1) Please use this template to complete your 2022/2023 School Report on Outcomes and 2023/2024 School Plan.
2) Once completed, please forward your report and plan to your school division office as directed.
3) Information and links about school planning are available at <www.edu.gov.mb.ca/k12/ssdp/index.html>.
4) Questions can be directed to 204-945-7188 toll free at 1-800-282-8069 ext. 7188 .


Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.

| Expected Outcomes |
| :--- |
| 1. By June 2023, all of our students will feel safe and have a sense of <br> well-being at school. |

## 2. By the end of June 2023, all our students will feel a sense of

 belonging, and purpose at school.3. By June 2023, $85 \%$ of students will score a 3 or higher on the provincial report card in writing in both French and English
4. By the end of June 2023, fewer than $10 \%$ of students will score a 2 or below on the provincial report card in mental math and

| $\begin{array}{l}\text { or below on } \\ \text { estimation }\end{array}$ |
| :--- |

Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
$88 \%$ of students were noted as participating actively in their learning usually or consistently on the Provincial Report Card. Less than $1 \%$ of students were noted as rarely actively participating in their learning. $88 \%$ of students achieved 3 or above on the provincial report card in writing in English and $75 \%$ in French.

School Report 2022/23 and School Plan 2023/24

## Planning Process

## List or describe factors that influenced your priorities.

Staff identified strengths, values, challenges and hopes for the 2023/24 school year. The school plan goals were determined from themes that emerged during these discussions and upon review of school data.

## Describe the planning process and the involvement of students, staff, families and the community

## Who was involved?



 Further review and reflection identified the four goals below as essential for our learning this school year. The goals will be shared at the November Parent Council meeting

## How often did you meet?

3 full staff meetings
2 Program Leader meetings
1 Parent Council meeting
What data was used?
School Plan data 2019 to 2022
2022/23 MB Report Card data
2023 Strong Beginnings data

## Other highlights?

Informal consultations with students and with the Student Voice group.

## School Priorities

1. Indigenous Education
2. Belonging (Acceptance and Connection)
3. Students as co-leaders of their learning

## School Plan

## Expected Outcomes <br> What specifically are you trying to improve for student

 learning? (observable, measurable)1. By June 2024, students are able to reflect upon the significance and purpose of the Land Acknowledgement and demonstrate an appreciation for the Land.
. By June 2024, the use of racist, homophobic, or ableist language/behaviour (non-inclusive language/behaviour) by students is reduced.

Strategies
What actions will you take?

- Professional development session for staff (October 3,2023) to deepen understanding of the significance of Land Acknowledgements and the stories that accompany them.
- Professional development session for staff (October 3, 2023) to explore developing personal Land Acknowledgements with students.
- Teachers will experience learning from and with the Land and create their personal Land Acknowledgements (November 24)
- Staff will model and define (co-create expectations) and practice the expectations for demonstrating respect and care during the sharing of the Land acknowledgement each morning.
- Create a school continuum of learning outcomes and experiences connected to Land by identifying curricular outcomes from grade 5 to 8 (November 24)
- Students read the existing Pembina Trails Land Acknowledgement during morning announcements (September).
- Students develop personal Land Acknowledgements and share them during morning announcements.
- Students will identify examples of how we benefit from the Land and make these examples explicit in the school. (Ex. Water, food, electricity, well-being, outdoor games...)
- Create a school definition of "Acceptance" and define the link between acceptance and inclusive language.
- Create a school continuum of learning outcomes and experiences by grade level where inclusive language can be explored (Novembre 24).
- Create a collection of examples of where inclusive language was incorporated into classroom learning experiences between staff members.
- Develop a structure, scripts, and phrases with staff member to use when responding to a student who has used noninclusive language (November grade level team meetings with Stephanie Zirino).


## Indicators

How will you know that learning is improving?

## Data Collection

By what means will you collect evidence of progress toward learning?

- Number of students who are able to describe the significance of Land Acknowledgements and the increase in depth of description
- Observation of student behaviou during the morning Land Acknowledgment.
- Identified examples of our gratitude for and connections to the Land around the school.
- Staff identification of authentic links between the Land, its history, and their curriculums.
- Number of students referred to the office for using racist, homophobic, or ableist language/behaviour is decreased
- Students feeling of belonging increases, student understanding of others and their role as community members increases.
- Representative sample student survey (October 2023 and May 2024)
- Staff observation of student behaviour during morning Land
Acknowledgement (September 2023 and May 2024)
- Comparison of the number of students referred to the office for using racist, homophobic, or ableist language/behaviour between October 2023 and June 2024.
- Comparison of MB Report Card Learning Behaviour: Social Responsibility and MB Report Card Social Studies: Citizenship marks between June2023 and June 2024
- Develop a structure, scripts, and phrases with staff members to use when speaking with families about a situation in which their child was involved (November grade level team meetings with Stephanie Zirino).
- Provide time for staff to practice together (November 24)
- Provide time for staff to reflect together before and after addressing non-inclusive language used by students.
- Whole school "Acceptance" assembly (October 30/December 11).
- In class learning activities (ex. Kai/Words Matter workshop) (November/December).
- Regular staff follow up discussions to continue to develop confidence and skills in conversations addressing to noninclusive language (February and April team meetings with Stephanie Zirino).

By June 2024, each student will have participated in an activity (academic/extracurricular) that increased their personal feeling of belonging to the school community.
3. By June 2024, (Year 1) Teachers will develop a shared school set of continuums and criteria for French writing, English writing and problemsolving processes to assess student samples, to

- Develop a consistent format for monthly 'Titulaire’ assemblies so that student leadership and participation is maximized.
- Monthly whole school 'Titulaire' assemblies targeting Acceptons, Incluons, Respectons school values
- Develop a yearlong program for "Titualire" (40 minutes per cycle) in which students and their classroom teachers engage in meaningful learning related to the school values of Acceptons, Incluons, Respectons.
- Staff review of student engagement to identify students 'on the margins' to specifically invite them to take part in activities/develop a stronger relationship. (Class Profiles October, January, April)
- Bi-monthly attendance review.
- Monthly "Titulaire" assemblies have a clear purpose and share a through thread explicitly linked to the school values of Acceptons, Inclusons, Respectons.
- Student involvement in school activities increases
- Student engagement in learning and in the life of the school increases
- Target group of students at risk of disengagement become a focus of planning for community building activities
- Representative sample student survey (October 2023 and May 2024)
- Staff evaluation and reflection times set for February and May
- EVA has and uses a consistent format for monthly "Titulaire" assemblies that maximizes student leadership and participation and highlights school values of Acceptons, Inclusons, Respectons
- Comparison of attendance data between September 2023 and June 2024
- Student survey results.
- Class Profile data of student engagement.
- Comparison of MB Report Card Learning Behavior Comments and Active Participation in Learning marks between June 2023 and June 2024.
- Comparison of MB Report Card Learning Behavior Comments and Engagement in French marks between June 2023 and June 2024
- (Year 1) With shared understanding of the curricular expectations, teachers will be better able to set learning intentions that target the specific
- (Year 1) EVA has a shared set of continuums and criteria for French writing, English writing and problemwriting, English
determine next step learning targets, and to
provide feedback for learning to students
(Year 2) Students will self-assess using their writing in English and French, and problemsolving process using the EVA developed criteria and exemplars to determine good fit next step learning goal.
- (Year 1) Using the continuums of student samples, teacher will create a set of criteria for each report card grade scale evel $(1,2,3,4)$ at each grade to be used to assess student samples, determine next step learning targets, and to provide feedback for learning to students.
learning needs of the students (identify next step learning goal for each student based on comparison to criteria as demonstrated in the exemplars).
- (Year 2) Comparison of MB Report Card ELA Writing, Français Writing, and Mathematics problem solving marks between June 2023, June 2024 and June 2025.
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