



## 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.

### 2018/2019 School Plan Priorities:

- To develop and improve students' writing skills in English Language Arts and French Language Arts
- To create and nurture a sense of safety and belonging for all students
- To develop problem-solving skills in students by incorporating the school-wide use of open-ended problems

### Progress Toward School Plan Priorities:

#### Writing Skills

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

- All teaching staff received training on the Write Traits. We have full 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.
- Literacy Blocks were scheduled into timetables this year. Literacy Leaders modelled and co-taught lessons in classrooms. Teachers have fully embraced Literacy Blocks and look forward to increased time for collaborative teaching next year.
- Donna Besel, writer and educator, spent two weeks working with our students through the Artists in the Schools residency program. Ms. Besel challenged students to find their writer's voice - discovering they have something to say and the ability to say it. Sessions included writing prompts, discussions, imagination exercises, giving/receiving feedback and tips on building creativity, observation, compassion and motivation.
- In June 2018, 100% of students were able to reflect on their own writing.
- In June 2019, 100% of students could identify how they were able to revise their writing.
- In June 2019, students were asked to reflect on their writing according to specific criteria. 83% of students' reflections aligned with their teachers' assessment of their writing.
- School-wide "My Selfie" photo and writing project was implemented. All writing assignments were posted in the hallways.

- TAG activity in February of 2018 and April 2019 involved writing a collective story. These stories were “published” and a copy was 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.

### **Safety and Belonging**

- All classes created their classroom social contract using shared vocabulary.
- 4 TAG sessions were held throughout the year, with a specific focus (belonging, self-regulation, inclusion).
- All classes were provided with a box of sensory tools and a presentation on how to use them.
- By the end of May, 99% of students were able to draw or name 3 self-regulation strategies.
- By the end of May, 99% of students were able to draw or name 2 groups to which they belong.
- PATHS program running in all classrooms
- Teachers spent April 26th learning about Gordon Neufeld’s Attachment Theory.
- A “parent room” was created where parents can access the internet and borrow books related to relevant family topics.
- All morning announcements are done by grade 4 students.
- We offered 3 EAL/Newcomer evenings in order to provide relevant information to our families, and to build community connections.

### **Problem Solving**

- Each classroom was provided with an Estimation Jar in order to increase the number of estimation activities for our students.
- Teacher use of math websites (Which One Doesn’t Belong, Same but Different, etc…) was increased which enhanced student engagement and developed accurate math vocabulary so that students may explain their mathematical reasoning.
- 100% of classroom teachers reported that they had incorporated open-ended math problems into their teaching.

### **Progress Toward the Three Expectations for Student Learning 2017/2018:**

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 Literacy Support team 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 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.
- We are pleased to report that the level of student engagement at École Crane remains very high. Here are some highlights of our fall of 2019 Grade 4 Tell Them From Me Student Survey :
  - 95% of Crane students have friends at school that they can trust. This is up from 89% last year.

- Our students spend 90% more time reading for fun than the national average, and 15% less time watching television than the Canadian norm.
- 100% of our students report that they are interested and motivated in their learning.
- 100% of our students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

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.
- Our grade 4 classes visit ÉVA each spring as part of their transition to grade 5.
- Our grades 3 and 4 students attended a musical performance at ÉVA in the spring.
- 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.
- We welcomed one ICVMC student in the spring for a work placement for a French credit.
- This year we welcomed the jazz band from ÉVA to our school to present to our students.
- 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 5 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.