

SCHOOL REPORT 2023/2024 & PLAN 2024/2025

- 1) Please use this template to complete your **2023/2024 School Report on Outcomes and 2024/2025 School Plan**.
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at [<www.edu.gov.mb.ca/k12/ssdp/index.html>](http://www.edu.gov.mb.ca/k12/ssdp/index.html).
- 4) Questions can be directed to 204-945-7188 toll free at 1-800-282-8069 ext. 7188.

SCHOOL REPORTING 2022/2023 and PLANNING 2024/2025

Identification			
Name of School Division Turtle River	Name of School École Laurier	Name of Principal Christine VanHumbeck	Date (yyyy/mm/dd) 2024/09/29

School Profile	(Complete the following using FTE as of Sept 30 th .)		
Number of Teachers 4.40	Number of Students 31	Grade Levels Jr.K-8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? YES
What is your mission statement? To nurture responsible lifelong learners in a safe and supportive environment by working together with all partners in the school community to provide a well-balanced bilingual education.			Year Revised 2024

SCHOOL REPORT – 2022/2023

School Priorities
1. Literacy
2. Numeracy
3. Culture and Belonging
4. French Speaking skills

Previous Years’ Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
By June 2024, 86% of grade 2-8 students will be either reading at grade level or have gained at least one full grade level of reading achievement in English (based on F& P reading assessment).	Met: 88% of students in grade 2-8 either have gained a full grade level of reading or are at grade level in English reading. 93% of girls met this goal and 82% of boys met this goal.
By June 2024, 80% of students in grade 4-8 will demonstrate an understanding of 70% or more of the grade level essential outcomes in math. (as assessed by the mRLC formative quiz #4 administered by classroom teachers).	Met: 90% of students in grade 4-8 demonstrated understanding of 70% or more of the essential outcomes in math, 90% of girls met this goal and 90% of boys met this goal.
By the end of June 2024, every student in grades 1 to 8 will have the opportunity to take part in a minimum of seven team building and/or wellness activities and a minimum of seven lessons/projects/activities addressing the topic of digital citizenship.	Met: We have completed more than 8 team building/wellness activities per homeroom class. As part of our English Language Arts classes. Teachers used the digital citizenship curriculum from Commonsense.org to deliver at least 8 lessons addressing this topic.

By June 2024, students will participate in a minimum of 20 interactive activities designed to increase engagement, exposure and usage of French language.	Met: Students have participated in 20 activities
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SCHOOL PLAN – 2024/2025

Planning Process
List or describe factors that influenced your priorities. -Teacher’ reflection and input - School plan and results from the previous year - Turtle River School Division Initiatives -Students needs based on data from TTFM data, provincial assessment data, other school and teacher data, class profiles and the school profile
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? -Discussions were held with school educators around the school priorities for the coming year, based on last year’s plan and results, available information and feedback from Comité de parents. -The school plan goals were drafted and shared with staff and adjustments were made based on feedback. The plan will continue to be discussed at staff meetings and will be shared with the community in the October newsletter, as well as on our website.
How often did you meet? -Discussions with stakeholders for this year’s plan began in the Spring of 2024. -In June and September 2024, further discussion occurred during staff meetings. -Discussion with the Comité de parents around this year’s plan occurred in the September 2024
What data was used? Data that was used included: Class profiles, F&P reading evaluations, mRLC essential outcome quiz, data collection from provincial assessments, data collected throughout the year as indicated on chart paper in staff room
Other highlights? Information from the new French Immersion Policy was used when planning.

School Priorities
1. Literacy
2. Numeracy
3. Student/Staff Well being
4. Engagement with French

School Plan				
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)		Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
Literacy	By June 2025, 88% of grade 2-8 students will be either reading at grade level or have gained at least one full grade level of reading achievement in English (based on F& P reading assessment).	<ul style="list-style-type: none"> -Home Reading Program for grade 1-3 students -Letterland program -Words Their Way and Spelling program -Good quality literature reflecting indigenous perspectives -Precision Reading -Guided reading, group reading, repeated read aloud -Reading responses -Explicit teaching of phonemic awareness and multiple text decoding strategies -Infuse / teach reading strategies across all subject areas -extra literacy support -Professional development opportunities available to teachers -Entire school body will participate in J'aime lire/I Love to Read activities 	<ul style="list-style-type: none"> -Increased number of students in grades 2-8 reading at grade level. -students will use a variety of decoding strategies -Students will demonstrate continued improvement and growth in reading comprehension. -Teachers will structure their lessons to support consistent in-class daily reading and writing instruction. -Teachers' repertoire and understanding of best practices in reading instruction will continue to be developed. -students will respond critically to a variety of texts 	<ul style="list-style-type: none"> -Fall, winter and spring class profiles will be used to determine which students may require additional support or intervention in reading. -F&P Benchmark reading assessment in October, March and at the end of May.
Numeracy	By June 2025, 82% of students in grade 4-8 will demonstrate an understanding of 70% or more of the grade level essential outcomes in math. (as assessed by the mRLC formative quiz #4 administered by classroom teachers).	<ul style="list-style-type: none"> -Continuation of implementation of mRLC Numeracy research project (Gr. 4-8) -All teachers will use formative assessment to inform their instruction -All teachers learn and implement the GRASS problem solving method -Use of good pedagogy: reach-backs; homework; pacing guides; etc. -Math scheduled for optimal learning (in the morning) -Extra focus on areas where students had difficulty in 2022-2023 (fractions, decimals, area of shapes and Math terminology) -Numeracy continuum to help identify missing foundational skills. -Use formative assessments to inform instructional practices. -Real life problems that are practical and relevant to students especially Indigenous students -purchase of Mathologie for 5-8 classes -Math games PD opportunities for teachers 	<ul style="list-style-type: none"> -Teachers focused on foundational outcomes -Students receive and respond to feedback -Results from assessments show continual student growth in their basic facts -Students will meet grade level outcomes -Teachers and students will have a bank of French Math vocabulary to support understanding and communication in problem solving lessons. -Students will have rapid recall of addition, subtraction, multiplication and division facts -Students will apply mental math strategies when solving mathematical problems. -mRLC quiz scores will improve. 	-Grade 4, 5, 6, 7 and 8 the mRLC Numeracy Research Project formative quiz #4 administered by classroom teachers

Student/Staff Well being	By the end of June 2025, every student in grades K to 8 will have the opportunity to take part in lessons involving a minimum of eight Social Emotional Learning topics	<p>-Moozoom lessons and daily check-ins</p> <ul style="list-style-type: none"> • Sept/oct l'amitié • Nov. le respect/le respect et la consideration • Déc. Les conflits • Jan. Les relations harmonieuses • Fev/mars Les différences/L'intimidation • Avril Les réseaux sociaux/Changer son état d'esprit • Mai/juin La motivation/la résilience <p>-Healthy breakfast and nutrition program -support for students and families with connections to mental health and well-being resources and activities. -Foster a safe and inclusive learning environment -Engaging parents and guardians (Back to school supper, Facebook, Sway, emails, phone calls, etc) -Division Social worker – to support students -Extracurricular sports and clubs -digital citizenship curriculum from Commonsense.org -Mental Wellness bulletin board in the school hallway -Jason Parenteau presentations -Professional staff trained on Mental Health First Aid</p>	<p>-positive student achievement -strong student engagement -positive school climate -reduction in student anxiety and fewer referrals to Division Social Worker. -Each student will have 2 trusted adults in the school with whom they feel comfortable talking</p>	-The number of SEL topics covered in classes this year
Engagement with French	By June 2025, students will participate in semimonthly French clubs led by staff, designed to increase engagement, exposure and usage of French language.	<p>- Getting caught speaking French – staff notice and recognize students when they are making an effort to speak French inside or outside of the classroom. -Staff will speak to each other and to all students in French during class, in the hallways, in the office and while outside. -When students speak in English, adults will encourage them to try again in French or offer corrective feedback. - Daily Fact of the Day in French during morning announcements - Positive reminders to speak in French will be part of the morning announcements -French music played during lunch hour on Fridays. -Semimonthly French clubs run by staff -Raconte et Monte at Monday morning assemblies -Students read daily announcements - Club de Francais with Mme Jeannette - Les anglicismes, les expressions idiomatiques with Mme Jeannette -Create significant, relevant learning situations in which students can practice, develop and improve their French language skills through interactions with subject area content. -Staff will create a climate of risk-taking in which making mistakes are viewed positively and as a learning tool. -Create various school and extracurricular activities that support language development and nurture students' intrinsic motivation to speak French. -Monitrice de langue française</p>	<p>-Increased number of students will be heard using French in the school -Students are able to communicate their needs in French. -Teachers' repertoire of oral French language activities will grow. -Classroom teachers will devote more teaching time to activities aimed at developing French oral communication in the classroom. -Increased number of grade 1-6 students will receive a usually or consistently on the Engagement Using French outcome on the report card.</p>	<p>-Number of tickets given weekly to students who make an effort speaking French. -Data from the November, March and June report cards collected and analyzed. Data will inform instruction and programming -Number of clubs hosted during the year</p>