

# GROSSE ISLE SCHOOL

First Day of School: September 7<sup>th</sup>, 2023



## Grosse Isle School: Report to the Community 2023



### 2022 - 2023 Grosse Isle School Profile

- 48 Students in Grades 5-8
  - 8 – Grade 5 & 17 – Grade 6
  - 10 – Grade 7 & 13 – Grade 8
  - Our classrooms are primarily a 5/6 of 25 students and a 7/8 classroom of 23, we split our classes at grade level for SOME math classes, as our staffing numbers allow.
- 4.0 FTE Professional Staff
  - 0.50 Principal
  - 0.45 Student Support
  - 3.05 teaching staff
- 4 Support Staff
  - 0.5 FTE Admin Assistant
  - 0.5 FTE Custodians
  - 4 Part and Full time Educational Assistants, Child and Youth Support Worker, and Library Clerk
- Strong Middle Years philosophy
  - Utilizing a hands-on, critical thinking, inquiry based and collaborative approach to learning and teaching across curricula whenever possible and permissible.

### Literacy @ Grosse Isle School

#### Why it Matters?

Literate citizens are active participants in their communities. Development of a continuum of skills, knowledge and attitudes helps citizens to understand, think, apply and communicate effectively in a variety of ways for a variety of purposes.

#### What & How?

- Student voice and choice were honoured throughout the year with both individual book studies, literature circles, and classroom read-alouds.
- I Love to Read Month included a variety of activities and elements that build on existing student engagement. The month included a trip to McNally for ALL students to make selections for our school library and book study groups – everyone researches books and series that they would like to add to or include in our school library!
- Orton-Gillingham and Precision Reading programming was used to support our students in the area of literacy.
- Timetable ELA to create a literacy specialist within our school.
- We also recognize that through reading we are able to offer our students the opportunity to grow and learn about other times, people, and places in the world. Whether that is done through fiction or non-fiction. One of the areas of focus by Mrs. Clemis (ELA) was, and remains to meaningfully expand the diversity in authors, protagonist, topics, reading levels, and genres to offer more diverse choices to our students. Specifically, a focus on BLM [Black Lives Matter], LGBTQ+ and Indigenous stories, topics and authors.

#### Next

- **Continued Focus:** Ongoing professional development for our SSteam to strengthen their knowledge so that they are able to continue the learning done this school year so they are able to support our students, both reluctant and struggling readers.
- **New:** Mrs. Clemis will participate in the divisional learning network focusing on Structured Literacy, to continue to strengthen our literacy programming at Grosse Isle School.

## Numeracy @ Grosse Isle School

### Why it Matters?

In order to meet the challenges of society, numerate citizens must be critical thinkers. Citizens must be able to apply mathematical concepts and strategies successfully and with thoughtful perseverance in addressing issues that permeate daily life, business, industry, government and our environment.

### What & How?

Numeracy remains a priority at Grosse Isle School. This is seen first in our timetable – ensuring that all grades receive some single grade level numeracy instruction. Prioritizing numeracy learning allowed for small class-sizes, and for the teacher to focus their instruction on learning support and small groups.

- Inviting the ISD's Numeracy Lead Teacher to work with some small groups of students to provide enrichment numeracy work, while our classroom teacher worked with small groups to provide review of learning outcomes.
- Using the work of Peter Liljedahl, vertical non-permanent surfaces to encourage thinking and problem solving were more widely installed throughout the school to be used in various curricula to mirror some of the work being done in our numeracy classroom
- **Continue** to use the Numeracy Achievement Project's Pacing Guide and short quizzes to assess students learning and to plan review and support as the results require, making strategic use of all instruction time throughout the school year

### Next?

- **Continued Focus:** consistent math fact practice and review, through vertical and not, non-permanent surface use and game use e.g. Personal and classroom whiteboards, Xtra Math and iXL Math,
- **New:** Two of our staff will join the Interlake School Division Numeracy Achievement Project cohort, to strengthen their numeracy teaching in Thinking Classroom knowledge and skills



## Wellbeing @ Grosse Isle School

### Why it Matters?

In order to learn well, our students must live well. Students, staff, and community all play an important role in creating healthy learning, living and working environments. Our collective support is required to develop an understanding of well-being and to identify strategies that support students as they strive to reach their full potential.

### What & How?

- Staff **continue** to work on the importance of wellbeing in their own health and wellness, and work towards being strong and positive role models for both our students and our community of families.
- Through divisional PD, we examined our classroom set-up looking at both the lens of reducing stimuli while also looking for ways to increase opportunities for thinking through collaboration.
- The successful application for the Healthy Schools Grant, allowed for 8 weeks of in-school instruction from the self-regulation and mental health awareness program Lil' Steps. This provided our students with tools and the instructional support on how and when to use them to support their individual needs for self-regulation, culminating in a visit to the Lil' Steps Farm, to also learn how animals can support mental and physical health.

### Next?

- **Continue:** To encourage students to recognize in themselves the need for movement or other methods of self-regulation, when and how to support themselves and appropriate ways to ask for help if and when needed.
- **New:** examine the **Mamàhtawisiwin: The Wonder We Are Born With** provincial document to determine Indigenous ways of knowing and being into our mental health and wellness instruction and support, as well as looking at ways we are able to use the Elders and Knowledge Keepers Provincial Grant to support this vital and valuable instruction and student support.