



# CHIEF PEGUIS MIDDLE SCHOOL



## COMMUNITY REPORT - JUNE 2024

### ABOUT US

- ❖ We are a Grade 6 – 8 Middle Years school with approximately 480 students
- ❖ Students are enrolled in one of three programs: Regular English, German Bilingual, or Ukrainian Bilingual
- ❖ The professional staff includes: 33 teachers, a Principal, a Vice-Principal, and several support personnel
- ❖ Grade 6 - 8 students are organized into mini-teams with groups of two or three teachers providing instruction in the core subjects through an integrated approach
- ❖ The school offers expressive arts education, including visual art, drama, and instrumental band
- ❖ All students receive instruction in industrial arts and home economics
- ❖ We offer a wide variety of extracurricular programs in sports, music, and various clubs
- ❖ School teams participate in divisional interscholastics in volleyball, basketball, badminton, and track

### 2023 - 2024 ACHIEVEMENTS



### LITERACY



**EXPECTED OUTCOME:** By June 2024 Chief Peguis students will demonstrate growth connected to rich literacy skills across the curriculum by using language to communicate, comprehend and critically think.

#### **RESULTS:**

- Report card data reflects that more than 75% of students are receiving a 3 or 4 across all ELA categories in Term 1, Term 2, and Term 3.
- Grade 8 Provincial Reading Assessment results show that 86% of Grade 8 students are approaching or meeting reading outcomes.
- Grade 8 Provincial Writing Assessment results show that 87% of Grade 8 students are approaching or meeting writing outcomes.
- Pre and post assessment indicates growth for individual reading levels across all grade levels.
- Pre and post write assessment indicates growth across all grade levels.
- Mini-residencies and targeted literacy lessons were conducted by Teacher-Librarian/Resource Teacher who developed and co-taught a series of lessons and implemented strategies to support literacy across the curriculum in grade 6, 7 and 8 with a focus on OLM.
- The Literacy Committee planned, implemented, and delivered professional development where all staff were introduced to Reading Apprenticeship and participated in hands-on learning connected to the talk to text and verbalizing thinking strategies.
- Teacher-Librarian/Resource Teacher integrated technology into literacy lessons connected to the use of One Drive, shared documents, inserting images through Creative Commons, research skills, design functions in Office 365, Teams, etc.
- Initial reading assessments were completed by all students within the first month of school. This helped identify those students who needed intensive intervention and helped identify students who met criteria for divisional Reading Tutor interventions.
- Students involved in the divisional Reading Tutor program demonstrated individual gains between .5 year to three-year increase in reading level.
- Literacy support was provided by teachers, resource teachers and educational interns connected to increasing reading and writing skills inside and outside the classroom.
- Teacher-Librarian/Resource Teacher planned and implemented activities connected to promoting literacy for all students during Reading's Not Scary and I Love to Read month, to promote collaboration, critical thinking, and creativity.

- 92,546 minutes spent reading and recorded by Chief Peguis students during I Love to Read Month and Reading's Not Scary.
- \$16,094.72 invested in teacher and student- requested classroom, Library and professional reading materials.
- 576 new books were added to the library collection.
- 9, 472 books circulated through the library.

**EVALUATIVE STATEMENT:** This goal continues to be part of a multi-year focus.



## WELL-BEING



**EXPECTED OUTCOME:** By June 2024, students will be safe and caring citizens who are committed to respecting diversity, inclusivity, equality, and sustainability.

**RESULTS:**

Completed two extended homeroom lessons on the circle of courage (belonging and generosity).

All staff attended Professional Development on how to create a classroom treaty. Grade 6 teachers had a divisional consultant support making their classroom treaties. Grade 7 and 8 teachers created classroom treaties on their own or with support from student services.

As a result of our student Survey that was completed in May, students identifying that they feel safe at school went up from 47% to 70%.

As a result of our student Survey that was completed in May, 72% of students participated in 1 or more clubs this year.

Boys group and Girls Group were offered 8 times this year.

Cool to Be Kind Week - Pink Wolf Pride tickets and treats handed out to students that were being kind.

House group challenges that were done this year include:

Spirit Week

Hidden Undercover

Reading's Not Scary

Math Mystery

Blue & Gold

Winterpalooza

Hamper Collection

Christmas Bingo

Door Decorating

Christmas Game show

Spirit Week

100 Day Bingo

Pi Day

Organized a Building Community Day where students were able to choose 6 activities out of the list of 32.

Winter Activity Day was also offered where students could choose from a list of 10 activities.

**Evaluative Statement:**

The goal of students feeling safe has increased by 23%. Building a safe and caring community will continue to be part of the school plan.

**EXPECTED OUTCOME:** Strengthen our Tier 1/universal supports to increase students' mental and emotional well-being.

**RESULTS:**

Students received lessons on grade level social emotional learning curriculum once per cycle for the whole year. Grade 6's participated in Sources of Strength and grade 7 and 8's participated in Project 11. Teachers attended professional development related to each grade level-specific programming.

Sources of Strength organized three campaigns lead by peer leaders to help students feel positive and safe.

- Positive Friends with Cookies and positive messages in lockers
- Identifying Trusted Adults/Mentors
- Being an Upstander

At the end of the year Sources will complete a survey to reflect on the impact and success of the campaigns.

Completed a one-week blitz on being an upstander. 429 tickets were handed out.

**Evaluative Statement:**

Sources of Strength lessons continue to be implemented in grade 6 classrooms and campaigns using the wheel have been implemented throughout the school year throughout all three grade levels. Sources of Strength will continue to be an important part of the Learning and Behaving School Plan.



**EXPECTED OUTCOME:**

By June 2024, students in grades 6-8 will show growth in mathematical reasoning, and use mathematics with confidence, accuracy, and efficiency. This will be reflected through multiple strands that are drawn from multiple data sources (products, observations, conversations) that are student-specific, strength-based, and ensure learning acceleration and evidence of growth over time.

By June 2024, students from grades 6-8 will be integrating technology into learning in all subject areas, with a focus on increasing proficiency, engagement, and digital citizenship when using technology.

**RESULTS:**

Problem solving assessment was completed early in term 1, and students self-assessed their problem-solving skills. This helped identify those students who needed intervention. The same assessment was completed in June to determine growth,

Grade 6- T1 – 66% had a 3-4, T3- 80% had 3-4, **18.44% increase in T3 from T1**

Grade 7- T1- 66% had a 3-4, T3- 75% had 3-4, **9.2% increase in T3 from T1**

Grade 8—T1- 68% had a 3-4, T3- 74% had 3-4, **6.73% increase in T3 from T1**

Students were surveyed on their problem-solving skills in May to identify growth. Results from the survey included:

52% of students felt that their problem-solving skills have improved this year.

53% of students are confident in their problem-solving skills.

Most students feel that daily math warm-up's help strengthen their problem-solving skills.

44% of students worked on strengthening their problem-solving skills daily problems this year.

62% of students will try multiple strategies when working on a problem.

Report card data:

88.81% of students in grade 6 received a 3 or 4 in knowledge & understanding on the term 3 report card.

91.45% of students in grade 6 received a 3 or 4 in mental math & estimation on the term 3 report card.

87.57% of students in grade 6 received a 3 or 4 in problem solving on the term 3 report card.

79.58% of students in grade 7 received a 3 or 4 in knowledge & understanding on the term 3 report card.

80.94% of students in grade 7 received a 3 or 4 in mental math & estimation on the term 3 report card.

78.22% of students in grade 7 received a 3 or 4 in problem solving on the term 3 report card.

78.1% of students in grade 8 received a 3 or 4 in knowledge & understanding on the term 3 report card.

77.6% of students in grade 8 received a 3 or 4 in mental math & estimation on the term 3 report card.

69.8% of students in grade 8 received a 3 or 4 in problem solving on the term 3 report card.

Numeracy support was provided by teachers, resource teachers and educational interns within the classroom for identified students.

Teams was used as a virtual collaborative space for all math teachers to access and share documents and ideas.

School-wide math activities and celebrations occurred with Math Mysteries, 100-day, Pi Day activities, estimation challenges, school-wide math bingos, and school-wide Kahoot challenges.

53.25% of Grade 7 students were meeting the mid-grade 7 level on the provincial Middle Years Assessment.

**Evaluative Statement:**

**This goal continues to be part of a multi-year focus.**

Digital Citizenship lessons were delivered in all classes in term 1. These were grade specific from Common Sense Media.

DL teacher delivered optional lessons to grade 6 students (and as requested by grade 7 and 8 teachers) about basic technology use and navigating One Drive.

School-wide survey was completed by all grades to rate their technology use in May. Results from the survey included:

57.9 % of students feel they have a very good grasp of opening, saving and sharing documents on OneDrive

57.7 % of students understand the negative impact of screen time on their health

79.6% of students report that they have a good knowledge of what digital citizenship is.

64.8 % of students indicate a good knowledge how to Log in / Log out of shared devices.

60.1% feel they have a very good understanding of how to share their work with teachers digitally.

70.5% indicate they understand how to cite digital sources and have been shown various methods from their teachers.

Release time was dedicated to the School's Digital leader to work with classroom teachers to learn new apps and co-teach the use of the app while connecting to curricular outcomes.

**Evaluative Statement:**

**This goal continues to be part of a multi-year focus.**

## 2024-2025 PRIORITIES

### LITERACY

### STUDENT WELL-BEING

### NUMERACY & ICT - INFORMATION COMMUNICATION TECHNOLOGY

