



**Beaverlodge**  
Elementary School  
*Our Place to Grow.*

## Beaverlodge School

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## Mission Statement

Our mission is to be a learning  
community that R.O.C.K.S!

We do the **RIGHT** thing. We are **OPEN-MINDED**. We  
take **CARE** of ourselves, each other and this place.  
We are **KIND**. We **STRIVE** to achieve our goals.

Principal  
Carla Sadler



## 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.

## 2024-2025 School Plan Priorities:

This year at Beaverlodge School, teachers engaged in ongoing cycles of inquiry. Each term, they analyzed data connected to student-centered professional learning goals. Based on this analysis, staff collaboratively reflected on instructional practices, programs, and initiatives—determining which to affirm, adjust, adopt, or abandon.

- Area of focus: Sense of Belonging
- Inquiry Question: “How might we center inclusion to support *The Good Life* in the Beaverlodge community?”
- Priorities included: Indigenous Education, Equity/Diversity/Inclusion, Trauma-Informed Strategies, EAL Programming

## Progress Toward School Plan Priorities:

- Based on divisional data, we prioritized updating and diversifying our library collection. In collaboration with our Parent Council, we purchased a wide range of new fiction and non-fiction titles. These efforts increased the average age of the collection by four years. Additionally, we intentionally selected books by diverse authors and featuring diverse characters to promote a stronger sense of belonging and better reflect the identities and experiences of our school community.
- The Special Olympics program continued to thrive and grow. Students proudly participated in a number of sports, including bocce ball, basketball, and track and field. Student helpers had the opportunity to support the athletes, gaining valuable leadership and empathy skills.
- Roots of Empathy continued with students in grade 4/5. As they watched baby Ellie grow, they had important social-emotional learning, which supports belonging and positive mental health.
- We prioritized Indigenous Education and deepened staff and student understanding of Indigenous perspectives through professional development and whole-school experiences. Staff participated in two days of Treaty Training, and we look forward to integrating Treaty Education into next year's school plan priorities. The Divisional ISST joined us to teach about *Mamahtawisiwin*, the new Indig-

enous Education Framework. They also supported staff with the Tools for Reflection, Planning, and Reporting to help us identify areas for growth.

- In terms of student experiences, Bryan Clyne (world-famous hoop dancer) performed for students, and taught us about his hoops. In the Star Dome, students learned about “First People’s Stories of the Sky”, and MTYP performed Blue Beads and Blackberries, a celebration of Metis culture. We also had student-led assemblies based on the Seven Teachings, and had meaningful follow-up lessons and activities to support the values of the Teachings. Finally, for the first time, Beaverlodge School proudly participated in the divisional Indigenous Education Gallery Walk.
- To remove barriers and to foster inclusive communication, we installed additional Core Boards (visual communication boards) throughout the school, in high-traffic areas. Our speech and language pathologist worked with each class to teach how and why the boards are used. We also implemented a whole-school “Core Word of the Week”, to highlight frequently used words.
- To include the greater school community, we hosted family events such as movie nights, school dances, and a community garage sale.

### **Progress Toward the Three Expectations for Student Learning 2024-2025:**

All students in Pembina Trails will be personally and intellectually engaged in their learning at school.

Beaverlodge School offers a variety of clubs and extra-curricular activities that different interests and strengths. Makerspace, Floor Hockey, and Intramurals promote active participation and teamwork. Math Club and Crochet Club encourage focus and skill-building. Medicine Wheel Club supports cultural learning and connection. Choir and ORFF offer creative expression through music. Smile Club was a student initiated club, where students spread positivity by making cards for senior homes. Together, these clubs help students feel more connected to their school community. Additional experiences included See Spot Read (whereby students gained confidence in reading by reading to dogs), music experience (for students to work on regulation and social-emotional skills through music and song),

By the end of grade 8, all students will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.

All grade one to four teachers have now been trained in and are implementing UFLI, equipping them with a consistent, strong approach to early literacy instruction. This training ensures a common language and framework for phonics, decoding, and reading comprehension, giving all students, regardless of their starting point, a strong foundation in literacy. Additionally, we were the recipients of the Indigo Love of Reading Foundation grant. Beaverlodge has been awarded \$20000 to support the purchase of new library books, classroom library books, and decodable readers to support classroom literacy programs and targeted interventions.

All students in Pembina Trails will graduate from high school.

A strong foundation in early education, both academic and social, supports graduation from high school. To support student success, every class has an uninterrupted literacy block, and students also have the opportunity to work with a literacy specialist. Leadership opportunities for grades four and five students, such as patrols, recycling club, and office helpers build skills such as responsibility, teamwork, and communication. These experiences boost confidence, encourage a sense of belonging, and help students see themselves as capable and valued members of the school community.