



Woodlawn School Planning Priorities for 2014 – 2015



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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Belief Statements

We believe that a school culture which builds strong RELATIONSHIPS with students and their families creates the conditions to improve student learning outcomes. We welcome, nurture and encourage positive communication and relationships.

We believe in INCLUSION; meaning everyone is welcome, valued and safe. Every student is involved in every way possible.

We believe we are teaching the CHILD FIRST and the curriculum second. We work on developing a 'can do' attitude, self-esteem and belief in oneself as a learner.

We believe that a strong emphasis on developing LITERACY skills sets the foundation for learning and success across all other environments.

We believe that all forms of PLAY (educational, physical, creative, and free) must be included in the learning environment to engage the brain and foster critical thinking skills.

Priority #1 NUMERACY INSTRUCTION

Initiatives:

- Grade group profile meetings will take place in September to review needs and plan for student supports
- Teachers will be able to access the HSD Numeracy CST for inservicing and support
- Development of a cross grade numeracy team to assist in the planning process
- Numeracy Rep will attend out of school PD sessions and divisional meetings and liaise with school staff
- Teachers will be offered the opportunity to visit colleagues classrooms for observation purposes
- Resource teachers will assist classroom teachers with programming and assessments

Resources to support this outcome:

- Eyes on Math (Nelson)
- Number Talks Gr.K-5 Helping Children Build Mental Math and Computation (Sherry Parish)
- Big Ideas (Dr. Small) K-3
- The Learning Pathway-WSD #1

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

Initiatives:

Environment:

- Continued development of the Outdoor Learning Environment. Ground excavation, tree planting, seeding and the addition of some base materials will take place in the fall. Planting will recommence in spring.
- School wide student activities to support this outcome (50% Challenge, WISE workshops, Community Garden, Roots of Empathy Program, Bike Rodeo, International Walk To School Month, recycling program, Litterless Lunch days, low power hour,)
- Increased composting and expansion of use of compostable products for staff and community events

Social Justice:

- Community gardening will continue
- Community Partnership with Southeast Helping Hands to donate produce
- Drive For Hunger (Farm Credit Canada)
- Community Christmas (SEHH)
- WOW group fundraisers for a local organization (TBA)

Relationships:

Teachers, including resource, guidance and principals will make a conscious attempt to build Social Capital with families by focusing on six types of parent involvement following the work done by Joyce Epstein. (Epstein, et. al. 2002.) *School, Family and Community Partnerships*

1. *Communicating: effective communications from school-to-home and from home-to-school about school programs and student progress*
2. *Volunteering: organize volunteers and provide opportunities in various locations and times*
3. *Learning at Home: involve families with their children through curriculum related activities*
4. *Decision Making: include families in school decisions*
5. *Collaborating with the community: coordinate resources and services from the community for families, students and the school. Provide services to the community*
6. *Parenting: assist families with parenting skills to support children as students. Seek ways to better understand families*

Priority #3 INCLUSION

Initiatives:

- A staff self-assessment of inclusive practices will take place during the fall term and a staff self-reflection will take place during the spring term
- Resource and classroom teacher will collaborate, co-plan and co-teach social emotional strategies including Multiple Intelligences, the MI brain activity, class meetings
- Establishment of a Universal Design for Learning (UDL) team which will meet once each school term to assist the school planning process for implementation of UDL
Staff Professional Development:
 - UDL presentations will occur Sept. 2, Jan.30, April 10 as well as throughout the year at staff meetings and after school sessions
 - 2 teachers from the UDL team have registered to attend Dr. Jennifer Katz's presentation titled Universal Design for Learning: Literacy and Numeracy in the UDL Classroom through MTS
- Resource Teachers are collaborating, supporting and co-teaching in order to facilitate the UDL model in classrooms
Respecting Diversity: The Three Block Model of UDL-Jennifer Katz has been purchased for all new teachers and is used to facilitate the model

WOODLAWN SCHOOL INFO

- Woodlawn School is a Kindergarten to grade four Early Years School with 529 students. We have a teaching staff of 30.0 Full Time Equivalents filled by 31 teachers including 2.5 Resource; 1 Music, 1 Phys. Ed., .5 Literacy Support, .5 Reading Recovery, 1 Guidance and 1.5 Principals. Support Staff include 1 head secretary, 1 part time secretary, 1 library clerk, 11 educational assistants, 1 custodian, 2.5 evening sweepers.
- Our staff believes that building purposeful and positive relationships with students and their families has a direct correlation with students' abilities to grow socially, academically, and intellectually. We have a school wide Bucket Filling theme which promotes respect and kind behaviour amongst students, staff and community.
- Woodlawn Early Years School has an inclusive philosophy and provides a variety of support services to students who are experiencing academic, physical, social and/or emotional challenges.
- Woodlawn School celebrates diversity and 23% of our students are English language learners having immigrated from several countries. These students have come to us from Belize, Bolivia, Brazil, China, Ethiopia, Germany, Hungary, Ireland, Kazakhstan, Korea, Mexico, Netherlands, Pakistan, Paraguay, Philippines, Russia, South Korea, Switzerland, Ukraine, United Kingdom, USA and Vietnam.
- We have been a proud participant in the Roots of Empathy Program for the past 7 years.