



ÉCOLE CRANE

888 Crane Avenue, Winnipeg, MB R3T 1T9
Phone: 204.453.0539 | www.pembinatrails.ca/crane

Mission Statement

École Crane, in partnership with the community, is dedicated to promoting personal best in a French Immersion setting.

Principal
Chantal Rochon



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.

2022/23 School Plan Priorities:

- To develop students' ability to accurately use the appropriate number vocabulary to identify numbers for their respective grade level expectations.
- To build French language oral comprehension and expression skills so that students are able to express themselves in French according to grade level expectations.
- To develop students' ability to express what it means to use technology responsibly and have accessed the Makerspace for exploration and creativity.
- To encourage students to identify at least 3 of Kelso's choices to solve problems without the help of an adult during class or recess and be able to name 4 goals of our Respect Agreement.
- To have students participate in programming that integrates Indigenous cultures and perspectives to increase their understanding and appreciation of Indigenous culture.

Progress Toward School Plan Priorities:

Literacy:

- Professional Development was provided to teachers during PD days and staff meetings.
- Teachers incorporated opportunities to practice language structures as part of their daily classroom routines by encouraging clear classroom expectations of the students' oral language use both in and out of the classroom.
- Due to the Strengthening Student Support Grant, teachers received several book series to support the home reading and guided reading programs as well as to supplement classroom libraries.

Well Being:

- "Équipes Maison" sessions took place on 6 occasions throughout the year to give us an opportunity to work on these goals (Kelso's Choices/Respect Agreements) as a group, in addition to

any teachings that may happen in the classroom involving these living documents. Community building and working in a group with students from other classes and ages is an overarching goal of the house group.

- A professional learning opportunity was offered to Staff around Self-Regulating strategies for students.
- PATHS (Promoting Alternative Thinking Strategies) program was taught in all classrooms.
- Students were able to name as many (4) of the Respect Agreements goals as they can and are able to identify at least 3 Kelso's Choices.

Numeracy

- The focus was to continue working on understanding and using the correct number sense vocabulary through various activities in the classroom.
- Teachers had Professional Development around Mathologie and Little Book kits Indigenous resources.
- Teachers were provided with a schoolwide common set of vocabulary visual aids for their math wall.
- Collaboration with Jessie Jannuska, Artist in School for 2022-2023, to make cross-curricular connections in the context of the school-wide beading project that included math.

Innovation and Technology

- Students built new knowledge and skills through open and directed activities and challenges in the new Makerspace facility that included technology, STEM, inquiry and other Makerspace challenges.
- Teachers were encouraged to establish safe and responsible procedures for handling devices and to continue the discussions of balanced and acceptable use of technology throughout the year.
- Over the course of the year, teachers were encouraged to design their classroom Techtab inventory and specialists had input into the Techtab cart iPads apps. Apps and useful websites were introduced to both staff and students during teacher PD and Makerspace techtimes (grades 3-4) such as Alec, Hour of Code, coding, Green Screen, etc. Teachers explored and used a variety of apps with their classes and applied them directly to projects such as Book Creator, Chatterpix and Powerpoint.
- The Makerspace became a busy hub of activity for all grades during the year with almost daily usage for guest presenters, workshops on a variety of topics, STEM, inquiry, robotics, coding, and regular Makerspace programming.

Indigenous Perspectives

- The overall focus centered upon building relationships, exploring identities, and celebrating diversity with the support of many Elders, Knowledge Keepers and ISST staff.
- Many opportunities for learning were offered to students including Orange Shirt Day, Storytelling, Bannock making, The Moosehide Campaign, National Indigenous Peoples Day and other activities.
- Students in grades 3 and 4 participated in an in-depth inquiry into Indigenous identity and Treaty relationships, culminating in them writing personal Land Acknowledgements to reflect their growing understanding and respect.
- One of the highlights included a year long art project with an Indigenous artist to create a mural that will remain part of École Crane for years to come. The creation of this mural has allowed for memorable experiences and enhanced understandings of Indigenous culture.

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

Our school plan priorities tie directly to the board's first two expectations. Student engagement is at the core of everything we do at École Crane. By building relationships, maintaining high expectations for academic learning and conduct, providing meaningful and engaging teaching and curriculum, ensuring ongoing professional development for staff, paying close attention to transitions and providing personalized support for students, we promote student engagement in school.

- Learning Support Teachers coordinated supports efficiently and effectively so that students requiring literacy intervention were able to receive the appropriate support. Leveled Literacy Intervention was provided to students in grades 1 through 4.
- Learning Support Teachers and Teacher Librarians spent several blocks of time co-teaching with classroom teachers to promote and develop literacy skills.
- School-wide participation in initiatives such as Tabs for Harley, Manitoba Harvest, Terry Fox run, Spirit Days, Hamper Donations, Day of Pink and class initiatives all contribute to building our community through student engagement.

With respect to the board's third priority, we are always looking for ways to help children envision their path through high school and beyond. In order to do this, we take every opportunity to welcome members of neighbouring school communities to our school.

- Students from ICVMC volunteered to help organize and run a Manitoba Harvest initiative.
- We have many students from ICVMC working as lunch monitors on a daily basis.
- Students from ÉVA came to read the books they created to our grade 1 students.
- Various community members volunteer to read to students annually during « I Love to Read » week. This year we had both administrators from ÉVA read to our grade 4 students.
- The level of attrition from the French Immersion program at the time of transition from our school to École Viscount Alexander is very low. We celebrate the success of our grade 4 students annually at our Farewell event to wish them well as they enter the next step in their education journey.
- Leadership opportunities (lunch monitors, TAG group leaders, morning announcers and school ambassadors) are provided for our students in grades 4 so they can develop the necessary skills and passion for leading as they grow with us