



École Tuxedo Park: 1926-2026

2300 Corydon Avenue Winnipeg, MB R3P 0N6

Phone: 204.889.3602 | www.pembinatrails.ca/tuxedopark

Mission Statement

We are a French milieu believing in love, critical thinking, and common humanity.

Principal

Karine Rioux

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 student 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.

2025-2026 School Plan Priorities:

- **Literacy:** Student metacognition in reading and writing is activated as classes select key questions in the form of targeted practices based on instructional design. Some include: “How can I segment and blend words?”, “How can I segment words in my writing and blend them in my reading?”, “How can I transfer my knowledge of sounds in reading and writing?”, etc.
- **Numeracy:** Students heighten their sense of numbers in identifying and writing these accurately.

Progress Toward School Plan Priorities:

- **Literacy:** We see that [Toolbox | UF Literacy Institute](#) supports students in reading and writing. In writing daily, students build confidence in making mistakes. Within the first two terms, we see a 30% increase between grades 3 and 4 as they work on “Words Their Way”. In Grade 2, 89% of students are spelling initial consonants, final consonants, short vowels, digraphs, and blends with an accuracy rate of 71-100%. During the third term, 100% of students in Grade 2 attempt common long vowels, other vowels and inflected endings.
- **Numeracy:** In K, as of the first term, 83% of students count to 10 with 100% accuracy. In Grade 2, 81% achieve at 80% or more when counting to 40. During the second term in Grade 1, 71% of students identify random numbers from 1-60 at an accuracy rate of 78%-100% and 78% of students write the same type of numerals with 80-100% accuracy. In Grade 4, 69% of students have an accurateness rate of at least 70% when writing numbers to 1000 with letters. During term 3, we see 71% students writing numbers up to 100 with an precision rate of at least 70%. In Grade 2, 81% are writing random numbers up to 100 successfully. In Grade 3, 80% of students succeed at 90% or more when writing numbers up to 1000. In Grade 4, 72% attain 90% or more when writing numbers up to 1000.

Progress Toward the Three Expectations for Student Learning 2025-2026:

- **Literacy:** Students receiving additional interventions with the Early Literacy Support Teacher (ELST), complimentary of high-quality instructional classroom practices, are growing leaps and bounds within their reading level benchmarks. We see enhanced confidence in reading and writing skills. As well, teachers are benefiting from receiving professional development on ways to support students with a specific learning disability with support from Mme Bjornson, ELST and future divisional reading clinician, as well as Mme Hewlet, English as an Additional Language consultant.
- **Numeracy:** We know that writing numerals is foundational to succeed in all domains in math.
- **Citizenship:**
 - **100 years:** We continue to thrive as a small school with a big heart! We thank our former and actual staff, students, and parents in believing in the French Immersion program and our community.
 - **UNESCO:** Grade 3-4 classes participated at the annual Peace Walk. This year's inquiry project was based on the theme of "*Kinship with the Land & Communities: Together we Grow!*"
 - **Senior Buddies:** We are thrilled that Mme Stahl, our school counsellor, brought back this amazing program enhancing empathy skills in our Grade 4 students as they connect with senior citizens at the Tuxedo Villa Manor next door.
 - **Roots of Empathy:** We are grateful to our greatest teacher, Baby David, for deepening empathy skills within both Grade 4 classrooms.
 - **Student Ambassador Program:** We thank our Grade 4 leaders in supporting younger students.
 - **Indigenous Ways of Doing, Knowing, and Being:**
 - We are proud of our students who each interpret what it means to be part of a Treaty 1. One by one, students announce their interpretation as a form of performance reading at the morning announcements.
 - We love inviting Knowledge Keepers with a focus on students who are collectively drumming to Mother's Earth's heartbeat.
 - We are appreciative of Nîkâniskawak, Leading the Way Leaders, who are supporting each homeroom in enhancing kinship with the Land.
 - We have so much gratitude for Sylvia Wastesicoot and Jocelyn Burgunder who engaged classes in experimental learning opportunities. Students discovered the impact of colonialism based on Mme Wastesicoot's family history. They then focused on their innate curiosity based on connecting with the vision of the Ininew among Indigenous peoples who walked with the bison. Further knowledge was acquired in viewing [Film: Singing Back the Buffalo](#), reinforcing the power of kinship. Following these processes, students interviewed their families to create and present a story vine, complimentary to these four guiding questions as seen in [Mamàhtawisiwin: The Wonder We Are Born With | Indigenous Excellence](#) :
 1. Who am I?
 2. Where do I come from?
 3. Why am I here?
 4. Where am I going?
 - **Dance in the Park:** We thank Mme Allard for teaming with Laidlaw.
 - **Take Me Outside:** Karine was invited to present at the first Take Me Outside Outdoor Leadership Conference, bringing together 400 school system leaders and administrators at Banff. The title of the workshop was "Leading with Hope and Meaningful Engagement: Creating the Conditions for Supporting Environmental and Sustainability Education (ESE). Please visit [Outdoor Learning Leadership Conference: Leading with hope and meaningful engagem...](#) .
 - **SEWÀTSIWIN : ILS SONT SACRÉS - Présentement à l'affiche !** : Karine animated a panel discussion following the projection of a documentary seeing autism as a gift, based on Indigenous lenses. Here is an article about this event : [Honorer le sacré dans chaque enfant](#) .