



## École Dieppe

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### Mission Statement

The mission of the Dieppe School Community is to provide a safe and stimulating environment which promotes academic growth, encourages mutual respect and responsibility.

Principal  
Tanya Lemoine  
Vice-principal  
Rodelyn Stoeber



### Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

### 2020/2021 School Plan Priorities:

- **Literacy**—Emphasis on **French reading**
- **Numeracy**—Emphasis on the **Mental Math & Estimation**
- **Student engagement**—Emphasis on **Social Responsibility**

### Progress Toward School Plan Priorities:

In the area of literacy, teachers implemented rich French balanced literacy experiences for all students. Students participated in activities and lessons to increase their vocabulary which improves reading skills in French. Students in Grades 2-4 had the opportunity to read on a daily basis in French, using hard copies of books and/or the books available on online reading programs RAZ Kids or Je lis, je lis litt ratie. Students' French reading progress was tracked through ongoing observations by teachers using a variety of formative and summative assessments.

In the area of numeracy, students developed their understanding of mental math and estimation by playing games such as cribbage, Sum Dog and Prodigy. These games were available both in-class and online. During math lessons, students learned to explain their math thinking using programs such as Number Talks. Teachers used differentiated instruction to meet the needs of all learners. While working online, students used both Seesaw and Teams to demonstrate their math understanding.

In the area of Social Responsibility, the school implemented the use of play zones for the 2020-21 school year. These zones allowed students to respect social distancing, play with the same-age peers in their cohort, and more readily resolve conflicts. When conflicts did arise, students were encouraged to use Kelso's Choices to independently work on the issue. In order to promote school and class community, teachers fostered social emotional skills through a variety of activities, such as discussing pertinent literature and relating it to student experiences; teaching the Paths and/or Zones of Regulation programs, as well as art-based and expressive art-based interventions.

## **Progress Toward the Three Expectations for Student Learning 2020/2021:**

### **All students in Pembina Trails will be personally and intellectually engaged in their learning at school.**

- This year, students participated in training to learn and understand the expected and unexpected behaviors related to Covid protocols, including staying distanced in the hallways, using hand sanitization correctly, properly using masks (Grade 4, students in Grade 3/4 combined and bus students), and not sharing food or materials. This training allowed students to feel safe and confident so that they could focus on their learning.
- Staff and students continued to implement common language in regards to expectations for learning and participation. This language was used consistently at all grade levels and in all areas of the school.
- In order to support and promote student resiliency and perseverance, teachers implemented lessons and activities focusing on growth mindset throughout the year.
- In the fall, all K-4 students participated in a school-wide Terry Fox event during their physical education classes. The school's goal was to "run across Canada" by doing laps of the school yard at the beginning of class. Students learned who was Terry Fox and about his goal to raise money and awareness about cancer. Students were fully engaged and attained their goal well before the goal date at the end of October. This event built community, as well as awareness about how each person can make a difference.
- In April, Elder Winston Wuttanee conducted workshops with all classes in a virtual space to tell stories and share teachings from Indigenous cultures in Canada.
- When Covid restrictions permitted, students were offered the opportunity to participate in intermural and after-school physical education clubs within their cohorts to promote an active lifestyle and increase in-class engagement.

### **By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.**

#### ***Literacy:***

- Students benefitted from small group instruction, both in-person and online, during which they had the opportunity to listen to, read, and speak in both French and English. This targeted instruction time focused on learner-specific goals to improve each child's reading abilities and skills.
- Struggling readers were supported by small-group, supplementary literacy interventions such as IL2 (French reading intervention), Reading Recovery, as well as one-on-one instruction.
- Students participated and shared their understanding in authentic inquiry-based learning projects that allowed for deep and flexible learning.
- Students had the opportunity to use technology to enhance their learning experience and understand that communication can be multi-modal.
- In order to improve student outcomes in the area of literacy, teacher professional development focused on balanced literacy instruction in the areas of reading and writing, both in English and in French.
- Students demonstrated their ability to speak French through a variety of authentic tasks, including: presentations, mentor students reading on Teams to younger grades, Seesaw videos, and virtual class meetings.
- Students participated in the online leveled reading programs Raz-Kids and Je lis, je lis littérature .
- In order to improve French pronunciation, fluency, and decoding skills when reading for students, teachers implemented a school-wide multi-modal French phoneme program.

### **Numeracy:**

- Math lessons were differentiated in ways that met the diverse needs of the learners in each class.
- In the fall, teachers created individual math kits containing manipulatives, dice, cards, among other items, that students used during lessons and math games.
- Classes used authentic and fun open-ended questions for problem-solving that allowed students the opportunity and flexibility to communicate their math thinking in different ways.
- Students participated in a variety of lessons and math games that reinforced skills and developed greater understanding of math concepts.
- Common math vocabulary lists were implemented with students to ensure consistency in math understanding across grade levels.
- Students and teachers were introduced to and implemented the online math tool Netmath with the leadership of a divisional consultant. This program, aligned with Manitoba curriculum, allows students to work at their own pace, at the appropriate developmental level.
- Students used Seesaw activities to communicate their math thinking and understanding in a variety of ways.

### **All students in Pembina Trails will graduate from High School.**

- Teachers and students worked together to create classroom agreements at the beginning of the year to understand their roles and establish a sense of community in the classroom.
- Students learned about social-emotional development through art and expressive arts interventions, The PATHS program (Promoting Alternative Thinking Strategies), Zones of Regulation, as well as the use of stories. Through these lessons, students were able to identify and use strategies to become more self-aware and independent in controlling their emotions and impulses, as well as to manage their sensory needs, and improve their ability to solve small conflicts.
- Additional social-emotional support was provided for students requiring more targeted and intensive interventions in self-regulation, self determination and resilience. Academic supports were also put in place for students requiring adaptations.
- Students benefitted from the co-teaching model of instruction where they were exposed to different ways of teaching and learning that focused on teacher strengths.
- Grade 4 students participated in the school patrol program to welcome our youngest students off the bus and accompany them to their class lines in the morning.
- At École Dieppe, our student develop academic and social skills that are a foundation for their future as graduates of the Pembina Trails School Division and citizens of the world.