

# report

## to the community



Golden Gate Middle School

2022 - 2023



“Nothing greater than being a gator!”

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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.*

### Last Year's School Accomplishments (2021-2022)

**Golden Gate's professional staff worked with students on the continuous improvement of their literacy and numeracy skills.**

**Golden Gate's professional staff worked with students on improving their ability to think and respond critically to text.**

- ✓ Students were expected and encouraged to make meaningful connections between the text and self, other texts and the world.
- ✓ Students were expected to use details and examples to support their ideas.
- ✓ Students were expected to recognize and analyze inequities, viewpoints, and bias in texts and ideas.
- ✓ Teachers implemented a common assessment each term to identify strengths, weaknesses and next steps for planning.
- ✓ Teachers provided opportunities for students to think critically in response to mentored readings, group readings and self-selected readings.
- ✓ Teachers used the Optimal Learning Model within the classroom to facilitate guided practice of making connections, inferencing and supporting conclusions.
- ✓ Teachers provided a variety of rich texts such as picture books, photography, graphic novels, blogs, artwork etc.
- ✓ Teachers used a common rubric that was used to guide their assessing practices (observations, conversations and products) within grade six to eight writing in English Language Arts.

### Our Vision Statement

Collaborating with parents and community, we empower students to develop their personal road to success while fostering accountability, integrity, and self-esteem.

### Our Mission Statement

Our purpose is to provide a safe, nurturing and cooperative environment that will guide and encourage each individual:

- To develop mind and body to full potential;
- To foster respect for school, home and community
- To foster respect for self, others, and for concern of others;
- To enjoy and take pride in learning, belonging, achieving and caring.

### School Profile

Number of teachers: 16

Number of students: 230

Grade levels: 6-8

### School Highlights

These include:

- Choir and Band
- Visual Arts
- Jazz Band Grades 7 & 8
- Practical Arts
- Gator Aid: a focus on team building and sense of classroom community.
- Every Gator Reads: school-wide reading initiative
- Classroom Libraries
- Fitness Center
- Climbing Wall
- Cirque du Soleil

**Golden Gate's professional staff continued to work with students on developing their ability to demonstrate growth in being able to represent a number in multiple ways.**

- ✓ Students used the number sense achievement profile as defined by the Manitoba Department of Education to determine their progress.
- ✓ Students used a variety of models and materials to make sense of the mathematics in the task.
- ✓ Students were expected and encouraged to explain their ideas and reasoning in small groups, and with the entire class.
- ✓ Students were expected to listen to and understand the reasoning of others.
- ✓ Students were expected and encouraged to stick to a task (persevere) and recognize that struggle is part of the learning process.
- ✓ Students were expected to represent and communicate their learning in a number of ways (Concretely, Orally, Written).
- ✓ Students were expected to be able to represent their number in a variety of ways, demonstrating multiple representations.
- ✓ Teachers used visible thinking strategies during instruction.
- ✓ Teachers facilitated and scaffolded discussions with students (5 Practices Approach).
- ✓ Teachers used common assessments to help in planning next steps.
- ✓ Teachers assessed student progress using the problem solving achievement profile as defined by the Manitoba Department of Education.
- ✓ Teachers focused on incorporating meaningful and engaging mathematics learning tasks.

#### Extra-curricular Activities

We enjoy our students return to play in a variety of activities and opportunities:

- Cycling Program
- Badminton
- Basketball
- Bowling
- Cross County
- Curling
- Intramural Sports
- Manufacturing Club
- GSA
- Flag Football
- Track
- Fitness Facility

#### **This Year's School Goals and Priorities (2022-2023)**

1. Literacy goal: Students will improve upon their writing across all the subject areas. Students will improve on communicating their learning and thinking through writing. Students will be able to use effectively graphic organizers to organize their thinking and writing. Students will be able to transfer their writing skills across all disciplines. Students will support their thinking with detailed examples. Teachers will model expectations for writing; Teachers will model organizational strategies and release students as individuals demonstrate understanding and individual competencies. Teachers will use observations, conversations and analysis of student works to give immediate and constructive feedback to students.
2. Numeracy goal: Students will demonstrate growth in their ability to represent their understanding of numbers: Students will demonstrate their ability to represent numbers or values in various forms (percent, ratio, fraction, decimal etc.). Students will be flexible and fluid using multiple representations to show their understanding in various contexts. Students will recognize problems (visuals, word problems, expressions, equations, ect.).

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

Golden Gate staff believe in the power of collaboration. Therefore, the staff work together to create lesson plans shared amongst grade-level teams so that students are experiencing learning moments that are accessible and rich interactions.

Literacy:

Students are writing common assessments (grade six, seven and eight) called on-demand writing once per term. The results from these writing exercises then guide the teaching, as teachers collaborate around the needs of their students, discussing the next steps and implementing strategies.

Teachers are using a common rubric that uses the six traits of writing (Ideas, Organization, Voice, Word Choice, Sentence fluency and Conventions) to assess and give feedback to students. Teachers are engaged in professional reading and improving their practices by implementing, across all the grades, the language of the 6 plus 1 Writing Traits. Teachers utilize this common language throughout all the school years within Gold Gate, ensuring that our students are familiar with the expectations around writing. In turn, students take this standard language, engage in personal goal setting, and gain control of their learning.

Teachers believe in modeling reading and dedicate time for students to read every day (Every Gator Reads from 12:45-1:05 daily). This dedication to reading and protected time is seen across our school. Teachers model their reading, sharing their understands and thinking with their students. Students also engage in Every Gator Reads; the school becomes quiet as individuals dive into fantasy, anime, graphic novels, and other genres. In addition, students engage in book talks, sharing their reading with peers and promoting books that they have enjoyed. Students are involved in Book Talks to share their reading during Every Gator Reads. Teachers are also using Reading Conferences to discuss and support an individuals reading comprehension.

Teachers provide students with opportunities to complete authentic writing pieces. Within every grade level and subject area, teachers are designing moments where students engage in rich activities, writing or presenting authentic learning.

Numeracy:

Teachers use rich tasks related to grade-level mathematical concepts using non-permanent vertical learning spaces and student collaborative workstations. Teachers also ensure that all students practice mathematical thinking using manipulatives; demonstrating their math thinking during math talks allows students to hear many ways of math thinking.

Teachers are promoting a growth mindset through inspirational math. Teachers are modeling that math is not about being fast and reinforcing that demonstrating math thinking is as essential as getting the correct answer.

Students are writing common assessments in Mathematics. Teachers use the observations, conversations and results from these common assessments to develop strategies that support the next steps in building the students' math knowledge. These assessments are the basis of teacher collaboration and professional discussion around best practices. The results from these assessments shape explicit teaching; teachers re-teach, develop number talks, create visuals and front load vocabulary. The teachers use the optimal learning model around problem-solving (I do; we do; you do), gradually releasing the students to their fullest potentials. We want students to be able to represent a number in a multiple of ways.

## **Planning & Goal Setting**

School goals are created using the Divisional Strategic Plan as the guideline. The goal setting process begins in early Spring as a part of the ongoing review of student data, 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. The school plan is revisited by all teachers before finalizing the plan including collaboration with our Divisional Literacy and Numeracy Coaches.

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