



# WOODLAWN SCHOOL

## 2019-2020 Year-End Community Report

### About Us

- Built in 1964, Woodlawn School has a rich history of teaching and learning.
- Since 2012 Woodlawn School has been an Early Years School serving students in Kindergarten to grade 4.
- We have 570 students, 35 teachers, 11 educational assistants, 1.5 secretaries, 1 librarian, and a custodial staff of 4.
- We offer a variety of hands on learning experiences for our young students. These include play-based learning, an outdoor learning environment (OLE), music and physical education classes.
- We teach the whole child. Relationships and character education are at the heart of what we do. We incorporate Universal Design for Learning, Roots of Empathy, Self-Regulation, and Restitution to enhance social emotional learning for each child.

### Contact Us

**Principal:** Karen Fraser  
kfraser@hds.ca  
**VP:** Tara Reimer  
tareimer@hds.ca

411 Henry Street  
Steinbach, Manitoba  
R5G 0R1

Phone: (204) 326-6110  
Email: [woodlawn@hds.ca](mailto:woodlawn@hds.ca)



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

### Planning Priority #1

**NUMERACY:** By June 2020, student achievement (grade 1-4) in the specific area of algebraic reasoning skills will improve through the lens of Deeper Learning. 95% of students will be successful with Tier 1 supports.

#### Year-End Accomplishments

- Continued collection of algebraic reasoning data from all students in grades 1, 2, and through the grade 3 assessment (Fall 2019).
- Four grade 3 classes actively participated in robust play-based learning experiences led by our divisional learning coach and their classroom teachers that addressed conceptual understanding of big ideas found in the number and patterns and relations strands of the math curriculum.
- The numeracy support teacher took a course on Mathematical Mindsets. Based on the data collected and identified students requiring support, learning support teachers co-taught and/or worked in a variety of classrooms.

### Planning Priority #2

**LITERACY:** By June 2020, 90% of students (K-4) will demonstrate grade level expectations in reading (comprehension, fluency, phonics, phonological awareness, and oral language).

#### Year-End Accomplishments

- School profile was used to determine student needs. Tier 2 and Tier 3 reading intervention was provided to identified students. Intervention was provided by literacy support teachers and the HSD reading clinician.
- Learning support teachers assisted teachers and students through collaboration and co-teaching in classrooms in the area of literacy.
- Several classroom teachers, learning support teachers and literacy support teachers attended professional development sessions focused on HSD's new comprehensive literacy model and reading assessment.
- Improved use of technology to assist and improve student learning in the areas of reading, writing, and communication.

### Planning Priority #3

**SOCIAL EMOTIONAL WELL BEING:** By June 2020, all students will learn self-regulation strategies to use when they are dysregulated.

#### Year-End Accomplishments

- All students in grades 1-4 participated in a learning experience in which they learned about the brain science of self reg. They watched a video about "flipping your lid". This language was used throughout the school by students and staff when it was evident that students were becoming dysregulated.
- Our guidance counsellor and learning support teachers worked with whole classes, small groups and individual students on the concepts of self-regulation.
- All teachers participated in a book study, Kids These Days which introduced the importance of connection and self-regulation.
- Several staff members including teachers, guidance counselors, learning support and administration participated in a variety of Self-Reg professional development opportunities.

## **Top Five Highlights from 2019-2020**

- Continuation of HSD's Deeper Learning Plan included the Deeper Learning Team of 5 teachers, 1 learning coach, and 2 principals. The work of Deeper Learning expanded to all teachers through interest based professional learning communities including literacy, self-regulation, inquiry, and curriculum and competencies.
- Many students in grades 1-4 participated in a field trip to Flippers with the principals. This was a great way to promote relationship building and promote physical activity in a new and fun way.
- The grade 3 and 4 students performed in a Christmas musical program that was shared with parents and community members. Concerts help to foster a love of the arts and music in our young children while building confidence, community, and talent.
- As part of our goal towards improving social and emotional learning for our students all students were introduced to the concept of "Flipping your Lid" and learned the brain science around self-regulation. All staff participated in professional learning about the importance of self-regulation and connection.
- A school wide focus on the key words from our mission statement: Care, Connect, and Contribute. Students learned about the importance of serving others through a variety of campaigns and fundraisers including: Drive for Hunger, Community Christmas, Steinbach Community Outreach, Winnipeg Giant Breed Rescue, and the Terry Fox Run.