



## Laidlaw School

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### Mission Statement

To provide a safe and inviting environment, where all students can develop to their fullest potential, becoming life-long learners, and responsible contributing members of the community.

Principal  
Jacqui Kroeker



### 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.

### 2019\_20 School Plan Priorities:

- Literacy: (Writing) - Mastery: The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say "I can succeed".
- Numeracy (Problem Solving) – Independence: Free will is cultivated by responsibility so that the child can say, "I have the power to make decisions."
- EAL (Community) – Belonging: The universal longing for human bonds is cultivated by relationships of trust so that the child can say, "I am loved."
- Citizenship (Mentorship) – Generosity: Character is cultivated by concern for others so that the child can say, "I have a purpose for my life."

### Progress Toward School Plan Priorities:

**Literacy:** Teachers formed two professional learning communities: early years and middle years. They continued their book study by Regie Routman: Writing Essentials. They shared their learning during the EY and MY weekly meetings and teachers implemented the strategies on a daily basis. This year we introduced the role of a literacy coach—Ms. Munro. As part of this role Ms. Munro created flexible co-teaching blocks where she worked together with teachers to create inquiry based projects. We had planned to host a Spirit of Mastery showcase where we would have invited families in to see their child's exemplary work in March. However, this had to be cancelled due to covid-19. We did host our traditional cuddle up and read evening and we had many more families attend. The two grade 3/4 and grade 7 classes were involved in a standards for success in literacy pilot. Each classroom received 7 laptops and they were authentically integrated into their everyday learning. Due to covid-19 learning from home began on March 23rd. Teachers created daily lesson plans and activities on Seesaw (k-4) and Edsby (5-8). They introduced teams as a communication tool and hosted daily class meetings. The teachers excelled in delivering learning from home focusing on the areas of literacy and numeracy. Specialist teachers provided creative and supportive activities creating videos to guide student learning.

**Numeracy:** We focused on PD opportunities throughout the year, including focused numeracy PD time at staff meetings. We dedicated one 1/2 PD day to learning about Knowledge Hook. We continued to actively engage in the “Mathology” program for grades K-2. This was a great PD opportunity and also gave students access to new math resources. Both 1/2 teachers attended the PD and have found the resources to engage students in a deeper and more meaningful way. We hosted a numeracy PD for staff on Knowledge Hook—this then became a middle years teaching tool. We planned on hosting a numeracy day so students could focus on problem solving activities with a numeracy lens. However, due to covid-19 we were unable to carry out this goal.

**Citizenship:** We continued to use the Circle of Courage framework and the Laidlaw Lion mascot this year to frame our work around citizenship. The Laidlaw lion demonstrates the values of courage, belonging and kindness. The goal of the community building experiences were to have students view themselves as valuable members of the larger community. Establishing connections and relationships within the community to strengthen these experiences and create “funds of knowledge”. We connected with Ralph Maybank school and collected breakfast items for the full school year. In addition, we collected Koats for Kids and collected 892lbs of food for Winnipeg Harvest during the school parade. During the regular school year we continued to offer extended school hours to help meet community needs as the socio-economic needs have changed. We opened the computer lab from 8:00-8:50am and the library learning commons after school from 3:35-4:15pm daily for homework club. We offered an alternative place for



students to eat lunch in the community classroom along with individual recess plans to create a safe and caring community. We feel those are very important to help support students be successful throughout the day. The lunch program extended its activities to include a craft and a yoga club in addition to teachers offering intramurals, extra help and other teacher-led clubs.

**English as Additional Language Learners (EAL):** Approximately thirty percent of the student population come from countries outside of Canada. This brings rich learning experiences for everyone and provides many perspectives to the community. We had additional student support for EAL students. Teachers teamed with student support teachers to create individual plans with specific goals to create authentic learning supports for stage 1 and 2 EAL learners. A language acquisition fact sheet for EAL families was created to help them understand the expectations for their child. We established an intake meeting process to establish home-school communication and this was further developed by creating an intake agenda specific to Laidlaw School. We continued to build relationships between school, home and the community through events, PAC meetings, tri-conferences and individual conferences. PAC meetings were moved to evenings to allow more access to all families.

### **Progress Toward the Three Expectations for Student Learning 2019/2020:**

The Circle of Courage has promoted a more harmonious and balanced community and guides us to incorporate the truth and reconciliation commissions recommendations. It is a model that has promoted positive youth development through the lens of safety, adventure and resiliency. It is based on four universal growth needs of all children: belonging, mastery, independence and generosity. Below is an account of how we have encouraged each growth segment this year during the regular school year and during the learning from home period in alignment with the three expectations for student learning.

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

- **Belonging:** We developed cross grade courage teams. We implemented activities that built relationships and connection between the early and middle years students. Buffy Handel and the Aboriginal School of Dance introduced the idea of strong mentorship and how important this is for individuals and the community. We acknowledged Orange Shirt Day and Elder Winston Wuttunee has guided us throughout the year with Indigenous teachings and ways of knowing. Elder Shingoose shared her experiences with residential schools to the MY students and we developed our knowledge of treaty 1 territory with Laidlaw newcomers. Roots of Empathy continued in the

grade 5 classroom and we hosted mindfulness Mondays developed by a student in grade 5. Students continued to invite the Principal to have tea, where many ideas and thoughts were shared. During learning from home we recorded daily announcements and played O Canada using the school messenger application and staff created daily video announcements for the social media platforms. We connected to students via daily/weekly team meetings, a school parade and during our end of year celebrations to adhere to social distancing protocols we hosted a travelling kindergarten stay and play, travelling K grad and drive in grade 8 farewell.

- **Generosity:** Students and their families have not only paid it forward with kind gestures and words but have given generously to our community partnerships (United Way, Ralph Maybank Breakfast Club, Koats for Kids and Winnipeg Harvest). PAC developed random acts of kindness and many wellness initiatives (fruit baskets accessible to all students, yoga at lunch and provided Keith Macpherson's Mindfulness at Home program to all families). In the area of sustainability the Green Team educated the school on recycling, collected used crayola markers and maintained the gardens at the front of the school. We had a student win the prize in the "Take Pride" contest. He created an art piece out of recycled house hold items.

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

- **Independence:** All 7 & 8 students attended Camp Manitou in September as we began a hockey program in grade 8 in partnership with The RINK. We wanted to build a sense of community from the beginning of the year. In addition, we created the opportunity for 18 MY students to join a northern cultural student exchange program to Tuugaalik School, in Naujaat, Nunavut in 2020. Unfortunately due to covid-19 this had to be postponed. During the school year and learning from home, there were many makerspace and physical education challenges that built upon students independence and creativity along with inquiry based learning projects. We utilised zones of regulation, sharing circles and shared values and beliefs to encourage students to monitor their learning behaviours.
- **Mastery:** We celebrate mastery through student participation in band and art shows, sports teams and achievements that occur everyday in the classroom. Many events had to be cancelled due to covid-19. For example, John Dunn, a Northern explorer was booked to present to all students in grades 3-8. During learning from home, teachers created learning packages for students in k-4 as well as creating activities on Seesaw. Students in 5-8 used Edsby as their learning platform. We had a 100% engagement with learning from home, in varying forms and time commitments. We are extremely proud of Laidlaw students and their families for their commitment during this stressful time.
- Students at Laidlaw are exceptionally prepared for their high school journey. We analyzed student report card data in term 3 of 2018\_19 .In grades 1-6, 99% of students achieved a 2-4 on their report card in the area of reading, 98% achieved a 2-4 on their report card in the area of writing and 97% achieved a 2-4 on their report card in the area of mental math. In 7-8, we reviewed their academic achievement of provincial expectations, 99% of students received a 2-4 on their report card in the area of reading and 95% of students received a 2-4 on their report card in the area of problem solving. In the area of critical thinking 80% of grade 1-6 students received a 3-4 on their report cards and 86% of grade 7-8 students. We are very proud of our high expectations for students.
- At Laidlaw, we work at establishing rigorous and high standards for all students and staff. We want all students to achieve individual academic success through project and inquiry based learning, experiential and land based learning, student specific learning plans as well as social and emotional well-being. A healthy mind and body is important to instil the value of life-long learning. Our mission of striving for excellence is at the centre of our minds in all we do.