

# report

## to the community



Golden Gate Middle School

2018-2019



“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*

### **Last Year's School Accomplishments (2017-2018)**

**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. By June 2017, all grade 8 students will meet grade level expectations in the area of responding critically to a variety of texts.**

- ✓ Students were expected and encouraged to make meaningful connections between the text and self, other texts and the world.
- ✓ Students were expected to look for deeper meaning by “Reading Between the Lines” in response to text.
- ✓ Students were expected to use reasons and examples to support their conclusions.
- ✓ Students were expected to recognize and analyze inequities, viewpoints, and bias in texts and ideas
- ✓ Teachers provide opportunities for students to think critically in response to self-selected text.
- ✓ Teachers used the Optimal Learning Model to facilitate guided practice of making connections, inferencing and supporting conclusions.
- ✓ Teachers provided a variety of rich texts such as picture books,

### **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: 20  
Number of students: 249  
Grade levels: 6-8

### **School Highlights**

These include:

- Choir and Band
- Practical Arts
- Visual and Performing Arts
- Band
- Jazz Band

### **Extra-curricular Activities**

Variety of activities and opportunities:

- Badminton
- Basketball
- Book Club
- Bowling
- Cross Country
- Curling
- Drama
- Field trips

photography, graphic novels, blogs, artwork etc.

- ✓ Teachers created opportunities for students to think critically and explore a variety of texts through themed literature circles in English Language Arts.
- ✓ Approximately 68% of grade 8 students achieved a 3 or 4 in Critical Thinking, 72% of grade 8 students achieved a 3 or 4 in Reading, and approximately 71% of grade 8 students achieved a 3 or 4 in Writing as defined by the Provincial reporting categories on the June 2018 report card.

**Golden Gate's professional staff continued to work with students on developing their ability to engage and persevere with problem solving and to better communicate their understandings, thinking, and reasoning. By June 2018, all students will be meeting grade level expectations (as defined by a 3 or 4 on the report card) as per the Manitoba mathematics problem solving profile.**

- ✓ Students used the problem solving 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 problem solving process.
- ✓ Students were expected to represent and communicate problem solving processes, strategies and solutions (Concretely, Orally, Written).
- ✓ Teachers used visible thinking strategies during instruction.
- ✓ Teachers used grade level specific rich problem solving tasks as selected by the math team and anticipate possible student solutions to problems.
- ✓ Teachers facilitated and scaffold discussions with students (5 Practices Approach).
- ✓ Teachers created opportunities for productive struggle and ask questions that allowed students to grapple with ideas and relationships.
- ✓ 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.
- ✓ Approximately 59% of grade 8 students, 78% of grade 7 students, and 83% of grade 6 students achieved a 3 or 4 in Problem Solving as defined by the Provincial reporting category on the June 2018 report card.

#### Extra-curricular Activities

- Intramural Sports
- Manufacturing Club
- Math Club
- Rugby
- Social Justice Group
- Student Advisory Program
- Track
- Ultimate
- Student Leadership
- Volleyball
- Yearbook Committee

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

**Mathematics** Problem Solving was our focus for the school year. Students experienced a variety of tasks that encouraged them to think critically and communicate and reason mathematically during the process. Teachers worked together to develop and use common, student friendly language regarding our expectations and means of assessment so as to better communicate with students about their progress in the area of problem solving. White boards are utilized often to promote collaboration, risk taking, and making thinking visible in the math classroom.

**English:** Reading and Writing Connections continues to be a focus in all of our classrooms with common writing rubrics that have been implemented in each class. Teachers have begun to examine and interpret writing samples at all grade levels to determine strengths and next steps for instruction. Teachers continued to foster a learning environment where reading and writing are celebrated and valued. Diagnostic assessments continue to support readers and the results were used to guide the planning of lessons in each classroom. The use of visible thinking routines are used to enhance critical thinking and communication skills.

**French:** The French teachers believe strongly in learning French through living its culture and participating in French activities. Bringing in guests such as cooking with Fun en Français and interacting with each other in cross-curricular activities promote the practical use of the French language by having students interact with one another in French settings. The teachers continue to focus on oral communication while providing students opportunities to practice in authentic situations. Students will continue to have reading and writing opportunities in the classroom setting.

**Science:** Science teachers continue to explore and integrate real world science events, ideas and discoveries into the student's day-to-day curricular studies. The use of curricular based projects such as bottle rockets, toothpick bridges and insulated water bottles are being used to allow students to develop and hone their abilities of both the Scientific Method and Design Process. Through the use of journals and exit slips, students will learn to reflect on their learning as well as share their ideas, thoughts and opinions with support in their writing. Pods of iPads are provided to support and allow for unique and different ways for both teachers and students to conduct research; to communicate concepts in more varied ways, and explore simulated experiences.

**Social Studies:** Social Studies teachers continue to work on planning lessons and activities to promote the UNESCO model, which encourage all students to become active citizens. Guest speakers, invitation to community members to work with students on the Holocaust, Human Rights and Truth and Reconciliation issues are few of the projects/units that are the teachers are including in their classes.

**Arts:** The major goal of art class is to support, nurture, and inspire the growth of every student as an artist and artful learner. The student is at the center of the learning, so their feelings, perceptions, ideas, and expressions matter greatly and are valued, explored and celebrated within all art learning experiences. **All** students have artistic potential. Students will develop art language, grow their skills in using different materials, tools and processes, and gain an understanding of the art elements and principles so that this potential can be realized. Art mediums explored may include but not be limited to...pencil, oil pastel, watercolour paint, ink, acrylic paint, recycled objects, papers, fabric, various sculpting clays, wire, plaster, soapstone, and much more. Students each have their own digital art portfolio on the largest worldwide art gallery: Artsonia. Guest artists are often invited to participate in chosen units of study, and every effort is made to create meaningful connections between art classroom activities and twenty-first century careers and trades.

The band program at Golden Gate Middle School is very active in the division. Band is an option for all students who enter the school in Grade six. There are approximately 120 students currently enrolled in the band program in grades six through eight. Band students receive four band classes per six day cycle. Grade 7 and 8 band students are eligible to participate in the jazz band program at Golden Gate. There are currently approximately 40 students enrolled in the jazz band program. The jazz bands rehearse two mornings per cycle throughout the school year.

All bands participate in a variety of performances throughout the year with our major performances being the Winter and Spring Band concerts. In addition, the Grade 7 Band performs at the Level One Festival in April and the Grade 8 Band performs at the Optimist Band Festival in February. The Grade 8 Band also performs at the school Remembrance Day

ceremony in November. The Grade 8 band students are invited to participate in the International Peace Garden Music Camp band trip at the end of May.

**Student Services** As our community continues to become more diverse, our school remains committed to providing inclusive programming to support student learning. The guidance counsellor supports students with their personal and social development including programs in the classroom such as Roots of Empathy and Zones of Regulation. The resource teacher works collaboratively with teachers to develop a learning profile of students in need of academic supports.

**Physical Education/Health:** The ultimate goal of our Golden Gate Physical Education and Health Program is to actively engage students in a variety of movement and fitness based activities to provide the knowledge and skills necessary to lead an active and healthy lifestyle. We strive to offer numerous opportunities for our students to discover different activities that allow them to be active regardless of the season. Our Interschool athletics program is structured to allow any student the ability to participate in a variety of organized sports in a way that promotes every athlete to find individual excellence, whether they have prior experience or are brand new to a sport.

### **Planning & Goal Setting**

School goals are created using the Divisional Strategic Plan as the guideline ([www.sjsd.net/planning](http://www.sjsd.net/planning)). 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. **Broad Goal:** Golden Gate students will improve their ability to think and respond critically to visual and written text. **Specific Goal:** By June 2019, all students will meet grade level expectations in the area of responding critically to a variety of texts.
2. **Broad Goal:** Golden Gate students will improve their ability to engage and persevere when solving authentic math problems and communicate their understanding / thinking / reasoning. **Specific Goal:** 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 profile (MB Education).