



Bairdmore School

700 Bairdmore Blvd. | Winnipeg, MB R3T 5R3 | 204.261.3350
www.pembinatrails.ca/bairdmore

Mission Statement

Bairdmore School is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

Principal
Mrs. Karen Brawdy
Vice-Principal
Ms. Chris Todd



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.

2021-2022 School Plan Priorities:

Respect/Respectful Behaviour: Respectful behaviour will be modeled, taught, and focused on, to enhance the personal development of citizenship, and to create a safe, respectful, caring, inclusive, and aesthetically pleasing environment, whereby relationships matter, in an atmosphere that inspires, motivates, and engages all stakeholders.

Literacy - Reading: Our priorities are to improve/strengthen the literacy skills of all students to meet the provincial curriculum standards in literacy across all subject areas, by the end of Grade 8, allowing students the greatest possibility of success in high school, and their future. This will be done through engaging activities designed to promote passion, connection, graduation. By June of 2023, all students will be introduced to two reading strategies at their grade level to assist them in improving their reading comprehension skills. Our goal is to create a Continuum of Reading Comprehension Strategies, K-6. This will ensure that by the time students leave Bairdmore School, having attended K-6, that they will have a minimum of 14 reading comprehension strategies, 2 from each level of learning, K-6, they can utilize to assist them with understanding and improving their reading comprehension skills.

Engagement and 21st Century Skills: Team Bairdmore will explore ways to engage all of our learners, to improve graduation rates, and develop better community relationships in the process. With respect to engagement, students will learn what active listening is, and why it is important to participate in it to successfully complete tasks. By June 2023, students will use problem solving and perseverance to follow step-by-step instructions to complete tasks in a group setting. By June 2023, all students will feel a sense of belonging by being engaged in authentic (and sometimes leadership) experiences to enhance their involvement and connection to each other and to Bairdmore School. With respect to 21st Century Learning: By June 2023, staff will utilize at least one new 21st century technology or teaching strategy to engage their students. By June 2023, students will utilize at least one new 21st century technology. By June 2023, all students in Grades 1-3 will be using Mathology to strengthen their math skills. By June 2023, all students in Grades 4-6 will use MathUP to strengthen their math skills.

Social Responsibility-Self-Regulation: By June of 2023, all students will be provided opportunities to engage in activities and spaces that enable them to meet their self-regulation needs. With this in place, 100% of our students will be able to regularly report a sense of well-being at school. Students will also know how to behave respectfully in school, and be provided with opportunities to participate in Indigenous offerings, and other school-wide activities and opportunities around social justice and equality.

Progress Toward School Plan Priorities:

Respect/Respectful Behaviour: One of the top priorities at Bairdmore School is preparing students for their role as citizens and active participants in a democratic society. To that end, Bairdmore focuses on respect/respectful behaviour. With this in mind, throughout the course of the year, students had the opportunity to participate in a variety of activities that promoted safe, respectful, caring, and inclusive behaviours. Thanks to Stephanie Zirino, we also held a Belonging Week. As a result, students were able to develop their skills, broaden their perspectives, and learn ways to behave respectfully towards themselves and others, all the while becoming involved in ways to give back to the community at large, both locally and globally. Team Bairdmore also continued to provide consistent expectations, approaches, and language when working with students in order to enhance their personal development of citizenship, and create a culture of respect for all, in a safe, respectful, caring, and inclusive environment. To further support this priority, the staff at Bairdmore continue to model and share with students what respect looks like, sounds like, and feels like. Respect is alive and well at Bairdmore, in our close, family-like environment. As respect is the foundation on which we are built, the following activities which promote respect, and citizenship were provided: Community Clean-Up, Social Action Activities (Giving Back; Paying it Forward), etc. Please note, our Instagram feed, and our website show our highlights, and Bairdmore's School Plan Priorities are the focus for all that we do, and with everything we do, we always have our students' best interests at heart, so they can meet with success. Further, we recognize that success looks different for each student. All of the aforementioned initiatives promoted respectful behaviour, engagement, and they provided something for everyone, all the while focusing our efforts on equity, inclusivity, and graduation. Please note, in addition to the offerings mentioned, we work diligently to create a safe and aesthetically pleasing environment, as we know that the areas in which we work have the potential to inspire, motivate, and engage people. To that end, several upgrades occurred throughout the school including: office and hallway painting, new and inspiring art work adorns the hallways, and we have a renovated Copy Room, etc. Our passion for building respectful relationships, and for making a positive difference for all those we connect with, as well as, our work together with all stakeholders, has proven to be very successful as progress has been noted in our students, and in our connections with the community. We attribute our success to the warm and

friendly atmosphere we offer, as well as, the many ongoing endeavours that provide something for everyone.

Literacy - Reading: In consultation with classroom teachers, the Literacy Professional Area Leaders (PALs) identified reading comprehension strategies that were typically taught in each grade level. Using that data, the PALs created the *Bairdmore School Reading Comprehension Strategy Continuum and Support Document (BSRCSCSD)*. Two strategies were assigned to each grade level, which teachers are to ensure are taught to their students. Indicators of what many of the strategies look and sound like at the independent reading levels expected for each grade level were also included, copied directly from the *Fountas and Pinnell Literacy Continuum*.

In May, teachers were surveyed to find out if the school goal had been achieved. All teachers who responded indicated that they had in fact taught, at minimum, two new reading comprehension strategies to their students. As the *BSRCSCSD* was not available until March, several teachers had already taught strategies to their students that were not as indicated for their grade level, but they will teach according to the continuum in the 2023-2024 school year. No negative feedback regarding the document and/or continuum was received.

Further, to support literacy learning for all students, the teaching staff continue to use instructional strategies such as Daily 5 and Café to support balanced literacy programming and learning. In addition, the teaching staff continued to use our school-based Literacy Lab which provides various levelled reading materials to support students' practice reading. The Leveled Literacy Intervention Kits and guided reading books continue to be utilized this year. All teaching staff continued to work with the Fountas and Pinnell Balanced Literacy Kit to collect data on student reading levels. In addition, reading data was collected at regular intervals to monitor progress and provide interventions as necessary. Teaching staff continued to update our divisional literacy database in Compass.

Other literacy initiatives at Bairdmore include: Library classes, MYRCA books, the use of technology and a variety of different apps to support literacy development, home reading logs, etc. Our offerings to support, and enhance the literacy levels for all students are extensive, and they inspire hope, and nurture learning.

Engagement and 21st Century Skills: At Bairdmore School through our Engagement and 21st Century Professional Area Leaders, our focus continues to be on looking for ways to engage all students in order to increase their attendance, engagement, and achievement. Specific initiatives focused on this year included: alternative schedules, academics (essential learnings), parent/guardian meetings, support from clinicians, enrichment activities and opportunities, inquiry based assignments, resource support, activity/dress-up days, etc. We also received a Healthy Schools Grant, enabling us to provide active activities and pay it forward opportunities. Further, With the support of the Engagement Professional Area Leaders and support of the Library Learning Commons, all students engaged in multiple Breakout EDU sessions throughout the school year, focusing on the skills of active listening, thinking, problem solving, group work, communication, perseverance, and following directions.

Other engagement opportunities offered throughout the year include: All classes participated in Reading Buddies – some taking it a step further and incorporating arts, crafts, curriculum-based books, and leadership opportunities for middle years students with technology; older students showing the younger students how to navigate apps and websites. Reading Buddies focused on building relationships, belonging, and promoted leadership and sharing. 88% of middle years classrooms engaged in TUSC (The Ultimate Speaking Club) to practice active listening and presentation skills, as well as, research skills. With respect to Manitoba Young Readers Choice Awards (MYRCA), all grade 4-6 classrooms participated in MYRCA. Students read as many of the 10 nominated Canadian-authored novels as possible. Two MYRCA authors, David Robertson, and Leslie Gentile were invited to Bairdmore to speak to students! These opportunities provided an authentic and meaningful experience for our students! The Forest of Reading Program had 40% of K-6 classrooms read and discuss 10 nominated Canadian-authored picture books as a class and vote on their favourites. There were many extra-curricular engagement opportunities for students to partake in, including: Reconcili-Action (G5), Games Club (G4-6), Library Leaders (G6), Mindfulness Club (G4-6), Student Voice (G6) Marathon Club (G4-6), Patrols (G5-6), Smudging Turtles (G1-6). All grades participated in Makerspace/STEM activities throughout the year, as well as, many engaging experiences that promoted listening, problem solving, hands-on tactile learning experiences. Ozobots, K'nex, Squishy Circuits, and eyeball dissections were also explored, to name a few!

21st Century Learning: Each classroom from K-6 is equipped with 6 tablets/laptops for student use. Teachers are able to borrow from neighbouring classrooms to make a class set for larger projects. The library is outfitted with 22 iPads to borrow for student use. Students gained valuable 21st century learning skills by engaging with various applications and websites including: Seesaw, email, OneDrive, PowerPoint, iMovie, Prodigy, Epic, Sora, Kahoot, flipgrid, RAZ Kids, Tumblebooks, SORA, Minecraft Education, Quiver Vision, and Merge (Virtual Reality Augmentation). Teachers held student engagement by including many types of technology into their teaching such as Seesaw for pre-made lessons and activities, PowerPoint, DocuCam, Smartboard, Projector, and DVD player. They also accessed the many amazing resources offered to them online such as Discovery Education, Tumblebooks, Go Noodle, CBC Curio, and Teams. Library iPads were used daily in all middle years' classrooms to access Google Translate to help support our newcomers/ELL students. Each classroom is equipped with a DocuCam, and 80% of our classroom teachers reported that they use it daily. PD was provided to staff offering updated skills when new technology is rolled out such as how to use the Portal, make IT service requests, use wireless projection, etc. A monthly segment was added to our staff meetings where staff can learn about new and changing technology and any tips and tricks to help engage students or simplify technology use in the classroom.

Classroom teachers also took the initiative to address active listening with their classes. They also continued to use the CHECK FIVE poster, and it was displayed in every classroom to remind students of our school expectations. The language we used and our consistent reference to the poster ensured student success. Further, the librarian collaborated with staff to design and implement a variety of learning opportunities that focused on strategies learned so tasks could be completed successfully. At Bairdmore, we also continued to focus on improving the numeracy skills of all students, in the following ways: students were provided with opportunities to work in smaller groups in order to receive individualized instruction in numeracy and problem solving, with the main focus being to connect and engage students in mathematics, and to look at the diverse ways math influences our daily lives. Staff also continued their work at creating and providing small group, 1-1 support, whole class instruction, and pull-out, as needed. Resource support was also provided for those students requiring extra numeracy support. Further, technology is infused throughout the day to enhance student numeracy engagement, and achievement (Gr. 1-3: Mathology; Gr. 4-6: MathUP), etc. Students in Gr. 6 once again participated in the Math League Competition with students from all across Canada! All of the aforementioned offerings are implemented to assist students in improving their math skills. Numeracy is thriving at Bairdmore with the goal to close gaps, improve engagement, and ensure academic improvement and success in this area.

100% of our classes were supported at some point during the school year by the Engagement and 21st Century Skills Professional Area Leaders. All of the initiatives offered promoted engagement, and the development of 21st century skills, which will no doubt lead to/assist with graduation.

Social Responsibility - Self-Regulation Priority: Team Bairdmore continues to hold self-regulation a priority as central to student wellness and well-being as it is integral to our students' engagement and success in learning. With this priority in mind to achieve our goals this year, 100% of our students were involved in activities involving emotional literacy, self-regulation tools and strategies, and they embraced mindfulness and made a further commitment to growth mindset. As a team, we are consistent in our school-wide belief in Self-Regulation Strategies and the use of Zones of Regulation to empower our students towards Self-Regulation. This sentiment is reflected in whole-school common language and assemblies where self-regulation strategies are modelled and practiced. It is also evident in individual or smaller group programming for our students where further support is necessary.

Self-regulation strategies continue to be provided and guided by the school counsellor, who proactively programmed and responded to students' needs individually, and in small and large groups. Visuals also adorn each classroom to remind students of our beliefs and practices, and Mental Health/well-being resources were implemented. Project 11 lessons and activities were also implemented by many classroom teachers. The school counsellor/staff also initiated activities and

opportunities around social justice and equality, including: Orange Shirt Day, Winnipeg Harvest, Koats for Kids, Cookie Dough Fundraiser, United Way, Cool 2 Be Kind Project, Cheer Board Hamper, Project H2O (educating and fundraising around the issue of clean drinking water in MB communities, raising \$800.00 for the Lake Winnipeg Foundation), Roots of Empathy, Courage Bears were created with Indigenous artist Sara McIvor Prouty and then sold to raise money for the Downie Wenjack Foundation Legacy School Program, etc. The division also supported Elder visits arranged by Ms. Hampton: Blanche Chief (beading and medicine pouches), Fredrick Lyle Spence (soapstone carving), David Robertson (I Love To Read Guest Speaker), Wesley and River Nelson (traditional dancing), etc., and the Indigenous Student Success Teachers (ISST) visited and worked with our staff to embed Indigenous teachings and learnings into daily assignments. Further, our Student Voice and Smudging Turtles Groups participated in Indigenous activities for Main Street Project, and they planned and implemented a school-wide Indigenous Peoples Day Celebration with many activities to participate in. Ms. Hampton, Bairdmore's Counsellor and Indigenous Success Teacher, went above and beyond to bring wellness, self-regulation strategies, social justice, Indigenous education, inclusion, and equity for all! She even initiated a PLC for teachers to discuss, plan, and collaborate around Indigenous Education at Bairdmore.

At Bairdmore we also continued our work and commitment as an UNESCO school by connecting respect and citizenship, and to promoting and living in a culture of peace. Further, we continued to focus on our school-wide Respect Agreements, Check Five, Respectful Classroom/Assembly Behaviour, the Rule of Two (hallway behaviour), Safe Snow Play, and the Truth and Reconciliation Calls to Action. We also integrate the Treaty Acknowledgement into our daily morning announcements and at all assemblies. At Bairdmore we celebrate all aspects of human diversity as this is one of our key strengths as an UNESCO school. We embrace diversity and continue to work closely with our community to promote active citizenship, all the while building positive relationships.

In addition, we continue to be influenced by the idea that all students need to read, write, and problem-solve in a meaningful way every day. Deeper critical thinking is required for students to experience higher levels of success in an ever-changing world – including skills such as collaboration, cooperation, creativity, communication, citizenship, and critical thinking. Moreover, these skills lead to increased understanding of issues that impact our local and global communities which also connects to the four pillars of an UNESCO school. Our continued involvement in a number of different social awareness programs/activities has provided our students with opportunities to increase their empathy and develop leadership/citizenship skills. All of these initiatives broaden our students' perspectives. We are proud of our diversity at Bairdmore School, and the way we work together to provide support for everyone, as it makes us stronger.

Progress Toward the Three Expectations for Student Learning 2022-2023:

All students in Pembina Trails will be personally and intellectually engaged in their learning at school: At Bairdmore School this past year, the staff have continued our conversations around *Relationships Matter, Everyone Belongs at Bairdmore*. We have also continued to develop ways to enhance student learning and engagement at school. In order to personally engage all students in their learning, we were creative and provided...cooperative learning experiences, enrichment opportunities, one-on-one support, counselling and clinical support for students, a wide variety of school activities, French cultural experiences, Spirit Weeks, a Terry Fox Run, a Grade 6 Farewell Celebration Ceremony, technology, etc., etc., as these learning activities, and opportunities for students to get involved, are inclusive, equitable, and keep our students coming back for more! So, as one can clearly see, very diverse and varied offerings are provided at Bairdmore School in order to entice as many students as we can to get involved, to enable them to find their passion, so they will pursue their passions and learning tirelessly, happy in their pursuit. Bairdmore School is comprised of a staff who consistently provide a safe, respectful, caring, inclusive, and aesthetically pleasing environment, and rich offerings. Bairdmore School's culture is welcoming, and is a safe haven, offering a family, homelike setting whereby the staff and students establish positive relationships that have the potential to last many years.

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 of success in high school: As literacy and numeracy are part of Bairdmore's School Plan, progress has been made, and gaps have been closed, in each of these areas, based on the strategies and offerings provided, as mentioned earlier. This year we are proud to share that we have created a reading continuum that can be used in years to come to support student learning.

Bairdmore School has a history of providing excellent opportunities for students to become engaged in. School staff have, therefore, continued to design and plan various learning opportunities to support personal and intellectual engagement amongst all students with activities and clubs some of which included/have included: Student Voice, Smudging Turtles, ReconciliAction Group, the Green Team, MYRCA Club, Newcomer Club, French Newspaper Club, Mindfulness Group, Games Club, many Indigenous offerings with elders, guest speakers and musicians, a Babysitting Course, Roots of Empathy, Sports Teams including basketball, volleyball, Cross Country, Divisionals; we also offered Choir, Grade 5-6 WSO/Orff Clubs, a Winter and Summer Concert, and we tapped into the Healthy School Grant once again this year, etc. With all of these offerings, which we will continue in years to come...our future looks bright!

As a UNESCO school, we continue to believe that students, staff, and families should work together through a variety of service-based initiatives as a way of learning to live together. Students and families gave generously to our Christmas Hampers, and Mainstreet Project. In addition, Bairdmore continues to save drink tabs as by "pulling together" we can make miracles happen for others!

Leadership opportunities continued to be provided for students through Patrols. We continue to be very proud of our *Bairdmore School Patrol Team* for being persistent in their efforts to ensure safety protocols were adhered to and safe passage for our students, adults, staff, as well as, community members was provided. A most sincere appreciation goes out to all patrollers and their supervisors, Mr. Humeny, and Mr. Power, whom have shown great dedication to their position and duties.

All students in Pembina Trails will graduate from high school: Our intent at Bairdmore School is to make the learning for all of our students in Grades K-6, purposeful, authentic, and meaningful, so they will pursue lifelong learning, which will thereby ensure graduation. By building strong relationships with them in our family-like environment, we can better prepare our students, not only for their time at Bairdmore School, but for their future. We are working constantly, and in whatever capacity is required, to make a positive difference for them every day. By modelling respectful behaviours and attitudes, and promoting self-regulation skills, our students are learning first-hand how to better properly manage themselves in order to maneuver and navigate life successfully. In addition, we track data (attendance, Fountas and Pinnell results, writing and math results, etc.), and meet regularly to discuss students and plan for their success. All of our endeavours are not without their challenges, as our students are very diverse and require a lot of individual support and assistance. However, our efforts will continue, as our students are worth it! So, in closing, hope is plentiful at Bairdmore School for the students, as the staff provide diverse, enriching learning opportunities, locally and globally, for them to become engaged in. Our students are happy at school, and as a team, and with divisional support (Trustees, SAT, Clinicians) and community support, including our fantastic Bairdmore Advisory Council, we are very proud of our legacy, and excited about our future! With COVID-19 restrictions behind us this year, we have been able to resume many of our great offerings, providing more leadership opportunities and activities, field trips, etc., for all to become engaged in. As we begin to plan for the 2023-2024 school year, like the caterpillar who turns into a beautiful butterfly, we will remain open to new beginnings, and work together so we can...**Accomplish Anything!** One thing is for certain, we are confident that our students will **BE YOUR BEST** (our new school motto), and continue to meet the numerous goals set out in our School Plan Priorities. We are extremely proud of our students' accomplishments as their accomplishments are an indicator of the success that they will have as they move forward in their lives!

Be fearless in pursuit of what sets your soul on fire.
Leading together, we inspire hope and nurture learning.
TEAM: Together Everyone Achieves More

