École Robert Browning 2023-2024

**Our Vision Statement**

In a bilingual setting, empower every student to learn, to succeed, and to participate responsibly in an ever-changing society.

**Our Mission Statement**

École Robert Browning is a bilingual setting where we respect ourselves and others. We accept responsibility for our actions and our learning.

**School Profile**

**Number of teachers:** 16

**Number of students:** 251

**Grade levels:** K-5

**School Highlights**

École Robert Browning is a French Immersion milieu for students in grades K-5. One of our “claims to fame” is that we have a Circus Program that is incorporated into our physical education program.

We also have a full-time resource teacher and a full-time School Counsellor to provide additional supports to our students in a variety of areas.

**Extra-Curricular Activities**

* Circus Club
* Chess Club
* Peer helpers
* Leadership Team
* Patrols
* Conflict Managers
* Winter/Spring Concerts
* Extra-curricular Sports
* Intramurals
* Social/Emotional Groups

A cartoon koala with glasses

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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)**

* **Students improved their literacy and numeracy skills through deeper learning**.
* Students grew in their ability to read, write, and to think critically.
* Students developed more strategies for mental math and problem solving.
* Students developed more strategies for reading and writing.
* Students continued to develop perseverance (collaboration, resiliency, critical thinking,

problem solving, risk taking).

* Students demonstrated progress on reading continuum, in both French and in English.

(Comprehension, inference, fluency).

* Students continue to see themselves as confident readers and writers.
* Students can share and communicate learning.
* **Students developed a sense of pride as French learners.**
* Students participated in cultural events.
* Students increased their use of the French language through oral language

initiatives.

***What Did the Evidence of Student Learning Tell Us?***

* That students in French Immersion have increased success when taking part in hands-on learning experiences.
* That when students feel comfortable taking risks, they learn from their mistakes.

***Anticipated Next Steps***

To continue to build upon student resiliency and risk-taking through literacy and numeracy.

**2023-2024 Planning & Goal Setting Process**

* CAP meetings – groups determined areas of focus.
* October 3rd – CAP groups identified goal areas and the “why.”
* Going forward, professional development Tuesdays:
  + Focus on school goals.
  + Invite divisional coaches to support the process.
  + Review progress in classrooms.
  + Adjust goals as needed for students.
* MTS PD Day – teacher directed-learning.
* Teachers encouraged and invited to on-going PD both within and outside of the division to support school goals.

**2023-2024 Identified Areas of Focus**

* Social and emotional skills
  + That students will be comfortable in taking risks: in class, learning from mistakes, growth mindset, speaking French and accepting that making mistakes is how we improve which is learning. Students will learn how to regulate themselves by coregulating with staff, modelling what regulation looks like, identifying emotions and being able to pinpoint when regulation needs to occur. This increases student resiliency, critical thinking, empathy and problem solving. We will know students are succeeding when there are fewer conflicts, less physically aggressive instances, students have friendships groups they feel welcome to be a part of, and students speak French in classroom and in halls. Evidence is analyzed on-going and is collected via, behaviour section on report cards and observational evidence by staff.
* Literacy foundations in French and English
  + Increased literacy skills in both French and English in reading, writing, and speaking. Students will be more engaged in reading, writing and speaking in French and in English. Students will be more willing to participate in classroom activities they were less willing to participate in. Evidence will be analyzed consistently in the classroom by the teacher, observed by other staff members in the school, and can be noticed by parents when at home.
* Representation of mathematical thinking
  + Students will be able demonstrate Math concepts in a variety of ways which will help them to see how each math concept is related and not independent of one another. Concepts will be spiraled through the school year and across the grades. Evidence will be seen in student's confidence and willingness to try to solve math problems in a variety of ways. Student progress will be monitored consistently through the year and will be evident based on student confidence, performance, ability to take risks, and student success.
* Using continuums in literacy and numeracy
  + Students will be able to have a specific understanding of what they are expected to do based on student samples and exemplars. This provides scaffolding, clarity, and a goal of what they are expected to do at their grade level. Student improvement will be measured based on where they are on the continuum. Growth along the continuum will show there is student learning. Evidence of learning is on-going in the classroom, in the school, and at home.