



# Woodlawn Early Years School

## Planning Priorities for 2021-2022

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

### About Us

- 510 students, 33 Teachers, 17 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 relationships.
- 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.

### Contact Us

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**Priority #1 SOCIAL EMOTIONAL WELL BEING:** By June 2022 All students in K-4 will learn about the brain science behind Self-Reg and receive personalized supports when needed to improve social and emotional well being by 50% from 2020-2021 school year.

### Strategies

- PD sessions for teachers at staff meetings (focus on recognizing dysregulation and reframing the behaviour, the circle of security)
- Self Regulation resources; Stuart Shanker, The Mehrit Center, Zones of Regulation, Restitution
- Mentor texts that focus on the competencies and self regulation
- Incorporate practices that will enhance learning environments so they are responsive to the interests, needs, and learning styles of all students (girls, boys, EAL students, Indigenous students, and students involved with CFS)
- Universal Design for Learning will continue to be implemented with specific attention to the Social-Emotional Learning in Block 1 and the Democratic Classroom process
- Reggio Emilia Inspired Practices will be incorporated into the Deeper Learning Lead Teachers classrooms and all teachers will be invited to explore the philosophy. Children are viewed as capable, creative and intelligent. Children are regarded as knowledge bearers and have opportunities to research, participate, explore and question. Reggio approaches to be included are: expressive arts, long-term projects, pedagogical documentation for reflection and democracy, relationship building (children, parents/guardians, teacher), setting up of the environment as the third teacher, intentional play that is student led and teacher framed
- Teacher team to lead staff learning in a variety of areas related to Indigenous Perspectives including: Truth and Reconciliation; The Treaties; The Seven Teachings; and the celebration of Indigenous culture and language.
- A First Peoples/Treaty 1 acknowledgement will be read every morning, every assembly, and at every public school event
- Develop partnerships with Indigenous persons/ communities
- Use the arts (drama, dance, music, and visual arts) as a vehicle exploration, creation, and student self-expression

**Priority #2 LITERACY CONTINUOUS IMPROVEMENT PLAN:** By June 2022, 90% of students (K-4) will demonstrate grade level expectations in reading (comprehension, fluency, phonics, phonological awareness, oral language)

### Strategies

- LST will support teachers in learning to fully analyze running records (MSV)
- Shared reading, shared writing, guided reading, guided writing, oral language activities (stretching words, rhyming, clapping syllables, etc.)
- Read alouds of a variety of genres, choice in independent reading and independent writing
- Focus on collaborative inquiry as a pedagogical practice, as well as a continued focus on the development of foundational literacy skills for all students
- Build the capacity of teachers to use effective literacy instruction to provide appropriate and equitable opportunities for all students based on where they are at as learners and not based on their gender, ethnic background, family or social economic situation
- Incorporate critical-literacy skills into classroom instruction that allows students to practice exploring and discussing the underlying assumptions in texts or works from various forms of media
- Use collaborative inquiry developed lessons that are based on relevant, real-world themes and issues, that provide all students with the opportunity to observe, invent, practice, and develop their literacy skills in a context of real use
- Leverage digital technology to provide opportunities to custom-tailor literacy activities to the interests, learning styles, and motivations of all students
- Develop the planning and assessment skills of teachers that ensures formative and summative assessment practices are embedded within their daily practice, enabling them to plan teaching and learning experiences that support student learning at their point of need
- 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

**Priority #3 NUMERACY CONTINUOUS IMPROVEMENT PLAN:** By June 2022, 90% of all students (K-4) will demonstrate an understanding and flexibility of the relationships within, among, and between numbers appropriate for their grade level.

### Strategies

- Our instructional coach, learning support teachers, and principals are available to support teachers with designing open mathematical tasks, improving math talks, counting collections and other rich tasks that encourage multiple methods and pathways.
- Individual Student Manipulative Kits were purchased from the division for grades 1, 2, 3, and 3/4 classrooms to support number concept development, conceptual understanding of fact fluency, and other math concepts.
- Utilize school-based (report card data, numeracy assessments) and provincially provided baseline data (grade 3 assessment) to set realistic and measurable targets for all students
- Teachers will look at their numeracy pedagogical practices through a critical lens using research based resources (e.g., NCTM's 8 Practices, Hattie's Visible Learning for Mathematics, Math Up)
- Teachers will continue to develop rich math learning experiences that hit multiple curricular targets and impact student learning.
- Student thinking will be visible by sharing, reflecting and talking about ideas through oral and written communication. This includes vertical learning surfaces
- Math will be fun, intentional and integrated into all subject areas. Students will have high expectations in a safe learning environment that promotes a growth mindset.
- A numeracy section has been added to the newsletter to help support families