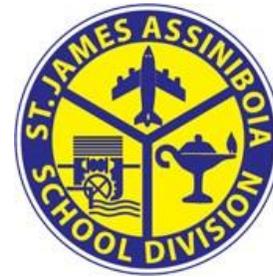


report

to the community



Lincoln 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)

By June 2018 Students will improve their ability to: 1) evaluate information & arguments, 2) make connections & inferences about visual & written text, and 3) act on their ideas in the real world.

- ✓ Teachers in all subject areas received training in visible thinking strategies, which allowed students to demonstrate their learning in a wider variety of way.
- ✓ Common grade level planning time was used to review student data, to focus on students' literacy goals in reading and writing more critically across all subject areas.
- ✓ Support of divisional literacy coaches helped to integrate thinking strategies and student data into classrooms
- ✓ All students participated in integrated projects that connected their literacy goals to real-world situations and problems located in the local and global community.
- ✓ Students used personal, peer and teacher feedback and assessment tools such as checklists and rubrics to review their work, and to analyze and communicate where they saw improvement, and where they still had goals.

By June 2018, students and staff at Lincoln will think like global citizens, considering global & local issues, diverse values & worldviews, to develop awareness of, and solutions for, social & environmental problems

- ✓ All teachers participated in training to better understand and help students understand the diverse nature of society including the needs of different cultures, persons who are differently abled, persons who identify with the LGBTQ+ community, and those who have needs in the area of mental health.
- ✓ Students took a growing interest in and responsibility for the Garden

Our Vision Statement

Our vision is to encourage all students to strive for personal success in an inclusive learning environment.

Our Mission Statement

Our mission is to provide each student with the opportunity to become a responsible, creative, life-long learner.

School Profile

Number of teachers: 25
Number of students: 377
Grade levels: 6-8

School Highlights

These include:

- Practical Arts Programs including home-economics, woods and digital communications.
- Arts Education options that provide diverse experiences in areas such as elements of dance, theatre, intarsia, music, pottery, cinematography and performance technology.

Extra-curricular Activities

Lincoln Middle School offers a large variety of activities, clubs, and opportunities throughout the year including:

- Student Council, Sources of Strength, GSA, Cross Country, Volleyball, Basketball, Ultimate Frisbee, Track & Field, Bowling, Drama/Musical, Student Voice, Dance, Rock Band, Improv, Student-Run Canteen, Art Club, Tech Club, Vocal Jazz, Choir

- Club, where plants were raised and sold to community members
- ✓ Individual classrooms, Student Voice members and individual students planned partnerships with Koats for Kids, Humboldt Strong, Rainbow Resource Centre, Volunteer Manitoba, MIIC, Siloam Mission and others to support, connect and engage students with experiences that developed their empathy, entrepreneurial spirit, and provided a wide continuum of cultural and social perspectives connected to their classroom learning.
- ✓ Lincoln's Safe School Alliance (GSA) provided opportunities for students to better understand and respect human diversity in the LGBTQ+ community in a safe and supported environment.

By June 2018, students will improve their ability to analyze a task using a variety of mathematical lenses to select appropriate strategies to find a solution.

- ✓ Students participated in a growing variety of rich tasks in their classroom learning environments that included open-ended questions and real-world learning
- ✓ Classrooms/students had the opportunity to participate in challenges such as the Mathletics competition.
- ✓ A growth mindset framework supported the classroom numeracy environment, so that students better understood the value of persevering, and the learning process that is involved with making mistakes.
- ✓ Teachers had the opportunity to share common assessments and rich tasks during their grade based PLCs, and through a common web based bank,
- ✓ Divisional numeracy coaches helped to integrate data-driven strategies, rich tasks, and open-ended questions into classrooms.
- ✓ Final assessments continued to be revised to include collaborative, open-ended questions connected to real-world learning to provide multiple sources of data for teachers.

A Quick Snapshot of the Classroom

Mathematics: Numeracy learning in classrooms was evident outside of the classroom, where students and teachers used the field, local community stores and businesses to gain a better hands on and day-to-day understanding of how mathematics fits into the world. The concepts taught in this way were also assessed using similar methods that connected numeracy skills with collaboration, communication, analysis and critical thinking.

Language Arts: Visible thinking strategies integrated a deeper level of critical reflection into students' learning and work during literacy instruction. Not only were students introduced to a wide variety of more traditional text genres, they also worked with digital and media texts that challenged their assumption and biases, while also helping to confirm their own place in a social world that is growing in diversity.

Science and Social Studies: These two subject areas lent themselves to providing direct concept and theoretical learning that integrated directly with environmental and social situations and problems in the world today. The impact of global warming, human rights and refugee crises were just three examples of concepts that allowed students this year to apply their understanding in areas that they feel passionate about, while also demonstrating their ability to communicate their learning.

Arts: Lincoln students and teachers continued to develop new ideas on how to integrate different components of the Arts. A great example was the annual Musical Theatre production that provided opportunities for all students to share their classroom Arts knowledge. Students were encouraged to integrate skills from visual art, technology, dance, music, Home Ec. sewing or Language Arts classroom experiences into a school-wide production that demonstrated the value of each component as it enhanced the whole. As a result, students gained a better understanding of the skills and collaboration required for a larger, real-life project or production.

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. **Students will improve their ability to think critically:**
 - Evaluate information and arguments
 - Make connections and inferences about visual and written text
 - Act on their ideas in the real world

2. **Students will improve their ability to analyze a task using a variety of mathematical lenses to select appropriate strategies to find a solution.**
 - All students will demonstrate a greater understanding of relationships between number concepts
 - Critical thinking & problem solving marks will increase for all students
 - Observational checklists will be used each term to measure different areas of students' growth in Mathematics

3. **Students and staff at Lincoln will think like global citizens, considering global & local issues, diverse values and worldviews, to develop awareness of, and solutions for, social and environmental problems.**
 - With support from staff members, students will develop an active Safe Schools Alliance Committee (SSAC)
 - With support from staff members, students will develop an Environmental Sustainability Committee (ESC)