



# Woodlawn Early Years School

## Planning Priorities for 2022-2023

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

### About Us

- 546 students, 35 Teachers, 23 Educational Assistants, 2 Secretaries, 1 Library Clerk, and 4 Custodians

### Belief Statements

We believe compassionate support, curiosity, and co-regulation create a school culture of caring relationships between students, families, and staff.

We believe all students belong here and their voice matters. We celebrate and value our diversity and believe inclusion is a human right.

We believe children must be viewed as intelligent, creative and capable with gifts and abilities that surface through play and relationships with self, others, and environment.

We believe the purpose of education is a pursuit of creativity, collaboration, communication, citizenship, character, critical thinking and a strong foundation in literacy and numeracy.

We believe in a commitment to Truth and Reconciliation by understanding our collective history and moving towards reconciliation through mutual respect, empathy and intercultural understanding.

### Contact Us

**Principal:** Karen Fraser

[kfraser@hsd.ca](mailto:kfraser@hsd.ca)

**Vice Principal:** Tara Reimer

[tareimer@hsd.ca](mailto:tareimer@hsd.ca)

411 Henry Street

Steinbach, Manitoba

R5G 0R1

Phone: (204) 326-6110

Email: [woodlawn@hsd.ca](mailto:woodlawn@hsd.ca)

Website: [woodlawn.hsd.ca](http://woodlawn.hsd.ca)

Twitter: @woodlawnHSD



**Priority #1 SOCIAL EMOTIONAL WELL BEING:** By June 2024, 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 the 2021-2022 school year. \*2 year goal

#### Strategies

- Incorporate the 5 domains of Self- Reg (biological, emotional, cognitive, social, prosocial) within the self reg practices (reframe, recognize, reduce, reflect, respond) in all three tiers of teaching
- Classroom teachers will focus on Tier 1 while learning support/guidance and clinicians will focus on Tier 2 and Tier 3
- Self- Reg education for parents through newsletters, parent evenings, etc.
- School behaviour data collection will be changed to reflect the self reg practices (reframe, recognize, reduce, reflect, respond)
- 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

**Priority #2 LITERACY CONTINUOUS IMPROVEMENT PLAN:** By June 2024, 90% of students (K-4) will demonstrate end of the year grade level expectations in reading (comprehension, fluency, phonics, phonological awareness, oral language). \*2 year goal

#### Strategies

- LSTs will support teachers in learning to fully analyze running records (MSV)
- Staff will work through the Hanover Comprehensive Literacy Support Document
- 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
- The Heggerty phonics Program was purchased for all K-2 classes. Each teacher in K-2 will use the Heggerty program daily

**Priority #3 NUMERACY CONTINUOUS IMPROVEMENT PLAN:** By June 2024, 75% of all students (K-4) will demonstrate grade level expectations in learning outcomes related to subtraction and counting backward. \*2 year goal

#### Strategies

##### Pedagogical Practices

- Incorporate number talks in numeracy programs to increase the amount students talk about their mathematical thinking
- Continued use of open ended tasks to avoid questions with only one correct answer
- Classroom teachers will use on-going classroom based assessments to know the quantities that each of their students can work with at an optimal learning level
- 6 Math Up classroom licenses for the numeracy team were provided to the numeracy team. This will be one resource used by the team to support this goal

##### Learning Environment

- Curriculum Support Teacher and Vice Principal will work with the Numeracy Team to explore possible stressors preventing students from taking risks, persevering through tasks, and a positive attitude towards math

##### Learning Partnerships

- Learning support teachers, curriculum support teacher and clinicians will collaborate with classroom teachers to help students who require additional Tier 2 and 3 support (co-teaching, co-planning, and coaching)
- A cross grade numeracy team facilitated by the Vice Principal and Instructional Coach will work through the "School Improvement Cycle" from Math Up School

##### Leveraging Digital

- All teachers will have a digital platform (e.g., SeeSaw) that can be used to share numeracy learning with families