

SCHOOL REPORT 2022/2023 & PLAN 2023\2024

1) Please use this template to complete your **2022/2023 School Report on Outcomes and 2023/2024 School Plan**.

(Note: The web survey offered in previous years is suspended during the review.)

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.

4) For inquiries to Manitoba Education and Training regarding School Reporting and Planning, contact Tia Cumming <Tia.Cumming@gov.mb.ca> or 204-945-8417.

SCHOOL REPORTING 2022/2023 and PLANNING 2023/2024

Identification

Name of School Division Pembina Trails School Division	Name of School Bairdmore School	Name of Principal Karen Brawdy	Date (yyyy/mm/dd) 2023/06/28
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School Profile

(Complete the following using FTE as of Sept 30th.)

Number of Teachers 33.583	Number of Students 524	Grade Levels K-6	There is an Educational for Sustainable Development (ESD) plan for the school. <input checked="" type="radio"/> Yes <input type="radio"/> No
What is your mission statement? Bairdmore School is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.			Year Revised 2007

SCHOOL REPORT – 2022/2023

School Priorities

1. Respect/Respectful Behaviour
2. Literacy: Focus on Reading Comprehension Strategies
3. Engagement, 21st Century Learning Skills
4. Social Responsibility
- 5.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.

Expected Outcomes

Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.

1. Respect/Respectful Citizens

Respect/Respectful Citizens

By June 2023, with the *Safe and Caring Schools* document in mind, all students in K-6 will feel safe, respected, welcomed, cared for, and included at Bairdmore, with a focus on equity, in an aesthetically pleasing environment.

The Respect Program Area Leaders met a minimum of 2x this year to implement some of the ideas presented in the *Safe and Caring Document*, and they planned 2 school-wide Respect Assemblies. During the assemblies, students were encouraged to continue to be respectful and kind, and with Stephanie Zirino's support, we fostered a sense of belonging for all stakeholders when we held a Belonging Week at Bairdmore from May 15-19. Further, we plan to continue hosting a Belonging Week at Bairdmore next year as it was successful.

By June 2023, all students will be able to define the words respect and kindness, as well as identify

With the support of the Respect Professional Area Leaders, Bairdmore will continue to involve students so their voice is taken into account when determining the respect/kindness work that will be initiated at Bairdmore.

what respect and kindness look like, sound like, and feel like.

By June 2023, diversity and equity will continue to be valued, and the school culture will continue to be inclusive and equitable in order to build positive relationships that discourage isolation, and marginalization, and promote acceptance, respect, and tolerance of all individuals regardless of racial background, socioeconomic status, gender, religion, or sexual orientation.

By June 2023, all classroom teachers will post their own classroom respect agreements and/or the school-wide respect agreements as “visible signposts”. There will be continued commitment from classroom teachers to implement the respect strategies we have agreed to as students and staff, including Check Five, School-Wide Respect Agreements, Respectful classroom/assembly behaviour, and hallway/bathroom behaviour.

By June 2023, using the School/Divisional Budgets, school improvements will be made, making the school increasingly more aesthetically pleasing.

Respect/Kindness messages/quotes were shared daily over the announcements and new pictures were posted and made visible throughout the school to remind everyone what our expectations are/what we value and expect at Bairdmore School.

Respectful/Kind behaviour was modelled by staff and students.

The students were introduced to our SRO (recess, Halloween, assembly, classroom visits, etc.), in order to build a healthy relationship/connection between them.

To keep things light and to build community, a daily joke was read over the announcements. Students were also encouraged to participate and submit a joke, or two, to be read as well.

The bulletin board in the office area continued to post respectful/kind/thankful/grateful/positive messages to inspire wellness.

Students and staff were involved in activities to *Pay It Forward/to give back* to show respect, and kindness to others, locally and globally, as enhancing the lives of others improves one’s own wellness (i.e. fundraiser to support Socktober, Christmas Hampers, Main Street Project, United Way, etc.).

Positive messages were placed on our new outdoor sign to lift our community’s spirits as well.

Other Activities That Took Place to Support Respect/Kindness: Terry Fox Run, School Gardening Initiative to show respect for the environment, and beautify the school grounds/planters/surroundings, etc.

A portion of Bairdmore’s School Budget, and the PT’s Divisional Budget was spent on school improvement to create an aesthetically pleasing environment that is safe, respectful, welcoming, caring, inclusive, and conducive to learning. The environment was created for students and staff, by all students and staff. The Bairdmore Advisory Council continued to contribute money towards outdoor/grounds improvement and recess equipment. Further, Bairdmore School’s Workplace, Safety and Health Committee made improvements throughout the year, as identified, so Bairdmore School will be safe and aesthetically awesome! Working together, we have indeed shown that we can accomplish anything!

2. Literacy: Reading Comprehension Strategies

By June 2023, all students will be introduced to two reading strategies at their grade level to assist them in improving their reading comprehension skills.

By June 2023, Bairdmore School will have 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.

Literacy

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.

3. Engagement, 21st Century Learning

Active Listening/Following Directions/Online Platforms:

By June 2023, students will know what active listening is, and why it is important for them to engage 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.

21st Century Learning:

Engagement

With the support of the Engagement Professional Area Leaders and support of the Library Learning Commons, all middle years classrooms (grades 4-6), and one grade three classroom, 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.

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 younger ones 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.

MYRCA – All grade 4-6 classrooms participated in MYRCA (Manitoba Young Readers Choice Awards). 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! Such authentic and meaningful experiences for these kids!

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.

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 Grade 1-3 will be using Mathology to strengthen their math skills.

By June 2023, all students in Grade 4-6 will use MathUP to strengthen their math skills.

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. So many engaging experiences that promoted listening, problem solving, hands-on tactile learning, including: Ozobots, K'nex, Squishy Circuits, and eyeball dissection, just 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, and 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 access the many amazing resources offered to them online such as Discovery Education, Tumblebooks, Go Noodle, CBC Curio, 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.

4. Social Responsibility

Self-Regulation/Self-Management/Wellness:

Staff came to a school-wide understanding of well-being during our staff meetings and/or professional development days, with the support of the Professional Area Leader.

Various classrooms received instruction on the Zones of Regulation, either independently or in collaboration with the school Counsellor. Resources and programming were offered and supported.

By June 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 students will be able to regularly report a sense of well-being at school, knowing that acting in a manner that benefits society is the goal.

By June 2023, various students will participate in Project 11, and they will be introduced to well-being/well-becoming strategies and resources to improve their mental health.

By June 2023, all students will know how to behave respectfully in their classrooms, and throughout the school based on school-wide/classroom Respect Agreements.

By June 2023, all/various students will have the opportunity to participate in Indigenous offerings, see the new Indigenous resources purchased, and listen to anti-racist narratives shared in class, during assemblies, and/or over the announcements.

Teaching on emotional literacy was offered to all staff throughout the year in various ways.

A weekly Wellness message (Happy Mindful Monday) was read over the announcements, and interested students in Grades 4-6 joined a Wellness Group that met during the lunch hour, once a cycle.

Use of self-regulation tools were reviewed in classrooms, at recess, during the lunch hour, etc. to model effective use of regulation strategies. Visual reminders of regulation strategies were posted in the school.

Project 11: A focus on Well-Being/Well-Becoming for students was a priority, and Project 11 was utilized by some staff at Bairdmore for this purpose.

All teachers participated in a survey to determine the use of a mental health wellness program (of their choice) to ensure it is being used in classrooms, and school-wide language around positive mental health strategies were implemented and shared. Approximately 80% of classroom teachers responded to the survey stating they use one or more mental health/regulation programs in their classrooms with success.

There was continued commitment from classroom teachers to implement the respect strategies we have agreed to as students and staff, including: Check Five, School-Wide Respect Agreements, Respectful Classroom/Assembly Behaviour, the Rule of Two (hallway behaviour), and Safe Snow Play, and these were demonstrated in a variety of ways.

Most classroom teachers have posted their classroom respect agreements and/or the school-wide respect agreements as “visible signposts”. Many have also created a classroom treaty based on the foundations from the treaty kits.

The following Indigenous based activities/opportunities were offered school-wide/throughout the school:

- **Orange Shirt Day (Truth and Reconciliation)**: Schoolwide assembly, rock painting and community walk.
- **Indigenous Student Success Teachers**: Came to work with various classrooms on various Indigenous educational opportunities.
- **Indigenous Teacher Champion**: Connected with teachers/classrooms in order to build teacher’s capacity to weave Indigenous education perspectives into their lessons/classrooms.
- **Rene McGurry from Treaty Commission**: Presented at staff PD around Treaty Kit lesson planning.
- **Elder/Knowledge Keeper Visits**: Blanche Chief (beading medicine pouches), Fredrick Lyle Spence (soapstone carving), David Robertson (I love to read guest author), Sara McIvor Prouty (clay Courage Bears), Wesley and River Nelson (traditional dancing).
- **Indigenous “Smudging Turtles” Lunch Group**: They met once a cycle to have various cultural experiences. Attended Manito Ahbee NextGen Festival.
- **National Indigenous Peoples Day Celebration on June 21st**: Schoolwide assembly and activity stations.

Bairdmore participated and presented at the PTSD Indigenous Education Gallery Walk.

All teachers participated in a survey to determine use of Indigenous education in their lessons/classrooms. A PLC was offered to classroom teachers and led by Indigenous Teacher Champion. This was an opportunity to discuss, plan and collaborate around Indigenous Education at Bairdmore.

Student Voice
 Students had many opportunities to fundraise and educate school-wide around social activism platforms (i.e.: poverty, environmentalism, cultural advocacy, human rights, world issues). They successfully provided a family in need with a Cheer Board Hamper, ran a schoolwide Cool2 be Kind Project for the month of December and won \$500 for their efforts, they also initiated Project H2O (educating and fundraising around the issue of clean drinking water in MB communities) and raised \$800 for the Lake Winnipeg Foundation.

Roots of Empathy
 An evidence and empathy-based classroom program, was delivered to a grade 6 classroom and instructed by the school counsellor. The Roots of Empathy Program is delivered to elementary school children who are coached to recognize and connect with the vulnerability and humanity of a baby who visits their classroom throughout the school year with their parent(s), along with a trained Roots of Empathy Instructor using a specialized curriculum.

ReconciliAction
 Bairdmore is a Legacy School. Consequently, a group of grade 5 students followed the Downie Wenjack Foundation Legacy School program. The students met once a month to learn, educate, and plan a fundraiser. They created Courage Bears with Indigenous artist Sara McIvor Prouty which they sold and raised \$250 for the Downie Wenjack fund.

5.

SCHOOL PLAN – 2023/2024

Planning Process

List or describe factors that influenced your priorities.

School staff have continued to consider the following 3 identified expectations for learning from the PTSD Board of Trustees:

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.

Other Factors That Influence Our Priorities:

- School safety.
- Building positive relationships with all stakeholders, and establishing a safe, respectful, welcoming, inclusive, equitable, and aesthetically pleasing environment.
- We have a wide range of students in all our classes who have strengths and possible physical, emotional, cognitive, and developmental delays and challenges.
- Our increasing population of new Canadians continues to create complex demands for language instruction (ELL) and learning needs.
- We continue to be influenced by the idea that all students need to read, write, and problem-solve in a meaningful way every day.
- We embrace diversity and continue to work closely with our community to promote active citizenship.
- We actively investigate various teaching strategies that encourage critical thinking. 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.
- Bairdmore became an official UNESCO school in 2017-2018. We also hope to reinstate Mixed Up Grade Groups (MUGG) during assemblies in the gymnasium to foster and strengthen our school community and the sense of belonging that each child feels.
- Our involvement in a number of different social awareness programs/activities has provided our students with opportunities to increase empathy and develop leadership/citizenship skills.
- All staff continue to learn and build upon a growth mindset to integrate into their work with children to strengthen student engagement. We understand that our students' ability to self-regulate is important for mental wellbeing and learning. Providing opportunities to learn about self-regulation and creating environments conducive to students' wellbeing is a priority for us at Bairdmore.

Additional Factors That Influence Our Priorities

- Safe and Caring Schools Document
- Standards for Success in Literacy (SSL) Document
- Reading Buddies
- Latest/Best research; 21st Century Learning; Utilizing best practices
- Community needs
- Bairdmore's Indigenous Population
- Mamahtawisiwin Document

- Equity
- Mental Health/Wellness: Project 11
- Roots of Empathy
- Zones of Regulation
- The Trauma Informed Classroom
- Kids in CARE
- Transitioning Students
- Level 3 school
- Discussions during Meet the Teacher, Tri-Conferences, Kindergarten Open House, surveys, etc., also guide our practice
- Our work with the Bairdmore Advisory Council
- LLI support for improving literacy; Reading Intervention
- School Population
- Space for students with additional/special needs
- UNESCO School
- Green Team
- Making the Move: Bairdmore will become a K-5 school September 2024
- Bairdmore's Legacy: Be YOUR Best!

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

- The School Plan Committee, which consists of the administration and Bairdmore's Program Area Leaders, work with the staff to initiate and accomplish our school goals and priorities. Feedback from all stakeholders, including our Bairdmore Advisory Council (made up of families/community members) is ongoing. We also continue to invite student voice to help inform our future school planning processes.
- Bairdmore's School Plan is then crafted after input and consultation, and it is a work in progress.

How often did you meet?

- The School Plan Committee will meet a minimum of three times in 2023-2024, and we will report back to staff at least twice during the school year.
- As well, meetings re. Bairdmore's School Plan occur as needed, and are enhanced with Program Area Leader Meetings, as well as, monthly Staff Meetings, and Professional Development Days.
- Bairdmore's School Plan guides our practice, and everything we do in the building for students.
- Professional Growth Plans are also developed with Bairdmore's School Plan in mind.

What data was used?

- Data is collected from many sources including, and not limited to, depending on data required: Mayet, clevr, Compass, Edsby, Teams, Seesaw, etc.
- Each classroom teacher along with our 21st Century Program Area Leaders kept a record of classroom participation in at least two Makerspace or STEAM activities/challenges throughout the school year.
- Classroom teachers collected results through a survey identifying which three emotional literacy strategies were taught and used. In addition, results were collected from our School Survey which indicated which self-regulation strategies students used throughout the year.
- We also use Grade 3 Provincial Assessment Information for Manitoba Education, as well as, data pulled from our many school systems, as mentioned above - Mayet/Compass/Edsby for attendance, Fountas and Pinnell Literacy Assessments, discipline referrals, etc. In addition, we also rely upon information gathered during our School Profile Meetings, and Classroom Profile Meetings, etc.
- Further, our school participated in PTSD's Strong Beginnings Assessment in September, all grades, K-6.
- Our report card results also provide sound data.
- Kindergarten EYE-TA data was collected.
- EIS from the previous year was used for Kindergarten students.

Other highlights?

Please Note: Our Educational Sustainable Development Plan for the school involves: A recycling program; Water fountains support the use of reusable water bottles; Drink tabs are collected; We make donations to Koats for Kids; We work to conserve energy by turning off classroom lights when rooms are not in use; We discard batteries safely, and have purchased rechargeable batteries; We are working to cut back on our use of paper by sending information home electronically; Also, our students are involved in social action activities to give back/pay it forward, in order to make the world a better place (i.e. we support Koats for Kids, Christmas Hampers, Main Street Project, and build leaders, etc.). In addition, even though we do not have a Breakfast Program, we provide breakfast, snacks, and lunch to those in need. We are also a UNESCO School, and thereby offer assistance locally and globally, and we support the United Way, and offer different activities for students to become involved in, in order to raise money for worthy causes. We also purchase new technology: Lofts, new devices. These new technology tools/devices are sustainable, as they will be available for years to come for our students to enjoy, to explore, and to engage them in their learning.

School Priorities

1. Respect/Respectful Citizens
2. Literacy: Reading Comprehension
3. Engagement, 21st Century Learning
4. Social Responsibility
- 5.

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
<p>1. <u>Respect/Respectful Citizens</u></p> <p>By June 2024, with the <i>Safe and Caring Schools</i> document in mind, all students in K-6 will feel safe, respected, welcomed, cared for, and included at Bairdmore, with a focus on equity, in an aesthetically pleasing environment.</p> <p>By June 2024, all students will be able to define the words respect and kindness, as well as identify what respect and kindness look like, sound like, and feel like.</p> <p>By June 2024, diversity and equity will continue to be valued, and the school culture will continue to be inclusive and equitable to build/ensure positive relationships that discourage isolation, and marginalization, and promote acceptance, respect, and tolerance of all individuals regardless of racial background, socioeconomic status, gender, religion, or sexual orientation.</p> <p>By June 2024, classroom teachers will post their own classroom respect agreements and/or the school-wide respect agreements as “visible signposts”. There will be continued commitment from classroom teachers to implement the respect strategies we have agreed to as students and staff, including Check Five, School-Wide Respect Agreements, Respectful classroom/assembly</p>	<p>The Respect Program Area Leaders will meet a minimum of 2x this year to implement some of the ideas presented in the <i>Safe and Caring Document</i>, and plan 1 school-wide Respect Assembly. They will also meet with the MUGG Team and plan 3 MUGG Assemblies/Meetings. During the assemblies/meetings, students will be encouraged to continue to be respectful and kind.</p> <p>With the support of the Respect Professional Area Leaders, Bairdmore will continue to involve students so their voice is taken into account when determining the respect/kindness work that will be initiated at Bairdmore.</p> <p>Respect/Kindness messages/quotes will be shared daily over the announcements and new pictures will be posted and made visible throughout the school to remind everyone what our expectations are/what we value and expect at Bairdmore School.</p> <p>Respectful/Kind behaviour will be modelled by staff and students.</p> <p>The students will be introduced to our SRO (recess, Halloween, assembly, classroom visits, etc.), in order to build a healthy relationship/connection between them.</p> <p>To keep things light and to build community, a daily joke will be read over the announcements. Students will be encouraged to participate and submit a joke, or two, to be read as well.</p> <p>The bulletin board in the office area will continue to post respectful/kind/thankful/grateful/positive messages to inspire wellness.</p>	<p>The Respect Team and the MUGG Team will have met 4x.</p> <p>Student voice will have helped to determine respect/kindness work offered throughout the school year.</p> <p>One Respect Assembly and three MUGG Assemblies will have occurred.</p> <p>Respect/Kindness messages/quotes will be shared daily on the announcements and posted/visible in the hallways and classrooms.</p> <p>Daily jokes will be shared as part of the announcements.</p> <p>A staff bulletin board in the office will be created/be inspiring.</p> <p>Pay It Forward/Social Action Activities will have occurred at each grade level/throughout the school.</p> <p>Respectful, kind behaviour will be modelled by staff and students.</p> <p>Students will learn/review, and be able to define respect and kindness, and state what kindness looks like, sounds like, and feels like.</p>	<p>Mayet/Compass/Edsby/clevr Reports re. Discipline/Office Referrals/Attendance will be collated.</p> <p>Ongoing feedback will be collected from students (classroom, small group, large group, etc.).</p> <p>Respectful/Kind behaviour will be monitored at school.</p> <p>The staff bulletin board will be inspiring!</p> <p>Data will be collected to show how many classrooms engaged in a Pay It Forward/Social Action Activity.</p> <p>Data will be collected to identify how many classrooms have their/the school-wide Respect Agreements posted in their classrooms.</p> <p>Attendance data will be monitored using Compass, Mayet, and Edsby.</p> <p><u>WSH</u>: Improvements will be identified and attended to, and there will be less repair items on the list. Bairdmore will present safe, and aesthetically pleasing!</p>

behaviour, and respectful hallway/bathroom/snow play behaviour.

By June 2024, our theme for the year, *The Power of Belonging*, will resonate with everyone and everyone will feel a greater sense of belonging.

By June 2024, Stephanie Zirino will have offered another Belonging Week at Bairdmore.

By June 2024, Mugg Groups will be initiated, and 3 assemblies/meetings will have occurred.

By June 2024, students with chronic attendance will have improved attendance due to a greater sense of belonging.

By June 2024, using the School/Divisional Budgets, school improvements will be made, making the school increasingly more aesthetically pleasing.

Students and staff will be involved in activities to *Pay It Forward/to give back* to show respect, and kindness to others, locally and globally, as enhancing the lives of others improves one's own wellness (i.e. fundraiser to support Koats For Kids, Christmas Hampers, Main Street Project, United Way, etc.).

Positive messages will be placed on our outdoor sign to lift our community's spirits and inspire respect and kindness as well.

Other Activities That Will Take Place to Support Respect/Kindness: Terry Fox Run, TRC Walk, Pride Month Walk, School Gardening Initiative/Green Team to show respect for the environment, and beautify the school grounds/planters/surroundings, etc.

The Power of Belonging, Bairdmore's theme for the year, will be focused on (announcements, Staff Meetings, assemblies, etc.) to ensure everyone feels a sense of belonging at Bairdmore.

Chris and I will meet with Stephanie to plan a Belonging Week at Bairdmore.

The Attendance Committee will continue to meet to support students and their families to remove attendance barriers.

A portion of Bairdmore's School Budget, and the PT's Divisional Budget will be spent on school improvement to create an aesthetically pleasing environment that is safe, respectful, welcoming, caring, inclusive, and conducive to learning. The environment will be created for all students and staff, by all students and staff. The Bairdmore Advisory Council has shared that they will also continue to contribute money towards outdoor/grounds improvement and recess equipment. Further, Bairdmore

Improved student behaviour will be evident.

Less Discipline/Office Referrals will be recorded.

The students will know our SRO, and a healthy relationship will have been initiated/established.

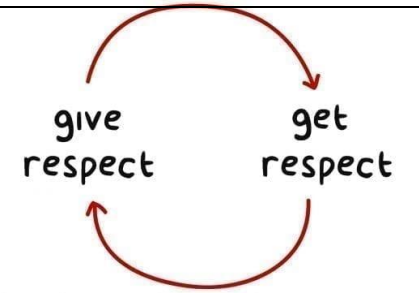
Respect Agreements will be posted in each classroom.

Respectful/Kind activities will have occurred: Terry Fox Run, TRC and Remembrance observances, PINK Day, Belonging Week, Movie Night, a school gardening initiative/Green Team will be growing, etc.

Those students with chronic attendance will have improved attendance.

Bairdmore will increasingly look more aesthetically inviting/pleasing.

A safe, respectful, welcoming, caring, inclusive, and aesthetically pleasing environment/culture will be created for all students and staff, by all students and staff.



School's Workplace, Safety and Health Committee will make improvements throughout the year, as identified, so Bairdmore School will be safe and aesthetically awesome! Working together, we can indeed accomplish anything!



2. Literacy: Reading Comprehension

By June 2024, all students will have been taught, at minimum, the two reading comprehension strategies as outlined in the Bairdmore School Reading Comprehension Strategy Continuum and Support Document.

By June 2024, Teachers will understand how to use the *Fountas and Pinnell Literacy Continuum* as a source of information regarding their required reading strategies.

By June 2024, Teachers will feel confident and supported in teaching their assigned Reading comprehension strategy through resources that have been provided to them.

Literacy Area Leads will purchase copies of *The Reading Strategies Book 2.0* by Jennifer Serravello and will share appropriate sections with grade groups regarding various ways to teach their reading comprehension strategies.

All teachers have been provided a copy of the BSRCSO to assist them with their teaching.

Literacy Leads will meet to read through *The Reading Strategies Book 2.0* and highlight, copy, and share sections of the book with grade groups that support their teaching of the reading comprehension strategy for that grade level.

Teachers will directly and explicitly teach two reading comprehension strategies to their students, through a variety of written, oral, hands on, and visual methods, utilizing a variety of reading materials

Literacy Leads will have provided pertinent information to classroom teachers.

Teachers will be able to describe a variety of methods that they used to teach their reading comprehension strategies.

Applicable language will be heard in classrooms as students and teachers discuss books.

Students will begin to show an increase in reading comprehension through guided, shared, and individual reading. This will be a result of being taught

Teachers will complete a survey in June to assess their teaching of their required reading comprehension strategies.

F&P scores in reading comprehension on Compass will show an overall improvement in reading comprehension.

		their grade appropriate reading comprehension strategy.	
<p>3. Engagement, 21st Century Learning</p> <p><u>Engagement</u></p> <p>By June 2024, students will know what active listening is, and why it is important for them to engage in it, to successfully complete tasks.</p> <p>By June 2024, students, will use problem solving and perseverance to follow step-by-step instructions to complete tasks in a group setting.</p> <p>By June 2024, 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.</p>	<p><u>Engagement</u></p> <p>With the support of the Engagement Professional Area Leaders and support of the Library Learning Commons, classrooms will engage in breakout EDU sessions focusing on active listening, thinking, communicating, problem solving, perseverance, and following directions.</p> <p>The six basic stages of the listening process will be shared with staff: hearing/receiving, attending, understanding, remembering, evaluating, and responding.</p> <p>Teachers will share with their students what active listening is, what it involves/what active listeners do/the barriers to active listening, etc., so students will know how to engage in active listening, and thereby follow the steps provided to complete a task successfully.</p> <p>Students will demonstrate active listening skills (they will look at the speaker, they will ask clarifying questions, etc.)</p> <p>88% of middle years classrooms will engage in TUSC (The Ultimate Speaking Club) to practice active listening and presentation skills.</p> <p>Students will demonstrate the ability to follow step-by-step instructions after having engaged in active listening. Students will successfully complete tasks as a result of active listening, and carefully following the given instructions.</p>	<p><u>Engagement</u></p> <p>WISE-Kidnetic Energy programs will be implemented to foster healthy relationship building surrounding Truth and Reconciliation.</p> <p>All grades K-6 will choose a call to action from the Truth and Reconciliation Commission to act on in their classroom.</p> <p>Many hands-on activities for healthy engagement and conversation surrounding this very important topic will take place.</p> <p>Breakout EDU – 9/22 classes (Gr. 4-6) will participate in at least 4 hands-on breakout EDU.</p> <p>77% of classrooms will engage in Breakout EDU online.</p> <p>Students across all grades will participate in Reading Buddies – enjoying reading and making crafts with students from other grades. Some classes will take it a step further and incorporate arts, crafts, curriculum-based books, and leadership opportunities for middle years students with technology. These activities will builds relationships, a sense of belonging, and promote leadership and sharing.</p>	<p><u>Engagement and 21st Century Learning</u></p> <p>Mayet Reports/Compass Reports re. Discipline/Office Referrals will be collated.</p> <p>Classroom teachers will collect samples of student work, exemplars, showing assignments that were completed successfully as a result of students engaging in active listening and following directions carefully.</p> <p>Ongoing feedback will be collected from students (classroom, small group, large group, etc.).</p> <p>Student engagement during activities will be monitored.</p> <p>Parents/Guardians will be notified about upcoming events/fundraisers/assemblies/special activities, etc. via emails to keep them apprised of our many offerings/opportunities.</p> <p>Data will be collected to show how many classrooms engaged in activities.</p>

21st Century Learning

By June 2024, staff will utilize at least one new 21st century technology or teaching strategies to engage their students.

21st Century Learning

Some classrooms will engage in learning online via Seesaw to supplement their in-class program (assign homework via Seesaw). Students will demonstrate strategies, utilizing the listening skills developed so they

RAZ Kids will be used with students in K-3 and reading skills will be improved (iPad app).

Students will have the opportunity to join **leadership committees** – Student Voice, Games Club, Library/Assembly Leaders, and Patrols.

MYRCA Program for Grades 4-6 students will be done in every classroom.

Forest of Reading Blue Spruce Program with activities/games will be developed for the whole school.

I Love to Read Month – Bairdmore will invite special guest readers from our community who will come and visit, thereby providing an authentic and meaningful experience.

M.U.G.G. (Mixed up Grade Groups): Students will acknowledge that their relationships across grades is improving, thanks to M.U.G.G. We will also hopefully see a decrease in recess issues between the different grade levels.

21st Century Learning

Wireless projection from various devices within classrooms are being utilized.

<p>By June 2024, students will utilize at least one new 21st century technology.</p>	<p>can follow the instructions and timelines outlined by their teachers, and, therefore, complete tasks successfully.</p> <p>Breakout EDU – critical thinking, collaboration, creativity, connection and patience are practiced with this special “escape room” activity for Grades 4-6.</p> <p>Apps in the classrooms – iPad Library cart being used in a variety of ways – imovie trailers being made to support and engage students in MYRCA books (made by Grade six students), Art portfolio’s and assembly presentations in PowerPoint, iPad movie trailers, Green Screen, etc. ELL students using iPads for understanding, clarification, and following directions.</p> <p>STEAM and Makerspace activities being offered in the library for all grades. Ozobots, Makey Makey, Creature projects and habitat creation, Snap Circuits, Mouse Coding Bots, just to name a few! Curricular Makerspace/STEAM– listening, sharing, problem solving, perseverance and following directions for Grades K-6.</p> <p>Docucams are set up/being set up in every classroom.</p> <p>Virtual Reality Augmentation App – Merge Cubes, academically challenging (and engaging!) for 21st century learning.</p> <p>“Tech Talk” added to every staff meeting to keep staff apprised on apps, tech, and the portal.</p>	<p>Apps in the classroom – the iPads will be signed out on a consistent basis?</p> <p>Classes will be signing up for special STEAM and Makerspace opportunities in the library.</p>	
<p>4. Social Responsibility</p> <p><u>Self-Regulation/Self-Management/Wellness/Social Responsibility</u></p> <p>By June 2024, all students will be provided opportunities to engage in activities and spaces</p>	<p>Staff will participate in a school-wide understanding of well-being during our staff meetings and/or professional development days, with the support of the Professional Area Leader.</p> <p>Various classrooms will receive instruction on the Zones of Regulation, either independently or in collaboration</p>	<p>Many opportunities to participate in Indigenous knowledge, culture, perspectives will be offered. For example:</p>	<p>Results will be collected from our classroom teachers, school counsellor, and from our students.</p> <p>A school survey will be utilized to determine growth in students’ sense of</p>

that enable them to meet their self-regulation needs. With this in place, 100% of students will be able to regularly report a sense of well-being at school, knowing that acting in a manner that benefits society is the goal.

By June 2024, various students will participate in Zones of Regulation, Project 11, or another mental health/emotional literacy program and they will be introduced to well-being/well-becoming strategies and resources to improve their mental health.

By June 2024, all staff and students will have a variety of opportunities for service learning, acts of service and altruism.

By June 2024, all/various students will have the opportunity to participate in Indigenous knowledge, culture, perspectives by Elders, knowledge keepers and our Indigenous Student Success Teachers. Exposure to Indigenous resources, and listening to anti-racist narratives shared in class, during assemblies, and/or over the announcements.

By June 21st, 2024, each class at Bairdmore will have participated in an inquiry surrounding one Call to Action, culminating in a showcase of learning on or around National Indigenous Peoples' Day (June 21).

with the school Counsellor. Resources and programming will be offered and supported.

Teaching on emotional literacy will be offered to all staff throughout the year in various ways.

A weekly wellness message will be read over the announcements in the morning.

Use of self-regulation tools will be used in classrooms, at recess, during the lunch hour, etc. to model effective use of regulation strategies. Visual reminders of regulation strategies are posted in the school.

Project 11: As a focus on Well-Being/Well-Becoming for students is a priority, Project 11 will be utilized by some staff at Bairdmore for this purpose.

The Roots of Empathy Program will run in a grade 5 classroom throughout the year.

Student Voice Group, comprised of grade 6 students, will meet once a cycle to initiate different ways to integrate social responsibility at Bairdmore and in the community.

Koats for Kids, United Way, Christmas Hampers, Food Drives, Volunteering, Humane Society, Cool to be Kind, and various other opportunities for students and staff to give back to the community will be provided.

There will be continued commitment from classroom teachers to implement the respect strategies we have agreed to as students and staff, including: Check Five, School-Wide Respect Agreements, Respectful Classroom/Assembly Behaviour, the Rule of Two (hallway behaviour), and Safe Snow Play, and these will be demonstrated in a variety of ways.

- **Orange Shirt Day (Truth and Reconciliation)**: School-wide assembly, and community walk.
- **Indigenous Student Success Teachers**: Teachers can collaborate with ISST members throughout the year.
- **Indigenous Teacher Champion**: Will connect with teachers/classrooms in order to build teacher's capacity to weave Indigenous education perspectives into their lessons/classrooms.
- **Elder/Knowledge Keeper Visits**: Elders and Knowledge Keepers will visit throughout the year.
- **Indigenous "Smudging Turtles" Lunch Group**: They will meet once a cycle to have various cultural experiences.
- **Calls to Action Project**: With support from ITC or ISST, Teachers will choose a minimum of one of the 94 Calls to Action to implement in their classroom by June 2024.



well-being at school, as well as, their Indigenous knowledge.

Principal/Vice-Principal/Teachers-In-Charge will continue to record behaviour incidents in Mayet/clevr/Compass, and the number of these incidents from September 2023 to June 2024 will be recorded and compared to the corresponding number from the 2022-2023 school year.



	Most classroom teachers have posted their classroom respect agreements and/or the school-wide respect agreements as “visible signposts”. Many have also created a classroom treaty based on the foundations from the Treaty Kits.		
5.			