

report

to the community



École Assiniboine School

2021-22



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The Early Years (K-5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration of subject matter and hands-on activity-based approaches to learning.

Last Year's School Accomplishments (2020-21)

Number Sense, Mental Math and Estimation

To focus on number sense, mental math, and estimation

Students will:

- ✓ Develop a deep understanding of numbers and number relationships, and apply this understanding to real world calculations and problem-solving
- Be able to work with numbers fluidly and flexibly, make sense of what numbers mental math and make comparisons
- ✓ Develop the ability to understand, explain, and justify the use of a particular each situation
- ✓ Use manipulatives and visual models regularly to demonstrate conceptual

Deep Learning across the Content Areas

To focus on the five learning conditions of deep learning in FLA and ELA

Students will:

- ✓ Use the language of Deep Learning and 6 C's
- ✓ Use 6 C's as a metacognitive tool
- ✓ Increase their own expectations for learning
- ✓ Connect to the real world-authentic
- ✓ Make intentional connections between learning and curriculum

Our Vision Statement

In a bilingual setting, empower students to be responsible citizens by taking ownership of their learning in a caring and safe environment.

Dans un milieu bilingue et sécuritaire, donner le pouvoir à chaque élève de devenir citoyen responsable de son apprentissage.

Our Mission Statement

At École Assiniboine, our purpose is to grow as respectful, responsible, active life-long learners in a bilingual setting. À l'École Assiniboine, notre but est de devenir respectueux, responsable et actif dans notre apprentissage en français et en anglais.

School Profile

Number of teachers: 22.5
Number of students: 330
Grade levels: K-5

School Highlights

- French Immersion Education
- Talking Circles
- Makerspace
- Reading Recovery
- Peer Tutoring
- Cultural Activities
- Project/Science Fair
- Spring Play
- Outdoor Challenge

Extra-curricular Activities

- Volleyball, Basketball, Badminton, Handball, Cross Country; Hula Hoop Club
- Leadership Club
- Music Clubs: ORFF, Recorder, Choir, Theater Club
- Student Voice
- Drama
- Spring Musical
- Homework Club
- Faisons nos devoirs Club
- Maker space
- Pottery Club

A Quick Snapshot of the Classroom

Student Identity in French Immersion: Students engaged in discussions during play and learning. Visual anchors with language were used to support language development – and students were actively taking risks with language. Flexible groupings were utilized for instruction. Students participated in language rich tasks around literacy and numeracy with a focus on deeper learning. Students engaged in reflection and pre-reflection about learning language and being in the language ‘learning pit’. Students were provided opportunities to articulate how they are part of the French Immersion community.

Mathematics: Students used different strategies to demonstrate their learning. Mental math activities continue to be a daily routine in all classrooms. Hands-on activities and technology enhance student engagement and provide deeper learning. Meaningful practice is in place. Critical Thinking skills are embedded in problem solving. Students benefited from learning centres and integrated thematic units that allowed them to make learning relevant and meaningful. Class-wide assessments were used three times during the year to measure student success in different areas of math.

ELA/Français: School wide activities and Student voice activities engaged students in practicing their French speaking skills. A family cultural evening further supported French culture appreciation. Students participated in public speaking. Bulletin boards displayed various interesting writing pieces. Students engaged in deeper learning activities using literature as a springboard that allowed them to demonstrate French language and skills during several theme-based celebrations. Students also spent time learning about Treaties, Sharing Circles, Indigenous games, the Seven Sacred Teachings and Indigenous architecture throughout the year. Treaty Day (individual classes for 2020-21) was the culminating activity for students as they celebrated the integration of indigenous perspectives during remote learning.

Science: All students developed a deeper appreciation of the environment through classroom and school wide projects. We had several presenters to enrich curriculum in the area of architecture, sustainable development and agriculture.

RECOVERY AND RESPONSIVE LEARNING IN 2020-21

In SJASD, Recovery Learning was a responsive process that included differentiation and adaptation to be applied over the past months/year. Teachers identified learning needs in a coordinated, collaborative, and intentional way so that accelerated learning could occur. Staff assessed each student’s unique starting points and plan responsively. School teams worked collaboratively to analyze and respond to student learning data. Instructional planning and strategies were based on student’s unique academic strengths and next steps required for success during the 2020-21 school year throughout the pandemic.

Arts: École Assiniboine looks forward to the “Spring Show” continuing next year that involves grades 4 and 5 students both in front and behind the scenes. Many students participated in our choir, theatre, drumming and ORFF clubs. All our students benefited from The Integrated Arts Program. Cultural activities such as Festival du Voyageur enriched the existing program.

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline (www.sjasd.ca/planning). The goal setting process begins in early spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress, achievement along with our mission and vision statement as our focus.

GOALS FOR 2021-22

Identified action arena: FLA « Les apprentissages essentiels »

Broad Goal: To use an evidence-based process that will guide our instruction using the “Les Apprentissages Essentiels” document in FLA and throughout content area instruction

Goals:

To use learning sprints as a means of engaging in professional collaborative dialogue
Students will....

- Develop a deep understanding of *Les apprentissages essentiels* and be able to apply the outcomes in all four competencies throughout the content areas.
- Be able to Identify as learners of French and as members of the French Immersion greater community

Strategies/practices:

(Actions, Roles and Responsibilities)

Look fors...	Literacy- focus of essential learning sprints in subject areas
Learning Environment	<ul style="list-style-type: none"> • Daily opportunities for students to develop strategies. • Provide enough time for students to be comfortable with the outcome and be able to identify the outcome that is targeted • Continually assess where each student is at and not let a student revert to a lower level of thinking

Practices/Pedagogy	<ul style="list-style-type: none"> • Teachers use the learning sprint model of Boulder, Pebble, Sand directly from the FLA curriculum to address their gaps and to guide their teaching. • Teachers meet in grade groups and vertical groups to share, compare and relate student work, knowledge and understanding and achievement profiles in order to strive for agreement and consistency in the assessment of student's achievement in relation to the sprint • Teachers collaborate to compile and share resources (high quality games, etc.) • Teachers model the use of common assessments, products, observations to gather data
Monitoring/Assessment/Evaluation	<ul style="list-style-type: none"> • Teachers are knowledgeable in the development of student thinking and can help move students along from areas identified in the sprint • Regularly use reading assessments such as conferences and other tools in FLA • Use a system to track student strategies and progress • Follow-up plans for students who did not reach the goal

Identified action arena: Number Sense, Mental Math and Estimation (Continuation of 2020-21)

Broad Goal: To build capacity amongst students and teachers that will provide understanding and clarity regarding number sense, mental math and estimation.

Goals:

To focus on number sense, mental math and estimation

Students will....

- Develop a deep understanding of numbers and number relationships, and be able to apply this understanding to real world calculations and problem-solving
- Be able to fluidly and flexibly work with numbers, make sense of what numbers mean, be able to perform mental math and make comparisons
- Develop the ability to understand, explain, and justify the use of a particular mental math strategy in a given situation
- Use manipulatives and visual models regularly to demonstrate conceptual and deeper understanding

Strategies/practices:

(Actions, Roles and Responsibilities)

Look fors...	Numeracy in all subject areas
Learning Environment	<ul style="list-style-type: none">• Daily opportunities for students to develop strategies (through daily number talks)• Provide enough time for students to become comfortable with a strategy• Continually assess where each student is at and not let a student revert to a lower level of thinking
Practices/Pedagogy	<ul style="list-style-type: none">• Teachers develop their ability to design and use number sense questions and tasks that require students to be “thinking”, not just “doing”.• Teachers meet in grade groups and vertical groups to share, compare and relate student work to the mental math and estimation/knowledge and understanding achievement profiles in order to strive for agreement and consistency in the assessment of students’ mental math abilities• Teachers collaborate to compile and share resources (high quality games, etc.)• Teachers model the use of number/math talks and high-quality lessons which provide for whole class engagement and discourse.• Promote the use of strategies and building connections in order to develop computational fluency, as opposed to relying on ‘tricks’.• Use “thinking tasks” relating to number sense and mental math/estimation to guide a lesson• Promote number sense by providing rich math tasks and encouraging students to make connections to their own experiences and their previous learning• Students use manipulatives, visuals and counting routines before progressing to reasoning strategies using numeric/symbolic representations.• Students have opportunities to practice using new strategies
Monitoring/Assessment/Evaluation	<ul style="list-style-type: none">• Teachers are knowledgeable in the development of student thinking and can help move students along from one level to the next• Regularly use math talks to develop strategies and student thinking• Use a system to track student strategies and progress• Continued use of SNAP assessments and divisional formative assessments• Follow-up plans for students who did not reach the goal

Identified action arena: Mental Wellness

Broad Goal: To use an evidence-based program supported by Educational Support Services to maintain mental wellness for students along with previously used strategies for the maintenance of a healthy mind, body and spirit.

Goals:

To use the learning resources from the Hearts and Minds School Pilot Program for our students with a focus on the “The Checked-in Classroom”. This is an on-line program that uses timeless techniques to teach self-awareness, kindness, and inner strength.

Strategies/practices:

(Actions, Roles and Responsibilities)

Look fors...	Mental Wellness Pilot Program -
Learning Environment	We will have an inclusive environment that children will be able to say, do and see elements of the Checked-in classroom Mental wellness will be part of daily routines Classroom will demonstrate calmness, inclusion and
Practices/Pedagogy	Teachers will use the resources available from the “Checked-in Classroom” to deliver lessons. PLCs will plan with student services on how/when/who lessons will be delivered.
Monitoring/Assessment/Evaluation	Children will demonstrate a higher degree of self-awareness, kindness and inner strength by demonstrating independently, the strategies taught and practice them throughout the year.