

report

to the community



École Assiniboine School

2019-20



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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 (2018-2019)

Numeracy

100% of all Grade 3 students will be meeting expectations in all 4 numeracy competencies:

- using +1/-1, subitizing, making tens and representing number
- increasing their understanding of problem-solving using prediction

of elements in repeating patterns

Focus in Mental Math:

- Improving automaticity of basic facts
- Using thinking strategies
- Improving Number Sense
- "Trusting the count"
- Recognizing representation of numbers (subitizing)
- Making benchmark numbers, 10's 100's 1000's
- Representing numbers in a variety of ways

Focus in Problem Solving:

- Analyzing and predicting a pattern and verifying elements of the pattern
- Knowing multiples of 2, 5, 10 (skip count)
- Vocabulary- having a knowledge of ordinal and cardinal numbers in French and English
- Identifying, creating, and extending a pattern and explaining the reasoning
- Experimenting with patterning

École Assiniboine students are responsible citizens who take ownership of their learning in a safe and caring environment. Our purpose is to grow as respectful, responsible, active life-long learners in both French and English and to honour the diversity of our world.

These include:

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

Large variety of activities and opportunities:

Volleyball, Basketball, Badminton, Handball, Cross Country, Hula Hoop Leadership Club
Music Clubs: ORFF, Recorder, Choir, Drama
Student Voice
Makerspace
Spring Musical
Faisons nos Devoirs Club
Pottery Club

Literacy: Reading in French

100 % of students will improve their abilities when reading French texts by reflecting and setting goals, using strategy to make sense of text and by demonstrating comprehension when reading in French

Focus on Strategies in Literacy:

- ✓ Optimal Learning Model: relevant and authentic reading and writing
- ✓ Using strategies from CAFÉ
- ✓ Using read-a-louds and think- alouds
- ✓ Using the Reciprocal Reading
- ✓ Reinforcing and recycling of vocabulary
- ✓ Using decoding strategies such as chunking syllables, little words, sight words, word families, word endings, liaison, verbs, nouns
- ✓ Participating in Guided reading in Grades 3-5
- ✓ Continuing Reading buddies to develop French oral language
- ✓ With the help of coordinator, students using Touchstones program to develop oral language strategies and comprehension of text
- ✓ Using strategies such as Daily 5 with a specific focus on academic vocabulary and Reciprocal Reading to increase French language usage and to make meaning of text

A Quick Snapshot of the Classroom

Mathematics: Students used different strategies to demonstrate their learning. Mental math activities are becoming a daily routine in all classrooms. Hands-on activities and technology enhances student engagement and provide deeper learning. Meaningful practice is in place. Critical Thinking skills is 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 at three times during the year to measure student success in different areas of math.

ELA/Français: Our Celebration of Learning, focussed on demonstrating the learning of French in the classroom. Books were purchased to enhance classroom libraries. Student voice activities and school wide activity days engaged them in practicing their French speaking skills. 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 create their own robots and students demonstrated French language and skills during several of our 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 was the culminating activity for students as they celebrated the integration of indigenous perspectives in the classroom.

Science: Many of our students participated in the Science Fair and Heritage Fair. Older students also participated in the division fair. 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.

Arts: École Assiniboine saw another successful “Spring Show” that involved grades 4 and 5 students both in front and behind the scenes. Many students participated in our choir, theatre, drumming, pottery 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.sjsd.net/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 and achievement and our mission and vision statement as our focus.

Ecole Assiniboine decided to continue working on the same goals for the next two years in order to accurately measure the data.

École Assiniboine School Goals 2019-2020

1. Identified action arena: Student Identity in French Immersion

Broad Goal: Students will identify as proud, confident, engaged plurilingual global citizens through the use of the French language

Goals:

Students will acquire and use French in a variety of contexts for a variety of purposes

Desired student products and performances

Students will....

- Use French to communicate in academic and social settings
- Develop cultural and intercultural skills
- Develop a greater sense of citizenship in both local and global community
- Demonstrate an awareness of belonging to the immersion community
- Use French to express themselves when the opportunity arises in daily activities
- Take charge of their learning of French

Strategies/practices:

(Actions, Roles and Responsibilities)

Look fors...	Literacy/Numeracy in all subject areas
<p>Learning Environment</p>	<ul style="list-style-type: none"> ● Students engaged in discussions during play and learning ● Word walls and anchors with language ● Flexible groupings ● Students taking risks with language ● Staff to staff French communication ● Social and/or learning games in French ● Students articulating purpose of activity ● Students reflection and pre-reflection about learning language and being in the language “learning pit” ● Students able to articulate how they are part of the French Immersion community ● Students involved in language rich tasks around literacy and numeracy with a focus on deeper learning
<p>Practices/Pedagogy</p>	<ul style="list-style-type: none"> ● Creating experiential lessons that immerse students in the topic with a focus on oral language ● Using OLM, scripted language, differentiated language strategies to provide direct, explicit instruction ● Provide cultural and intercultural experiences and activities with connection to deeper learning ● Provide opportunity for parents to understand the vision of French Immersion and the identity of the student ● Do daily book talks, number talks, spirit buddies, talking circles ● Visible thinking routines that lead to discussion such as Think, Puzzle Explore and Tug-of-War, Sentence, Phrase, Word ● Using oral corrective feedback (Bourgoin/Lyster) ● Questions ouvertes-Marian Small ● Collaboration with other classes for vertical learning ● Explicit instruction around language of play and social language
<p>Monitoring/Assessment/Evaluation</p>	<ul style="list-style-type: none"> ● Allow journal writing for pre-reflection and reflection

	<ul style="list-style-type: none"> ● Use of the Dept. of Ed. “Fascicule” for oral language assessment ● Formal observation and targeted assessment about identity in French Immersion milieu ● school wide writing around student reflection with regards to identity ● use the “profil de rendement” K-8 to assess development of language acquisition ● Analyzing the school data from FLA and report card data ● Coach feedback ● Walkthrough observations and conversations ● Learning sprints
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2. Identified action arena: Critical Thinking

Broad Goal: Students will redefine their vision of the world by questioning, inferring, interpreting, evaluating and justifying ideas and information from a variety of sources.

Goals:

To develop critical thinking in all subject areas through explicit experiences and exploration.

Desired student products and performances

Students will....

- make connections to text, self and others
- reason with evidence
- consider other viewpoints and perspectives
- use the 6 Cs to as a means of reflecting on their own learning
- collaborate and work interdependently
- develop character
- communicate for different audiences and purposes
- practice thinking like global citizens
- create by asking the appropriate inquiry questions

Strategies/practices:

(Actions, Roles and Responsibilities)

Look fors...	Literacy/Numeracy in all subject areas
Learning Environment	<ul style="list-style-type: none">● Students engaged in discussions as part of daily instruction in a multitude of ways● Word walls and anchors with language to promote language and facilitate deep thinking● explicit connections to citizenship local and global● Flexible groupings● 6 Cs as part of the classroom environment● students engaged in deep conceptual understandings● Students taking risks and understanding/ being in the language “learning pit”● Students involved in language rich tasks around literacy and numeracy with a focus on deeper learning● students doing numeracy tasks collaboratively

<p>Practices/Pedagogy</p>	<ul style="list-style-type: none"> ● Creating experiential lessons that immerse students in the topic with a focus on critical thinking ● Using OLM or appropriate math strategies, scripted language, differentiated language strategies to provide direct, explicit instruction for the expression of critical thinking in an additional language ● Provide opportunity for parents to understand the vision of French Immersion and the identity of the student ● Do daily book talks, number talks, spirit buddies, talking circles ● Visible thinking routines that lead to discussion such as Think, Puzzle Explore and Tug-of-War, Sentence, Phrase, Word ● Collaboration with other classes for vertical learning ● Explicit instruction around language of play and social language ● Using metacognition and anchor charts from Renee Bourgoin ● more STEM and better questioning techniques (Bloom's)
<p>Monitoring/Assessment/Evaluation</p>	<ul style="list-style-type: none"> ● Coach feedback in Numeracy and Literacy with a focus on deep-learning work and critical thinking ● Analyzing report card data ● Co-teacher feedback ● Deeper learning coach feedback ● Continuous school improvement team feedback ● Walkthrough data ● Learning sprints

