

# report

## to the community



Bruce Middle School

2019-2020



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*The Middle Years (Gr. 6 -8) provides a stimulating and supportive learning environment where high expectations, collaboration and continual learning are promoted. Early adolescents have unique emotional, social and developmental characteristics. Staffing, curricula and programming in middle schools are focused on meeting these needs. The programs in the Middle Years build on the programming in the Early Years.*

### **Last Year's School Accomplishments (2018-2019)**

#### **1. By June 2019, 80% of grade 6-8 students met expectations in the area of responding critically to a variety of texts.**

- Each grade level team developed a set of rich texts with a variety of perspectives and themes such as picture books, photography and artwork to model read-alouds and think-alouds.
- Teams implemented instructional strategies (mini lessons) on inferencing and metacognition.
- Students self- assessed and understood their own progress and the dimensions of critical thinking.

#### **2. By June 2019, 80% of grade 6-8 students met expectations in the literacy competencies of "understanding key ideas and messages and interpreting and making connections to a variety of texts".**

- Grade level teachers collaborated to provide common reading comprehension in student friendly language and common instructional strategies.
- Whole school 20 minutes of reading time was implemented on a daily basis.
- Teams co-taught alongside literacy coaches to improve instruction and respond to students' learning needs with more efficiency and effectiveness.

#### **3. By June 2019, 70% of grade 6-8 students met expectations in the numeracy competency of "identifying key information and selecting appropriate strategies to determine a solution".**

- The grade level teachers used common grade level math word problems on an ongoing basis to analyze students' learning needs and

### **Our Mission Statement**

To provide a positive and safe learning environment that encourages continuous growth.

### **School Profile**

Number of teachers: 17

Number of students: 250

Grade levels: 6-8

### **School Highlights**

Our Professional staff is committed to providing a variety of meaningful and engaging instructional experiences for all learners. School highlights include:

- Multi-aged BLAST groupings for homerooms.
- BLAST events that promote school spirit and philanthropic work in the community.
- Quality Arts programming: Band, Jazz band, Vocal Jazz, Concert Choir, Bearcat Boys
- Practical Arts and Technology
- Infusion of Technology tools in the classrooms.
- A Deep Learning focus on developing students' skills for life-long learning and positive well-being.

### **Extra-curricular Activities**

A variety of activities and opportunities for all students:

- Sports: Volleyball, Basketball, Cross Country, Track, Ultimate, Badminton, Rugby, Team Handball, Curling and more
- Drama Production
- Cycling Club
- Eco- Club
- Student-led Leadership

to isolate instruction that further developed student skills in numeracy problem solving.

- Teachers co-taught alongside numeracy coaches to improve instruction and target student learning needs with more efficiency and effectiveness.

## **A Quick Snapshot of the Classroom**

**Mathematics:** Students are learning mathematics concepts through the use of hands-on manipulatives, games, guided instructional practice groups and real-life problem solving contexts.

**English Language Arts:** Students are engaged in literacy using a broad range of reading materials and meaningful writing experiences. With a focus on developing strength as readers in fiction and non-fiction texts, students gain reading comprehension skills through opportunities to discuss thinking and ideas while reading and responding critically to text. To develop as writers, learning is real-life with embedded opportunities for writing with authentic audience and purpose.

**Science and Social Studies:** Students are engaged in projects, experiments, field trips, the local community, and hands-on experiences to enhance their learning of the curricular concepts. Discussing current events, invited guest speakers in the classroom and frequent trips to the nearby Sturgeon Creek help students understand the real-life connections to the content studied. Students are encouraged to participate in the Science and Heritage Fair to enrich and facilitate further inquiry and research learning in these subject areas.

**Arts:** A range of musical, visual and dramatic arts engage a variety of students in Arts programming throughout the school day. Band and choir concerts, festivals and other community performances, themed concerts, spring drama production and visual arts events and displays celebrate and spotlight the hard work of these dedicated students. Including the Arts in school assemblies and Remembrance Day services provides students additional opportunities to contribute their talent and passion for the arts to enhance school experiences.

## **Planning & Goal Setting**

School goals are created using the Divisional Strategic Plan as the guideline ([www.sjasd.ca/Documents/stratplan\\_2016-21.pdf](http://www.sjasd.ca/Documents/stratplan_2016-21.pdf)). The goal setting process begins in early spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress and achievement and our mission and vision statement as our focus.

## **This Year's School Goals and Priorities (2019-2020)**

1. **Increase student learning engagement for personal life-long learning success:**
  - a. ***All students' learning behaviours develop are described at high levels (Consistently and Usually); as described in the MB report Card in June 2020.***
  - b. ***Students' 21 Century Skills competencies develop towards proficiency (E.g.: Skills related to Collaboration and Citizenship as described in the deeper learning progressions)***
    - 80% of grade 6-8 students will meet grade level expectations in learning behaviours (Consistently and Usually); as described in the MB report Card in June 2020.

- Students skills for collaboration and citizenship develop towards proficiency (as described on the progressions)

**Students will:**

- Engage in co-creating criteria for learning engagement and success, self-reflect and self-monitor progress
- Use the language and references to determine personal development and progression when collaborating and engaged in real-life learning experiences that develop citizenship skills.

**Teachers will:**

- Co-develop common beliefs and expectations for Learning Behaviours and the 6 C's, to explicitly incorporate these skills into learning experiences.
- Using student learning evidence, Teachers will collaborate, reflect on student learning and adjust learning experiences accordingly to ensure that all students are engaged and learning the targeted outcomes

**2. Problem Solving: *Students will improve their willingness to engage and ability to persevere solving authentic math problems. They will develop their ability to effectively communicate their understanding/ thinking/ reasoning.***

- By June 2020, all students will be meeting grade level expectations in Problem Solving (3 or 4 on report card) as per the MB Mathematics Problem Solving Achievement Profile (MB Education).

**Students will:**

- Be aware of and have an understanding of the common problem solving success criteria. ("What good problem solvers do.")
- Use a variety of strategies, models and materials to make sense of the mathematics in a task.
- Explain their ideas and reasoning in small groups and with the entire class. Listen and evaluate the reasoning of others.
- Stick to a task (persevere) and recognize that struggle is part of the problem solving process.
- Effectively represent and communicate problem solving processes, strategies and solutions (Concretely, Orally, Written)

**Teachers will:**

- Understand the principles of "5 Practices for Orchestrating Productive Math Conversations".
- Understand the importance and value of selecting rich tasks and anticipating possible student solutions before problems are used with students. (Step 1 of 5 Practices).
- Understand the Manitoba Problem Solving Achievement Profile and work to align their assessment practices with it, developing a common rubric/point grading scale for use in all math classes.

**3. By June 2020, all Grade 6-8 students will have 'good to excellent' understanding and application of concepts and skills in the writing competencies (as described in the MB report card; MB assessment results).**

- 80% of grade 6-8 students will be meeting expectations in the area of Written Communication.

**Students will:**

- Set purposes for writing and representing,
- Reflect on their own strengths and needs to set attainable goals for improving written communication,
- Use strategies and cues to generate, organize, and communicate thinking, ideas, and information for different audiences and purposes,
- Discuss and share criteria, reflect on written works to obtain or provide feedback,
- Enhance, improve, and edits their works to enhance clarity.

**Teachers will:**

- Continue to learn about and implement the Optimal Learning Model. (An instructional framework for increasing student skills and independence.)
- Co-Analyze writing samples to determine students' strengths and needs as writers.

- Use rich texts such as fiction and non-fiction materials as mentor texts and exemplars for writers.
- Use the RTI model to develop and implement Tier 1 and 2 strategies to respond to learners' literacy needs.