

## **WCI Report to the Community**

Over the past year we had identified four goals in the areas of literacy, numeracy, school climate and student engagement.

**Literacy:** In the area of literacy we used the RAD reading assessment in grades nine and ten. The information gained from this assessment has been used in classroom profile meetings to identify common goals for the group. As a group of teachers, literacy goals were outlined for each grade. Grade nines were identified as having a need to improve comprehension in content area reading. Graphic organizers were identified as being a resource and strategy to improve this. Our grade 10s were identified as needing reading comprehension strategies. Our English teachers and Resource teacher co taught these strategies.

A second RAD assessment was delivered to the grade nine students. Most students improved in this area. There are still a core group of students that this approach did not access. Grade 10s reading comprehension has improved, as demonstrated in reading comprehension assessments delivered by classroom ELA teacher.

**Numeracy:** Our Essential Math classroom has used many authentic tasks to deliver numeracy instruction. Technology has been used to address differing needs within the classroom. Resource has used co teaching to implement instruction. Initial numeracy assessment is delivered in grade 9 and 10 by resource department. We are looking at finding an assessment tool that more accurately reflects skills and knowledge from math curricula.

### **Positive, Respectful Learning Environment:**

As there was a thirty percent change in staff at the beginning of this school year, including a new principal, we used this opportunity to collaboratively plan a common vision. Our first step included inviting all staff to build a vision of our portrait of a graduate. What are the skills, values, knowledge and characteristics we would like our grade 12s to have when they cross the stage on their graduation day? Second step was inviting all staff, students from student council and PAC to build our beliefs and bottom lines. Third step was to introduce these to all students through grade group meetings. During these grade group meetings, grade 9s and 10s created their own portrait of a grad. Grade 11s and 12s were asked to evaluate our school community on these portraits. For example we identified creativity as a quality we would like our students to have. We asked the students, "What do we do that is harmful in developing creativity? What do we do that is helpful? What more can we do?" Students were given oral and written opportunities to share on this day. Fourth step was to participate in a PATH. Invites went to all staff, students from student council, students from Ma-Mow-We-Tak Friendship Group and PAC. At the PATH, six specific goals were identified. Members were enlisted for each goal, leaders were identified.

Restitution implementation: As a school community, we developed beliefs and bottom lines. A group of four staff members went to Restitution II with Joel Shimoji. During our PATH process, using restitution language was an identified goal for next year.

Another outcome was the development of safe spaces- Indigenous space, boys group, girls group, promoting the responsible use of social media through health classes and continued GSA.

**Student Engagement:** Authentic tasks/projects had been our identified goal. This is a continued goal for next year. PLCs were developed on teaching styles, physical literacy and communication. Teachers were taking discussions/strategies from PLCs, putting them into practice, engaging back into conversation and reflecting on practices.

Our PATH is posted in our building. We invite you to take a look at our goals for the upcoming year.