

report

to the community



Bruce Middle School

2018-2019



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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 (2017-2018)

1. By June 2018, 75% 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 2018, 75% 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 2018, 75% 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). 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 (2018-2019)

1. **Reading Comprehension: *Students will improve their ability to understand key ideas & messages and interpret & make connections to a variety of texts.***
 - 80% of grade 6-8 students will be meeting expectations in the areas of understanding key ideas and messages and interpreting and making connections to a variety of texts.

Students will:

- Comprehend the big ideas or themes and use applicable reading strategies when presented with a variety of texts.
- Make connections between the text and other texts that have been read, viewed or heard.

Teachers will:

- Continue to learn about and implement the Optimal Learning Model. (An instructional framework for increasing student skills and independence.)
- Further develop skills to meet the learning needs of students with diverse reading needs.
- Use formative assessment skills to regularly check for student comprehension and plan next-step instruction.
- Further establish common language about what “good readers and writers do” so that students may reflect on progress and self- select learning goals.

2. Critical Thinking: *Students will improve their ability to infer and connect in order to think critically about visual and written texts.*

- 75% of grade 6-8 students will have good-to-excellent understanding, reflected in a 3 or a 4 on the report card, in the competency of “student responds critically to a variety of media”.

Students will:

- Infer the big ideas or themes of a visual or written text and how they are applicable to people’s lives.
- Make connections between the text and other texts that have been read, viewed or heard.
- Understand their thinking (metacognition).

Teachers will:

- Continue to learn about and implement the Optimal Learning Model. (An instructional framework for increasing student skills and independence.)
- Imbed questioning, high level thinking routines and real-life learning into all subject areas.
- Clearly define the desired skills for critical thinking in student-friendly language so students may reflect on their progress and set learning goals.

3. 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 2019, 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.