 33

Updated on Nov 12, 2018 21:31:53

The district will focus on credit acquisition, attendance, transition and a mature student program in the promotion of graduation. These will be included in RDPC's school plans.

**Priority 2.3** Progress 0%

The district is committed to raising credit acquisition for students. The high school will include strategies in their school plans as well as the transition will continue to discuss ways to improve credit acquisition for grade 9 students.

	%	#
Status Pending	100.0	2

Expected Outcome: 2 Strategy: 2

**Priority 2.4** Progress 0%

The school district will continue the transition team meetings to discuss academic and social opportunities for better student transition from grade 8 to the high school.

	%	#
Completed	100.0	1

Expected Outcome: 1 Strategy: 1

*Updated on Jun 27, 2019 19:49:13*

The transition team met 4 times over the year - Jan, Feb, April and May, 2019.

**Focus Area 3** Progress 88%

By June 2020, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.

	%	#
Status Pending	3.8	3
On Track	15.19	12
Discontinued	1.27	1
Completed	79.75	63

Priority: 3 Expected Outcome: 8 Strategy: 79

*Updated on Jun 27, 2019 18:49:15*

The district will continue to focus on career exploration and employment skills through a variety of pathways including career cruising, community presentation, the High School Apprenticeship Program and technology and vocational programming. All grade 8 students will complete the career cruising program by March 15, 2019. The district will have a .25 High School Apprentice Program / career development coordinator. Schools will participate in activities provided through Skills Manitoba or other events as recommended by the HSAP / Career Coordinator.

**Priority 3.1** Progress 86%

Technology

	%	#
On Track	26.83	11
Discontinued	2.44	1
Completed	70.73	29

Expected Outcome: 3 Strategy: 41

*Updated on Jan 07, 2019 19:56:58*

Each school will incorporated a technology plan with their school plans. The district curriculum team will incorporate technology throughout their work and will report in June any activities that demonstrated such work.

**Priority 3.2** Progress 90%

Employment Skills

	%	#
Status Pending	9.68	3
Completed	90.32	28

*Updated on Jan 07, 2019 19:57:22*

Expected Outcome: 3 Strategy: 31

The district will participate in career exploration opportunities and the High School Apprenticeship program to expand student knowledge on careers that are available for students. These activities will be mainly focused on grade 6-12 students.

**Priority 3.3** Progress 93%

Career Development

	%	#
On Track	14.29	1
Completed	85.71	6

- By June 2020, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.

Expected Outcome: 2 Strategy: 7

*Updated on Jan 07, 2019 19:57:38*

In 2017 / 2018 the district focused on career development starting in grade 8 with all students completing the career cruising program. The district employed a .25 HSAP / career development coordinator . Also, the district worked closely with the Skills and Trades industry to encourage students to explore career and vocational opportunities. Students participated in the Grade 6 Skills Olympics, the Young Women's Conference, The Trades and Technology and other industry workshops that were available. The district will continue to focus on career development.

**Focus Area 4** Progress 97%

By June 2020, there will be an increase in the numbers of students who report a strong sense of safety, belonging and positive mental health.

	%	#
Status Pending	0.66	2
On Track	3.93	12
Some Disruption	1.31	4
Major Disruption	0.33	1
Discontinued	14.43	44
Completed	79.34	242

Priority: 5 Expected Outcome: 31 Strategy: 305

*Updated on Jun 27, 2019 18:49:24*

The district will continue to focus on student well being through a number of pathways including workshops, programming and other opportunities that present over the 2018 / 2019 school year. Activities to include land-based education, Indigenous and northern perspectives and the junior high health fair. Each school will have an Education for Sustainable Development plan as well as a Healthy School Plan.



**Priority 4.1** Progress 98%

The district will work with the community and families to form relationships that will increase opportunities for the school community and its students. Partners and activities to be reported in all June 2019 plans.

	%	#
Some Disruption	5.26	2
Discontinued	10.53	4
Completed	84.21	32

Expected Outcome: 3 Strategy: 38

*Updated on Nov 15, 2018 17:15:27*

The district will host 2 events to share the district plans for information and to receive feedback. One will occur at the parent advisory council meeting at Wapanohk Community School and one other to be determined. There will be 1 district newsletter and 1 community report. The district will provide updated information on the website. Schools will encourage participation in parent councils and the district will host 3 Aboriginal Education Advisory Council meetings over the course of the year. All district websites will be updated with current information.

**Priority 4.2** Progress 99%

Education for Sustainable Development activities will include themes that include the environment, quality of life, human health and well-being and the economy. Each school will develop a school based plan.

	%	#
On Track	3.28	2
Discontinued	11.48	7
Completed	85.25	52

Expected Outcome: 7 Strategy: 61

*Updated on Jan 07, 2019 20:04:17*

Each of the 7 schools will have an ESD school plan with a focus on the three pillars -economic, human-health & well-being and environmental. Each school will receive \$700.00 towards their plan. The schools will include a final report on their ESD activities.

**Priority 4.3** Progress 98%

Student Well Becoming

- By June 2020, there will be an increase in the numbers of students who report a strong sense of safety, belonging and positive mental health.

	%	#
On Track	5.41	6
Some Disruption	1.8	2
Discontinued	24.32	27
Completed	68.47	76

Expected Outcome: 12 Strategy: 111

*Updated on Nov 12, 2018 21:38:51*

Executive Report

Each school will have a school plan that includes a student well becoming component. Programming and activities to be reported at the end of the year. Dollars are available through the Healthy School grants and will be decided as a district team. <https://mysterynet.app.envision.com/report/59eedfe6-bfc2-49ad-9480-34ea6d4804fe?plan...>

**Priority 4.4** Progress 98%

**Equity and Social Justice**

- To include the Indigenous Academic Achievement plan- Incorporating culturally proficient practices to promote positive, direct impact across the curriculum, instruction and assessment. Practices will affirm Indigenous Cultures by embedding, where appropriate Indigenous and northern perspectives and world views into academic programming.

	%	#
On Track	1.23	1
Major Disruption	1.23	1
Discontinued	7.41	6
Completed	90.12	73

Expected Outcome: 8 Strategy: 81

Updated on Nov 12, 2018 21:41:36

The district curriculum team will continue to focus and provide support on ESJ activities that focus on cultural proficiency and northern and Indigenous perspectives. All schools will have an ESJ plan.

**Priority 4.5** Progress 79%

In line with the Cultural Proficiency journey that the district has taken, the work will continue to provide teachers, students and community members with opportunities to learn more about the area in which we reside. The TRC Calls to Action, Treaty education, Indigenous languages and traditional knowledge will have a place in these opportunities.

	%	#
Status Pending	14.29	2
On Track	21.43	3
Completed	64.29	9

Expected Outcome: 1 Strategy: 14