



HENRY G. IZATT MIDDLE SCHOOL

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Mission Statement

In a rapidly changing world, we are a community of learners dedicated to nurturing growth and development through diverse and sustainable opportunities.

Principal

Kathy Bru

Vice Principal

Margo Beatty

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:

- Our two school plan priorities were based on the following essential questions:
 - “How can we improve student ability to communicate their thinking and learning?”
 - “How do we create an environment where all students feel safe, valued, and respected?”

Progress Toward School Plan Priorities:

• Communication Goal

Using the Manitoba Framework for Learning, one of our school plan’s focus areas was on the global competency of Communication. All teaching teams identified the communication skills needed in each curricular area. They then decided upon an intentional area of focus for communication each term. These varied from using scaffolding, graphic organizers, and exemplars to support writing, to using sentence stems and focused vocabulary tools for oral language to increase the use of academic language. Students developed and shared thinking routines with teacher modeling. Teachers also provided structured and modeled communication opportunities regularly.

Teachers reported growth in the students’ abilities to communicate using the new skills and strategies. Our student population saw an increase of 3% of students moving from an ND or 1 in Speaking on their Term 1 Report Card to a 2 or greater on their Term 3 Provincial Report Card, as well as a 10% increase in students receiving a 4 in Speaking in their final term. Improvements were similar in Writing, with 4% of students who received an ND or 1 on their Term 1 Report Card

to a 2 or greater on their Term 3 Provincial Report Card, as well as a 10.5% increase in students receiving a 4 in their final term. We also saw notable increases in achievement in Problem Solving in Math, Design Process and Problem Solving in Science, and Research and Communication in Social Studies.

- **Safe and Caring School**

Our second school plan goal was to create an environment where students felt safe, valued, and respected. Our school theme this year was “I am, we are...HGI.” We focused on student self-discovery, as well as their role in a larger community. We continued to focus on character building and teaching our students to harness their personal character strengths to be true to themselves, better understand others, and be valuable community members.

New this year, we held monthly Wolfpack Assemblies where we celebrated both individual (I am) achievements as well as community highlights (We are). Students received “Howls” for exemplary demonstration of the character traits in our community expectations – HGI PROUD – Perseverance, Responsibility, Open-Mindedness, Unity, and Diversity.

We continued to provide many club and team opportunities for students. In the divisional Student Voice survey, our students shared that our clubs, sports, and group work make them feel that they are included and belong. A large number of students shared that they feel positively about having friends, supportive teachers and staff, and the availability of an adult to go to for support academically or social-emotionally.

A group of teachers took part in a Mamahtàwisiwin learning team to embed this framework into our practice. An Indigenous Circle was developed, and they met weekly to celebrate culture, connect, and learn together.

An area of concern in the survey was the frequency of the use of discriminatory language used by students in the school. Following these results, our grade 7 & 8 students participated in sessions about the United Nations Rights of the Child and understanding that with rights, come responsibilities. They learned that by accessing their rights, they cannot cause undue hardship to others. They also learned how words matter and ways that they could be upstanders to create a safer environment for all.

Our full staff participated in Professional Learning about the Respect for Human Diversity – Creating Safe and Inclusive Schools Policy as well as learning about 2SLGBTQIA+ perspectives and stories. Next year, we will all participate in Anti-Racism Professional Learning. It is our hope to start a student led group to reduce the discriminatory language use at HGI.

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

- **Engagement**

Henry G. Izatt offers many extra-curricular opportunities that engage students beyond the classroom. This includes many sports team and clubs such as Cross-Country, Ultimate, Volleyball,

Basketball, Badminton, and Track and Field. This year we also had students participate on school teams for Beach Volleyball, Flag Football, and Soccer.

Our Special Olympics program is vibrant and active. The participating students and their unified partners participated in several meets and tried many different types of activities.

Each grade level was responsible for planning a Spirit Weeks during the year. Our Youth in Philanthropy club lead several initiatives throughout the year including our Terry Fox Walk, Tab collection for a wheelchair, a Food Drive for Winnipeg Harvest, and a book drive for the Children's Hospital.

We held three evenings of Band and Music concerts in the winter and spring. Our Concert Bands also performed at music festivals this winter for the first time in several years. Students also had the opportunity to be part of a Jazz Band. Our grade 5 & 6 students participated in the musical, *Shhh! At the Sugar Cube Café* this spring.

There was a rich variety of clubs for students. We had various clubs such as board games club, knitting club, Minecraft club, chess club, Math club, Youth in Philanthropy, GSA, and library helpers.

Our students had leadership opportunities such as Grade 8 Lunch Monitors, Student Secretaries, Canteen workers, HGI Student Ambassadors for Open House, pizza lunch planners, and sports helpers (Team Alpha).

Our grade 8s spent two days at Camp Manitou this spring. This was an incredible two days of face-to-face connection, nature, new activities, and fun with friends.

- **Literacy**

94% of students met Provincial expectations (2 or higher) in Reading on the June Provincial Report Card with 83% receiving a 3 or 4.

95.5% of students met Provincial expectations (2 or higher) in Writing on the June Provincial Report Card with 76.5% receiving a 3 or 4 (which is a 1.5% increase from last year.)

92.5% of students met Provincial expectations (2 or higher) in Critical Thinking on the June Provincial Report Card (which is a decrease of 2.5% from last year) with 80% receiving a 3 or 4.

- **Numeracy**

93.5% of students met Provincial expectations (2 or higher) in Mental Math and Estimation on the June Provincial Report Card (which is a decrease of 5.5%) with 84.5% receiving a 3 or 4.

91% of students met Provincial expectations (2 or higher) in Problem Solving on the June Provincial Report Card with 77.5% receiving a 3 or 4 (which is a 1.5% decrease from last year.)

- **Graduation**

The staff at Henry G. Izatt Middle School believe that our literacy and numeracy programming is setting students up to be successful in high school and graduate. Furthermore, we believe in an inclusive environment where every child finds his/her place and feels safe, and we have many initiatives that foster a sense of belonging.

An area that we will focus on more closely next year is student attendance. Our numbers of students with “Chronic” (meaning missing more than 10% of school days) or “Severe Chronic” (meaning missing more than 20% of school days) attendance levels are too high. 22% of our students have “Chronic” absenteeism, and 4.5% of our students have “Severe Chronic” absenteeism. We know that this impacts achievement, belonging, and the possibility of graduation.

At HGI, we are working hard to create a school where students are engaged in their learning and feel they belong. These are key factors that support student graduation from high school.