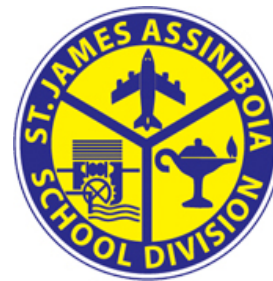


report

to the community



Stevenson-Britannia Elementary School

2022-2023



"Being the Best We Can Be"

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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 (2021-2022)

All students developed an understanding of critical thinking and improved their ability to think critically.

- ✓ Students learned what critical thinking is and the importance of implementing it into their daily lives.
- ✓ Students worked on their critical thinking skills daily and gained confidence in their skill level throughout the year.
- ✓ Staff and students created some common rubrics to evaluate critical thinking school wide.
- ✓ Staff collected and reflected on existing critical thinking research and continuums.
- ✓ Staff worked with Clinicians/Coaches as needed to help plan for and implement critical thinking outcomes.
- ✓ Staff used meeting/PD time to define our staff beliefs about critical thinking. Continued to purchase rich texts for classroom libraries and school library, with a focus on sourcing literature highlighting cultures represented in our school.
- ✓ Teachers developed action plans/learning sprints to support our most at-risk literacy learners.

Our Vision Statement

Stevenson is an innovative learning community that enables students to believe they can succeed in an ever-changing world.

Our Mission Statement

Learning and Growing Together

School Profile

Number of teachers: 19

Number of students: 235

Grade levels: K - 5

School Highlights

- Full-day Kindergarten
- Inclusive site for students with exceptional needs
- UDL (Universal Design for Learning) Hub School
- Outdoor learning is a strong focus
- All core subjects taught by homeroom teachers to facilitate cross-curricular connections
- Multi-age classrooms to meet needs of, and challenge all learners
- Winnipeg Jets Hockey Academy school
- Technology integrated into all grades, Kindergarten to grade 5
- A quality music program based on the Orff pedagogy that offers extra-curricular programming
- Strong focus on the arts

- ✓ Teachers continued to observe each other teach in order to develop common lessons/understandings in critical thinking.
- ✓ Teachers continued to make learning intentions visible and achievable for all learners.
- ✓ Culturally appropriate activities, materials, and methodologies are available to our students.
- ✓ Students learned the importance of being literate in order to contribute to society.
- ✓ Students K-5 practiced oral language through drama and play, weekly.
- ✓ Critical thinking activities were supported by the strategic use of adults in the classroom including Student Services, Supply teachers and Educational Assistants.

All students demonstrated a year's growth in their automaticity and fluency of mental math abilities.

- ✓ All students were assessed in mathematics. Progress was tracked. Staff developed and implemented strategies appropriate to students' individual needs.
- ✓ Appropriate RTI strategies were implemented for each student dependent on their identified needs.
- ✓ PLC and co-teaching time is timetabled into the school schedule to support cross-grade level programming.
- ✓ Staff have worked in grade level and vertical groups to create a school-wide numeracy continuum.
- ✓ Staff have worked together to create common rubrics and tools for numeracy assessment.
- ✓ Students continue to learn about the progression of skills needed to build their stamina in numeracy.
- ✓ Students are becoming more aware of their own meta-cognition and are working to achieve their numeracy goals.
- ✓ Staff and students have defined what being numerate is and have created space in our daily lives to practice and improve our numeracy skills.
- ✓ Teachers have sought out more quality lessons and shared with each other to provide richer instruction in developing students' mental math skills.
- ✓ Students have improved their stamina in working on their mental math skills (automaticity and deep understandings).
- ✓ Students were provided the resources/tools needed to support their learning of number concepts.
- ✓ Students who are working below/above grade level, have received regular intervention to help them achieve their numeracy goals.
- ✓ Students are showing confidence in their abilities through increased stamina, automaticity, and deeper understandings of number sense and mental math strategies.
- ✓ Staff continued to expand their repertoire of numeracy strategies to directly impact the numeracy development of all students.
- ✓ All students were supported to engage in learning.
- ✓ Students were taught how to transfer knowledge of mental math skills in a variety of contexts: problem solving, patterning, etc.
- ✓ Teaching staff have continued professional discussions about current research in effective teaching methodologies in mental math and problem solving.
- ✓ Teachers shared their learning and knowledge with the staff at staff meetings and PD Tuesdays.

- A quality physical education program focused on building physical literacy skills that offers extra-curricular programming
- Circus Arts Instruction is offered as part of our physical education program and as an extra-curricular activity
- Dance instruction at Kindergarten & Gr. 4/5 levels.
- A safe, caring learning environment
- A school-wide Code of Conduct
- Daily acknowledgement of students exhibiting positive behavior
- Leadership opportunities for students
- Co-teaching model of instruction in every classroom
- Emphasis on respect and responsibility
- An active, supportive Parent Council

All staff and students participated in and contributed to our school wide theme and focus on daily wellness (physical, social, emotional, mental).

- ✓ Zones of Regulation has been taught and is being used in every classroom. The common language of Zones of Regulation is used school-wide.
- ✓ Staff and students have increased their endurance and stamina in fitness activities. We have committed to daily fitness activities (e.g. a walk around the block, yoga, aerobics) for a minimum of 15 minutes. This is outside of regular PE time.
- ✓ Staff and students have learned mindfulness practices and have reflected upon the importance of daily mindfulness meditation time.
- ✓ Staff and students have improved their level of physical fitness throughout the year.
- ✓ Physical education class has taken place outdoors, when appropriate, Kindergarten to grade 5.
- ✓ Students are able to use physical literacy language, chants and movement to describe the function of the body parts and internal organs to increase fitness levels.
- ✓ Staff and students have incorporated mindfulness and learned about the value of daily practice through routines. Breathing exercises, “Go Noodle” and daily meditation practices have been implemented school wide.
- ✓ Every classroom has a process in place for solving problems together, and having programs in place for preventing problems from occurring (more knowledgeable about each other, more empathetic). Resource and Guidance routinely provides conflict resolution and role playing strategies to encourage problem solving in classroom and on the playground.
- ✓ Staff and students have continued to feel the benefits of learning about and practicing wellness.
- ✓ Our school community has opportunities to participate in smudging, prayer, as well as other ways of sharing their strategies for wellness.
- ✓ Staff and students have deepened their understandings of nature and it’s benefits to us. We have become more familiar with our community to become stronger care-givers in it. In the fall, students participated in watering our one-year-old trees. They were able to explain their understandings of nature while observing the effects of the seasons on the trees.
- ✓ Project 11 has been implemented school-wide beginning at the Kindergarten Level. Students have become more reflective of their overall well-being.
- ✓ Mindfulness activities are done in every classroom.
- ✓ Each classroom has a chime or a singing bowl to assist in mindfulness meditation.
- ✓ Every classroom has a process in place for solving problems together, and has programs in place for preventing problems from occurring, (more knowledgeable about each other, more empathetic).
- ✓ All classrooms have created Classroom Treaties which are shared and used in social and emotional wellness and reflections.
- ✓ Staff and students have reflected upon the benefits of practicing mindfulness and focusing on wellness.
- ✓ Mental health is just as important as physical health.
- ✓ Individual staff members have led the staff in mindfulness activities and shared mindfulness resources to further staff understanding and practice.

Celebrating Our Priorities

Mathematics: Our mathematics programming is focused on creating hands-on real life applications for mathematical learning, and on developing growth mindsets. Teachers at all grade levels have a focus on mental math strategies, problem solving and daily routines to keep instruction engaging and meaningful.

English: As a school, we continue to have a strong focus on enhancing reading and writing instruction and assessment. We offer a variety of interventions designed to support our struggling literacy learners, including co-teaching support and small group instruction.

Science and Social Studies: Programming at all grade levels has a focus on hands-on learning experiences that promote cultural proficiency and keep students motivated and enthusiastic. Technology is an integral part of instruction and is being utilized at all grade levels.

Music and The Arts: We have a very strong arts program at Stevenson. In addition to our regular Music classes at each grade level, Stevenson School promotes the arts through having scheduled choir classes at the intermediate level. Our students also take part in special programming, including song writing and musical theatre performance. Our Music teacher, Ms. Rempel has been recognized as one of the top 5 Music Teachers in Canada.

In our annual Celebration of the Arts in the spring, we invite our community to come view an original art piece from every student in our school and listen to performances by the various musical groups in the school.

We also offer high quality art instruction at every grade level. Students create art pieces with a thorough exposure to understanding the elements in art.

We are now in our eighth year of providing dance instruction at the Grade 4 and 5 levels. We are in our second full year of also trying out introductory dance with our Kindergartens. Thanks to Mrs. Laing for initiating this unique program at our school. Students have the opportunity to learn the skills to be able to perform as a group and express themselves through movement and music.

Physical Education/Health: We have a high-quality daily Phys. Ed. and Health program. Our Phys. Ed. program is taught by highly qualified specialists in physical literacy who believe in teaching students about life-long movement skills and who encourage students to lead healthy, active lives. Our head Phys. Ed. teacher, Mr. McKinnon, was the recipient of a provincial award in 2015: [Manitoba Celebration of Excellence in Teaching](#).

Our teachers also offer unique opportunities for our students such as the WRENCH bike club, yoga for kids, learning leadership skills through the Recess Ambassador Program and the Student Leadership Team. Also, our teachers provide daily movement and mindfulness activities to promote wellness in our school.

Our school is also very fortunate to be a part of the Winnipeg Jets Hockey Academy. We are able to select students in Grades 4 and 5 who we feel would benefit most from the program and who would not otherwise have the opportunity to participate in an organized hockey program. Students participate once a week from the end of October to the end of May in building hockey skills, eventually learning how to play in a game situation.

In 2016, we were chosen to be a part of a research project with the U of M and The National Circus School in Montreal. We are now in our sixth year of implementing circus arts into our regular Phys. Ed. program, as well as during recesses and after school. The study is to assess how students' physical literacy skills improve with using circus arts skills. Thanks to Mr. McKinnon for taking the training in order to bring this art form to our school. You can look forward to seeing all of our skills at several performances, including our annual Celebration of the Arts!

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline. 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.

This Year's School Goals and Priorities (2022-2023)

Culture	To continue to foster a welcoming, supportive, healthy, and balanced school environment.
Community	To continue to find ways to build the partnership between school, families, the local community, and the environment.
Curriculum	To provide the supports and utilize the resources necessary for effective teaching and learning.

1. By June 2023, all students will achieve their literacy goals.

- Staff will work with Clinicians/Coaches as needed to help plan for and implement learning sprints.
- Staff will use meeting/PD time to learn about best practices in teaching essential literacy skills.
- Staff will continue to purchase rich texts for classroom libraries and school library, with a focus on sourcing literature highlighting cultures represented in our school.
- Teachers will develop action plans/learning sprints to support our most at-risk literacy learners.
- Teachers will continue to observe each other teach in order to develop common lessons/understandings in literacy instruction.
- Culturally appropriate activities, materials, and methodologies will be available to our students.
- Students will learn the importance of being literate in order to contribute to society.
- Students will practice their skills in literacy (reading, writing, speaking, listening, viewing and representing) on a daily basis.
- Students will be exposed to a variety of strategies in reading to help them improve both decoding and comprehension skills in a progression.
- Students will show evidence of voice in their products, when writing or speaking, with an audience in mind, and show growth in stamina and maturity throughout the year.
- Literacy instruction will be supported by the strategic use of adults in the classroom including Student Services, Literacy Support teacher, and Educational Assistants.

2. By June 2023, all of our students will demonstrate a year's growth in their automaticity and fluency of mental math abilities.

- Teachers will implement appropriate interventions to help improve students' skills based on their individual needs.
- Students will build mental math stamina throughout the year.
- Students will be taught how to transfer knowledge of mental math skills in a variety of contexts: problem solving, patterning, etc.
- Students will be guided by their teachers to make numeracy learning goals throughout the year.
- Staff will continue to observe/reflect on numeracy lessons taught by other staff.
- Staff will reach out to Clinicians/Coaches/external supports as needed to provide numeracy support for our students.
- Numeracy activities will be supported by the strategic use of adults in the classroom including Student Services, Supply teachers, Math Intervention resource and Educational Assistants.
- Teachers will continue to make learning intentions visible and achievable for all learners.
- Culturally appropriate activities, materials, and methodologies will be available to our students.
- Students will be able to apply their fluency and automaticity skills to all mathematical tasks.
- Students will have opportunities for counting collections each week to build fluency and automaticity.
- Students will have opportunities to discuss their thinking during daily math talks.

- Students will show growth in their understanding and efficiency of applying their mental math skills through common assessment tasks in October and March.

3. By June 2023, all staff and students will participate in and contribute to our focus on daily wellness (physical, social, emotional, mental) and community building.

- Staff will coordinate schedules with Student Services and ESS staff to co-teach “Zones of Regulation”, Project 11, and to ensure every child has a connection with an adult, in all classrooms.
- Whole school will continue to commit to a daily 10 minute fitness time.
- Whole school will commit to daily mindfulness meditation time.
- Staff and students will continue to learn more about wellness.
- Staff and students will learn how to practice mindfulness and learn about the value of daily practice.
- Every classroom will have a process in place for solving problems together, and have programs in place for preventing problems from occurring (more knowledgeable about each other, more empathetic).
- Staff and students will build stamina in physical, social, emotional, mental wellness.
- Staff and students will feel the benefits of learning about and practicing wellness.
- Culturally appropriate activities/events will be available to our students and community.
- Outdoor education will continue to be a focus at our school.
- The school will continue to provide food and clothing to meet basic needs requirements. The school will use Nutrition Grants available.