



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.

2023/24 School Plan Priorities:

- To effectively understand and apply appropriate grade level vocabulary to communicate students' mathematical reasoning.
- To demonstrate an increase in students' ability to speak French.
- To develop students' ability to learn and use apps, appropriate to programming and grade level.
- To encourage students to identify through the Seven Teachings 2 qualities that demonstrate humility.
- To have students participate in programming that integrates Indigenous languages, cultures and perspectives into classroom learning through stories and other means.

Progress Toward School Plan Priorities:

Literacy:

- Professional Development was provided to teachers during PD days and staff meetings.
- Teachers incorporated opportunities to practise 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.
- Teachers used a variety of balanced literacy lessons to support students literacy skills throughout the school year.

Well Being:

- "Équipes Maison" sessions took place on 6 occasions throughout the year to give students an opportunity to develop a deeper understanding of the concept of humility. With the wolf being our new school mascot, we were able to integrate a search for the new name into our activities and discussions about humility. Community building and working in a group with students from other classes and ages is an overarching goal of the house group.

- To reinforce community in our school, every team created a wolf paw medallion to symbolize the importance of humility and belonging.
- Students were able to name all 5 of our School Respect Agreement goals that now includes “We speak in French.”
- Staff joined the Mama Bear Clan by donating supplies and/or participating in two community walks.

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.
- Teachers continued to integrate the schoolwide common set of vocabulary visual aids on their math wall.
- Students benefited from a variety of numeracy games to help practise basic facts and concepts.

Innovation and Technology

- Students built new knowledge and skills through open and directed activities and challenges in the Makerspace facility that included technology, STEM, inquiry and other Makerspace challenges.
- Development of a school-wide appropriate use and safe handling protocol for devices was developed based on student and staff input.
- Collaborative programming was offered to students and teachers around digital citizenship, development of a technology skill and app continuum appropriate to grade level, along with frequent participation in the Library Learning Commons programming which included technology and app use, STEM, robotics, coding, inquiry, Book Creator and more.

Indigenous Perspectives

- Numerous collaborative inquiry projects were offered in 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 and other activities.
- Students in grades 1, 3 and 4 participated in an in-depth inquiry into Indigenous identity and Treaty relationships, culminating in them writing Land Acknowledgements to reflect their growing understanding and respect.
- A medicine garden was planted with the support of our School Grounds Transformation Committee and the guidance of an Elder to enhance students learning around the 4 Sacred Medicines.

Progress Toward the Three Expectations for Student Learning 2023/2024:

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 Librarian 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, Harvest Manitoba, 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 Harvest Manitoba 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 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, 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 five.