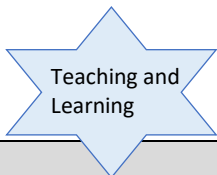




# School Goals 2017-18

**Goal 1: We will identify and explore our assessment beliefs and practices, aligning them to best practice.**      ©Assessment

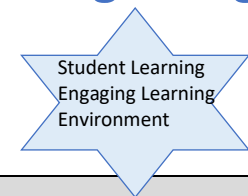


HOW?	EVIDENCE
<p><b>We will begin developing and incorporating student-friendly learning targets in all units, across all subject areas. Students will know what the learning targets are and be able to articulate them and their personal progress in relation to these targets.</b></p>	<ul style="list-style-type: none"> <li>• We will turn learning targets into “I can” student-friendly statement.</li> <li>• Students will be able to identify and articulate the intended learning targets for instructional time and will show a growing ability to self-assess their performance in relation to the targets</li> <li>• Teachers will refer to learning targets in lessons.</li> <li>• Lessons and assessment will align with learning targets.</li> <li>• We will see an increase in student ownership of learning: Students will show self-understanding and reflection of their learning.</li> <li>• Feedback to students will be thorough and demand a response from students</li> <li>• Teacher and students will know SPECIFICALLY where mastery has not been achieved.</li> <li>• Gaps in student learning will be identified, targeted and remediated.</li> </ul>
<p><b>We will identify what we believe about student assessment and examine our practices. We will question our practices and identify gaps between practice and beliefs, and we will begin to change our practice in areas that do not reflect current research.</b></p>	<ul style="list-style-type: none"> <li>• We will form an Assessment Working Group that will lead our staff through a review and discussion of middle school assessment practices.</li> <li>• We will define the purpose of assessment.</li> <li>• We will identify core beliefs that drive practice at MEI Middle School. We will seek to develop corporate principles of assessment to which we will agree to adhere.</li> <li>• We will revisit decisions made in Feb. 2012 when we began looking at material by Ken O’Connor.</li> <li>• We will examine best practices in student assessment by reviewing the literature and research.</li> <li>• We will begin implementing change where we are not following best practice.</li> <li>• We will learn together and pursue Pro-D for staff in the area of student assessment.</li> </ul>

<p><b>We will deepen our understanding of concepts related to assessment and the modernization of the curriculum.</b></p>	<ul style="list-style-type: none"> <li>• We will look at areas such as             <ul style="list-style-type: none"> <li>• Assessment-related practices.</li> <li>• Formative vs. Summative Assessment</li> <li>• Standards-based-reporting</li> <li>• Student-led conferences</li> <li>• Rubric-writing</li> <li>• Effective feedback</li> </ul> </li> <li>• We will generate a list of questions that we have regarding assessment and pursue the expertise of others in those areas.</li> <li>• We will purchase a number of books and resources that will be made available to staff members.</li> </ul>
---	---

## Goal 2: We will continue to systematically gather data on student learning and will grow in our ability to effectively use performance data to make decisions regarding learning, instruction and intervention.

ⓄEngagement    
 ⓄInquiry    
 ⓄRTI    
 ⓄCore Competencies

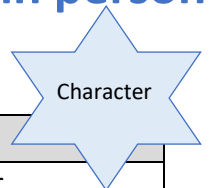


How?	EVIDENCE
<p><b>We will effectively use student assessment data to identify and target gaps in student learning.</b></p>	<ul style="list-style-type: none"> <li>• Student progress will be measured school-wide twice a year in the areas of reading and math and this data will be reviewed student by student, with gaps in learning being identified and then targeted.</li> <li>• Writing will be assessed grade-wide each term with student progress documented, analyzed and discussed by grade-level teams.</li> <li>• Students requiring intervention will be assessed each term, plans made and individual learning will be monitored.</li> <li>• Admin will engage with each PLC at least once a term to review student performance data for the three grades.</li> <li>• Grade level teams will hold grade clinics at the end of each term and submit documentation demonstrating discussion around key points pertaining to student learning and the issues that may exit for the student.</li> <li>• Term and final assessments in June will show <u>growth/progress/improvement</u> in student learning.</li> </ul>
<p><b>We will continue to develop our systematic response to intervention and i-Block and become more efficient in placing students.</b></p>	<ul style="list-style-type: none"> <li>• Each term, we will offer Intervention groups that correspond with student needs emerging from assessment.</li> <li>• We will successfully place each MEI Middle School student in either an Intervention or Challenge option.</li> <li>• Students will demonstrate that they progress between entry in and exit from Intervention groups.</li> </ul>

<p><b>We will update the standardized assessments being used</b></p>	<ul style="list-style-type: none"> <li>• 2017-18 will be a transitional year – we will move from GATES to GREAD</li> <li>• We will move towards electronic administration of GREAD and GMADE.</li> <li>• We will learn the Pearson software, how to administer electronically and how to generate the reports that will be helpful</li> </ul>
<p><b>We will further our understanding of Core Competencies and set up systems for student self-reflection at all grade levels.</b></p>	<ul style="list-style-type: none"> <li>• Grade levels will develop systems for students to interact with Core Competencies.</li> <li>• We will assemble a collection of resources pertaining to competencies from around the province.</li> <li>• Each student in our school will have a portfolio that reflects that they've reflected on Core Competencies in 2017-18.</li> <li>• We will begin to see students recognize competencies and use competency-based language.</li> </ul>
<p><b>We will begin a discussion regarding student engagement, how to measure it and factors that might be used to increase engagement.</b></p>	<ul style="list-style-type: none"> <li>• We will define student engagement and discuss how this looks at the middle school.</li> <li>• We will identify and research what factors contribute to student engagement.</li> <li>• We will consider how engagement might be measured in the middle school.</li> <li>• We will increase our understanding of inquiry and determine how to best incorporate it into Middle School student instruction and learning.</li> </ul>

## Goal 3: We will challenge MEI Middle students to live as people of character in person and online.

©Character



How	Evidence
<p><b>We will demonstrate intentionality in teaching, affirming and using the language of character in our school.</b></p>	<ul style="list-style-type: none"> <li>• Using the student input from spring 2017, we will select our character strengths for 2017-18. We will divide our school year into 6 parts and focus on each character strength: <ul style="list-style-type: none"> <li>✚ I am RESPONSIBLE (Sept 5)</li> <li>✚ I am RESPECTFUL (Oct. 20)</li> <li>✚ I SERVE and am HELPFUL (Dec. 6)</li> <li>✚ I am COMPASSIONATE (Feb. 1)</li> <li>✚ I am INCLUSIVE (April 3)</li> <li>✚ I am KIND (May 15)</li> </ul> </li> <li>• We will call our students to model their lives after Jesus by examining and modelling his character/actions in Scripture and by creating intentional connection between character and how God teaches us to live. Themes will be covered in SGA activities.</li> <li>• We will seek to integrate the language of character into chapel awards, announcements on social media and teaching. Activities on character attributes will be incorporated into classrooms, chapel, SGA and office interaction.</li> <li>• We will develop an “Eagles 101” course for our Grade 6s that will teach on character.</li> </ul>

	<ul style="list-style-type: none"> <li>• We will start an MEI Character Council to give student voice to this initiative.</li> <li>• MEI will participate in the BC Schools of Character Forum this year.</li> <li>• We will provide staff with Pro-D and parents with training on managing devices and social media in the home.</li> <li>• We will seek Pro-D in the area of Character and Social Emotional learning. We'll explore the idea of sending a team to Washington to the Character conference in the next 3 years.</li> </ul>
<p><b>We will teach Digital Citizenship with intentionality to students.</b></p>	<ul style="list-style-type: none"> <li>• We will create/revise a Digital Citizenship Scope and Sequence and implementation plan for Grades 6-8.</li> <li>• Every student will work through a series of DC lessons on Schoology before using his/her device at MEI Middle.</li> <li>• Students will demonstrate citizenship on devices evidenced by low office referrals for matters pertaining to online behavior.</li> <li>• We will be intentional in language and action in disciplinary situations involving online interaction and device use as we seek to focus on character development and healthy life choices.</li> <li>• We will continue to develop and enforce common expectations for the use of devices.</li> </ul>