

report

to the community



Lakewood Elementary School

2007-2008

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Planning and Goal Setting

School goals at Lakewood School are generated using the St. James-Assiniboia School Division Planning Themes as the guideline. The process begins in early spring and the goal thrusts are developed around the needs, vision and direction of the subject departments and areas with student progress and achievement. Parent and community input is considered and incorporated in this planning process.

School Goals & Accomplishments: 2006-2007

To develop effective assessment strategies for the classroom

- current assessment practices and research have been examined and studied by all staff
- inservices have been attended
- new strategies have been incorporated into classroom instructional practices
- grade level partners have met to share assessment ideas, rubrics and samples
- a self-assessment plan for students to implement has been developed and created
- an Assessment Learning Community has been established to work on writing
- rubrics to assist with students determining and understanding their strengths and weaknesses have been utilized and suggested strategies for improvement have been successfully implemented

To continue to develop a positive approach to student behaviour

- Lakewood School participated in the divisional two-day inservicing project on "Restitution" which was planned for February 2007
- Lakewood Staff & Lunch Supervisors were trained in Non-Violent Crisis Intervention
- a Behaviour / Restitution Committee has been established
- resources to support staff development in the areas of positive student behaviour and restitution have been researched and purchased
- a plan to incorporate the program "Pillars of Character" into the curriculum has been developed
- a different character trait has been promoted each month

School Profile

Number of staff: 15
Number of students: 215
Grade Levels: K - 5

Our Mission Statement

Lakewood School will promote learning as a lifelong goal by encouraging children to try their best in their school work and to become caring and responsible persons. Lakewood students and staff will work together as a team to provide a safe and respectful community to help reach our goal.

Key Programs

Program components of Lakewood School include:

- A safe, responsible and caring learning environment
- An active and varied co-curricular program
- A school wide positive behaviour management system
- A wide variety of extra-curricular activities and field trips
- An active and supportive Parent Council with many parent volunteers
- A K-3 Home Reading program and Reading Recovery program
- A Primary /Intermediate Choir

Unique Activities

- Morning Fitness Club for students K to 5 students
- Gymnastics for K - 2 students
- Juggling for grades 3 to 5 students
- Cup-stacking for all students
- Mad Science Program
- Art Program for grades 3 to 5
- Drama classes for gr. 1 & 2 and grades 3 to 5.
- Learning Through the Arts for grades 1, 3, 4 and 5

- the revised Lakewood Code of Behaviour has been implemented and promoted
- a plan for repeat offenders has been established
- student birthdays have been announced over the P.A. system every day
- instructional literature has been purchased

To promote awareness of healthy lifestyle practices among students, staff and community

- inservicing for staff about the concept of "Brain Gym" strategies has been implemented
- a committee has been established ensuring that this goal is implemented successfully
- the inservice on "Brain Gym" was implemented on December 1, 2006
- these strategies as suggested in this latest research have been implemented daily
- the active website has been monitored regularly by a designated staff member and the information shared with staff
- a walking club for students has been developed and implemented
- appropriate resources to promote successfully the walking club have been purchased
- the concept of nutrition has been developed and promoted throughout the school in a positive and engaging manner
- an inservice with students has been implemented.

School Priorities 2007-2008

- to implement the new math curriculum
- to identify, develop and implement school wide behaviours and expectations
- to implement the new Healthy Lifestyles philosophy and curriculum across all grade levels

School Goals & 2007-2008

To effectively implement the new math curriculum

- to review new curriculum and note changes
- to focus on problem solving:
 - to investigate strategies for implementing problem solving with a purpose
 - to implement problem solving daily
 - to investigate a variety of approaches & instructional practices
 - to explore and implement strategies which will incorporate problem solving in other subject areas
- to request support from Math Coordinator to explore differentiated instructional practices and appropriate resources
- to meet on the third Tuesdays to develop a rubric

integrating the critical attributes of problem solving

- to implement "Math Congress" activities in regular instructional practices
- to incorporate more critical thinking activities into problem solving instructional practices
- to review and assess implementation of "Math Congress" and critical thinking instructional practices in order to enhance the implementation to determine their effectiveness
- to plan and develop a math inservice on differentiated instructional practices

Other school goals for 2007-08:

- to utilize technology & interactive websites to enhance learning opportunities
- to develop a system of collecting data on all students' performance in problem solving
- to analyze and review data regularly and make adjustments to instructional practices that may be necessary
- To identify, develop and implement school wide behaviours and expectations
- to establish school-wide behaviour expectations for all grades
- to establish school-wide behaviour expectations for areas beyond the classroom (e.g. lunch room, hallways, bathroom, etc.)
- to establish a committee to develop in-school programs to address behavioral expectations
- to implement an assembly presentation on September 27, 2007 to review and validate the school-wide behaviour expectations
- to develop Y charts in each classroom (sounds/looks/feels like chart) which will be posted and reviewed periodically throughout the school year
- to develop Your Job / My Job T charts and have them posted in each classroom and reviewed periodically throughout the school year
- to continue the "Pillars of Character" program
- to continue monthly good behaviour celebrations
- to arrange a school-wide inservice on behavioural issues
- to attend relevant workshops & inservices

2006-2007 School Assessment Report

This section of the Report to the Community details how our students performed on Divisional and Provincial Assessments during the past school year. It also describes the programs the school offers and the actions the school is taking to help students succeed. For more information about student achievement, please contact the school principal, who will be happy to answer your questions.

How Do We Know Our Students Are Succeeding?

Our School Division places a high priority on improving student achievement. Providing information on student performance is the first step. Teachers gather information about students on a regular basis using a variety of assessment methods. In addition, annual Division-wide tests administered in selected subject areas and grade levels tell teachers and parents how well students are achieving curriculum objectives in comparison with others in the same grade. Schools use these test results, along with information from classroom observation and evaluation, to develop plans for improving student achievement.

English Language Arts

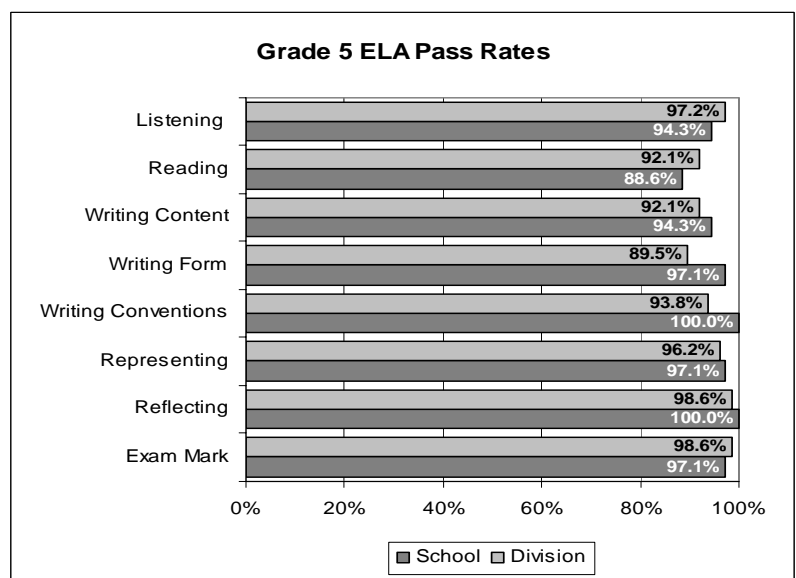
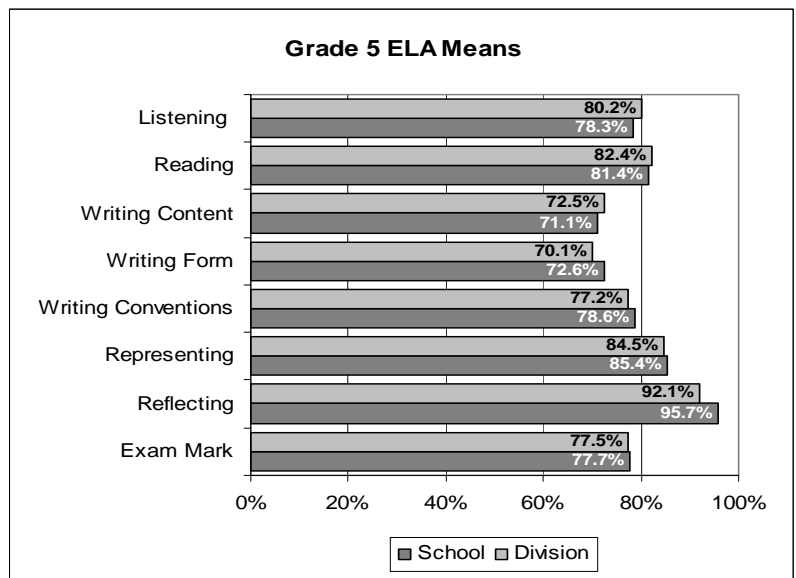
The Grade 5 students performed above the divisional mean in five (5) of the LA subtests. The school performed below in listening, reading and writing content.

Lakewood teachers will be implementing a Professional Learning Community in the area of writing. The teachers will be examining in detail how each student performed in the various writing subtests and instructional strategies designed to augment current instructional practices will be implemented to improve student performance. Data will continue to be analyzed to ensure the appropriate students growth and development are maintained.

Teachers will be sharing the grade 5 language arts exam with their colleagues from Kindergarten to grade 4 so that all teachers will be more knowledgeable about the end product in grade 5 and will be able to design down their curricular activities to ensure proficiency.

In addition, greater emphasis will be placed on oral reading and reading comprehension at all grade levels.

As well, the teaching staff will be placing more emphasis on the component of listening and incorporating instructional practices complementing and in alignment to the listening curricular expectations at the intermediate level.



Mathematics

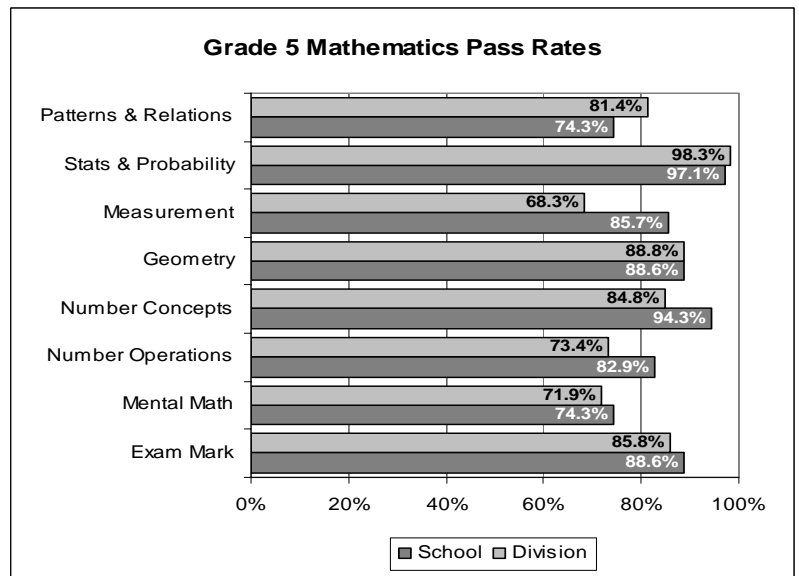
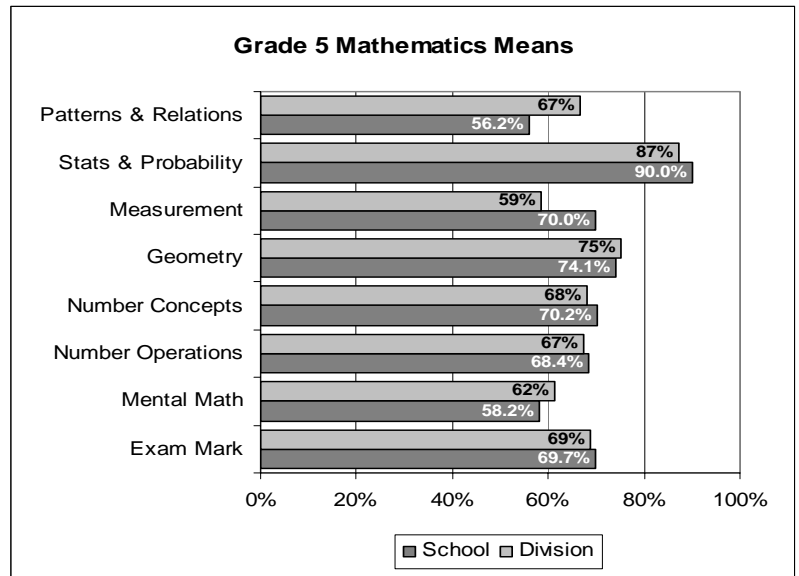
The grade 5 students performed above the division mean on five (5) subtests. They performed below the division mean on two (2) subtests: Patterns and Relations and Mental Math. In the subtest of Patterns and Relations the students were 10.5% below the division mean which is quite significant.

It was noted that Patterns and Relations was a weaker area on the Grade 3 Provincial Diagnostic Math Assessment as well.

The teachers have decided to make arrangements to meet with the Elementary Math Coordinator to discuss the students' poor performance in this area. Together, they will be examining strategies for improvement. All teachers will be emphasizing and implementing instructional practices to enhance the student performance in Patterns and Relations.

Mental Math was also an area of weakness. Teachers will be emphasizing this component in math and will be ensuring that there is a cyclical approach to teaching the strategies utilized by students so that they can become proficient in mental math.

Teachers will be sharing the grade 5 math exam with their colleagues from Kindergarten to grade 4 so that all teachers will be more knowledgeable about the end product in grade 5 and will be able to design down their curricular activities to ensure proficiency.



Grade 3 Provincial Assessment Results for Lakewood Elementary School

Reading	Meets Grade Expectations	Needs some help to meet expectations	Needs ongoing help to meet expectations
Reflection	82.0%	10.0%	8.0%
Oral Reading Skills & Strategies	77.0%	8.0%	15.0%
Reading Comprehension	77.0%	15.0%	8.0%

Mathematics	Meets Grade Expectations	Needs some help to meet expectations	Needs ongoing help to meet expectations
Sorting Objects	80.0%	20.0%	0.0%
Measurement	97.0%	3.0%	0.0%
Addition Fact Recall	64.0%	21.0%	15.0%
Subtraction Fact Recall	23.0%	41.0%	36.0%
Number Concepts	77.0%	23.0%	0.0%
Place Value	80.0%	15.0%	5.0%
Mathematical Patterns	71.0%	26.0%	3.0%
Addition/Subtraction Problems	74.0%	18.0%	8.0%
Graphing	82.0%	15.0%	3.0%

In the Language Arts component of the Grade 3 Assessment, oral reading and strategies was an area of weakness with 15% of the students needing ongoing assistance and 8% needing some assistance. Teachers will be emphasizing more oral reading and comprehension strategies. This area of performance will also be evidenced in the Grade 5 Language Arts exam with a -1% rating below the division mean.

Addition and subtraction facts are noted as being weak. Subtraction, in particular, is very weak with 77% of the students requiring assistance in this area. The math curriculum has changed and teaching staff are becoming familiar with the changes particularly in the area of addition and subtraction recall of facts. The teaching staff will be revisiting these areas and ensuring that students comprehend the reciprocal relationship between these two mathematical processes.

The teachers have decided to make arrangements to meet with the Elementary Math Coordinator to discuss the students' poor performance in this area. Together, they will be examining strategies for improvement. All teachers will be emphasizing and implementing instructional practices to enhance the student performance in the areas of addition and subtraction recall and patterns.