



# Landmark Elementary School

## YEAR END COMMUNITY REPORT for 2017-18

### About Us

- We are a K-6 school with 220 students.
- Our professional staff consists of 11 classroom teachers, a half-time music specialist, 2 half-time phys. ed. specialists, 1 resource teacher, 1 half-time counsellor, 1 half-time literacy support teacher.
- Our support staff team includes: 3 educational assistants, 2 secretaries, 1 Learning Commons clerk, and 2 custodial staff.
- Our school values and promotes: strong academics, including rudimentary skills as well as 21<sup>st</sup> century soft skills such as collaboration, citizenship, creativity, critical thinking, character and communication.
- We also highly value and provide students many opportunities to participate in physical activity, performing/visual arts, environmental issues and social justice.
- We have a greenhouse – our outdoor classroom- for teaching about plants, energy, food production and sustainability. The greenhouse also provides opportunity to connect with the community – something we hope to do more often.
- We are not afraid of change if change means a stronger and more relevant education for our students, preparing them to live productive and wholesome lives in the 21<sup>st</sup> century.

### Contact Us

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**Planning Priority #1: OUR KID:** To provide a stimulating learning environment where students and staff are active learners who collaborate, explore and connect with the school and wider community.

#### Year End Accomplishments:

- A strong focus was placed on the skills that make a good collaborator. Skills were directly taught.
- Many opportunities were provided for students to work with classmates and students from other classes. In some cases, students were also able to collaborate with adults outside the school.
- In the category of listening/general social-emotional skills, 69% showed growth.
- In the area of teamwork, 72% showed improvement.
- For those students working specifically on problem solving, the most challenging dimension, 65% demonstrated growth.

**Planning Priority #2: LITERACY:** To improve student achievement in language development and communication, including reading, writing and oral speech.

#### Year End Accomplishments:

- Increased emphasis on the skills, particularly word choice, sentence structure and organization, for writing impactful expository text
- In the category of WORD CHOICE, 78% of the students assessed demonstrated improvement, increasing their vocabulary usage and selecting more interesting and/or accurate words as they generated original text.
- In SENTENCE STRUCTURE, 85% of the students assessed could produce more grammatically correct and interesting sentences.
- In ORGANIZATION, 90% of the students assessed demonstrated an increased ability to organize their ideas in a more reader-friendly style.

**Planning Priority #3: NUMERACY:** To develop in our students a stronger ability to apply proportional reasoning to mathematical problems.

#### Year End Accomplishments:

- More opportunity for students to play with patterns and to reflect on and communicate their thinking about patterns with peers and adults
- 94% of the K- grade 3 students grew in their understanding of and ability to work with and extend patterns for the purpose of problem solving

**Planning Priority #4: ESD and SOCIAL RESPONSIBILITY:** To build the capacity of students to be resilient, socially responsible and respectful in all their relationships, including their relationship with the planet, with the goal of learning to live in a sustainable manner.

#### Year End Accomplishments:

- Intentional exploration and practice of the values and attitudes listed in the **ESD in Manitoba** curriculum took place
- 94% of all LES students showed an improvement in values or attitudes towards ESD issues to the point that behaviour was positively affected.

