



École Seven Oaks Middle School Seven Oaks School Division

School Reporting 2023-2024

School Planning 2024-2025

Administration Team 2023-2024: Anne Grossman, Principal
Administration Team 2024-2025: Melanie Sharp, Principal

Melanie Sharp, Principal
Cara Seidel, Vice Principal

Teachers: 31	Students: 429	Grade Level: 6-8	There is an Educational for Sustainable Development (ESD) plan for the school
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Our Mission (2021): At ÉSOMS we are a community of learners, valuing and supporting resiliency by providing opportunity to build mastery, independence, generosity and belonging. Together we strive to meet the academic and social needs of all students as they develop a greater sense of self.

SCHOOL REPORT 2023-2024

School Priorities:
1. Indigenous Perspectives
2. Education for Sustainable Development
3. Assessment
4. French Culture and Language for all learners

Previous Successes:

1. **Indigenous Perspectives:** Engage the school community in more meaningful and authentic experiences that deepen understanding of Indigenous perspectives. Re-commitment to reconciliation.
 - a. In preparation of integrating more Indigenous ways of knowing into the daily lives of our ÉSOMS community, our entire teaching staff took time at Teacher Talk to read and discuss the provincial document: *Mamàhtawisiwin: The Wonder We Are Born With; An Indigenous Education Policy Framework*.
 - b. Land acknowledgement is done daily before the singing of O Canada with the Anishinaabemowin, and multi-language versions being played on a regular basis. Students became more attentive in listening to their peers' sharing of their own land acknowledgments.
 - c. Listening to their peers sharing their own land acknowledgments.
 - d. Each class created their own class land acknowledgment and shared their commitment to truth and reconciliation over the morning announcements.
 - e. Our very first PD included a morning with Dawn Chartrand and creating a piece of Indigenous art.
 - f. We were more committed to offering a smudge twice a week right after morning announcements. Individual students had access to smudging when they felt they needed it.

- g. As conversations and learning about Indigenous truths continue, there is an increased level of teacher confidence to delve into difficult conversations with their students about MMIWG2S, Orange shirt day, Residential schools, the 7 Teachings, the 60s Scoop and the Circle of Courage. Some Indigenous students were comfortable sharing their experiences and knowledge and these conversations lead the student body to broader perspectives and critical thinking.
- h. The Gekeks group has grown and is more visible in the school.
- i. We integrated PowWow instruction to be inside the school day so that students didn't have to choose between after school activities and PowWow. This was successful as we had more students dance at PowWow this year.
- j. There was a whole-school assembly to commemorate *Orange Shirt Day* and residential schools' awareness campaign. Students were invited to share what *Truth and Reconciliation* means for them; we had a former student and her cousin, a current student, do a métis jig for us; we had a community member perform an honour song for us.
- k. Resources on Indigenous perspectives and current issues were shared among staff members.
- l. There was a noticeable presence of Indigenous cultural both inside and outside of the school (smudging, Every Child Matters posters, Indigenous art created by students, etc) which indicates that we are continuously shifting from creating events about Indigenous topics to integrating and embracing Indigenous perspectives in our everyday being.
- m. We hosted a school-wide activity day that focused on Indigenous education. Workshops included: Lacrosse, beading, rock painting, jigging, nature art, kayaking, just to name a few. At the end of the day, all members of our community threaded yarn hearts on our fence including the following colours: orange and colours of the rainbow to represent our dedication to create awareness and support to our Indigenous and LGBTQ+ communities.
- n. We hosted a beading club after school on Tuesdays.
- o. Our music program included more Indigenous music.
- p. We had a Learning Support Teacher teach about Indigenous games (Fox Tails)

2. Education for Sustainable Development:

- a. The start of our year saw a 3-week activity initiated by a former ÉSOMS student (through the Caring for our Watersheds initiative) called Rubbish Rush. Classes competed to pick up refuse in the community. Our school yard never looked so clean. Unfortunately, this didn't translate into a continuous care for our environment – something to work on.
- b. Our grade 8s participated in an outdoor one-day camp experience at Camp Manitou at the beginning of the year and then participated in the fishing program at the end of the year.
- c. We continued with many classroom routines where teachers brought students and entire classes outside for movement breaks which helped with a more focussed learning climate. Students reported these breaks as positive experiences.

- d. Project 11 was implemented in classrooms where it was deemed needed and saw a positive impact on students as there was a noticeable increase in comfort to share through speaking and writing about mental health issues.
- e. Our GSA had strong participation this year creating a safe space for all.
- f. School-wide recycling and composting efforts continued.
- g. Our grade 8 winter band camp at Camp Assiniboia included activities like cross-country skiing, snowshoeing, shelter building, etc.
- h. Our grade 7 and 8 students participated in a presentation about setting boundaries and respecting our own and others' boundaries.
- i. Our grade 7 and 8 students participated in a show done by MADD. This had a huge emotional impact on many of our students.
- j. Our grade 6 students participated in presentations from Health Canada and Protect the Monarch.
- k. Some classes participated in presentations from the Humane Society.
- l. Our new recycling program has every class now responsible for taking the recycling to the outdoor bins. This has allowed for a more conscientious decision about what gets put into the class recycling box.
- m. Several classrooms did a community clean-up.
- n. Our grade 6 and 7 students participate in Kildonan Park days at the beginning and at the end of the year.
- o. We continue to offer a breakfast and lunch program thanks to the *Child Nutrition Council of Manitoba* grant which helps our students sustain their energy throughout the day.
- p. Our students have the opportunity to participate in the KYAC program called Green Thumbs where they plant and take care of our planters in the bike compound.

3. Assessment

- a. Discussions were had about comment-writing on report cards: Strength, challenge, next step.
- b. Report cards in Term 1 went out after parent/teacher/student conferences so that conversations with families can focus on the learners themselves.
- c. Teaching staff studied and implemented strategies from Starr Sackstein's book *Assessing with Respect*
- d. We had many Teacher Talks focussing on Formative Assessment where teachers shared their ideas and how they assess for learning. We are shifting to a focus on what is being learned in class as opposed to what a student puts on paper during a test or quiz.

4. French Culture and Language for all learners:

- a. Students participated in a writers' workshop for vocabulary enhancement in Francais. This created a notable difference in students ease of writing French paragraphs without consistently asking teachers "how do I say ____ in French?" at the end of the writers' workshop.
- b. Students viewed a French production at SOPAC through Festival théâtre jeunesse.
- c. Our grade 7 students went on a field trip to the Musée de Saint-Boniface.

- d. La Société Franco-manitobaine did some presentations in some of our classrooms.
- e. We are slowly increasing our French resources in our classrooms (more dictionaries, visual dictionaries and Bescherelles)
- f. Students organized a French music activity for the month of March. All classes participated including our English classes.
- g. Teachers collaborated with Garden City staff and did a morning PD exploring board games en français.
- h. Matiu! Concert pour les 8es
- i. Students watched the French film Bienvenue à Marly-Gamont
- j. Grade 8 students participated in a dissection en français through Wisekidnetics
- k. French for Life was invited to present to our students.
- l. We received a French culture grant which was used with our Basic French students to tour Saint-Boniface and order a treat à la Belle Baguette en français.
- m. We continue to make morning announcements bilingual.
- n. Our grade 6 learning support teacher with groups of students and helped build their confidence in the French language through reading activities and games. She also introduced French games in Basic French. These activities saw an increase confidence in the spoken French of students.
- o. We made a concerted effort to have all posters and signage bilingual
- p. The grade 6 choir sang in multiple languages (including French for our English-speaking students)
- q. During Teacher Talk, we took the self-evaluation from the French Immersion Framework and evaluated our French program in each of the 4 pillars. We compiled the answers and then discussed next steps at a PD.

SCHOOL PLANNING 2024-2025

Planning Process
Big questions that staff had, needs of the school population and the school community, school goals that were identified by staff, school priorities that were discussed at grade level meetings
The ÉSOMS community was involved in assessing the needs of the school community. Staff discussions during PD days and team meetings further drove the community assessment.
Grade level groups met once per cycle over the year (Teacher Talk), and whole staff planning meetings occurred throughout common PD days and staff meetings.
Staff also identified their professional development needs in an individual “Goals Assessment” exercise. Challenges raised at Teacher Talk and PD sessions informed areas of concern and student needs.

School Priorities
1. Celebrating Diversity
2. Engagement and Assessment
3. Positive School Culture
4. French Culture and Language for all learners

Our approach to School Planning will be a little different for next year. We have chosen broader School Priorities to encompass the work we have already started and will continue to build on to make École Seven Oaks Middle School a safe place for all individuals to express themselves as we learn what it is truly like to be a contributing member of our community in the hopes of becoming excellent global citizens. Furthermore, we have considered the Circle of Courage as a framework for enhancing a holistic approach to child development and success as stated in our mission statement. Our indicators of success will be measured in how students grow in their:

- belonging to larger groups of friends and treating each other and their environment with respect
- generosity towards one another and the land
- mastery by seeing themselves as learners and understanding how they learn
- independence by taking initiative in partaking in new experiences and gaining confidence as learners

We have indicated in each school priority which of the four core values of the Circle of Courage we are attempting to nurture.

Legend:

- B – belonging
- G – generosity
- M – mastery
- I - Independence



The following school priorities and suggested strategies are a guideline for all staff to refer to throughout the school year as we ensure that we are providing the best possible and intentional experiences for all ÉSOMS members. At the beginning of the 2024-2025 school year, teachers will commit to one or two strategies or goals to achieve per school priority throughout the year. This will make the task less daunting and more readily achievable.

1. **Celebrating Diversity:** This priority will include Indigenous perspectives, Black lives matter, Jewish heritage education as well as Asian heritage culture. We also commit to celebrating the LGBTQ+ community and all individuals for who they are in a kind, compassionate, and respectful way.
 - Winter/Festival/French Cultural activity day (similar to the Activity Day we just had) with focus on French and Indigenous Culture (B, M)
 - Different months celebrated as a whole school: Asian Heritage, Diwali, Black History Month, Pride... (B)
 - Cultural Assembly (every 2 months) -ie Bhangra groups from Maples (B, G)
 - O Canada in different languages (B)
 - Pink shirt day (B, G, I)
 - International Women’s Day (B, I)

- BSU - hoping to have more participants (B,G)
- Global Heritage Club – great start, continue to grow (B, G)
- Continue with classroom land acknowledgements (B, M, G)
- Increase signage around the school (B)
- Learning about accessibility/learning differences/equity: ASL (B, M, I)
- Bring an anti-racism representative to share and inform - class/school-wide (B, M, G)
- Better early planning before diversity events ex) a calendar with dates set so there can be better lead up. (G)
- Classroom land acknowledgement leading into individual ones - have students from each class who want to share their personal ones do so in the morning announcements. (B. I)

2. **Engagement and Assessment:** This priority will include our continuous improvement in assessing with respect and putting more emphasis on assessment for learning. This is done with the intention of increasing student engagement and ownership of one's learning.

- Project shares between classes (G)
- Science Fair (M, I)
- Peer evaluation (I)
- Authentic Projects (M)
- Choice (B)
- Reading Buddies (G)
- Pen Pals (M, G)
- Visiting younger students in feeder schools - board games, reading buddies. (G, I)
- Students learn different ways to self-assess(i)
- "Morning programming" where teachers run a non-curricular program in the second period that students have to choose from/attend. Form of "soft start" - help encourage students to come to school. (B, I)
- Computer monitors hung up in the hallways that display daily/weekly important events or reminders. (B)
- Choir/band/fiddle in grade 6 - they are resistant, and it is hard for some, but during performances they sound wonderful/sense of pride - builds confidence (B, M, I)
- How to assess in meaningful ways, stepping away from summative assessments (M)
- More first thing in the morning assemblies-make sure purposeful (B)
- More ESOMS alumni visiting/performing (B, I)
- On off Arts in the Park years to have mini-Arts in the Gym concert for our own school/community - like we did with the rain date one (B, M, G)
- WAG at ESOMS - our own art display in the school -walk through (B, M, G)

3. **Positive school culture:** This priority is set to maximize a sense of belonging for every member of our community.

- Activity Days (B)
- Grade wars (B)
- Spirit Weeks (B)
- Colour wars (B)
- Whole school activities (B)

- Clubs and extra curriculars (B, M)
- Line dancing unit in Phys ed followed by school dance (Cadillac ranch, cupid shuffle, cha cha slide, macarena, boot scoot boogie etc.) (B)
- Extended breakfast program (for students who typically arrive late to school). (B)
- Themed monthly art exhibit (open for students to submit pieces, have it displayed somewhere around the entrance of the school) (B, M)
- School-wide track and field day (B, M)
- Production (B, M)
- Circle Garden full of plants/beautified space (G, M)
- Outdoor seating area (B)
- Hawks Cafe/Pizza Wednesdays!!! (B, G)
- Canteen giving food (B, G)
- Bake Sales from classrooms (United Way, Mark's class) (B, M, G)
- School Welcome BBQ (B, G)
- Multigrade level activities/field trips (B, M)

4. **French Culture and language for all learners:** This priority will see students become confident French speakers and learners through cultural and linguistic school wide activities.

- Winter/Festival/French Cultural activity day (similar to the Activity Day we just had) with focus on French and Indigenous Culture (B, M, G)
- Manie Musicale again (B, M)
- Cross grade level buddies in French and in ENG/FR pairings (B, G)
- French cafe day or night (learn the menu and order) like Jazz Cabaret round tables in gym (B, M)
- French Games Club / Day /Stations (B, M)
- Festival du Voyageur - Festival d'ESOMS (B)
- Sortie Scolaire de la culture (B)
- Chasse au trésor Francophone (B, M, i)
- Buy French Games (M)
- French performers who visit the school/for assemblies (M)
- French speakers who visit the school/past French students who continued their French proficiency after high school and speak to students about French careers. (M)