

Goal 2: Numeracy Strategies

Early Years teachers introduced every student in K-3 to the Power of Ten program for addition, subtraction, and multiplication. One of our early years team attended the mRLC session with math specialist, Kathy Marks-Krpan and another attended a workshop with Kim Sutton. Strategies from the workshops, along with data and anecdotal information was shared during PLCs and other times throughout the year. Teacher observation noted growth in all three operations during the course of the year.

Goal 3: Implementation of Restitution

A group of teachers were involved in a PLC that developed an implementation plan for Restitution in our school. Part of the plan involved introducing all teaching staff to the vocabulary and the basic needs underlying the Restitution program, along with the philosophy and background behind it. The program was also introduced to our PAC group.

Two of our classrooms experimented with social contracts this year and the basic needs were introduced to another classroom.

One of our goals was to also develop art based on the theme of unity and togetherness to support the program. To that end, we have an Artist in the School residency organized for next year to help develop those themes.

Interlake School Division

ISD Vision Statement

To enable each student to realize his or her potential as a contributing and responsible member of society.



Interlake School Division

Preparing Today's Learner For Tomorrow

Woodlands Elementary School



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School Profile

Woodlands School is a K-8 school with 123 students, 9 classroom teachers, one full-time resource teacher, and a full-time guidance counsellor, and 8 support staff. We have a very involved staff and an active student body. A variety of programs were offered this year including...

- ✎ A MY Voice group involving students from grades 5-8 in ESD projects. This year's group organized a Walk-A-Thon that raised money for the Cancer Society and our twin school in Uganda. They took part in WE Day and organized Earth Day activities for the school.
- ✎ An active Student Council involving students from grades 5-8 in monthly activities.
- ✎ A variety of programs such as Craft Club, Games Club, Roots of Empathy, Guitar Club, and early years and middle years fitness to encourage friendships and positive peer interactions.
- ✎ An extensive extra-curricular sports program that includes cross-country running, volleyball, basketball, curling, badminton, and track and field.
- ✎ An active involvement with community that included the Terry Fox Run, our annual Christmas Concert and a community Spring Tea

ISD Goals

1. To promote an inclusive approach to literacy instruction.
2. To promote an inclusive approach to numeracy instruction.
3. To develop positive, respectful learning relationships including the implementation of a division-wide restitution program.
4. To build inclusive learning experiences.

Setting Goals for 2014-2015

Staff members are actively involved in setting a vision for our school year through school planning priorities. The PAC is also encouraged to provide input. The following three priorities were identified for this past year:

- Goal 1:** By June, 2015, all teaching staff will have introduced and developed with students at least three new literacy strategies to enhance their teaching practices.
- Goal 2:** By June, 2015, K-3 teachers will have introduced and developed with students three numeracy strategies to strengthen number sense.
- Goal 3:** By June, 2015, the Restitution PLC group will use a backward planning model to develop a school-wide implementation approach to Restitution at Woodlands School.

Goal 1: Literacy Strategies

Using initial assessment data and ongoing formative assessment, teachers established areas for growth in reading comprehension and writing skills. A school team took part in the mRLC presentations involving Faye Brownlie who outlined a variety of strategies to build comprehension and critical thinking skills. This information was shared in staff meetings and PLCs. Areas that teachers focused on included previewing text and identifying background knowledge, generating questions and ideas, identifying main ideas and supporting details, and developing inferencing skills. Specific strategies were chosen to develop these areas of focus and through PLCs, teachers had an opportunity to reflect on their effectiveness. Growth in reading comprehension skills was shown in the spring RAD assessments.

