

# report

## to the community



Hedges Middle Years School

2019-2020



*"Opportunity for All"*

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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 (2018-19)

**By June 2019, 100% of students will achieve 70-100% in Reading.**

- ✓ Student were given choice in novel studies/literature circles, which provided students with Multicultural and Aboriginal perspectives.
- ✓ RAD & Fountas & Pinnell Assessments were completed to measure and track student progress.
- ✓ Corrective reading, reading clinician support and FAST programs were used to help students close reading gaps where needed.
- ✓ Time for significant and meaningful reading was built into each day, for each student.
- ✓ All classrooms have been equipped with a classroom library with a wide variety of high-interest books.
- ✓ A variety of Before/During/After Reading Strategies were utilized in the classrooms.
- ✓ Students were provided with opportunities to demonstrate their understanding of what they have read in different ways, including choice work based on Multiple Intelligences.
- ✓ Teachers used common criteria to assess, inform instruction and monitor progress. This includes data from provincial assessments and report cards.
- ✓ The school continues to maintain a free lending library in front of the school to promote reading for the community.
- ✓ Students and teachers received support in reading instruction from the divisional literacy coach.

### **Our Vision Statement**

Students at Hedges will develop good character, self-respect and pride in themselves and their work. They will be good citizens by respecting and getting along with others. They will have opportunities to develop their creative abilities and increase their desire for lifelong learning.

### **Our Mission Statement**

Hedges School is committed to providing students with opportunities to develop personally, socially and academically in a safe environment and to become lifelong learners.

### **School Profile**

Number of teachers: 30  
Number of students: 397  
Grade levels: 6-8

### **School Highlights**

These include:

- Visual Arts
- Practical Arts and Human Ecology
- Vocal Jazz and Dance
- Jazz Band and band
- AAA programming
- GSA student group
- Hockey Program
- Student Led Portfolios
- Tiered Athletic Programs For All
- Daily Intramural Programming
- Breakfast program
- Gr. 7 camp
- Technology Integration
- Assemblies of Success
- Student Leadership
- Zones of Regulations & Growth Mindset Programming

### **By June 2019, 100% of students will achieve 70-100% in Mental Math**

- ✓ On a daily basis, students answered mental math questions in a school-wide consistent approach. Questions are aligned with each math unit and included place value questions, multiplying and dividing decimals and percent (finding half and quarters of various numbers – 50%, 25%).
- ✓ Number talks focusing on Mental Math were done twice a week and focused on using all 4 operations.
- ✓ Students use estimation and rounding in Practical Arts and Science to determine if the actual answer makes sense.
- ✓ Basic skills assessments were completed on all students to gauge ability and inform teacher instruction.
- ✓ Students were given the opportunity to demonstrate their understanding through authentic assessments. Common assessments were used across grade levels including rubric-based assessment.
- ✓ Teachers participated in professional development to improve understanding and the use of number talk and other numeracy best-practice strategies.
- ✓ Students and teachers received support for instruction from the divisional numeracy coach.

### **By June 2019, 100% of students will feel connected and a sense of belonging**

- ✓ Connectedness survey completed with all students and data analyzed to ensure all students have a positive connection at school.
- ✓ Variety of activities, events, clubs, whole-school functions, offered so students have many equal opportunities to become involved and connected with staff and students including The Great Kindness Challenge and Hedges Helps Harvest.
- ✓ Student services offered many programs to engage students who require support in the development of social skills.
- ✓ Regular communication with home by all teachers.
- ✓ Grade 7 Camp & IMC Band Camp provide opportunities for students to connect with peers and staff.
- ✓ TAG/Homeroom activities done monthly school-wide to increase opportunities for students to connect with homeroom peers and staff.
- ✓ Student body has a voice through our student leadership program.
- ✓ Assemblies held monthly to acknowledge the accomplishments of students.

#### **Extra-curricular Activities**

- Cross-country, volleyball, basketball, team handball, track and field, badminton, flag rugby
- Improv
- Marathon club
- Drama production
- Annual ski trip
- Fieldtrips
- Woods club
- Anime club
- Phys-ed leaders
- Safe school's committee
- Roots of Empathy
- Yearbook committee
- Photography club
- American Sign Language club

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

**English:** Integration of Canadian confederation into the ELA curriculum in Gr. 6 LA helps students connect to the early history of Canada through novel studies and non-fiction reading. Indigenous perspective novels and articles allow our Gr. 6 LA students a chance to understand and discuss reconciliation and the role education has in the process. Poetry with a Purpose is an activity in Gr. 7 LA. Students enjoy the opportunity to write a note to a staff member and staff members love receiving their notes/poems of appreciation and students are learning & practicing a new form of poetry. All students examine the power of words and the effects of social media in their lives through examining authentic articles. Narrative writing regarding personal experiences that students have encountered has allowed our GR. 8 LA students a chance to understand themselves better as they begin to lay out goals for their high school education. Literacy circles, with an emphasis on identity and indigenous life, encourages greater growth for the individual student.

**Arts:** Our band, choir, and visual arts had several authentic opportunities throughout the year to showcase their talents. We hosted a winter and spring concert and the band and choir performed at the Hedges 50<sup>th</sup> Anniversary and assemblies. Students performed at Choralfest and the Band Festival.

**Tech:** The students in practical arts used Bamboo drawing tablets to create original artwork pieces that they showcased in their digital portfolios.

**Science:** Grade 6 students engaged activities and experiments that asked them to generate good testable questions, and then carry out an experiment using the scientific method. Experiences vary from learning about electric circuits, to exploring sea creature adaptations and designing devices capable of flight. Grade 7's focused on designing and completing fair tests through the scientific method. To enhance their problem-solving skills, they were exposed to coding in the classroom. While studying structures they have a special focus on Indigenous structures both present and past. In grade 8, Students perform eyeball and heart dissections, create hydraulic devices, and complete an inquiry project on light and how it moves through their known world. A focus is exploring how lab experiments lead to deep learning on a variety of curricular topics. Grade 8 students will be completing the Blue Planet program at Fort Whyte Alive.

**French:** The grade 7 students went to Festival du Voyageur and enjoyed learning about snowshoeing, how syrup is produced from trees and made into taffy, winter animals and played some outdoor games. They experienced the culture through music and dance by learning 3 traditional dances taught by Mme. Poiron and about the relationships that were built between the Métis people and the Voyageurs. They also got a taste of pemmican to give a sense of what the Voyageurs ate while working on the trade routes.

**Mathematics:** A major focus of math instruction at Hedges is improving student's basic skills. Results showed that on average, student's improved over 22% on basic skills from September to June of last year. Mental Math continues to be a focus with all teachers implementing Math Talks strategies on a daily basis. This has shown both an increase in student's mental math skills, and an increase in student engagement with mental math.

**Social Studies:** Our grade 6 students began the year learning about and exploring Canada and all its resources from the east to the west coast while our Grade 7 students extended their learning to the World and its geography. Grade 8 students are investigating the different human perspectives and the influences on each of our world views before they explore a variety of Ancient Civilizations. Each grade level focuses on developing map skills, research and communication skills while learning how to become critical thinkers and global citizens.

**Phys Ed:** Hedges provides quality Physical Education program that is inclusive to all. Activities are focused on fundamental movements skills (throwing, catching, striking and kicking) so that students feel confident to continue being active throughout their life. Fitness circuits are completed once a cycle with the emphasis being on personal growth and goal setting. Healthy Lifestyle topics are taught once a cycle, as well as incorporated into fitness and movement activities. Intramurals are offered every day of the week both in the gym and alternative settings. The goal of the Physical Education program is to provide the appropriate skills and knowledge for students to live a healthy active lifestyle for today and the future.

## **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 (2019-2020)**

### **1. By June 2020, 100% of students will achieve a 3 or 4 on the Report Card in Problem Solving.**

- Teach problem solving strategies explicitly using the Optimal Learning Model (OLM).
- Provide both routine and non-routine problems for students to solve.
- Use the strategy of Vertical Non-Permanent Spaces (VNPS) and visible random groupings.
- Use grade level specific rich problem-solving tasks (TedEd Riddles & Rich Tasks) as selected by the math team to encourage productive struggle.
- Facilitate and scaffold discussions amongst students and anticipate possible student solutions to problems. (5 Practices Approach).
- Develop common practice among all math teachers for assessing student progress using a rubric that is based on the problem-solving achievement profile (MB Education).
- Teach students to stick to a task (persevere) and recognize that struggle is part of the problem-solving process.

### **2. By June 2020, 100% of students will feel connected and a sense of belonging.**

- Student leadership will provide opportunities throughout the year to increase student involvement.
- Students and staff will be provided with opportunities to participate in activities such as the Terry Fox run, Halloween Harvest, Food Fare Fridays, Christmas Food Drive for Harvest, United Way, woods club, dance and choir, sports teams, longboard club, yoga, GSA, small group meetings, TAG and Taking Circle.
- The school will hold triad meetings and a community BBQ in September to connect students, parents and staff from the outset of the year.
- Teachers will engage with students daily in homeroom after lunch to provide direct instruction in programming that will help them to be more successful in school and in life (zones of regulation, personal organization, growth mindset, mental health and well-being).
- Teachers will track and monitor student participation in school-based activities.
- Students will complete a connectedness survey to help the school identify who we can help to better connect.
- Teachers will identify students who are disconnected and create opportunities specifically to engage these students.
- Teachers will meet regularly throughout the year to further plan, assess and evaluate opportunities for student involvement.

### **3. By June 2020, 100% of students will achieve 70-100% in Reading.**

- Teachers will engage students in activating strategies (DI) to introduce and reinforce specific content vocabulary.
- Student reading inventories and pre-assessment data will be gathered in September to gauge interests and reading habits.
- Explicitly teach reading strategies in all subject areas using the Optimal Learning Model (OLM).
- Use a variety of rich written and visual texts.
- Actively reference reading strategies while working with students.
- Model how to and provide opportunity for students to self-asses and set learning goals.
- Use balanced assessment to determine student progress and inform instruction.
- Fountas and Pinnell reading assessments will be completed on all students.
- RAD assessments will be completed during the school year.
- Staff will continue with Corrective reading, reading clinician support and FAST programs.
- Use of data from provincial assessments and report cards will be used to inform instruction and programming.
- We have a free lending library in front of the school.
- Literacy & Deeper Learning Coaches to Collaborate with teachers and students in classrooms.