



École Centrale

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Community Report: September 2023 - June 2024

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 full French Immersion setting. At present, there are 330 students from kindergarten to Grade 5 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 five are taught in French except for the English Language Arts curriculum, which comprises approximately only 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 full time Resource teacher, a full-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 half-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 2023 - 2024 School Priorities and Successes

1. **Literacy:** By June 2024, 100% of students will become literate citizens who use the French and English language to communicate, comprehend and critically think.
 - Literacy committee, with the support of Georgette Rahman, facilitated a professional learning community on the book *Lire et écrire* with a focus on Chapter 4 (add title of chapter)
 - Literacy committee promoted French oral speaking and comprehension through a Club de français, offered to Grade 2 students this year.
 - Literacy committee collaborated to support teachers in creating literacy themed bulletin boards two times throughout the year. Audience and purpose were identified and shared through environmental walkthroughs.
 - Environmental walkthroughs to look at literacy themed bulletin boards and demonstrate and encourage growth in writing were completed by classroom teachers.
 - Students participated in reading/conversation buddies to increase comprehension and fluency in speaking in French and reading in French.
 - Teachers were surveyed for feedback related to literacy themed bulletin boards, environmental walkthroughs, and reading/conversation buddies.
 - Of the fall survey responses 2/6 teachers indicated that they completed the October walkthrough. Feedback describing the walkthrough experience was very limited.
 - Microsoft Forms (reading, oral communication skills and what strategies used to improve and promote, reading/conversation buddies, environmental walkthroughs)



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School Report Card

School Year	English School wide receiving 3 or 4 for Reading report card	English School wide receiving 3 or 4 for Writing report card
2022 – 2023	82%	72%
2023 – 2024	77.2%	78.95%
	Français School wide receiving 3 or 4 for Reading report card	Français School wide receiving 3 or 4 for Writing report card
2022 – 2023	73%	77%
2023 – 2024	76.75%	71.25%

- 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.
- On average, 72% of students in grades 1 - 5 showed improvement in their use of grammar and spelling based on the fall and spring On-Demand Write in French.
- On average, 73% of students in grades 1 - 5 demonstrated increased skill and complexity in their writing based on the fall and spring On-Demand Write in French.

Evaluative Statement (linked to outcome):

We achieved 89.5% of the goal of becoming literate or achieving 3 or 4 on the report card. The emphasis this year was on reading, increasing the oral language acquisition with reading buddies and writing. Our data collection will need to reflect more balanced strategies to determine if a student is literate.



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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.
- Students in all grades had the opportunity to participate in math clubs. (Data?)
- Students in grades 1 and 2 have increased their ability when faced with a problem.
- Students in grade 3 have had the opportunity to expand their mathematical vocabulary during class Number talks.
- Students in grade 3 have expanded their understanding by using multiple strategies to solve a problem.
- Students in grade 5 have demonstrated a gain in confidence when expressing themselves mathematically.



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Report Card and Provincial Data

School Year	Math Grade 3 algebraic reasoning prov data	Math Grade 3 number sense prov data	Math School wide receiving engagement in number talks report card	Math School wide receiving 3 or 4 in problem solving report card	Math School wide receiving 3 or 4 in Metal math and estimation report card
2022 – 2023	88%	92.7%	82%	74.6%	78.6%
2023 – 2024	96%	94%	80%	73.6%	76.4%

Evaluative Statement (linked to outcome):

We did not achieve the goal of having 80% of students achieve a 3 or 4 on the final report card but did achieve less than 1% of students received a 1 in math. We did not achieve our goal of having 75% of Grade 1 students demonstrate proficiency in 10 of 10 benchmarks. Our students did very well with 7 of 10 benchmarks but struggled with the 3 others. This will be reviewed with the Grade 1 team and resource teacher. We surpassed our goal of having 75% of grade 3 students meet or exceed the divisional average. Students are being engaged in

3. **Well-being:** By June 2023, 100% students will become safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability.
- A school-wide Solution Wheel was implemented. Two school assemblies were held to support its roll out. Differentiated lessons and videos created by the grade five leadership team were used to support the teaching of the Solution Wheel within the classrooms.
 - Grade 5 leadership club contributed to the school community supporting initiatives within the school such as the roll out of the school's Solution Wheel.
 - Updated matrices were taught to staff and posted throughout the school. Teachers regularly reviewed matrices with their students. PowerPoints, lessons, and activities were made available in TEAMS.
 - School resource officer presented to grade 5 students on appropriate online behaviours and safety.
 - New staff members were assigned a PBIS mentor.
 - Promoted ESD through various school initiatives such as butterfly and bee project, and Wildlife Ambassador.
 - School counsellor and resource teacher ran the Skill streaming in Early Years program with small Kindergarten groups.



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- Grade 1 teachers, with the support of the resource teacher and school counsellor, were introduced to and supported with the implementation of the We Thinkers program.
- Grade 4 teachers, with the support of school psychologist, school social worker and school counsellor, were introduced and supported with the implementation of the We Thinkers 2 program.
- Grade 2 & 3 teachers were supported by Student Services with the Zones of Regulation program.
- School resource teacher ran the Thrival Kits program in the grade 4 classrooms.

DATA:

- **Blitz Data:**
 - Classroom Matrix: (1 Week Period) 42 ticket winners (26 boys, 16 girls)
 - Solution Wheel: (1 Week Period) 36 ticket winners (19 boys, 17 girls)
 - Playground (2 Week Period): 107 tickets handed out; (41 ticket winners – 23 boys, 18 girls)
 - Lunch Hour: (2 Week Period): 182 tickets handed out; (48 ticket winners – 31 boys; 17 girls)
 -
- **K-12 Analytics:**

	2022-2023	2023-2024
Discipline Referrals by Grade	KG – 6% 1 – 37% 2- 35% 3- 27% 4- 9%	KG – 23% 1- 8% 2- 37% 3- 4% 4- 23% 5- 4%
Location Analysis of Discipline Events	Bus Stop – 3 Classroom – 38 Gym – 5 Hallway – 8 Office – 1 Playground – 27 Resource Room – 1 Washroom - 4	Bus Stop – 1 Classroom – 45 Gym – 4 Hallway – 4 Office – 0 Playground – 43 Resource Room – 0 Washroom - 0
Discipline Event Totals by Grade Level	KG -3 1 – 18 2 – 30 3 – 31 4 – 8	KG – 23 1 – 8 2 – 36 3 – 4 4 – 23 5- 4



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- **Online Surveys:**
 - Classroom Blitz Forms – Teacher Feedback: 50% of teachers who responded to the survey indicated their students' behaviour improved following the first school-wide Blitz on the classroom matrix.
 - Solution Wheel Forms – Grade 3/4 Student Feedback: 81% of grade 3 and 4 students indicated they use the solution wheel, 98% of students indicated they understand the solutions offered on the wheel, 93% of students indicated they know where to find a solution wheel at school, 79% of students indicated there were enough solution wheels visible at school.
 - School Clubs – Grade 5 Student Feedback: 93% of grade 5 students indicated they had participated in a club in the 2023-2024 school year, 86% of grade 5 students indicated they felt there were enough clubs offered at school in the 2023-2024 school year, 51% of grade 5 students indicated they would like to see more physical activity clubs offered at school while 31% indicated they would prefer to see more artistic clubs offered at school.
- **Evaluative Statement:** Data results continued to increase in 2023-2024 due to consistent review of data at staff meetings and encouragement to record incidents in My Referrals. This year, data indicated an increase in physical aggression in the classroom and on the playground. The strategy of a Solution Wheel was introduced and taught to the whole school to help build students' awareness of positive conflict resolution skills. Work with building conflict resolution skills using the Solution Wheel will be carried forward next year.

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.

Quantitative

- In English, there is a slightly higher percentage of non-Indigenous (84.3%) students that have received 3 or 4 on the report card than Indigenous students (81%) 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.



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- In French, non-Indigenous students 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: (74.3% NI to 63.6% 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 (88%NI – 84.7%I) and Mental Math (85.4%NI, 76.2%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.

School Year	English Students receiving 3 or 4 in Reading		French Students receiving 3 or 4 in Reading		Math Students receiving 3 or 4 in Knowledge and Understanding		Math Students receiving 3 or 4 in Mental Math	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous	Indigenous	Non Indigenous
2022 – 2023	79%	87%	64%	76%	89%	92%	79%	86%
2023 – 2024	81%	84.3%	63.6%	74.3%	84.7%	88%	76.2%	85.4%

Qualitative

We interviewed all students in grade 5 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. We also asked 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.

- 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



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treated the same (non-Indigenous and Indigenous) and they believe that a lot of kids are taught about Indigenous peoples.

- 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

1) Authentic involvement – Emerging

- All students participated in a presentation from Elder Moar about her collection of sacred items know as a sacred bundle.
- A group of 12 students from grades 3 to 5 and 2 staff members participated in a smudge leadership training
- Grades 3's and 4's learned the bear song.
- Carl Maytwayashing taught all students about the medicine wheel.
- 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.)

2) 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 learned about Treaties and the Treaty relationship and collaborated with their classroom teacher to create classroom treaty.
- Student voice (Indigenous and non-Indigenous interviews) was incorporated in the data collection for the school plan.

3) 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.



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- 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 explored and or 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.
- Rotated Indigenous books in classrooms using a predetermined system.
- Collaborated with other school committees to include Indigenous perspectives throughout all school activities such as Remembrance Day ceremony, Pink shirt day assembly, Earth day assembly, Festival du Voyageur assembly and Pride day assembly.

4) 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.
- 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.

Evaluative statement:

Overall, we have met our academic goals in English and Math and were just below our goal in French. There are no self-identified students who have received a 1 on their report cards in Term three for English, Math or French. Interviews conducted with self-identified students indicated that our Indigenous students feel a sense of pride and belonging in our school. In addition, our non-Indigenous students were able to articulate a deeper understanding of Indigenous and Métis cultures and have also articulated a sense of pride regarding the school's commitment to valuing Indigenous peoples and cultures.



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School Plan Highlights for 2023 - 2024

1. Literacy

By June 2025, 100% of students will further develop as literate citizens who use the French language to communicate, comprehend, and critically think.

2. Numeracy

By June 2025, students in RETSD 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 2025, students in RETSD will be safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability. This will be reflected through multiple modes (e.g., products, observations, conversations) that are student-specific, strength-based, and ensure evidence of growth over time.

4. Indigenous Academic Achievement

By June 2025, 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 centre, understanding world views, values, identities, traditions, and contemporary lifestyles and inclusive and culturally safe learning environment.

5. English as Additional Language

By June 2025, 100% of our classroom teachers will be familiar with the EAL the second (contextual application) of the 4 domains and use them in their subject specific planning and assessment of EAL students.