



École Tuxedo Park

2300 Corydon Avenue Winnipeg, MB R3P 0N6

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Mission Statement

We are a caring FI school that fosters happiness, success AND community spirit leading to LIFE-LONG LEARNING for all.

Principal
Karine Rioux



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.

2022/2023 School Plan Priorities:

- Literacy: By June 2023, 100% of Grade 1-4 students will be able to speak French fluently and confidently.
- Citizenship: By June 2023, 100% of students will demonstrate pride and take initiatives to explain how they belong to a UNESCO school.
- Numeracy: By June 2023, 100% of students will pronounce, recognize, spell, and write numbers in French accurately and confidently.

Progress Toward School Plan Priorities:

- 74% of students from K-4 are achieving at levels 3 (good) and 4 (very good) based on the provincial rubric "Interagir avec aisance et fluidité" in Term 2. We see growth between Terms 1 and 2 in this domain where there is a 9% decrease in the number of students achieving at a level 2 in Grades 2-4 and an increase of 12% of students achieving at a level 4 within the same grade levels. We see consistency between the percentage of students who are interacting with ease and fluency compared to the results seen in Speaking French within report card results in Term 2 where 77.9% of students in Grades 1-4 are meeting expectations at levels 3 and 4. We notice an increase of more than 5% of students achieving at levels 3 or 4 between Terms 1 and 2.
- Based on a rubric teachers created with the same criteria as "Academic Achievement of Provincial Curriculum Expectations" within the provincial report card, we are looking at the number of students from K-4 who are meeting expectations at levels 3 and 4. 90% of students demonstrate pride in being a member of a UNESCO school. 93% take initiatives to show they are part of a UNESCO school, and 88% can explain what it means to belong to a UNESCO school.
- In looking at the number of students in K-4 who achieved at levels 3 or 4, 80% are meeting expectations in pronouncing the numbers in French, 75% succeed at recognizing numbers expressed in French and 68.8% are able to write/spell them. We will work on writing numerals next year.

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

- 1st expectation:
 - On average, 86% of students in Grades 1-4 are usually or consistently showing active signs of participation in class.
 - Within the second term, 78% are thinking critically during French Language Arts at levels 3 or 4 and 87% during English Language Arts. There is an increase of 17% of students succeeding at thinking critically during French language arts between Terms 1 and 2 and a 7% increase during English language arts between these two terms as well.
 - Students are commenting on how much they appreciate Math lessons with the use of Melo Math materials.
 - In Term 3, students are self-reporting that they intend to read more French books, play board and card games with their families, and want to learn more about our country as well as Indigenous perspectives.
- 2nd expectation:
 - As we look at literacy divisional targets, we see an increase of at least 5% of students achieving at levels 3 or 4 in Reading, Writing, Speaking and Representing, as well as Critical Thinking in French Language Arts between the first two terms. We also see an increase of 6% of students meeting expectations at levels 3 or 4 in Writing in English Language Arts between these terms.
 - As we consider the three Math domains in Terms 1 and 2, on average, 82% are meeting expectations at levels 3 or 4 in Knowledge and Understanding, 84% are meeting expectations in Mental Math, and 78.5% are meeting expectations in Problem Solving.
- 3rd expectation:
 - As we look at the results of Term 2 in the domains of Personal Management Skills and Social Responsibility, 91% of students usually or consistently succeed in Personal Management Skills and 93% in the second domain.
 - Students in Grades 1-4 had the privilege of having a St. Boniface tour guided by the principal. Métis perspectives were presented as Mme Rioux talked about the French Quarter's rich history. Students are encouraged to attend l'Université de Saint-Boniface.
 - Patti Umpherville, Knowledge Keeper, and her daughter came to present Indigenous perspectives and will be back next year. All classroom teachers connected with one of the ISST who presented in class. Our school was part of the Indigenous Gallery Walk. Students are invited to participate in a smudge.
 - Our Kindergarten students are speaking spontaneously in French with a sense of humour and fluency. We repeat their sentences during the morning announcements.
 - Substitute teachers are very impressed with the quality of oral and written French skills. The Bureau de l'Éducation Française invited the principal to present Language Acquisition to new Principals in FI in MB.
 - A group of students participated in a Peace Walk at the Canadian Museum for Human Rights. All students engaged in a Peace Walk at school.
 - Students were thrilled to hear Damien Lussier sing French songs and students created Sustainable Goals Murals with argyle and special guest.
 - Grade 4 students are sending new magazines to St. Theresa First Nation School with hand written letters.
 - We received a plaque showing that we are a "Take Pride Winnipeg Team Up School".

