



ÉCOLE CRANE

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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.

2024/25 School Plan Priorities:

This year our school plan focussed on literacy, numeracy, inclusion, community building and Indigenous perspectives. Through cultural responsiveness and commitment to inclusivity, we aimed to foster a hopeful learning environment for all. The focus was on student diversity, including language, culture, neurodiversity and social-emotional needs. Our goals aligned with the divisional and provincial goals around equity, anti-racism, Indigenous education, and student engagement.

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.
- Opportunities were given for shared/guided/partner reading and writing and exploration of different genres of literature in French and English.
- Oral communication strategies and games to enhance French oral and comprehension skills, vocabulary and sentences structure in small and large groups were offered to develop phonetic awareness and decoding.
- Digital literacy was offered to students and teachers through frequent participation in the Library Learning Commons programming which included technology and app use, STEM, robotics, coding, inquiry, Book Creator and more.

Numeracy:

- The focus was to continue working on understanding and using the correct number sense vocabulary through various activities in the classroom.
- Teachers continued Professional Development around Mathologie and other divisionally recommended resources to integrate into their classroom routines.
- Students benefited from small group instruction, centers, manipulatives and numeracy games to help practice basic facts and concepts.
- Teachers promoted differentiation by offering a variety of tools and supports to students throughout their learning.

Community building:

- “Équipes Maison” sessions took place on 6 occasions throughout the year to give students an opportunity to develop a deeper understanding of inclusion. Key words were presented and students worked on creating an inclusive environment inside the classroom and outside during recess. Community building and working in a group with students from other classes and ages is an overarching goal of the house group.
- Many community members visited us over the course of the school year to promote awareness, share stories and gifts, cultural songs, drumming and celebrate diversity.
- As a community we prepared hampers for the Christmas Cheer Board as well of collected items for the Mamma Bear Clan.
- The Bucket Fillers program promoted well-being, problem-solving and empathy for all students during recess and was led by our Grade Four students.
- Meaningful collaborative projects incorporated group activities to encourage teamwork and peer support.

Indigenous Perspectives

- Numerous collaborative inquiry projects were offered through the Library Learning Commons to focus upon building relationships, exploring identities, and celebrating diversity with support of the Indigenous Student Success Teachers team, the Indigenous Teacher Champion, along with many guest visits from Elders and/or Knowledge Keepers.
- Many opportunities for learning were offered to students including Treaties, Orange Shirt Day, Storytelling, Bannock making, The Moosehide Campaign, National Indigenous Peoples Day, Fort Whyte Alive, Star Blankets, drumming and other activities.
- Land-based teachings were part of all classroom learning. These teachings allowed students to learn about shared seasonal changes, plants and sacred medicines, water testing and water protection and many other outdoor activities.
- Students in Grades 3 and 4 participated in an in-depth inquiry into Indigenous identity and Treaty relationships, culminating with them writing Land Acknowledgements to reflect their growing understanding and respect.
- A gathering area was planned and completed by our School Grounds Transformation Committee with the guidance of Elders, Knowledge Keepers and student designs to enhance students learning around outdoor education.
- Four murals was painted in partnership with Artist in School Annie Bergen and artist Nova Courchene inspired by student designs. Staff and students participated in the creating and completion of the murals. Community volunteers supported the painting process.

Progress Toward the Three Expectations for Student Learning 2024/2025:

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 the Teacher Librarian spent several blocks of time co-teaching with classroom teachers to promote and develop literacy and numeracy skills.
- School-wide participation in initiatives such as Tabs for Harley, Composting, Mamma Bear Clan, Terry Fox run, Spirit Days, Hamper Donations, Day of Pink and class initiatives all contributed 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 Mamma Bear Clan initiative.
- We have many students from ICVMC working as lunch monitors on a daily basis as well as volunteering at our Crane in Motion Day.
- Various community members volunteered to read to students annually during « I Love to Read » month.
- 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, Bucket Fillers, Équipe Maison 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.
- Our Grade 4 students visited EVA to meet staff and students in anticipation of their arrival in Grade 5.