



ÉCOLE CRANE

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Mission Statement

École Crane, in partnership with the community, is dedicated to promoting personal best in a French Immersion setting.

Principal
Brenda Stewart



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.

2019/2020 School Plan Priorities:

- To develop and improve students' writing skills in English Language Arts and French Language Arts
- To teach and promote self-regulation strategies
- To develop problem-solving skills in students by incorporating the school-wide use of open-ended problems and to improve mental math strategies

Progress Toward School Plan Priorities:

Writing Skills

We have completed year three of our three year goal in this area. We are proud to share:

- We continue to have school-wide implementation of the 6+1 Traits of Writing in all classrooms. Students have indicated increased engagement and enjoyment of writing since incorporating the writing traits into their work.
- An increased number of Literacy Blocks were scheduled into timetables this year. Literacy Leaders and Learning Support Teachers modelled and co-taught lessons in classrooms.
- Two school-wide writing projects were implemented. The first one was called "Memory Object". The second one was done through Seesaw and was titled, "Spring of 2020". This writing gave students the opportunity to share their thoughts and feelings about the suspension of classes. Guided writing lessons were provided online and then the final pieces were collated in a collection that will be printed and a copy placed in each classroom.
- Monthly staff meetings continued to incorporate sharing of experiences from the 6+1 Traits writing lessons, reviewing of student writing, and the Optimal Learning Model. Literacy Leaders led discussions regarding our beliefs about literacy learning and the essentials of literacy instruction, which was inspired by the work of Regie Routman.
- Public Conferencing was modelled to staff and incorporated into classroom lessons.

Self-regulation

- Teachers and support staff created individual Zen gardens that are kept in classrooms and learning spacing for staff and students to use when needed as a self-regulation tool.
- All classes created their classroom social contract using shared vocabulary.
- One of our grade 4 teachers has installed an aquarium in her classroom and has used it for teaching self-regulation to her students.
- Each classroom has a bin of sensory tools for students. Every classroom also has a variety of flexible seating options, such as floor rockers, rocking chairs, Hokki stools and wobble cushions and standing desks.
- A TAG session was held with a specific focus on self-regulation and mindfulness strategies. Teachers practise and model these strategies in their classrooms.
- Two more copies of MeMoves were purchased for classroom use.
- Learning support teachers supported classroom teachers to implement the PATHS (Promoting Alternative Thinking Strategies) program in all classrooms as well as yoga and mediation.
- All three of our Learning Support Teachers offered a Roots of Empathy program in a classroom this year.

Problem Solving and Mental Math Strategies

- Our two Numeracy Leaders attended a variety of professional development activities throughout the year and presented new learning and shared resources at monthly staff meetings.
- Teachers spent a half-day learning about open-ended math problems and collectively created a bank of grade level problems to share.
- The numeracy committee developed rubrics to assess mental math strategies at each grade level. They also compiled a common vocabulary to be used throughout the school to ensure cohesiveness in our teaching of math vocabulary used to explain mathematical thinking and reasoning.

Progress Toward the Three Expectations for Student Learning 2019/2020:

Our school plan priorities tie directly to the board's first two expectations. Student engagement is at the core of everything we do at École Crane. By building relationships, maintaining high expectations for academic learning and conduct, providing meaningful and engaging teaching and curriculum, ensuring ongoing professional development for staff, paying close attention to transitions and providing personalized support for students, we promote student engagement in school.

- The Learning Support Teachers coordinated supports efficiently and effectively so that students requiring literacy intervention were able to receive the appropriate support; allowing for all students requiring Reading Recovery to be accommodated in the program. They provided Reading Recovery to grade 1 students, Leveled Literacy Intervention to students in grades 1 and 2, and also spent several blocks of time weekly co-teaching with classroom teachers to promote and develop literacy skills.
- Our school was the recipient of a Collaborative Learning Grant from Manitoba's Teachers Society. The focus of our study was on co-teaching. Eleven teachers participated in the learning team which involved three different book studies and a significant amount of co-teaching with classroom teacher and learning support teacher.
- One of our grade 3/4 classrooms participated in an inter-generational program this year with some of the residents at Riverwood Square. As students and residents reported these monthly visits as a highlight for them, we hope to continue this partnership for years to come.

- School-wide participation in initiatives such as collecting items for Winnipeg Harvest, Willow Place, Tabs for Harley, and northern communities, as well as raising public awareness of through Terry Fox run, World Down Syndrome Day, Orange Shirt Day and Day of Pink.
- Due to the suspension of classes, we were not able to gather our data on engagement from our Grade 4 students this year with Tell Them From Me Student Survey.

With respect to the board's third priority, we are always looking for ways to help children envision their path through high school and beyond. In order to do this, we take every opportunity to welcome members of neighbouring school communities to our school.

- Volunteers for our annual Family Carnival are drawn from the ÉVA student body.
- Students from ICVMC volunteered to help for our Farm to School veggie fundraiser.
- We have many students from ICVMC working as lunch monitors on a daily basis.
- Various community members volunteer to read to students annually during « I Love to Read» week. This year we had both administrators from ÉVA read to our grade 4 students.
- The level of attrition from the French Immersion program at the time of transition from our school to École Viscount Alexander is very low. At École Crane, we have had only four children leave the program after grade 4 in the last 6 years. We celebrate the success of our grade 4 students annually at our Farewell assembly to transition them to the next step in their education journey.
- Leadership opportunities (milk monitors, lunch monitors, bus monitors, bucket-fillers, TAG group leaders, morning announcers and training of new team of announcers) are provided for our students in grades 3 and 4 so they can develop the necessary skills and passion for leading as they grow with us.