

Lakewood School Goals 2018-2019

To strengthen students' critical thinking skills.

By June 2019, 90% of all students in Kindergarten to Grade 5 will meet or exceed their reading goals (a level of 3 or 4 on their individualized academic program).

Strategies | What actions will we take?

- Students will develop personal reading goals and revisit them for each term (i.e. stamina, variety of genres/authors, choosing “good fit” books, when to abandon books, where to find recommendations, etc.).
- Students from Kindergarten to Grade 5 will participate in the Global Read Aloud Project. They will engage in common learning opportunities using the Global Read Aloud texts and visible thinking routines to encourage deep and flexible thinking (i.e. I See / I Think / I Feel / I Wonder, Colour / Symbol / Image / Word, etc.).
- Students will have opportunities to work with a variety of current and relevant texts, including print and electronic resources. Texts will be representative of many viewpoints and perspectives, including Indigenous perspectives.
- Teachers will use the Optimal Learning Model to model multiple strategies to make sense of texts, including texts that require them to connect to prior knowledge, make connections, ask questions, summarize, and synthesize.
- Students will have opportunities to read and write daily.
- Students and teachers will have an opportunity to share book recommendations on ‘Lakewood Live’.
- A bulletin board of “Good Reads” -...if you liked...then try...- will be displayed in the school.
- Books will be purchased for each classroom from the Global Read Aloud list for 2018.
- Sets of Indigenous education resources will be purchased for the Lit. Lab for guided reading instruction.
- The Reading Wall data will be analyzed to inform instruction during each reporting period. P.I.A. time will be used to support struggling readers.
- A Literacy Committee will be formed to closely examine the Reading Wall and to plan for interventions.
- Professional development for guided reading/writing will be provided for Educational Assistants.
- Teacher sharing with grade level partners and co-teaching of Visible Learning Thinking Routines in all classrooms (modeling of strategies, mixed grade levels, etc.).
- Work with Tara McLauchlan to collaborate and discuss common Visible Thinking Routines. <Teachers will use a “Try it and apply it” model to experiment with routines in classrooms.>
- Use of the school Instagram account to have students and teachers share their reading and writing lives (i.e. #LakewoodReads).

Data Collection | How will we collect evidence of progress towards learning?

- School-wide collection of Thinking Routines with a statement about “What’s common” in the thinking of students at various grade levels.
- Analysis of Provincial Report Card data in November 2018, March 2019 and June 2019.

Summary Statement | By utilizing a variety of strategies through teacher professional development, targeted instructional practices, common assessments, and guided practice, students will have engaged in a variety of texts, including print, digital and electronic resources, to strengthen their critical thinking skills.

Lakewood School Goals 2018-2019

To strengthen students' number sense understanding, with a focus on place value. By June 2019, 90% of all Kindergarten to Grade 5 students will meet or exceed end of year place value goals for their grade level.

Strategies | What actions will we take?

- Develop a place value continuum for students from Kindergarten to Grade 5.
- At the beginning of the year and at the end of each term, students in Grade 2 to Grade 5 will be assessed on their level of place value understanding (Stages of Understanding - Sharon Ross).
- Professional development, with Dianne Soltess, in the area of place value. A variety of strategies and teaching resources will be explored and shared (beaded number lines, clotheslines, manipulatives, ten frames, tent cards, toothpicks, egg cartons, etc.).
- Collect and purchase materials to support the development of place value understanding.
- Implement daily classroom math routines with a focus on developing place value understanding.
- Grade level partners will meet at the end of each term to monitor student progress in their level of place value understanding and to plan for next steps.
- Resource support will be provided for those students who require additional help with their understanding of place value.

Data Collection | How will we collect evidence of progress towards learning?

- School-based common assessments (pre and post) at each reporting period.
- Informal Assessments – documentation of learning through discussion, conversations, observations, anecdotal records, demonstrations, etc.

Summary Statement | By utilizing a variety of strategies through teacher professional development, targeted instructional practices, common assessments, and guided practice, students will have strengthened their understanding of number sense.

Lakewood School Goals 2018-2019

During the 2018-2019 school year, all students and staff will be better able to demonstrate their knowledge of the topics, concepts and understandings of Treaties and value the Treaty Relationship that exists among all students.

Strategies | What actions will we take?

- Daily acknowledgement that Lakewood School is on Treaty One land.
- Staff will work with our Indigenous Education Teacher, Richelle Scott, to experiment with the Treaty Education materials and to deepen their understanding of Treaties and the Treaty relationship (PD Tuesdays).
- Richelle Scott will do a school-wide presentation about Treaties, followed by weekly sessions in all classrooms.
- The Treaty Education Kit will be used at all grade levels to engage students in dialogue about Treaties and the Treaty Relationship in order to learn about our shared history and how we are all connected.
- Each class will develop a classroom treaty <belief statement> at the beginning of the school year.
- Staff will use their understanding of Treaties and the Treaty Relationship in real-life applications.
- Staff will explore the idea of establishing its own school treaty, outlining the rights and responsibilities of students, parents/caregivers, staff and community members.
- Staff will explore the idea of a Treaty Day.

Data Collection | How will we collect evidence of progress towards learning?

- Check for student and staff understanding of Treaties and the value of Treaty Relationships through discussions, conversations, demonstrations, etc.
- Classrooms will display their own classroom Treaties and students will be responsible for explaining their understanding of Treaties and the value of Treaty Relationships in their own words.
- Create and send out a survey to the community about their own understanding around Treaty Education and how we are implementing it at Lakewood School.

Summary Statement | By working together with staff, students, families and community members, we will increase our knowledge and understanding of the Treaties and the Treaty Relationship among all students; Ensure students understand the impact of Treaties and the Treaty Relationship on the creation of Manitoba; and Build bridges between all peoples in order to strengthen our school community.