



Woodlawn Early Years School

Planning Priorities for 2018-2019

Mission: Woodlawn School is an environment where education and culture empowers our students to grow into CARING, CONNECTED and CONTRIBUTING global citizens.

About Us

- 588 students, 36 Teachers, 12 Educational Assistants, 2 Secretaries, 1 Library Clerk, and 4 Custodians.

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

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Priority #1 SOCIAL EMOTIONAL WELL BEING: Our Kids will be caring, connecting and contributing learners. Our kids will be able to identify their needs, learning strengths and challenges with a focus on character, citizenship, critical thinking, collaboration, communication, and creativity. Students will be able to access multiple ways to meet their needs appropriately through a focus on the deeper learning plan. Students will recognize and appreciate the diversity of others. Students will experience Indigenous perspectives and Treaty Education.

Strategies

Practices to Enhance Learning Environments: Reggio Emilia inspired classrooms; UDL inspired practices for SEL; Treaty Education for all K-4 students; responsive learning environments to meet the interests, needs, and learning styles of all students (girls, boys, EAL students, Indigenous students, and students involved with CFS)

Zones of Regulation and Restitution: Zones of Regulation and Restitution language taught by the school counselor and terminology used as common school wide language, Restitution utilized to understand one's needs, behaviour and repair relationships when mistakes are made

Teaching and Learning Strategies: Focus on the development of and assessment of the eight core competencies of the Deeper Learning Plan (Learner, Literate, Critical Thinker, Collaborator, Creative, Communicator, Citizen, and a person of Character), Develop strong learning partnerships and support from parents and the community, Develop a school-wide focus on deeper learning that will address underachieving students, Identify priorities and create school-based action plans to address them

Priority #2 LITERACY CONTINUOUS IMPROVEMENT PLAN: Our Kids will become confident, independent, critical thinkers who are curious and motivated to read, write, and communicate effectively in a variety of ways through the lens of deeper learning.

Strategies

Collaborative inquiry as a pedagogical practice, as well as a continued focus on the development of foundational literacy skills for all students

Leverage digital technology to provide opportunities to custom-tailor literacy activities to the interests, learning styles, and motivations of all students

Data: Utilize school-based (report card data, reading levels) and provincially provided baseline data (grade 3 assessment) to set realistic and measurable targets for all students

Early Years Literacy: Students will participate in regular guided reading programing supported by HSD Reading Clinician. Additional support provided through Reading Recovery programing and Literacy Support Teacher.

Priority #3 NUMERACY CONTINUOUS IMPROVEMENT PLAN: Our Kids will strengthen their algebraic reasoning skills through communication, critical thinking and mathematical fluency through the lens of deeper learning.

Strategies

Pedagogical Practices: Teachers will examine the following work of John Hattie in *Visible Thinking for Mathematics* (2016), A focus on efficiency, accuracy and flexibility in math, Student thinking will be visible by sharing, reflecting and talking about ideas through oral and written communication, The Inquiry process of provoke, explore and reflect will be utilized to provoke critical thinking in math, Problem Solving will be a focus using Graham Fletcher's 3 Act Math strategy, Teachers will implement guided math groups.

Learning Environments: Math rich environments will include the following 4 components-content, fluency, problem solving, collaboration, Vertical Learning Surfaces will be utilized in 100% of classrooms to make thinking visible, Math will be fun, intentional and integrated into all subject areas.

Leveraging Digital: Seesaw and/or Freshgrade will be used by teachers to document, assess and communicate mathematical thinking., Teachers will strive to use the SAMR model at the augmentation or modification level.

Learning Partnerships: Teachers will use common math language across grades referencing the Learning Maps and Math at a Glance as resources, Numeracy Support Teacher will co-teach to build the capacity for teaching and learning in math.