Lakewood Heights School is a welcome place for all children and their families. Students are encouraged to attend school regularly, pay attention to class instruction and develop a work ethic both at school and at home.

Parents are always welcome to meet with staff to discuss student progress and are encouraged to communicate with the teachers and the school administration in solving any difficulties that may arise over the school year.

School is a place for children to learn, to grow, and to make lasting friendships. Our role as a school community is to create a safe and happy environment for children to pursue these goals. Sincerely,

Andrea Matthews



**Vision Statement**

Our goals are:

* to have a school that is both safe and academically strong in numeracy, literacy and science.
* to encourage students to work together to be critical thinkers, creative problem solvers, effective communicators and have an understanding of global citizenship.
* for students to be responsible, respectful to all, focused and ready to learn.

**Mission Statement**

Lakewood Heights School is here to serve children. Everyone in our school works toward the educational, social and emotional growth and development of each child. Every child and adult in our school is unique and important, and receives the respect and fair treatment they deserve.

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| **Literacy ( NB-3)** | | | | | | | | | | |
| **Provincial 5 Year Targets** | **Lakewood Heights Performance-2009** | | | | **2010 Results** | | **Target**  **2010-2011** | | **Target**  **2011-2012** | **Target**  **2012-2013** |
| 90% of students **reach or exceed** the reading standard at Grade 2 and again at Grade 4. | **Grade 2**  **Reading**  **Writing** | | 92.2%  79% | | 80%  72% | | 82%  82% | | 85%  85% | 90%  90% |
|  |  | |  | |  | |  | |  |  |
|  | **Grade 4**  **-Reading**  **-Writing** | | 90.0%  66.7% | | 95.1%  85.3% | | 90.0%  82.0% | | 90.0%  85.0% | 90%  90% |
|  |  | |  | |  | |  | |  |  |
| 100 % of students in Grade 5 ( random sample) Intensive French meet or exceed the level of Basic Low in oral proficiency. |  | |  | | N/A | | 85% | | 90% | 95% |
| 100 % of students in Grade 5 ( random sample) Intensive French meet or exceed the level of Basic Low in literal proficiency |  | |  | | N/A | | 75% | | 80% | 85% |
|  |  | |  | |  | |  | |  |  |
| **COMPARISON: ENGLISH PROGRAM**  Grade 2 2008 Reading Comprehension  Grade 4 2010 Reading Comprehension | **R1**  0%  0% | **R2**  2.5%  2.4 | **R3**  17.5%  2.4% | **R4**  5.0%  4.9% | **R5**  27.5%  17.1% | **R6**  25%  41.5% | **R7**  10%  19.5% | **R8**  12.5%  12.2% |  |  |
| **Writing: ENGLISH PROGRAM**  Grade 2 2008 Writing  Grade 4 2010 Writing | **Exempt**  0 %  0 % | | **Below Appropriate**  27.5 %  14.6 % | | **Appropriate**  70.0 %  58.5 % | | **Strong**  2.5 %  26.8 % | |  |  |

**Literacy Goal Statement: Grades K-5 Focus on effective literacy instruction in all classrooms to improve student achievement in reading and writing.**

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| **Priorities 2014-2017** | **Objectives** | | **Strategies** | | | **Timeline** | | **Success Indicator** | |
| To improve student achievement in Reading and Writing. | By the end of each school year 90 percent of students in each class will have obtained appropriate or above in reading achievement standards. All students will show a measurable gain in assessment results from benchmark to benchmark [November-June]  By the end of each school year 80 percent of students in each class will have obtained appropriate or above in reading achievement standards. All students will show a measurable gain in writing traits based on assessment results from benchmark to benchmark [November-June] | | Teachers will model, teach, and assess questions such as” Reading between and Beyond “ the lines. There will be more focus on Inferential Questions using both Fiction and Non-Fiction texts [more exposure at K-2 levels].  Teachers will pass in benchmark data on Instructional Reading Levels and writing traits to track student progress. Teachers will analyze data and create school-wide interventions to target areas in need of improvement.  Early literacy intervention through ELF [Early Literacy Friends]  Use of online subscriptions and resources that can be accessed from home [Razz kids, Starfall, Tumblebooks, Storybird]  Literacy Events with a family focus [Polar Express Night, Literacy Day, book exchanges, book fairs, literacy buddies, authors in school]  Include literacy links and tips for parents on the school website and newsletter  Purchase more fiction and non—fiction resources for library and classes.  Classroom teachers collaborate with resource personnel in lesson planning to best meet the diverse learning needs in classrooms. | | | 2014-2017  2014-2017  Present-2017  2014-2017  2014-2017  2014-2017  2014-2017 | | Observations by classroom walk throughs using Literacy Look- Fors. [Students are able to communicate their learning targets]  Improvement oral or written assessments and classroom observations  Intervention groupings created based on data analysis.  Early Literacy Friends [ELF]  Survey and track student use  Attendance and parent involvement  Monitor website traffic  Improved variety of literature  Lesson Plans reflecting UDL strategies  Resource teacher provides documentation on student progress to classroom teacher. [Ongoing files maintained to assist with student transitions.]  Peer collaboration and classroom observations [within or outside of home school] | |
| **Numeracy (NB -3)** | | | | | | | | | |
| **Provincial 5 Year Targets** | | **Lakewood Heights Performance 2009** | | **2010 Results** | **Target**  **2010 - 2011** | | **Target**  **2011 - 2012** | | **Target**  **2012 - 2013** |
|  | |  | |  |  | |  | |  |
| 90 % of students **reach or exceed** the numeracy standard at Grade 5 | |  | | 87.9 % | 80 % | | 82.5 % | | 85 % |
|  | |  | |  |  | |  | |  |
| **Assessment Results Last 3 years**  Grade 5 2010  Grade 5 2009  Grade 5 2008 | | **Exempt**  6.1 %Included in BA  0 %  0 % | | **Below Appropriate**  12.1 %  36.4 %  26.9 % | **Appropriate**  18.2 %  34.1 %  30.8 % | | **Strong**  69.7 %  29.5 %  42.3 % | |  |
| **Strand Breakdown/ Comparison**  Grade 5 2010  Grade 5 2009  Grade 5 2008 | | **Number**  85 %  62 %  65 % | | **Patterns and Relations**  93 %  65 %  63 % | **Shape and Space**  76 %  60 %  62.5 % | | **Stats and Probability**  86 %  50 %  67.5 % | | **Overall**  83%  58 %  65 % |

**Mathematics Goal Statement: Focus on effective Mathematics instruction in all classrooms to achieve targets set for provincial assessments.**

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| **Priorities 2014-2017** | **Objectives** | **Strategies** | **Timeline** | **Monitoring Plan** |
| To demonstrate continuous development in the teaching of mathematics.  To improve student achievement in math. | Each year, 82% of overall student population will have demonstrated appropriate or above appropriate achievement levels on benchmark assessments. All students demonstrate measureable improvement in number sense from benchmark to benchmark.  To assist parents in supporting their child’s mathematical learning. | Teachers will improve application of math concepts through critical thinking questions, journaling and problem solving.  Classroom teachers will analyze benchmark data in order to inform creation of small intervention groups.  Classroom teachers collaborate with resource personnel to assist with student improvement.  Use of math mentor as a resource to enhance teaching strategies.  Teachers will include a daily component of mental math for increased competency.  Math Olympics and Math Buddies to engage students, build confidence and leadership skills, and improve achievement.  Use school/district/ provincial assessment results to inform teaching and guide instruction.  Establish benchmark beginning of each grade.  Math night at the beginning of each school year involving parents and students.  Math newsletter to parents, tips and links to Math sites on website. | 2014-2017  2014-2017  2014-2015    2014-2017 | Administrator/Peer walk through show evidence of classroom implementation  PLC collaboration to monitor data, share success or address areas of concern  Grade level teams as well whole school discussions on results/application  Data collected and analyzed  Results used to guide instruction  Track attendance and oral feedback  Track website traffic |

**Science Goal Statement: Focus on effective Science instruction in all classrooms.**

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| **Priorities** | **Objectives** | **Strategies** | **Timeline** | **Monitoring Plan** |
| To demonstrate continuous improvement in the methodology of Science teaching.  To improve students’ level of scientific knowledge. | Strengthen the scientific knowledge of teachers and incorporate science with existing curriculums to develop the skills required for scientific inquiry and problem solving. | Teachers in each grade will use the NB curriculum for Science/You and Your World and create cross-curricular learning activities.  Teachers will use inquiry- based learning to enhance critical thinking skills in their classes.  Teachers will use a variety of resources to promote understanding of the scientific method. Teachers will access the resource DISCOVERY EDUCATION to plan and deliver content.  Build school resources in Science (magnets,cylinders,scales) | 2014-2017  2014-2017  2014 | Students demonstrate an understanding of the scientific method and subject-specific vocabulary when engaging in experiments.  Teachers will model and instruct students in writing procedures, persuasive and explanatory text forms in Science.  Monitor usage  Teachers will have more materials to enhance learning |
| Ongoing Strategies: |  | use the Essential Learnings draft  Work with small groups in literacy  use available resources within the school to teach writing [Write Traits, Lucy Culkins,etc…]  Analyze demand writing pieces in PLC groups three times per year.  Make use of visual and oral aids to accommodate instruction  Lesson Plans including use of technology  Grade level common assessments.  Teachers will focus more on the use of math vocabulary in classroom by: posting outcomes, word walls… |  |  |

PLEP –

School website to contain parent section with literacy links, writing samples [provincial documents] etc…