



LAIDLAW SCHOOL

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Mission Statement

We are part of a community.

We demonstrate our skills and knowledge.

We help each other.

We plan and do things on our own.

Principal
Heather Eby



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.

2023-2024 School Plan Priorities:

- **Environmental Inquiry** (*Generosity*)— Through outdoor learning experiences, students will develop inquiry and critical thinking skills while making personal connections to the land and developing their knowledge of indigenous ways of knowing and learning.
- **Numeracy** (*Independence*)—Students will increase their awareness and understanding of what numbers are. Students will connect numbers to real life experiences and increase their computational fluency, including the use of mental math and estimation.
- **Social Emotional/School Climate** (*Belonging*)—Students will become more respectful and generous citizens of our school community, developing a strong sense of self awareness, social engagement, belonging and responsibility.
- **Literacy** (*Mastery*)—Students will learn to read through explicit and responsive teaching methods that include instruction of fluency, comprehension, vocabulary development, phonemic awareness and decoding words to improve upon their reading skills.

Progress Toward School Plan Priorities:

- **Environmental Inquiry**— In our second year of having this as part of our school plan, our classes and teachers are truly embracing the outdoors and incorporating lessons and inquiry learning experiences into their instructional practices. This year, we included a middle grade level class of grade 5/6 students into our mix of Forest School learners. With the support of the Momenta Organization, our kindergartens, one class of grade 1/2, one class of grade 3/4 and one class of grade 5/6 took part in four half day Forest School inquiry learning experiences at the Assiniboine Park forest and our neighbouring park area we fondly call "Park Park". Along with these excursions, we had 5 of our teachers embark on Forest School Teacher training. With this training they learned about assessing risky play outdoors, planning for open inquiry learning in the forest and how to get children connected to nature. We also had another group of teachers in a professional

learning community that were beginning to study the Natural Curiosities program. On April 19th, we had a full day of professional learning at Fort Whyte where our focus remained on learning more about outdoor education and strategies to make it successful at Laidlaw. With the completion of our Circle of Courage trail at the end of June, we are excited to continue our journey in outdoor learning and incorporating the elements found in our new trail as we connect to the land.

- **Numeracy**— This year's numeracy goal focused on having our students' develop their number sense and awareness both in computational thinking as well as in real world applications. Many of our middle years teachers followed the work of Peter Liljedahl using "Building Thinking Classrooms" and using vertical non-permanent surfaces to solve real world problems and work collaboratively with their peers. Number talks in our early years classrooms continue to be a strategy that teachers find success in developing our students' number sense and awareness. With our outdoor learning, teachers found opportunities to bring math to life in nature. Several teachers were also involving their students in project based experiences that brought real world math applications to life (ex. shopping using flyers). Our grade 1/2 and 3/4 teachers were excited to be a part of the divisions plan to begin doing "Math Running Records" in order to learn how to pinpoint exactly where students are in their understanding of basic math facts and then outline the next steps toward comprehensive fluency. We look forward to putting this into effect next year!
- **Social Emotional/School Culture**— It's been an exciting year working on our school culture goal as we implemented our new FLEX time program to address social emotional needs and a sense of belonging in our school community. The 30 minute FLEX time built into our timetable near the end of our day has supported not only our students social emotional needs but created opportunities that target the global competencies outlined by the Manitoba government of creativity, connection to self, critical thinking, citizenship, collaboration and communication. Through independent choice, students are supporting their self-regulation by asking themselves, "What do I need right now?" and finding those activities in movement, building, creating, relaxing, catching up or learning something new. We are excited to have this program continue and grow into our next school year with more options and more student-led activities.
- **Literacy**—As the province and division re-examine literacy instruction, Laidlaw school has taken the lead by pursuing our literacy goal of intensive and targeted reading and writing instruction through a comprehensive literacy approach. Two of our teachers (Kim McGregor and Cathey Gornik) were involved in a 3 day workshop learning the Orton Gillingham approach for reading instruction. This approach is a direct and explicit way to teach literacy through intentional, sequential, multisensory, and structured lessons where all learners can improve their literacy skills. Along with these two teachers, we had another professional learning team of five teachers that were studying and using the UFLI program to support our young learners which also follows this reading research. In the kindergarten classroom, Ms Wog was also following this approach using a program called Letterland. The data this year truly reveals the success of these instructional strategies as students have made huge gains in their reading levels, building their confidence as a reader and seeing themselves as successful students! Laidlaw will continue to make literacy a priority in our school plan for next year as we weave in more writing into our professional learning.

Progress Toward the Three Expectations for Student Learning 2023-24:

The Circle of Courage continues to be the framework that holds significant meaning for Laidlaw School. It represents the inclusive and supportive environment where every student feels a strong community spirit, can explore their interests and talents, develop their independence, and take responsibility for their learning and personal growth. By embracing the Circle of Courage, Laidlaw School strives to create a nurturing atmosphere, fostering resilience, character and a lifelong love for learning.

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

- Laidlaw's school population has continued to grow this year. Our data reveals that a third of our student population are newcomers to Canada. Laidlaw is reaping the benefits of these new faces to our community with their beautiful cultures, languages, and traditions. We continue to celebrate many international holidays throughout the school year. This year our "I love to read" theme celebrated the lunar new year calendar and the year of the dragon. Our Indigenous Student Group has continued to meet throughout the school year and made a special connection with our knowledge keeper, Mahihkan. We've recognized Truth and Reconciliation day with our rock garden creation and honoured National Indigenous Peoples day with Indigenous activities during our Flex time. Our classroom teachers continue to make it a priority to uphold the recommendations outlined by the TRCC and embed Indigenous education into their lessons and programming.
- The learning at Laidlaw goes beyond our classroom walls. Our dynamic athletics program offered our usual programs of badminton, volleyball, basketball, track and field, and flag football. This year we added bowling, floor hockey, soccer, beach volleyball and running club along with our R1 hockey skills program to enrich our students school experience. Those students with more creative interests in the arts were engaged through our winter concert and our Art and Band shows. We also had our first Middle Years Winter activity day where gr.5-8 students were given a choice of activity from a day of outdoor learning at Fort Whyte to downhill skiing at Holiday Mountain. Throughout the year, our students continue to experience wonderful field trip excursions and special guest presenters to enrich their learning.
- Our French Communication and Culture program for the gr.5-8 students (and our Early Years) experienced a wonderful day of Festival du Voyageur this winter. A full day of activities centering around the life of a voyageur and the Metis culture immersed our students in song, dance, sport, food and the French language. This year our French teacher, Mme Marasco utilized the AIM (Accelerated Integrated Methodology) approach to learning French with our gr.5/6 classes. AIM incorporates gestural techniques, storytelling and a focus on active, interactive and authentic speaking and writing skills. The students performed a play entirely in French for their parents!!
- As our Flex program gained traction and began to really flourish, it was evident that the students were finding value and connection in their activity of choice. Students even began to take on leadership roles to create their own clubs, and help teachers run their options. Through a student survey, over 90% of our student population felt that Flex time improved the quality of their day and made school a place they wanted to be each day!

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.

Literacy— With literacy as a targeted goal in our school plan, we were excited to review our report card data indicators in the areas of English Language Arts. With our increased EAL population we can still celebrate an improvement in our reading scores across the grade levels. As we continue to

Reading Comprehension: In term 1, 69% of our student population were achieving 3 or above and in term 3, this increased to 75%

Numeracy— This year's focus for numeracy instruction and targeted area of growth for our students' was their number sense and awareness, which is challenging to access through report card data alone. This was often observed through projects, problem solving opportunities and daily math experiences.

When reviewing our term 3 report card data, our students are achieving a solid 78% across the grade levels in the area of knowledge and understanding in Mathematics this year.

Our Laidlaw lions continue to impress us with their grit and perseverance to grow and learn everyday!