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Mission Statement

Nous sommes les
ambassadeurs du futur.

Principal
Glenys MacLeod

Vice-principal
Stephanie Isaac



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.

In Pembina Trails School Division, school goals are rooted in the divisional priorities of academic growth in literacy, numeracy, and student engagement. Each school is given the opportunity to frame their goals around the unique strengths and learning needs of their school community.

EVA staff have identified four school goals for the 2024/25 school year. The goals were established together by reviewing school values, strengths, challenges, and hopes. Student voice was also gathered and used to inform both the goals and the plans.

2024/2025 School Plan Priorities:

- Teaching and learning for Global Competencies
- The language of belonging
- Student leadership and connection
- Literacy and Numeracy

Progress Toward School Plan Priorities:

Teaching and learning for Global Competencies: What are the Global Competencies? How do I apply my global competencies to my learning?

In 2022, Manitoba Education and Early Childhood Learning introduced Manitoba's Global Competencies; Communication, Collaboration, Critical Thinking, Citizenship, Connection to Self, and Creativity as essential goals of all curricula. EVA staff and students began exploring the Global Competencies during the 2023/24 school year and have continued to deepen our understanding this year.

Teachers thoughtfully identified examples of students coming to know their global competencies, grow their global competencies, and share their Global Competencies. These examples were then used as springboards to develop shared strategies and approaches that allow the Global Competencies to be developed through all subject area curriculums. Monthly assemblies introduced each Global Competency to students and provided an example and engaging activity.

Throughout the year, staff and students focused on the phrase “Ambassadeurs du futur” which is defined as those who can and do use their Global Competencies to make sense of the world around us and to contribute to a more just, equitable, and sustainable world. Note cards identifying the Global Competencies were added to bulletin board displays and examples around the school as visuals for students to see where and how they are developing their Global Competencies and living as “Ambassadeurs du future”.

The Language of Belonging: How do the words we choose define who we are? How do the words I use affect others and my community?

ÉVA strives to be a community of belonging, care, and compassion. In the fall, ÉVA staff shared concerns about the use of racist, homophobic, and ableist language (non-inclusive language) in our school. We believe that all members of the ÉVA community are valuable teammates who deserve to be treated with the upmost respect and kindness. The use of such words does not reflect who we want to be. Our goal of addressing language choices focused on education; for both ourselves as teachers, and for students as peers.

Building off the ‘Words Matter’ program initiated in 2023/24, staff and students worked at identifying instances of non-inclusive language and developing responses that would clarify and educate. Noticing a significant improvement in language, we continued the process by inviting students to take the lead. Student Voice leaders were invited to share their experiences, feedback, and suggestions. This led to the development of a bank of phrases that students can use to address non-inclusive language with their peers. Teachers incorporated texts, examples, and experiences that illustrate the power of words and the values of compassion and kindness.

A review of this goal led us to adjust the target from a focus on language to broader goals of critical thinking, citizenship and communication.

Student Leadership and Connection: In what ways might student leaders create belonging for and with others?

Students who feel connected to their peers, their teachers, and their school community are more likely to be successful. ÉVA has a tradition of hosting beautiful community building events throughout the year. This year’s goal was to build off the 2023/24 success of having the Student Voice leaders take on the responsibility for many of these events. The Student Voice leaders have been involved in planning and carrying out the monthly assemblies, the Terry Fox Run, the Remembrance Day ceremony, Winter Dance, Christmas Cheer Board Donation Drive, Open House, Festival du voyageur, Pride, Track and Field day, feeder school visits, and the farewell assembly. Students also took on leadership roles relating to the Kindness Club, Eco-tigres, and the Breakfast Program.

A full school approach to the “TAG” (Teacher Advisory Group; Extended time with the homeroom) was created and allowed all staff and students to engage in learning around the key goals of inclusion, kindness, and well-being.

Our team was curious to further develop opportunities for students to take the lead as learners and as community makers, and so began exploring new options. In May, all students and staff tested “Temps Tigre”, a flexible, self directed student time in the afternoons. Temps Tigre is an invitation for students to ask themselves “What does my brain need? What does my body need?” to be successful for the remainder of the day. Staff created a menu of options including origami, chess, yoga, karaoke, Ultimate frisbee, Dodgeball, Basketball, Student Newspaper, gardening, coding, and free outdoor play. With a goal of empowering students as decision makers and giving them more opportunities to focus on their needs as learners, we are excited to implement Temps Tigre for the 2025/26 school year. This daily time creates new opportunities for community building, leadership, and cross grade connections.

Literacy and Numeracy

A daily, structured literacy block was introduced in grades 5 and 6 classrooms this year. Student Services team members and classroom teachers offered targeted literacy instruction everyday. Teachers reported that this consistent focus has resulted in significant positive learning gains for students. This structured literacy block will remain a part of the daily programming for students in grades 5 and 6 throughout the 2025/26 school year.

To support consistency and clarity of expectations, teacher teams in grades 5 and 6 developed a shared school set of continuums and criteria for French writing. These exemplars and criteria are used to assess student samples, to determine next step learning targets, and to provide feedback for learning to students.

ÉVA added a dedicated literacy co-teaching position to the Student Services Team in fall 2024. This role allowed for consistent in class support for all grade 5 and 6 teachers. Together, classroom teacher and co-teacher developed and implemented specific literacy lessons to meet the needs of the learners in those classrooms. This co-teaching model across all grades will continue for the 2025/26 school year.

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

Student Engagement

97% of students were noted as participating actively in their learning usually or consistently on the Provincial Report Card. In the student survey; 78% of students reported that EVA is a friendly place. 86% of students reported that they feel safe at EVA. 83% of students reported that they receive regular feedback from their teachers that helps them to learn and grow. 88% of students reported that they can and do learn in their classrooms.

Literacy and Numeracy Expectations

95% of students leaving EVA at the end of grade 8 are reading at or above grade level in English and 90% at or above grade level in French, according to F&P and GB+ reading data. To support teachers and students not yet meeting the expectation, grades 5 and 6 will continue implementing a common literacy block next year with additional Student Services members leading targeted interventions. 93% of students are achieving 3 or above on the provincial report card in reading in English and 89% in French. Grade level teams have been working in collaboration with the Student Services team to enhance their abilities to engage all learners through Universal Design for Learning and clear Adaptation Plans and strategies. Further work towards this goal is planned for the 2025/26 school year. 88% of students are achieving 3 or above on the provincial report card in writing in English, while 90% of students are achieving 3 or above on the provincial report card in writing in French. Grade levels teams have been sharing student writing examples to develop a shared set of criteria. This work will continue in 2025/26. A variety of literacy resources were purchased to support our literacy goals. Decodable texts, which provide a clear focus on specific sounds, as identified in our Scope and Sequence of sounds, provide students with explicit instruction and practice. Along with strong classroom lessons, these resources are foundational for the acquisition of French reading and writing skills. A collection of French games was also added. These resources promote strong reading, writing and speaking skills, along with problem solving skills, critical thinking skills, and allow students to build on their independence.

92% of our students are achieving 3 or above on the provincial report card in mental math and estimation. The numeracy team has created a series of professional learning topics to facilitate the development of differentiated instruction in math.

Completing High School

Indicators discussed above, such as belonging and connection, active participation in learning, numeracy and literacy achievement rates, and attendance, have been associated with increased likelihood of high school completion.