

## **SCHOOL REPORT for 2020-2021 & PLAN for 2021-2022**

- 1) This template may be used to complete your **School Report on Outcomes and your School Plan**.
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at [www.edu.gov.mb.ca/k12/ssdp/index.html](http://www.edu.gov.mb.ca/k12/ssdp/index.html).
- 4) Questions can be directed to 204-945-7188 toll free at 1-800-282-8069 ext. 7188.

# SCHOOL REPORTING for 2020-2021 and PLANNING for 2021-2022

<b>Identification</b>			
Name of School Division Pembina Trails School Division	Name of School École St. Avila	Name of Principal Karen Loveridge	Date (yyyy/mm/dd) 2021/10/23

<b>School Profile</b> <i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>			
Number of Teachers 25	Number of Students 330	Grade Levels Kindergarten to Grade 6	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? A progressive French Immersion Centre preparing students for the world of the 21 <sup>st</sup> century.			Year Revised 2011

## SCHOOL REPORT for 2020-2021

<b>School Priorities</b>	
1.	Literacy
2.	Numeracy – Problem Solving
3.	Culture and Belonging
4.	Innovation and Technology

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes.																	
<b>Expected Outcomes</b>	<b>Results (status, data, or anecdotal evidence).</b> Feel free to attach file with results, if needed.																
1. <b>Literacy</b>  By June 2021, 91% of grade 1-6 students will read at grade level in English and French.	<p>The goal for 2020-2021 was to improve students' English and French reading.</p> <p>Our June 2021 report card data indicated that:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Grade Level</th> <th style="width: 40%;">% Of students within grade level expectations in English Reading</th> <th style="width: 45%;">% Of students within grade level expectations in French Reading</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">94%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">88%</td> </tr> </tbody> </table>		Grade Level	% Of students within grade level expectations in English Reading	% Of students within grade level expectations in French Reading	1	91%	91%	2	89%	94%	3	90%	87%	4	88%	88%
Grade Level	% Of students within grade level expectations in English Reading	% Of students within grade level expectations in French Reading															
1	91%	91%															
2	89%	94%															
3	90%	87%															
4	88%	88%															

5	96%	91%
6	91%	89%

The following strategies were implemented to achieve the school literacy goal of having 91% of grade 1-6 students read at grade level in English and French:

All teachers provided a regularly scheduled daily reading time for all students and focused on targeted daily instruction for those students who were at risk or working below grade level expectations. Strategic teaching around vocabulary development, phonemic awareness, decoding and reading comprehension took place in all classrooms. Daily co-teaching with classroom and resource teacher occurred in blocks for grades one and two. Regular daily instruction took place either in person or with SeeSaw and Microsoft Teams to continue to work on reading skills, while *Learning from Home*. Daily literacy interventions continued during remote learning in April, May, and June 2021, with classroom teachers, resource teachers, educational assistants, the English Reading Recovery teacher and the French IPLÉ teacher (Intervention Précoce en Lecture et Écriture).

CLVR data was collected and analyzed in June 2020, October 2020, February 2021, and June 2021 to help determine who would benefit from additional reading instruction and support.

Students were observed, encouraged, and assessed regularly throughout the year. A Response to Intervention model was used to support students who were not reading at grade level, by providing systematic daily intervention in literacy to kindergarten, grade one and grade 2 identified students. Select students in grade one received regular support from our Reading Recovery teacher; select students in grade two received support from our French IPLÉ teacher.

Members from the school Literacy Committee created and shared a K-6 Writing Continuum and teaching strategies for writing development in English. This was shared with all teachers through regularly scheduled weekly “PLC” meetings (Professional Learning Community).

The following professional development opportunities were offered:

- Supporting teachers with the creation of teacher and student accounts with “Je lis, je lis.”
- Using TEAMS to teach literacy (document cameras, screen sharing, audio for videos, etc.)
- Analyzing Running Records to inform instruction
- Planning for daily reading instruction

Teachers purchased additional books and Indigenous resources for their classroom libraries. Fountas and Pinnell Levelled Literacy Intervention Kits were ordered and organized.

Teachers indicated a desire to continue working on these goals.

2. **Numeracy**

By June 2021, 90% of students in grade 1-6 will demonstrate a good or very good understanding in Mathematical problem solving.

Problem solving was continued as an area of focus for the 2020-2021 school year. 90% of students in grades one to six demonstrated a good or very good understanding of Mathematical problem solving on the final report card.

A high percentage of students received a 2, 3 or 4 in mathematical problem solving on their final report card in June 2021: grade 1 – 92%, grade 2 – 88%, grade 3 – 94%, grade 4 – 95%, grade 5 – 95%, grade 6 – 93%.

Grade	% Of students receiving a 2, 3 or 4 in mathematical problem solving on their final report card in June 2021.
1	92%
2	88%
3	94%
4	95%
5	95%
6	93%

The school Numeracy Committee met once per term to review school goals and strategies and to plan for continued improvement and success. The Numeracy Committee team members shared information and discussed problem solving and assessment with other teachers during regularly scheduled PLCs.

Teachers were offered professional development opportunities throughout the year with our vice-principal (former Pembina Trails Math consultant), focusing on rich mathematical problem solving, communication, assessment, and the provincial grade scale profile.

Resources for problem-solving tasks and assessment were shared with staff at regular staff meetings. All teachers were provided with a copy of the Provincial Grade Scale Profile, to develop a common understanding of the report card indicators. Assessment links were shared prior to the December and March reporting periods. Some teachers attended SAGE Math sessions offered by MAMT (Manitoba Association of Mathematics Teachers).

The new “Mathology” resource was purchased for grade three for the 2021-2022 school year. Other professional development sessions were planned; however, these did not occur, due to the COVID 19 pandemic.

Teachers believe problem solving is particularly important and indicated a desire to continue to work on developing students’ abilities in problem solving in mathematics. They are developing a bank of rich problems to support daily problem-solving lessons/activities.

**3. Culture and Belonging**

Students and staff will continue to develop their knowledge of Indigenous perspectives and increase the integration of Indigenous perspectives.

By February 2021, students will have an increased understanding of the purpose of land acknowledgement and treaties.

By June 2021, students will have an increased understanding of mindfulness, well-being, and well-becoming activities

Beginning in September 2020, we ensured a land acknowledgment was read every morning during announcements, and teachers explained the significance of this daily message.

A Google Form was used for staff to provide feedback and report on the successes and needs of students and staff.

Orange Shirt Day – Due to the COVID 19 pandemic, students commemorated Orange Shirt Day with age-appropriate activities in their classrooms. The “Culture and Belonging” Committee organized and prepared books for various age levels and each students wrote and/or drew a message to residential school survivors. Lesson plans and other resources were also shared and offered to teachers.

World Water Day - This was the first year we celebrated World Water Day. Feedback from staff, students and families was very positive. All students listened and learned about Indigenous songs relating to water. The committee chair led a virtual assembly with the entire school where “Nibi’s Water Song,” by Sunshine Tenasco, was read and students learned more about Autumn Peltier, a young Anishinaabe water protector of Canada. A menu board on SeeSaw was shared so that all teachers could access stories, activities, and other ideas with their individual classes.

A school bulletin board was created, to teach and inform students about the importance of water. One of the largest concerns brought to light was that of the many First Nations communities, still without clean, running water.

Each teacher received additional funds to purchase more Indigenous focused materials for their classrooms.

Two teachers attended Treaty Kit training with the TRCM (Treaty Relations Commission of Manitoba).

A Lunch n' Learn was organized and two of the Pembina trails School Division Indigenous Student Success teachers shared information on Indigenous perspectives.

Teachers had begun teaching their students about the Seven Sacred Teaching from the Anishinaabe.

Project of Heart was planned to be undertaken with the entire school. Due to the COVID 19 and the move to learning from home in April, this project was postponed until the 2021-2022 school year.

Teachers participated in the Lunch n' Learn, and staff participated in the healing smudges which took place in early June 2021. Following the discovery of the unmarked graves, many classes tied orange ribbons on our school trees in remembrance and support.

Staff demonstrated interest in learning more about Indigenous ways of knowing and integrating Indigenous perspectives in their teaching.

Our school counsellor supported various classrooms to assist with Mindfulness, well-being, and well-becoming activities. Our school social worker and school psychologist were also instrumental in responding to the more intense needs of students, families, and staff members due to the COVID-19 pandemic, as well as due to a death in our school community.

Grade six students were afforded opportunities to act as positive school leaders, including: patrols and our "Stop, Drop and Go," organizing and running assemblies, and Koats for Kids. Our grade one students organized a Winnipeg Harvest donation.

Kindness and anti-bullying are discussed regularly throughout the school year, and Pink Shirt Day provided the opportunity for staff and students to come together virtually to continue to learn about kindness. Pink shirts and/or sweatshirts were offered to all staff and students.

Families were invited regularly to participate in school life and events through contributing to our Parent Council, the *St. Avila Home and School Association*, (SAHASA) and assisting with our fall and spring school grounds clean-up. Our parent council purchased "St. Avila" t-shirts for all new students and staff, and these are worn each Friday, to enhance school spirit and develop a sense of school community.

4. **Innovation and Technology**

By June 2021, to enhance student learning and communication with parents/guardians, and to develop skills for a possible return to *Learning from Home*, 100% of students will have posted samples into their online portfolios (SeeSaw). Students will have posted a minimum of 12 activities, which will include at least one lesson or activity in all subject areas.

By March 2021, all students in grades 1 - 6 will be able to post their own activities into SeeSaw.

100% of students posted samples into their online SeeSaw portfolios. Through professional development opportunities, all teachers became familiar and comfortable using SeeSaw, TEAMS, EPIC and "Je lis, je lis" as learning platforms. 98% of students participated in some form of on-line learning opportunities from April to June, due to the COVID-19 pandemic.

**SCHOOL PLAN for 2021-2022**

**Planning Process**

List or describe factors that influenced your priorities.

- Student needs based on data received from "Strong Beginnings" and "Strong Endings," other fall assessment, provincial data, other school and teacher data, class profiles and the school profile
- Teachers' reflection and input
- Staff, parent and divisional priorities and needs
- School plan and results from the previous year
- Pembina Trails School Division initiatives
- Pembina Trails Board Leadership Initiative (3 Expectations)
- School mission statement

Describe the planning process and the involvement of students, staff, families, and the community.  
Who was involved?

1. Discussions were held with school program leaders and school educators around the school priorities for the coming year, based on last year's plan and results, available information, and feedback from Parent Council.
2. The Parent Council Executive was consulted around the school plan goals.
3. Data around student learning in Français, English Language Arts, Mathématiques, as well as student behaviour, obtained during class profile meetings was considered.
4. The staff reflected upon the previous priorities and successes, as well as the Board's three expectations, to determine the areas of focus for the 2021-2022 school year.
5. Program leaders assisted in leading and creating the planning in each of our three priority areas. Teachers selected a priority area in which they wanted to work, to create the goal and the plan for improved student achievement. A committee was created for each school priority area.
6. The School Plan goals were drafted and shared with all staff and adjustments were made based on feedback. The plan will continue to be discussed at staff meetings, team meetings and weekly PLCs, as we move forward in each area of focus. The plan will be shared with the community in the November newsletter, as well as on our website.

How often did you meet?

- Discussions with stake holders for this year's plan began in the Spring of 2021.
- In the Fall of 2021 further discussions occurred during a school in-service day, staff meetings, during Team Leaders meetings, and the three school committee meetings.
- Teacher committees around each school plan goal had the opportunity to meet in the Fall and will continue to meet throughout the school year.
- Discussions with the Parent Council Executive around this year's plan occurred in the Fall of 2021.

What data was used?

- Class profile data and information, and Strong Beginnings data from Fall 2021
- Français, English Language Arts, and Mathématiques data obtained from the June 2021 report cards, Pembina Trails School Division Literacy Data Base and Strong Endings
- Behaviour incident reports from 2020-2021 school year
- Anecdotal information shared during discussions around our literacy, numeracy, technology and innovation, and Indigenous perspectives, culture and belonging priorities at the school

Other highlights?

### School Priorities

1. Literacy
2. Numeracy
3. Culture and Belonging

### School Plan

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
<b>1. Literacy</b>  <i>By June 2022, 90% of grade 1-6 students will approach, meet, or exceed expectations in English and French reading in accordance with the PTSD Reading Target chart.</i>	-Teachers will provide a regularly scheduled daily reading time for all students and focus particularly on targeted daily instruction for those students who are at risk or working below grade level expectations.  -Daily reading and writing instruction for all students.  -Classroom teachers and resource teachers will co-teach during daily reading times.	-Increased number of students in grades 1-6 reading at grade level  -Number of students reading below grade level will decrease  -Increased number of grade 1-6 students receiving a 2, 3 or 4 (basic, good, or very good) in reading on their report card	-Fall, winter and spring student profiles, class profiles and CLVR literacy data will be used to determine which students may require additional support or intervention in reading.  -Report card data will be collected and analyzed in December 2021, March 2022, and June 2022.

- Strategic teaching around vocabulary development, phonemic awareness, decoding, and reading comprehension will take place in all classrooms.
- Teachers will purchase additional books for their classroom libraries.
- Literacy committee and support staff will collect and analyze CLVR reading results in October 2021 and February 2022 to determine students who may require support or a reading intervention
- An RTI (Response to Intervention/Instruction) model will be implemented, to provide systematic and early daily intervention to Kindergarten, grade 1 and grade 2 students.
- Teachers' repertoire and understanding of "best practices" in reading instruction will continue to be developed.
- Selected grade 2 students will benefit from targeted reading intervention in French (Intervention Précoce en Lecture et Écriture – IPLÉ).
- Selected students will benefit from daily Levelled Literacy Intervention in English.
- Enhanced networking and collaboration amongst teachers through regularly scheduled "PLC's" (Professional Learning Communities).
- Team members from Literacy committee will share information during PLC Meetings.
- Professional development opportunities will be offered to teachers.
- Entire school body will participate in "I Love to Read/*J'aime Lire*" activities.
- Home Reading program for grade 2 to 6 students in French and for K-6 students in English.

- Fewer students requiring interventions or "Targeted Intervention Plans"
- Students will demonstrate continued improvement and growth in reading comprehension
- Timetables will be structured to support consistent in-class daily reading and writing instruction
- Teachers' repertoire and understanding of "best practices" in reading instruction will continue to be developed

-Baseline data from the June 2021 report cards will be compared to data from the June 2022 report cards. In this way, trends and patterns will inform instruction and programming.



*Due to the COVID-19 pandemic, many students were absent or learning from home during the 2020-2021 school year. This year, we have noticed the need to support and work on our students' oral French language skills.*

*By June 2022, 80% of students will speak French more than half the time during all French Language Learning Activities, with peers and adults in class and while communicating with adults in the hallways, at recess and while at the office.*

- All classroom teachers will attend professional development for the “*Words Their Way*” program, focusing on word study.
- All grade 1-6 classroom teachers will use the *Words Their Way* Assessment (2x/year) to guide instruction and measure student growth.
- Grade 5 and 6 students will be invited to participate in the MYRCA reading program.
- All grade 1 parents will be invited to participate in a Reading Information presentation provided by grade 1 teachers, support teachers and administrators.
- Staff will speak to all students in French during French Language Learning Activities, in the hallways, in the office and while outside.
- When students speak in English, adults will encourage them to repeat or try again in French.
- Teachers, across grade levels, will develop consistent evaluation rubrics for evaluating oral French language.
- One oral French language teaching activity will be shared with teachers at each staff meeting
- Daily reminders to speak in French will be part of the morning announcements.
- French music will be played during lunch hour on Fridays.
- Selected grade 2 students will benefit from daily targeted language and reading intervention in French (IPLÉ).
- All students will have access to the “Je lis, je lis” website to read and listen to French books.

- Increased number of students in grades 1-6 will be heard using French in the school
- Teachers' repertoire of oral French language learning activities will grow
- Classroom teachers will devote more teaching time to activities aimed at developing French oral communication in the classroom
- Increased number of 1 to grade 6 students will receive a “usually” or “consistently” on the “Engagement in Using French” outcome on the report card.
- Increased number of students working at grade level on French learning outcomes.

-Data from the December 2021, March 2022 and June 2022 report cards will be collected and analyzed. Data will inform instruction and programming.

## 2. Numeracy

*By June 2021, 80% of students in grade 1-6 will demonstrate a 3 or 4 level of understanding in the area of problem solving in the provincial report card.*

-Numeracy committee will share information and lead discussions with staff regarding rich problem solving at staff meetings and during grade level PLCs.

-Numeracy committee will provide lunch and learn opportunities for staff 2 times in the school year, (i.e., transforming problems to make them more open ended).

Numeracy committee will model and support development of rich problem-solving lessons for staff during professional development opportunities, lunch and learns and regular PLCs.

-Numeracy committee will provide examples of rich problem-solving activities with particular focus on developing the use and understanding of French math vocabulary, and PLCs will work together to develop a bank of sample problems for a school sharing bank.

-Numeracy committee will provide resources, materials, and support to teachers in developing rich problem-solving lessons.

-Teachers from grades 1-6 will engage their students in regular/daily problem-solving activities.

-The resource teacher will work in classes to provide support for students and teachers in the areas of numeracy and problem-solving.

-Teachers will discuss and connect their problem-solving lessons/activities to assessment, using the provincial grade scale profile in problem solving during their scheduled PLCs.

-Grade 2 and 3/4 PLCs will participate in professional development with the Early Years Divisional Numeracy Consultant and the school Vice Principal to learn and implement new *Mathology* tools and resources.

-Grade 5/6 PLC will participate in professional development with the Middle Years Divisional Numeracy Consultant to learn and implement *MathUp* and *Knowledgehook* resources.

-The number of students in grades 1-6 performing at a 1 or 2 level in the report card will decrease.

-The number of students performing at 3 or 4 level in the report card will increase.

-Students will demonstrate increased engagement, perseverance, resiliency, and a positive disposition when problem solving.

-Students will be able to articulate and demonstrate their mathematical thinking when problem solving.

-Teachers will have a bank of rich problems to support daily problem-solving lessons/activities.

-Teachers and students will have a bank of French math vocabulary to support understanding and communication in problem solving lessons.

-Teachers will have a common understanding of report card indicators with regards to problem solving.

-Fall, winter, and spring student profiles, class profiles, and data will be used to determine which students would benefit from extra support in math.

-Report card data will be collected and analyzed in December 2021, March 2022, and June 2022.

-Baseline data from the June 2021 report cards will be compared to data from the June 2022 report cards. In this way, trends and patterns will inform instruction and future programming.

-Teachers will make observations as to student comprehension, communication, disposition, perseverance, and resiliency when problem solving in math.

-Triangulated data gathered by teachers: observations, conversations and student evidence during problem solving lessons, and use of the grade scale profile to support assessment.

### 3. Culture and Belonging

*Students and staff will continue to develop their knowledge of Treaty Education and Truth and Reconciliation and increase the integration of Indigenous perspectives in the classroom.*

- École St. Avila will continue with their annual ceremony on September 29<sup>th</sup> for Truth and Reconciliation.
- Indigenous perspectives will be included in the Remembrance Day ceremony on November 10<sup>th</sup>.
- In January 2022, all students will participate in *Project of Heart*.
- By February 2022, all teachers will have discussed the purpose and importance of land acknowledgement and treaties with their students.
- Each PLC will be given the teacher's guide from the school's Treaty Kit, to help guide their own learning and teach two or more activities.
- Team leader will participate in the Pembina Trails School Division Teacher Champion meetings and share information and resources with teachers.
- An activity on June 21<sup>st</sup> for National Indigenous Peoples' Day will be developed for all staff and students.

-All students will have an increased understanding of Canadian history and of the importance of Treaty education.

- Students' feedback on their understanding of Indigenous perspectives
- Report Card data (citizenship and teamwork component)
- Staff and parent observations and feedback