

Grosse Isle School

2018 Report to the Community

RESPECT, *this means:*

- Respecting others with how we communicate (talking, listening, and body language)
- Respecting other's teaching and learning environments (we are all responsible for the learning environment)

KINDNESS, *this means:*

- Being kind with the words we choose when we communicate
- Being kind through the inclusion of others
- Being supportive and helpful in positive ways

IN OUR SCHOOL, WE BELIEVE IN...

SAFETY, *this means:*

- Everyone is responsible in creating a PHYSICALLY and EMOTIONALLY safe space
- Being responsible for our own actions and words
- Getting an adult to help with challenging or unsafe situations

LEARNING, *this means:*

- Contributing in positive ways to the learning and teaching in our classrooms and in our school
- Taking ownership of and participating in our own learning through goal setting and working hard
- Having fun while learning in positive and supportive ways and at appropriate times.

2017-2018 School Profile

- 43 Students
- Grades 5-8
- 3 Multi-level classrooms
- 3.58 Professional Staff
- 4 Support Staff
- 2 Student Teachers
- Strong Middle Years philosophy
- Utilize a hands-on and collaborative approach to learning and teaching across curricula whenever possible



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Literacy

Why?

To increase student engagement in, and with, numeracy and literacy.

How?

Through student driven, project based, experiential learning.

What?

- The addition of Project Based Learning in our timetable for all students with the support of all staff.
- Research done throughout the year on various implementations of PBL, such as 20Time, Genius Hour, Passion Projects, Independent Study.
- Discussion with students regarding the effectiveness of such timetabling.
- Students built capacity in themselves in how they learn best and how to focus their own passions and learning.

Next: PBL will remain part of our schedule for the 2018-2019 school year. Using the data and feedback collected from students and staff, improvements and changes will be trialed throughout this year.

Positive & Respectful Learning Environment

Why?

To enhance positive and respectful learning environments.

How?

Through the examination and improvement of our physical learning environment.

What?

- Research conducted regarding the effect of visual stimuli, lighting, sensory stimuli, and the benefits of alternate, flexible seating.
- Alternate lighting options are available in all student workspaces.
- Visual stimuli inventory was done throughout the school, and thorough culling was done.
- PD regarding learning environments was attended by administration.
- Most classrooms offer some seating options: standing tables, small groups, individual, low seating, soft seating, or mobile furniture.
- A variety of sensory tools were purchased and are available for all students. Specific teaching regarding appropriate 'what' and 'when' for these tools supports student learning.

Next: ALL classrooms will offer almost all seating options: standing tables, small groups, individual, low seating, soft seating, or mobile furniture. Alternate workspaces are available throughout the school. Throughout the whole school, reduced visual stimuli will remain a focus.

Student, Staff, & Community Engagement

Why?

To create alternate, engaging learning environments.
To build stronger relationships within our community.

How?

Through the addition of outdoor learning spaces and through increasing opportunities in the outdoors.

What?

- Purchased tables and benches to create useable workspaces outdoors.
- Encouraged students to explore the surrounding areas through nature art walks, walk and talks, fort building, various projects across the curricula took kids outside to put their formal skills to use in practical, hands-on ways.
- Strong relationships developed with parents through frequent communication: positive phone calls and emails, Friday Bulletins, monthly calendars, and Friday Hot-Lunch programs

Next: Continue to make use of all aspects of the property. Clearly determine our property lines so that we can begin to discuss the creation of a path and a cleared area in the trees for a formal outdoor classroom. Continue with our on-going methods of communication with parents. Examine how to invite parents and family members into our PBL programming to utilize the wide scope of skills that exist in our community.

Numeracy

Why?

To increase numeracy skills.

How?

Through the implementation and consistent use of Guided Math for all four grades.

What?

- Purchased more supplies to create guided math stations for all math classes.
- Horseshoe tables were added to all math classes to facilitate small group instruction, in line with the Guided Math Philosophy.
 - By the end of June, students had Guided Math at least once a cycle.
 - Students have become more comfortable with small group instruction and collaborative group requirements.

Next: A focus across ISD K-8 schools for the 2018-2019 school year is on Numeracy. **All** teachers and administrators will have PD regarding numeracy strategies, interventions, and best practices. A focus will be on building student confidence, speed and accuracy with basic math facts and fluency across all four grades