



## Royal School

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## Mission Statement

Our school family provides a welcoming, student-centred environment where everyone thrives.

Principal  
Tanis Thiessen



## 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.

### 2022/2023 School Plan Priorities:

- Numeracy - By June 2023, students will have achieved grade level expectations or student specific outcomes in the area of mental math strategies and problem solving.
- Literacy - By June 2023, students will have achieved grade level expectations or student specific outcomes in reading and writing.
- Safe and Caring School - By June 2023, students and staff will recognize, value and support a safe, healthy, caring and inclusive school community.

### Progress Toward School Plan Priorities:

- Numeracy: Teachers participated in professional development on mental mathematics and math facts strategies, as well as PD on the use of the Mathology online mathematics program for early years. Two teachers participated in professional development on the divisional pilot Mathematics Running Records program to track student mental mathematics, facts, and strategies. Tracking report card data for mental mathematics and estimation, 86% of students in grades 1-5 showed an improvement from term one to term three. Challenge Math and Math Problems extracurricular clubs were offered for students in the older grades.
- Literacy: The incorporation of a daily literacy block in the timetable, plus the use of Leveled Literacy Intervention lessons and the Guided Reading approach in early years, was part of our literacy focus this year. Early years classes continued with Home Reading Programs, as well as using the writing program Handwriting Without Tears. Journal writing and invitational writing were regular components of ELA classes. Programs such as *TumbleBooks*, *Reading A-Z* and *RazKids* complemented Guided Reading programming. Fountas and Pinnell instructional reading levels continued to be tracked each term, with 82% of students in grades 1-5 showing an improvement from term one to term three. Our I Love To Read month activities helped celebrate all forms of literacy and reading.

- **Safe and Caring School:** Classroom respect agreements were developed in September. Our school-wide Respect Agreement continued to be used throughout the year, emphasized in whole-school assemblies and on the playground. Staff participated in multiple professional development sessions on Co-Regulation, Self-Regulation, and Trauma-Informed Teaching, to better understand how to create and maintain a safe, healthy, caring and inclusive school community. Our grade 3 class participated in the Roots of Empathy program, meeting multiple times with a mother and baby throughout the year to learn how babies grow and learn and to apply that knowledge towards empathy and understanding classmates. The School Support Team provided tools to teachers and students to help support self-regulation strategies. In the spring, student leaders became pro-active Recess Buddies, initiating games with cross-grade student groupings, and helping to solve small problems using Kelso's Choice strategies. Some classes participated in the construction of a butterfly and bee perennial garden, and all classes participated in its maintenance during May and June, to offer more outdoor learning and learning about plants native to Manitoba that help the environment be sustainable.

### **Progress Toward the Three Expectations for Student Learning 2022/2023:**

- **Engagement:** Much of our engagement at the all-school level came from regular school assemblies. Students helped plan and lead one of the assemblies in April, focusing on Reducing, Reusing, Recycling, and Composting. The student leadership club, recycling and composting clubs, the lunch-time crafting club, extracurricular opportunities in challenge math, problem solving, volleyball and basketball for older grades, all provided other opportunities for students to feel connected and engaged at school beyond classroom connections and, in turn, more engaged in their learning. Grades 1-5 students participated in a whole-school field trip to Assiniboine Park and Zoo for a full day of learning and engagement off site. Some classes participated in the construction of a butterfly and bee perennial plant garden, which will be an ongoing project for our school.
- **Literacy and Numeracy:** We had scheduled literacy blocks daily, allowing for ongoing focused literacy support and Guided Reading time. Some classes participated in reading buddies, pairing older and younger students with reading as the focus. We continued to learn more about how to incorporate the Mathology math program to promote further mathematical understanding in the Early Years, and had professional development on mental mathematics and math facts strategies. Some of our early years teachers participated in professional development on how to use Mathematics Running Records.
- **Graduation:** We believe that our literacy, numeracy, and engagement data contribute significantly to ensuring that all students graduate from high school. We continue to use early literacy and numeracy interventions such as Guided Reading, Leveled Literacy Intervention, and Mathology numeracy training. We will continue to use programs such as Kelso's Choice and Kids in the Know, as well as restitution approaches to problem solving, and spending more time outdoors for mental health and movement.

