



Beaumont School

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Mission Statement

Igniting the spark for
a lifetime of learning

Principal
Mrs. Allison Ward



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 Beaumont School Plan Priorities:

Literacy:

What do good readers do to read for meaning?
What do good writers do in order to communicate a message?

Numeracy:

What do good mathematicians do to help them solve problems?

Indigenous Education:

What does it mean to be a good treaty member

Progress Toward School Plan Priorities:

Classroom teachers focused on the essential questions above as we worked to reach the targets in our school plan:

Literacy:

Students continue to progress towards reading comprehension and writing goals throughout the year. Direct and explicit instruction as well as targeted interventions with a balanced approach including both phonics instruction, strategy instruction and writing instruction were delivered by classroom teachers, student support teachers and a literacy intervention specialist. Staff participated in professional development sessions taking a deep dive into the English Language Arts curriculum and made connections to Fountas and Pinnell reading assessments. Follow-up discussions occurred monthly as part of our staff meetings. Several staff members engaged in a series of professional development sessions designed to improve writing instruction. The power of this work was shared through PD sessions with all staff members.

- **By June 2023, 90% of students will be able to identify, use and articulate a strategy that they use to help them read for meaning.**
 - 77% of students are receiving a performance marker of 3 or 4 on their provincial report card in the area of reading comprehension.
 - 85% of Beaumont students are reading and comprehending text at or above grade level.
 - All students from grades one to five can articulate and use at least one strategy to help them read for meaning.

- **By June 2023, 90% of students will be able to identify, use and articulate a strategy they use when writing to help them communicate a message.**
 - As we continue to develop writing skills through targeted instruction and recovery learning, 70% of Beaumont students received a performance marker of 3 or better in writing on the Manitoba Report Card.
 - All students can articulate one strategy they use to help communicate a message when writing.
 - Teachers engaged in strategic writing instruction, using assessment to identify gaps in learning and guide instruction to target areas of need.
 - Students engaged in authentic writing in many ways including letters, cards, persuasive writing, inquiry projects and many other non-fiction writing pieces.

Numeracy:

- **By June 2023 88% of students will receive a performance marker of 3 or greater on the provincial report card in the area of Mathematics Problem Solving. Students will be able to identify and articulate a strategy they use to successfully address and solve a math problem.**
 - A return to instruction post-COVID led to a school-wide focus on using manipulatives to support learning in mathematics and problem-solving. Staff participated in professional development to explore best practices in numeracy. Students were invited to participate in a weekly open-ended math problem-solving challenge to support learning and engagement in this area.
 - 73% of students are receiving a performance marker of 3 or greater in the area of Mathematics Problem Solving on the Manitoba Provincial Report Card. Although we did not reach our goal of 88%, this is a significant improvement from term one where only 60% of students achieved this target.
 - All students can articulate one strategy they use to successfully address and solve a math problem.

Indigenous Education:

What does it mean to be a good treaty member?

- **By June 2023, students and staff will build perspective and understanding in regard to their role as treaty members and embed this in daily practice (Calls to Action #62, 63).**

Beaumont School was fortunate to work with Indigenous Knowledge Keeper, Glenna Henderson who is known as “Cookem Daisey”. Cookem Daisey shared her knowledge of Indigenous cooking, storytelling, plants and games with our entire school population through in-class visits in the fall/winter as well as in the spring. Cookem Daisey participated in two evening community events, making Bannock at a station during our winter Family Games Night and sharing stories in our outdoor rock circle at our Spring Community Barbeque. Glenna worked to build relationships and connection with a group of student leaders both indigenous and non-indigenous, identified through teacher, parent or student request.

Throughout the school year, all teachers continued to embed indigenous perspectives into classroom instruction. Each class created a classroom treaty at the beginning of the school year, making a promise as community members in our learning space, Learning around treaties and land acknowledgements was ongoing throughout the year. Work with Treaty Educator Renee McGurry from the Treaty Relations Commission of Manitoba supported this instruction and led to many students creating and sharing personal Treaty Land Recognition statements that were shared each morning during our morning announcements. A multi-lingual version of O’Canada, highlighting Indigenous languages accompanied these powerful student-created Treaty Land Recognition statements to remind us of our roles and obligations as Treaty members in Canada.

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

- All students in Pembina Trails will be personally and intellectually engaged in their learning at school
- By the end of grade 8, all students in Pembina Trails will meet curricular standards in literacy and numeracy
- All students in Pembina Trails will graduate from High School

Actions taken to work toward expectations:

Personal and Intellectual Engagement:

- Teachers engaged in professional learning through a monthly book study of **The Zones of Regulation** by Leah Kuypers. All teachers implemented lessons designed to support self-regulation and emotional control based on their learning.
- Student engagement was promoted through STEM activities at all grade levels and a weekly school-wide open-ended Problem-Solving Challenge, building curiosity, creativity, and problem-solving skills while encouraging self-assessment and improvement.
- A growth mindset approach to learning throughout the school continues to teach the power of 'yet', developing an understanding that with hard work and determination, goals can be achieved.
- A universal school-wide snack and lunch program was implemented through a Healthy Schools Grant to ensure students basic needs are met. Social emotional health, mental health and student regulation improved along with engagement as by providing food, we were able to connect with students through relationship while also offering snacks to support self-regulation.
- Weekly school updates to families along with community events including a Family Games Night, a Winter Concert and a Spring Community Barbeque helped to foster relationship and connection, engaging students and families in the fabric of our school community.

Meeting Curricular Standards in Literacy and Numeracy:

- In addition to the initiatives described above, classroom teachers implemented targeted instructional plans in literacy and numeracy to address student needs and support students in achieving grade level curricular expectations. Plans were supported by our student support team and reviewed every six weeks to ensure student progress.
- Professional development for teachers continued to focus on literacy and numeracy instructional practices, with a commitment to reviewing the impact of instruction on student learning.
- Technology is embedded in our instruction and available to support student learning in literacy and numeracy as needed. Assistive technology is available for students with additional needs to support learning both in the classroom and towards individualized educational goals.

High School Graduation

- A strong foundation in literacy and numeracy is built in the Early Years. This is key for student success in Middle Years and subsequently, in Senior Years. Along with this foundation, staff continue to nurture curiosity through open-ended problem solving and by embedding critical thinking in all curricular areas.
- An intentional transition plan has built a sense of community with our middle schools. The transition plan included community building activities, a dual-school track meet and targeted visits to support our grade five students as they transition to middle school. Working together with our neighbourhood schools has set our students on a path of engagement and connection as they work towards graduation.

Thank you to our Beaumont community for your ongoing support and encouragement. Your partnership in our collaborative learning journey is valued and appreciated!