

report

to the community



George Waters Middle School
2010

2009-

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Planning and Goal Setting

School goals at GWMS are generated using the St. James-Assiniboia School Division Planning Themes, Provincial directives and input from staff, students, families and the community. Students are involved in the planning process through involvement in various committees including the Safe School Committee and Leadership. Parents have input into the development and review of school plans, involvement in the school staffing and budget committees and through input from the Parent Council. In addition, students, parents and the community are surveyed on a bi-annual basis to assist in determining planning direction and in developing a vision for George Waters Middle School.

School Goals & Accomplishments: 2008-2009

1. By June 2009, with the use of classroom profiles and differentiated instruction, diverse learners will be more successful. **Classroom profiles were completed and teachers collaborated on various strategies to address students' needs.**
2. By June 2009, all staff will be using outcome-based grade books to better communicate student learning. **All staff used outcome based progress reports to communicate student learning to parents and students. Essential learnings were established in May 2009 which facilitated the development of staff grade books.**
3. By June 2009, all George Waters Middle School students will have completed character enhancement activities through our J.A.W.S.S. program that reflect the G.W.M.S. Code of Conduct. **Our staff-student advisory program (Joint Activities With Students and Staff (J.A.W.S.S.) focused on the topics of Caring and Trustworthiness. As a general observation, students did exhibit a more caring attitude toward their fellow students on a daily basis.**

School Priorities 2009-2010

- Sustainable Living and Social Justice
- Literacy w ICT (Information Communication Technology)
- Student Engagement in Learning

School Goals & 2009-2010

- By June 2010 sustainable living/social justice will be integrated in to all subject area curricula.
- By June 2010, students will be engaged in self assessments in ICT and teachers will be more confident in assessing Literacy w ICT.
- By June 2010 students will be more engaged in their learning.

School Profile

Number of teachers: 30
Number of students: 336
Grade levels: 6-8

Our Mission Statement

George Waters Middle School is devoted to academic excellence, respect for individual rights and differences as well as to the development of individual strengths.

Key Programs

VEST (Virtual Enterprise Systems Technologies), PDHS (Program for Deaf and Hard of Hearing Students), Hockey Academy, Arts Education (Art, Band, Choral, Leisure Art, Computer Art, Drama, Film Studies, Robotics, Active Living), Practical Arts (Home Economics, Woodworking, Electronics), and Enrichment Education for all students.

Unique Activities

Beyond a rich academic program, GWMS offers an extensive co-curricular program, outdoor education camps that foster teamwork and 'connectedness', active student participation and student leadership opportunities, a house system (GWMS Sharks) that promotes team spirit, JAWSS time (bi-weekly Team Advisory Program sessions), dedicated Resource and Guidance personnel for student support, an active Parent Council, and access to a full service cafeteria and lunch program. Monthly C.A.R.E. (Celebrating and Recognizing Excellence) Assemblies are held to celebrate student successes.

2008-2009 School Assessment Report

This section of the Report to the Community details how our students performed on Divisional and Provincial Assessments during the past school year. It also describes the programs the school offers and the actions the school is taking to help students succeed. For more information about student achievement, please contact the school principal, who will be happy to answer your questions.

How Do We Know We Our Students Are Succeeding?

Our School Division places a high priority on improving student learning and achievement. Providing information on student performance is a very important part of this process. Teachers gather information about student learning on a regular basis using a variety of assessment methods including Division-wide assessments administered in selected subject areas and grade levels. Schools use assessment results, along with information from classroom observation and evaluation, to develop plans for improving student learning.

English Language Arts

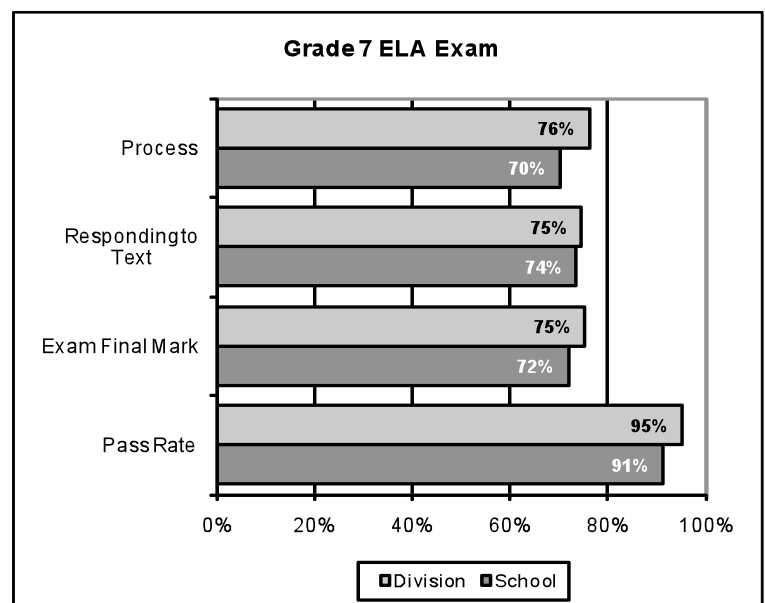
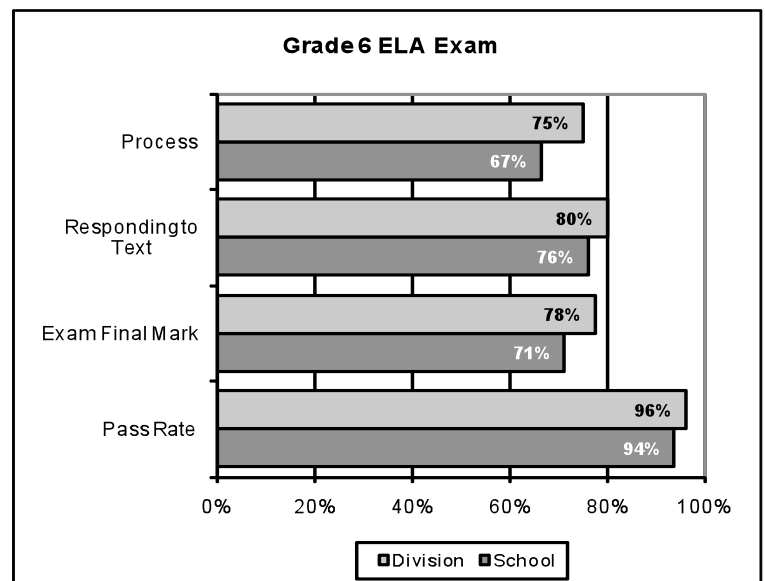
This is the final year for utilizing divisional exams as a means of assessment. The use of teacher created classroom assessments and common assessments will serve the needs of our students in improving performance. They will provide teachers with more information to enhance instructional practices and more evidence about student learning. However, analysis of the ELA exams has provided useful information for our 2009-2010 improvement goals.

Grade 6 students did best in the organization section of the writing portion of the exam with marks within 6% of the division mean. Organization of ideas, conventions, and language use and arrangements were all within 10% of the division mean. Responding to text portion was a student strength (within 4% of the division mean). The overall pass rate was 93.9% which was an improvement of 1.2% from the previous year.

Grade 7 students did best in the ideas section of the writing portion of the exam with marks within 6.2% of the division mean. Organization, language use and arrangements, and conventions were all within 7% of the division mean. Student strength was once again in responding to the text portion of the exam (within 1.1% of the division mean). The overall pass rate was 91.3%.

Improvements for 2009-2010:

- Classroom assessments in reading comprehension and fluency will determine gaps in student learning.
- Assistance from reading clinician for strategies to close gaps in reading comprehension and fluency.
- Use of Q.A.R. (Question Answer Relationships) to improve reading comprehension and higher level thinking.
- Use of F.A.S.T. Reading Program to assist students with reading disabilities.
- Further development of 6 + 1 Writing Traits
- Continuation of P.A.S.S. (Preparing All Sharks for Success)
- Provision of opportunities like Rotary Legacy Project, Optimist Oratorical Contest, and other contests and Promotion of literacy through the use of Artists in the Schools.



Mathematics

The 2008-09 school year was the pilot year for new Math curriculum. As a result, there was no Math exam in June, 2009.

Science

The June 2009 Divisional Science exam showed improvement by George Waters students in almost all areas.

Multiple Choice - The divisional average decreased from last year's results (5%) while the GWMS average decreased by 2.5%.

Extended Answer - The divisional average increased by 1.5% from last year's results while GWMS increased significantly (6.9%).

Overall Exam Mark - The divisional average decreased by 3.0% from 2008-09 while the GWMS average increased by 0.4%.

Pass Rate - The divisional pass rate decreased by 2.8% while the GWMS pass rate increased by 2.5%.

Although GWMS is still slightly below the division average, the gaps have continued to lessen. Our pass rate also continues to increase but needs to be a continued focus.

Improvements for 2009-2010:

- Focus on the Essential Learnings in Science when delivering curriculum content.
- Focus on increasing the success rate for students (pass rate).
- Identify at-risk students and arrange appropriate resource supports.
- Continue to maintain high expectations for all GWMS students.
- Work specifically on Scientific and Technological skills.
- Through the use of monies from the Middle Years Experiential Grant, increase the number of Science field trips at each grade level to make a 'real life' connection for students and hopefully motivate all students to what to pursue further education in the Science field.

