



# WOODLAWN SCHOOL

## 2014 – 2015 COMMUNITY REPORT

*Woodlawn School is an environment where education and culture empowers our students to grow into caring, connected and contributing global citizens.*



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### School Priorities

#### **Priority #1: NUMERACY INSTRUCTION**

**Accomplishments** - A cross grade numeracy team was developed and worked to implement this goal.

- The team established a baseline for outcomes related to counting within knowledge and understanding. They collected school wide data in November (except for Kindergarten). In June the team collected data from the same outcomes (this time including Kindergarten students). In November (excluding Kindergarten students), 71% of students were at or above grade level in the outcomes linked to this goal. In June, (including Kindergarten students), 77% of students were at or above level in the outcomes linked to this goal.
- The team also looked at the grade 3 provincial assessment (both this year and the 5 year trend). The trend indicates that areas requiring more than 15% of students needing ongoing support include the concept of equality as well as the use of mental math strategies for addition and subtraction facts to 18.
- The team also met this year for a full day PD to push deeper learning within the big ideas involved with counting, equality, and mental math strategies. They started discussions on how to build capacity in our staff to understand these big ideas and use them to guide instruction.
- Members of the numeracy team attended Dr. Small's conference on May 14<sup>th</sup> and Lucy West's conference on February 11<sup>th</sup>.
- Teachers were offered the chance to observe numeracy instruction happening in the school. The grade 4 teachers had Kim Koop come and do a Problem Solving lesson in one of the grade 4 classes. They all watched the lesson and continued a learning discussion following with Kim as part of their PLC time. Other teachers observed their colleagues (same grade and across grades) in various numeracy topics (guided math, daily 5 math, hands-on activities, etc...).
- A sub-committee from the Numeracy Team spent a full day working with Kim to begin developing a numeracy continuum. Further work will be done in this area.
- The resource teachers both have assisted teachers with programming and assessments in the area of numeracy this year.
- The team used part of the numeracy budget to purchase a copy of *Big Ideas by Dr. Small K-3* for each member of the team

#### **Priority #2: EDUCATION FOR SUSTAINABLE FUTURES (ENVIRONMENT, SOCIAL JUSTICE, HUMAN RELATIONSHIPS)**

**Accomplishments** - Students participated in a wide variety of Education for Sustainable Futures (ESF) activities including: raising funds for local organizations, recycling and composting, and various social justice activities. Teachers and students are learning about the theme of Bucket Filling and the Restitution model to assist in creating the conditions for a successful, respectful community classroom with the ability to problem solve.

##### **Environmental**

- A daily recycling program is in place, April 'reduce' month activities have continued, Participation in the HSD 50% challenge and the composting program continued
- Expansion of use of compostable products for staff and community events continued
- Construction of The Outdoor Learning Environment started in September including excavation, seeding, tree planting and purchases

##### **Social Justice**

- Classroom activities included: Drive for Hunger, Community Christmas, WISE workshops; Jump Rope for Heart and Bike Rodeo
- Participation in the Community Garden with all harvest donated to South East Helping Hands
- Woodlawn Outstanding Workers (WOW) group held various fundraisers and donated all monies to support a local organization, The Steinbach Family Resource Centre
- Donations were taken during both the Christmas Concert and Spring Production and given to Southeast Helping Hands

##### **Human Relationships**

- Teachers, including resource, guidance and principals focused on a conscious attempt to build Social Capital with families by utilizing other types of parent involvement following the work done by Joyce Epstein. (Epstein, et. al. 2002.) School, Family and Community Partnerships
- Communicating: effective communications from school-to-home and from home-to-school about school programs and student progress
- Volunteering: organize volunteers and provide opportunities in various locations and times
- Learning at Home: involve families with their children through curriculum related activities
- Decision Making: include families in school decisions
- Collaborating with the community: coordinate resources and services from the community for families, students and the school. Provide services to the community
- Parenting: assist families with parenting skills to support children as students. Seek ways to better understand families

#### **Priority #3: INCLUSION**

**Accomplishments** - Teachers encouraged improved social/emotional well being for students through a focus on Universal Design for Learning.

- Respecting Diversity:** The Three Block Model of UDL-Jennifer Katz was purchased for all new teachers and is used to facilitate the model.
- A UDL team was established which included teachers from all grade levels, resource teachers, and administration.
- Resource and classroom teachers worked together to collaborate, co-plan and co-teach social emotional strategies including Multiple Intelligences, the MI brain activity, and class meetings.
- Resource Teachers are collaborating, supporting and co-teaching in order to facilitate the UDL model in classrooms.
- Staff Professional Development:** UDL presentations took place on Sept. 2, Jan.30, and April 10 as well as throughout the year at staff meetings.  
6 Teachers from Woodlawn have signed up for a summer conference focused on Universal Design for Learning
- Staff self-assessment of inclusive practices was completed early in the winter term and a staff self-reflection was completed in early June
- Classroom teachers were asked to provide feedback from students regarding how they feel about such classroom practices as: Respecting Diversity Program, the multiple intelligences, class meetings and spirit buddies. Kindergarten, grade 1, grade 3, and grade 4 students provided feedback.

Highlights From  
2014-2015

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