

Georgia Ave Community

Year: 2021-2022

Principal: Lisa Frey



Our School Story

What are the unique, positive characteristics that we celebrate in our school/community?

Our school's sense of community is reliant on building strong, supportive, and trusting relationships with each other. Our dedicated staff make relationship building a priority in their daily interactions with our students and their guardians. We are a diverse community with a wide range of learning styles and various cultural backgrounds. We demonstrate acceptance for all and make time to acknowledge accomplishments and show gratitude for each other. We embrace our collective ownership of Indigenous education and are committed to developing a solid understanding of aboriginal understandings with in all of our students. All classes receive Hul'qumin'um language education in addition to the embedded Indigenous curriculum for each grade. Georgia uses a tiered levels of support to ensure students who are struggling have access to small group and/or individualized support as needed. We are constantly evaluating our practices and outcomes and show flexibility and a high degree of responsive teamwork in addressing and meeting our students' changing needs We celebrate diversity and any actions that help contribute to an inclusive culture. Students often have opportunities to show leadership in mentoring, encouraging and/or role-modelling for others. Showing gratitude for one another is a daily practice at Georgia Ave. Our strong personal relationships with our students allow us to recognize accomplishments that help contribute to students developing self confidence and becoming independent learners.

What are the important demographics of our school and community?

Georgia Avenue is a community school that is located in the Harewood neighbourhood. The school has 262 students from Kindergarten to Grade 7, with 17 divisions (one division being our District Skills program). We are proud to have a diverse student population represented by Indigenous, Caucasian, South Asian and Syrian families.

Our School Goals

1. To improve students' performance in reading and writing.

Our School Celebration Story

This year we focused on developing our infrastructure to provide differentiation in classrooms and targeted tier 2 and 3 students who were lagging in their reading skills. On-going classroom-based assessments were used to inform our class and targeted instruction. This data was used to identify 48 (Grades 2-7) students to receive intensive support using Press Phonics from our Inclusion Support teachers. Overall, the average improvement measured by pre and post assessment resulted in an average of at least three benchmark reading levels. Staff noted increased reading confidence and students “seeing” themselves as readers. Our literacy coordinator worked with early primary classroom teachers to support the fine-tuning of reading programs which included using Heggerty. She also provided support to classroom libraries by providing engaging reading materials at students’ level.

Our focus was developing our student’s confidence and risk taking with writing. We provided purposeful and motivating writing opportunities. We wanted our students to write for purposes that brought enjoyment. We had several school-wide events that supported this initiative. We had a month of focusing on poetry. Students enjoyed a poetry walk, where various poems were posted throughout our school grounds for students to read together and discuss. Students also had the opportunity to be pen pals with seniors from a local home. Student stories were regularly shared and posted outside the office. We are looking forward to continuing and extending our writing opportunities for students next year.

NLPS Board Goals

Continuous improvement of instruction and assessment.

NLPS Board Objective(s)

Continuous improvement in special needs, Indigenous and overall student population on student achievement.

Collaborative Inquiry Goal



PLAN

Scanning: What's going on for our learners? How do we know? Why does it matter?

Focusing: Where will concentrating our efforts make the most difference? How are we contributing to the situation?

Will strengthening our Tier 1 and Tier 2 literacy practices improve student reading performance?

ACT

New Action: What can we do differently to make "enough" of a difference?

Twice a year, whole staff examination of student reading data. Use this data to create an intensive student support plan, which included students being selected to receive 3 times a week intense individualized reading intervention with Inclusion support teachers.

- Build diverse literacy program – examine and refine classroom structures
- Create phonics-based bins – create intermediate reading bins
- Continue utilizing conference binders, introduce new staff
- Collect and review pre and post assessments of our students receiving Tier 2 and 3 intervention to monitor progress.

New Learning: How and where will we learn more about what to do?

OBSERVE

Checking: Have we made “enough” of a difference?

Evidence: How do we know? What evidence do we have to show our impact?

Students will demonstrate more risk taking with their writing tasks. The volume of student writing will increase. Benchmark and NLPS screener data for our targeted vulnerable students will improve.

REFLECT

Lessons Learned: How and when will we share our progress and insights?

Next Steps: What are our next steps for students? What do we need to learn more about?

NLPS Board Goals

Choose a goal

NLPS Board Objective(s)

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Collaborative Inquiry Goal

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