

- 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.

SCHOOL REPORTING 2022/2023 and PLANNING 2023/2024

Identification			
Name of School Division Pembina Trails School Division	Name of School École Viscount Alexander	Name of Principal Glenys MacLeod and Jean-Baptiste Bitwenge	Date (yyyy/mm/dd) 2023/10/20

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 25.833FTE	Number of Students 368	Grade Levels Grades 5-8	At this time, there is no Educational for Sustainable Development (ESD) plan for the school.
What is your mission statement? Ambassadeurs du future Acceptons, Incluons, Respectons			Year Revised 2023/24 (currently revising)

SCHOOL REPORT – 2022/2023

School Priorities
1. Well-Being and Well-Becoming
2. Engagement
3. Literacy
4. Numeracy

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By June 2023, all of our students will feel safe and have a sense of well-being at school.	
2. By the end of June 2023, all our students will feel a sense of belonging, and purpose at school.	88% of students were noted as participating actively in their learning <i>usually</i> or <i>consistently</i> on the Provincial Report Card. Less than 1% of students were noted as <i>rarely</i> actively participating in their learning.
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	88% of students achieved 3 or above on the provincial report card in writing in English and 75% in French.
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 estimation	90% of our students achieved 3 or above on the provincial report card in mental math and estimation

SCHOOL PLAN – 2023/2024

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?

As a new admin team, we met with the Program Leaders in August to review the established school goals and school data from 2019 to 2022. The team suggested that they would like to revise the goals and make changes based on their observations of student strengths and needs. In September, all staff members were invited to develop a profile of the school by defining their beliefs, values, and hopes for the school year along with the school's strengths and challenges. The Program Leader team was then asked to focus this data into themes. These themes were used as a basis for further discussion in October where the full staff developed draft goals and possible strategies together. 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 What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
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.	<ul style="list-style-type: none"> 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...) 	<ul style="list-style-type: none"> Number of students who are able to describe the significance of Land Acknowledgements and the increase in depth of description. Observation of student behaviour 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. 	<ul style="list-style-type: none"> Representative sample student survey (October 2023 and May 2024) Staff observation of student behaviour during morning Land Acknowledgement (September 2023 and May 2024)
2. By June 2024, the use of racist, homophobic, or ableist language/behaviour (non-inclusive language/behaviour) by students is reduced.	<ul style="list-style-type: none"> 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 members to use when responding to a student who has used non-inclusive language (November grade level team meetings with Stephanie Zirino). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>By June 2024, each student will have participated in an activity (academic/extracurricular) that increased their personal feeling of belonging to the school community.</p>	<ul style="list-style-type: none"> • 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 non-inclusive language (February and April team meetings with Stephanie Zirino). <ul style="list-style-type: none"> • Develop a consistent format for monthly ‘Titulaire’ assemblies so that student leadership and participation is maximized. • Monthly whole school ‘Titulaire’ assemblies targeting <i>Acceptons, Incluons, Respectons</i> school values. • Develop a yearlong program for “Titulaire” (40 minutes per cycle) in which students and their classroom teachers engage in meaningful learning related to the school values of <i>Acceptons, Incluons, Respectons</i>. • 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. 	<ul style="list-style-type: none"> • Monthly “Titulaire” assemblies have a clear purpose and share a through thread explicitly linked to the school values of <i>Acceptons, Incluons, Respectons</i>. • 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 	<ul style="list-style-type: none"> • Representative sample student survey (October 2023 and May 2024) • Staff evaluation and reflection times set for February and May <ul style="list-style-type: none"> • EVA has and uses a consistent format for monthly “Titulaire” assemblies that maximizes student leadership and participation and highlights school values of <i>Acceptons, Incluons, Respectons</i> • 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.
<p>3. By June 2024, (Year 1) Teachers will develop a shared school set of continuums and criteria for French writing, English writing and problem-solving processes to assess student samples, to</p>	<ul style="list-style-type: none"> • (Year 1) Teachers will develop a continuum of student samples: writing in English, writing in French, and problem-solving process, to demonstrate the expectation at each grade level. 	<ul style="list-style-type: none"> • (Year 1) With shared understanding of the curricular expectations, teachers will be better able to set learning intentions that target the specific 	<ul style="list-style-type: none"> • (Year 1) EVA has a shared set of continuums and criteria for French writing, English writing and problem-solving processes

<p>determine next step learning targets, and to provide feedback for learning to students</p> <p>(Year 2) Students will self-assess using their writing in English and French, and problem-solving process using the EVA developed criteria and exemplars to determine good fit next step learning goal.</p>	<ul style="list-style-type: none"> (Year 1) Using the continuums of student samples, teacher will create a set of criteria for each report card grade scale level (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. 	<p>learning needs of the students (identify next step learning goal for each student based on comparison to criteria as demonstrated in the exemplars).</p>	<ul style="list-style-type: none"> (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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