

report

to the community



Stevenson-Britannia Elementary School

2023-24



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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 Broad Areas of Focus (2022-2023)

Our broad areas of focus for 2022-2023 were for students to develop a distinct voice in their written and spoken work while considering their audience, alongside improving their endurance in learning. In mathematics, students were to enhance fluency and automaticity through regular counting collections and math discussions, and by improving mental math skills. Our wellness focus targeted physical fitness and to learn the value of daily practice while fostering culturally relevant activities for both students and the community.

What Did the Evidence of Student Learning Tell Us?

The evidence of student learning indicates that with consistent instructional support and strategies, students have made significant improvements in their ability to express themselves and write for specific audiences. Varied assessments have enabled students to reflect on their progress and set new goals. Teachers have used data from assessments and classroom observations to track term-to-term progress and compare student performance relative to peers. Additionally, students have shown improved attitudes towards physical fitness and have embraced mindfulness for self-regulation, fostering community engagement and awareness of mental health and well-being.

Our Vision Statement

At all times, we will strive to provide an environment and atmosphere in which each student can develop intellectually, physically, emotionally, and socially to the fullest of their potential.

Our Mission Statement

Learning and Growing Together

School Profile

Instructional staff: 20

Support staff: 22

Number of students: 250

Grade levels: K-5

Principal: R. Nuytten

Vice Principal: N. Gould

School Highlights

- Full-day Kindergarten
- Inclusive/accessible learning for students with exceptional needs
- UDL (Universal Design for Learning)
- Outdoor learning is a strong focus
- All core subjects taught by homeroom teachers to facilitate cross-curricular connections
- Multi-age classrooms to meet the needs and challenge all learners
- Winnipeg Jets Hockey Academy
- Differentiated experiences & technology integrated for K-5
- A quality music program based on the Orff pedagogy that offers extra-curricular programming
- Strong focus on the arts with opportunities K-5

Anticipated Next Steps

We will closely monitor and review students' progress, using a variety of data sources including report cards, provincial assessments, writing samples, portfolios, observations, and conversations to guide discussions and reflections among both students and staff. Furthermore, staff will collaborate with divisional mathematics coaches to leverage their expertise and insight, maintaining and enhancing students' math skills. We will also promote professional conversations about grade-level common assessments and consistent data gathering through school-wide use of common CGI problems to inform PLC discussions. Additionally, we will continue to prioritize positive mental wellness, fostering community partnerships to provide ongoing mindfulness and mental wellness activities.

2023-2024 Planning & Goal Setting Process

Specific school focus areas were developed by grade level PLC teams in consultation with administration, Indigenous, EAL, and Numeracy/Literacy teams after analysis of report card data, grade 3 Provincial Assessment data, along with start of the year baseline common assessments. The focus areas were further refined to ensure they support individual goals for each child and integrate MB Education's Mamàhtawisiwin Framework and the school division's new strategic plan.

2023-2024 Identified Areas of Focus

Area of Focus #1

Success for Each Learner in the area of Numeracy.

To make sense of numbers in the world around them, students need to understand the connections between numbers, the size of numbers, how to work with numbers mentally & in problems, and how to use mathematical language to talk about numbers.

Students will:

1. better understand the magnitude of numbers and where numbers are located on a number line in relationship to other numbers

2. improve their ability to work flexibly with numbers in different contexts (using manipulatives, models, mentally, in problem solving)

3. better understand relationships between numbers (more/less than, decomposing numbers, determining & using compatible numbers)

4. have a better understanding & more confidence/independence extending their number sense and vocabulary (more, less, sum, difference, etc.) to rich tasks and word problems

Area of Focus #2

Ma Mawi Anokitaw Miinawaa - We Will Work Together Again - Holistic growth for living in a Good Way. A Good Way is a way to live your whole life day to day. Based on the provincial Indigenous Knowledge Keepers' guidelines this means students will find success when they are able to respect others, be mindful of the guidance given, take care of self, others, the land, and water. It means walking with respect and humility, learning, and listening so we are

- A creative & quality physical education program focused on building physical literacy skills along with extra-curricular programming
- Circus Arts Instruction is offered as part of our physical education program and as an extra-curricular activity
- A safe, caring learning environment
- Daily acknowledgement of students exhibiting positive behavior
- Leadership opportunities for students
- Emphasis on 'I belong', 'I will', 'I help', and 'I can'.
- An active, supportive Parent Council

Extra-curricular Activities

A variety of extra-curricular and leadership activities:

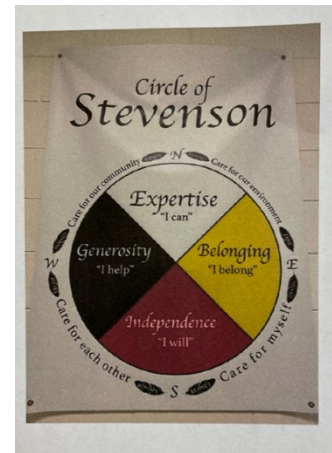
- Noon hour and after school physical activities
- Music clubs (choir, drums, Orff)
- Library helpers
- Eco-Kids
- Safety Patrols
- Recess Ambassadors
- Lunchroom Helpers
- Cooking Club
- WIHA after school program

doing good for ourselves, our families, and our community. Students need executive functioning skills that will help them develop feelings of belonging, mastery, independence, and generosity in their social-emotional and academic growth in the classroom, school, and community.

All students will:

1. **demonstrate executive functioning skills** that help them to...
 - a) read their environment (what's going on, how are people feeling, what are they doing, what's my job, what do I need to do to be successful or supportive)
 - b) improve organization & time management
 - c) understand & improve interactions with peers & adults
 - d) support working memory to hold information
 - e) start and complete tasks

Using these skills, students will increase their **feelings of belonging, success, and wanting to help** in the classroom/school/community. This focus area supports the four areas of our Circle of Stevenson - I belong, I will, I help, I can.



Area of Focus #3

Success for Each Learner in the area of Literacy:

Structured literacy programming is an effective research-based practice that supports improved phonemic awareness and students' ability to decode, read, and write. Students will demonstrate growth in their ability to decode words in an explicit and systematic way to improve reading and writing accuracy, fluency, and comprehension.

Students will demonstrate...

1. **improved phonemic awareness or recognition of individual letters or groups of letters** that create sounds in spoken/written words (phonemes).
2. **improved decoding or sounding out of written words** (in books or their own text) and recognizing familiar word parts.
3. **improved fluency & comprehension when reading/writing**, leading to improved motivation to read/write.
4. **Students who are new to learning English as an additional language will demonstrate improved English language skills (specific subject/content area vocabulary).**