



# École Centrale

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## Community Report: September 2022 - June 2023

**Our Mission Statement:** École Centrale is an inclusive French milieu that fosters personal and academic growth, enabling students to become responsible learners and respectful citizens. (2018)

### School Overview:

École Centrale is an Early Years (K-3) French Immersion milieu school in River East Transcona School Division. The original Central School opened in September 1913. It was an English program school until 1976, when the French Immersion program was added. In September 1983, it became a French Immersion Milieu school, K-9, and later a K-4 French Immersion Center. In the summer of 1994, the original section of Central School, then the oldest school in Transcona, was demolished. In 1996, the newer section, which had been added in 1976, officially became “École Centrale”, a total French Immersion setting. At present, there are 270 students from kindergarten to Grade 3 attending our school. Most families reside in the designated area.

École Centrale offers a French Immersion program designed for students whose first language is not French and who wish to become functionally bilingual. The kindergarten students attend alternating days and are immersed in a total French environment. All subjects in grades one to four are taught in French except for the English Language Arts curriculum, which comprises approximately 25% of the day. Second language learning is enhanced through rich and varied activities such as field trips, assemblies, cross-grade sharing and cultural experiences. This mixture of academic, social, and cultural learning opportunities reinforces the use of the new vocabulary and encourages a positive attitude towards all cultures.

The school’s professional staff consists of a principal, a vice principal, 18 classroom teachers, one half-time IPLE (French Reading Recovery) teacher, a half-time Resource teacher, a half-time Guidance teacher, one Music teacher, one and half time Physical Education teachers and a half-time teacher-librarian. The staff also includes a secretary, a half-time secretary, a full-time library technician, one full time and half time Educational Assistants, one day custodian, one evening custodian and one evening custodial aide.



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Every year, schools prepare a school plan for the new school year.

## Summary of École Centrale's 2022 - 2023 School Priorities and Successes

1. **Literacy:** By June 2023, 100% of students will become literate citizens who use the French and English language to communicate, comprehend and critically think.
  - French oral comprehension and speaking was promoted through a Club de français, participating students demonstrated engagement and increased confidence in speaking French.
  - Most students participated in reading buddies to reinforce literacy skills in both English and French.
  - French books were purchased for classroom libraries.
  - On-Demand write was implemented in the fall for students in grades 1-4. Teachers were provided with time and guidance from Georgette Rahman to discuss and share results of the On-Demand Write.
  - 75% of students attained meeting expectations across all 3 competencies of the Grade 3 provincial assessment in reading, exceeding the provincial 60% for French Immersion students.
  - 49% of students attained meeting expectations across all 3 competencies of the Grade 4 provincial assessment in reading in French, exceeding the provincial 47% for French Immersion students.
  - By March 2023, 82% of students in Grades 1-4 received a 3 or 4 in reading in English on their March report cards, 92% in listening and viewing, 72% in writing, 94% in speaking and representing, and 90% in critical thinking.
  - By March 2023, 73% of students in Grades 1-4 received a 3 or 4 in reading in French on their March report cards, 87% in listening and viewing, 77% in writing, 81% in speaking and representing, and 85% in critical thinking.
  - No student received a 1 across all English or all French report card indicators.
  - By March 2023 78.65% of students in Grades 2, 3, and 4 were reading at the entry level benchmark for their grade.
  - 100% of students in grades 1-4 who have been in IPLE were monitored and have shown growth in literacy.
  - On average, 88% of students have demonstrated improved oral communication skills in French.
  - On average, 72% of students in grades 1-4 showed improvement in their use of grammar and spelling based on the fall and spring On-Demand Write.
  - On average, 73% of students in grades 1-4 demonstrated increased skill and complexity in their writing based on the fall and spring On-Demand Write.



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2. **Numeracy:** By June 2022, students in kindergarten to Grade 12 will become numerate citizens who use mathematics with confidence, accuracy, and efficiency.
  - Over 91% of grade 1 students were proficient in 7 out of 10 Benchmarks.
  - Students struggles to demonstrate proficiency in three Benchmarks. (Forward counting from a designated starting point, backwards counting, what number comes before)
  - 96% of grade 3 students are meeting or approaching expectations for algebraic reasoning skills. As per provincial assessment Data.
  - 94% of grade 3 students are approaching expectations for number sense. As per provincial assessment Data.
  - 80 % of teachers are engaging students in math with Number talks.
  - Two thirds of teachers reported that their students have difficulty with problem solving in class.
  - Teachers reported that 80% of students are more engaged in mathematical lessons when games are involved.
  - Teachers reported that 50% of their students have gained more confidence as mathematicians.
  - 88% of students received a 3 or 4 on the final report card in math and less than 1% received a 1.
  
3. **Well-being:** By June 2023, 100% students will become safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability.
  - Grade 1 teachers with support of school counsellor and resource teacher completed and implemented “We Thinkers” program.
  - Grade 2&3 teachers with the support of the school counsellor introduced and implemented the Zones of Regulation program.
  - Students participated in awareness days and assemblies (Terry Fox, Orange Shirt Day, Bell Let’s Talk, Pink Shirt Day, Down Syndrome Awareness Day, Autism Awareness Day, Mindful May Days, Pride).
  - Grade 2 students participated in the Cool2BeKind initiative.
  - Grade 4 Leadership students worked as referees and group leaders throughout the year.
  - School counsellor completed Thrival Kits mental health project with grade four students.



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- Playground blitzes were held in the fall, winter, and spring. An additional blitz was completed for the lunch matrix as determined by school referral data.
- Sunshine e-mails were made by an administrator during the matrix blitzes for students receiving tickets.
- New staff members were assigned a PBIS mentor.
- Students were provided with daily opportunities to form connections with their peers (Club des bons amis, morning meetings, clubs, grade ¾ friendship club, reading buddies)
- ESD promoted through various school initiatives (Butterfly project, bee presentation, Earth Day Awareness Week, and assembly)

## DATA:

- Fall Blitz:** Playground – 47 blue tickets given out (20 boys, 27 girls)
- Winter Blitz:** Playground – 50 blue tickets given out (20 boys, 30 girls)
- Lunch hour Blitz:** 53 blue tickets given out (26 boys, 27 girls)
- New blitz (draw) Playground-** 457 blue tickets were handed out (57 names drawn for prizes-32 girls, 25 boys)

	2021 - 2022	2022 - 2023
Discipline Referrals by grade:	KG –5% Gr. 1 – 79% Gr. 2- 2% Gr. 3 – 14%	KG – 6 % Gr 1. –37 % Gr 2. –35 % Gr 3 – 27 % Gr 4 - 9%
Location Analysis of discipline events:	Bus stop – 1 Classroom – 2 Gym – 1 Playground – 4 Washroom – 1	Bus stop – 3 Classroom -38 Gym – 5 Hallway-8 Office-1 Playground –27 Resource Room-1 Washroom – 4
Discipline event totals by grade level:	KG – 1 Gr. 1 – 5 Gr. 2 – 1 Gr. 3 – 2	KG – 3 Gr 1. - 18 Gr 2. -30 Gr 3. - 31 Gr 4 -8



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4. **Indigenous Academic Achievement:** By June 2022, the Indigenous and Metis perspectives and contributions will be integrated into lessons. 75% of self-identified Indigenous students will attain a mark of 3 or 4 across all French, English, and Math on all report card categories.
- In English, there is a slightly higher percentage of non-Indigenous (87%) students that have received 3 or 4 on the report card than Indigenous students (79%) in the reading category. But for all other categories the Indigenous students have equal or greater percentage of students who have received 3 or 4 on the report card. Over all categories, on average 89% of Indigenous students have received a 3 or 4 on the report card in English.
  - In French, non-Indigenous student have a slightly higher percentage of students receiving a 3 or 4 on the report card for reading, writing, speaking, and representing and critical thinking, but Indigenous students have a higher percentage of students receiving a 3 or 4 in listening and viewing. (The largest gap being in reading: 76% NI to 64% I). Over all categories, on average 79% of Indigenous students have received a 3 or 4 on the report card in French.
  - In Math, there is a slightly higher percentage of non-Indigenous students that have received 3 or 4 on the report card than Indigenous students for Knowledge and Understanding (92%NI – 89%I) and Mental Math (86%NI, 79%I), but a slightly higher percentage of Indigenous students have received a 3 or 4 in problem solving (88%NI, 89%I). Over all categories, on average 86% of Indigenous students have received a 3 or 4 on the report card in Math.
  - No Indigenous student received a 1 in English, French or Math on the Term 3 report card.

We interviewed six Indigenous students in grades 3 and 4 to ask them questions about their feeling of belonging, whether they believe that our school values and celebrates Indigenous cultures and beliefs and if they are proud of how we value Indigenous cultures in our school.

- 5 students said they feel like they belong, and one said he mostly feels like he belongs. They spoke about having friends, about how they were treated by other people and feeling welcome at school.
- All students believed that we valued Indigenous cultures and beliefs in our school. They spoke about the posters on the walls, the mural, the Tipi in the library, the announcements, learning about these things in class, having sharing circles in class, books and speaking with elders and knowledge keepers.
- All students felt a sense of pride about how our school values Indigenous cultures. They appreciate the land acknowledgment; they see that kids are treated the same (non-Indigenous and Indigenous) and they believe that a lot of kids are taught about Indigenous peoples.



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We interviewed six non-Indigenous students in grade 3 and 4 to ask them if they see Indigenous cultures represented in the school if they believe our school values and celebrates Indigenous cultures and beliefs and about what they have learned about Indigenous peoples this year.

- All students can see Indigenous cultures and beliefs represented in the school spaced including the hallways, classrooms, and library.
- All students believe that our school values Indigenous cultures and beliefs because of the symbols in the school (mural, posters, tipi, books) and the activities that included a visit from Elder Moar and a session on Métis history, the importance of the Métis sash and finger weaving.
- Students learned about residential schools, the survivor's flag, Métis finger weaving and how life was for the Indigenous peoples historically.

## Mamahtawisiwin

### Authentic involvement – Emerging

- All students participated in a presentation from Elder Moar about the changing of the seasons and how the lives of Indigenous peoples changed with the changes of the seasons.
- Grade 4 students participated in a session with Ron Jubinville about building a tipi and the importance of the tipi for Indigenous peoples.
- A grade 2 classroom participated in several sessions with Rachelle Carlisle including some traditional stories about birch trees and several teachings including birch bark biting.
- A grade 2 class learned the bear song.
- All grade 3 and 4 students participated in a virtual session with The Louis Riel institute about the history of the Métis people, the significance of the Métis sash and a workshop on finger weaving.
- We have not yet moved into having parents, grandparents and extended family actively involved related to our work in promoting indigenous ways of knowing.
- Some teachers are developing their knowledge and working toward meaningful and authentic integration outside of the expected school wide activities (orange shirt day, classroom treaties, etc.)

### 1) Putting student at the Centre – Evolving

- It is expected that all students are respected and treated equally by everyone in the school.
- The student services team is visible and active in the classrooms to support the needs of all students.
- Students were involved in the creation of an Indigenous mural.
  - Some classrooms have begun to have students explore the imagery in the mural (seeing/feeling/writing activity).



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- Student voice (Indigenous and non-Indigenous interviews) was incorporated in the data collection for the school plan.
  - Students collaborate with the classroom teacher to build their classroom treaties.
- 2) Understanding world views, values, identities, traditions, and contemporary lifestyles – Emerging
- It is expected that all teachers teach the true history of Indigenous peoples and residential schools.
  - Some students are experiencing multisensory activities that involve sight, sound, and touch through the presentations from elders and knowledge keepers.
  - Some Indigenous languages are being taught in classrooms through books, songs, and stories.
  - Elders and knowledge keepers are connecting with students in the school within classroom and in larger group settings.
  - Some staff still require some learning regarding impact of intergenerational trauma, personal biases, and meaningful classroom integration of Indigenous ways of knowing.
- 3) Inclusive and culturally safe learning environment – Emerging
- It is expected that all students and staff respect different worldviews, values, identities, and tradition.
  - Students are learning about different cultures regularly in the classrooms.
  - Some students have participating in land-based traditional teachings through the work with Rachelle Carlisle.
  - We are working on increasing the land-based learning activities with our students.
  - We are currently working on increasing our efforts in celebrating different cultural events consistently.



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## School Plan Highlights for 2023 - 2024

### 1. Literacy

By June 2024, students will further develop as literate citizens who use the French language to communicate, comprehend and critically think.

### 2. Numeracy

By June 2024, all students will become numerate citizens who use mathematics with confidence, accuracy, and efficiency. This will be reflected through multiple strands (e.g., number, patterns and relations, shape and space, statistics, and probability) and perspectives that are drawn from multiple data sources (e.g., products, observations, conversations) that are student-specific, strength-based, and ensure learning acceleration and evidence of growth over time.

### 3. Well-being

By June 2024, all students will become safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability. This will be reflected through multiple modes (actions, decisions, beliefs) that are drawn from multiple data sources (products, observations, and conversations) that are student specific, strength based and ensure evidence of growth over time.

### 4. Indigenous Academic Achievement

By June 2024, all students will have a greater sense of the meaning of reconciliation and will have engaged in meaningful activities that support authentic involvement, putting students at the center, understanding world views, values, identities, traditions, and contemporary lifestyles and inclusive and culturally safe learning environment.

### 5. English as Additional Language

By June 2024, Classroom teachers will be familiar with the EAL 4 domains and use them in their subject specific planning and assessment of EAL students.