



ÉCOLE CRANE

888 Crane Avenue, Winnipeg, MB R3T 1T9
Phone: 204.453.0539 | www.pembinatrails.ca/crane

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.

2020/2021 School Plan Priorities:

Due to the pandemic, we have extended some of our last year's goals as well as adding new goals.

- To develop and improve students' writing skills in English Language Arts and French Language Arts
- To develop and improve students' reading skills in French and English
- 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
- To develop students' ability to apply and explain mental math strategies using appropriate vocabulary
- To develop a sense of community and well-being within the building when faced with limited activities due to cohort restrictions

Progress Toward School Plan Priorities:

Literacy—Writing

We have completed 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.
- Two school-wide writing projects were completed, which developed and deepened a love of writing and allowed for teacher modelling of writing strategies and techniques ('Twas the Night Before Christmas' and 'Leo et Catou'). The result is increased student engagement in writing.
- Professional Development in grade level teams was provided to select Traits to target and then plan lessons and strategies for developing those traits. Targeted focus initiated by classroom

teachers led to increased achievement in writing.

- 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.
- Professional development on writing and public conferencing was provided to staff which increased the use of conferencing in classroom lessons.

Literacy—Reading

- Grade-level teams co-created examples of reading comprehension questions based on the F&P Continuum of Literacy Learning). These deeper and higher-level questions were incorporated in daily reading experiences in the classroom.
- A large number of new Home Reading and Guided Reading books were purchased in order to be able to maintain quality reading programs despite the 96 hour isolation requirement.
- Support teachers and literacy leaders provide literacy support for guided reading in English and French (as much as possible, due to reassignment of staff due to Restricted Orange.)

Self-regulation

- All classes create a classroom social contract using shared vocabulary.
- One of our grade 4 teachers has installed an aquarium in her classroom and uses 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 wiggle cushions and standing desks. (Individual items are provided to students to use during COVID restrictions.)
- Program leaders shared examples of self-regulation strategies with the entire school via TEAMS.
- Program leaders share information at staff meetings on how to incorporate self-regulation strategies in the classroom.
- PATHS (Promoting Alternative Thinking Strategies) program is taught in all classrooms.
- Explicit teaching of Zones of Regulation was taught with students in our older grades.

Problem Solving and Mental Math Strategies

- Math leaders demonstrated the use of math manipulatives and resources at staff meetings in order to promote hands-on teaching in classrooms.
- Grade one teaching team developed a Teaching Sprint on the use of the number line, mental math and counting skills.
- 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.
- Students have demonstrated increased flexibility and confidence in applying a variety of problem-solving strategies to solve math problems.
- Students have demonstrated an increased understanding of the equal symbol and the role it plays in equality.

Community and Well-being

- During term three, weekly school-wide TEAMS sessions are scheduled in order to provide an opportunity for school-wide sharing opportunities. Each class chooses a theme or lesson to share.

- Website stories are created and updated regularly, as are Instagram posts, to keep our families in touch with what we are doing at school.

Progress Toward the Three Expectations for Student Learning 2020/2021:

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.

- Before Restricted Orange, 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 Parent Council received a grant from the City of Winnipeg which allowed for all classes to receive an on-site "field-trip" followed by a virtual lesson. This directly supported student and staff well-being as it provided some normalcy to an abnormal year.
- School-wide participation in initiatives such as Projet du Coeur, Tabs for Harley, Terry Fox run, Spirit Days, Orange Shirt Day and Day of Pink and class initiatives such as Mealshare and Habitat for Humanity all contribute to building our community through student engagement.
- The necessity of creating "satellite rooms", due to the 2m buffer required, produced the opportunity for students from different classes to create their own "satellite class" for a week at a time. This permitted students to engage with a greater variety of students and build new relationships. This also provided an opportunity for teachers to plan together creatively and collaboratively.

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. (cancelled due to COVID)
- Students from ICVMC volunteered to help for our Farm to School veggie fundraiser. (cancelled due to COVID)
- 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. (Not offered this year due to COVID)