**Community Report: September 2023 – June 2024**

**Our mission:** Sherwood school is dedicated to providing a quality education for all learners by maximizing student learning and creating a safe, respectful, challenging and supportive atmosphere. (2006)

**School Overview:**

Sherwood School has approximately 100 students from Kindergarten to Grade 5. Our school is a busy, caring and happy place. There are many features about Sherwood School that make it a wonderful place to learn. Students are taught from Kindergarten to Grade 5 that we are a community that shows respect to others. The small size of our school is a valuable asset. It allows us to create a highly personalized and interactive environment in which individual strengths and talents are identified and nurtured. We work together with our families and community to provide an optimal learning environment for our students. Sherwood School is a multicultural environment that celebrates diversity and welcomes all to our learning community.

The school’s professional staff include a principal, 4 and a half classroom teachers, one and a half resource teachers, a half-time teacher librarian, half-time reading recovery teacher, a half-time music and half-time Phys. Ed. teacher along with 4 full-time educational assistants. The support staff include one secretary, a day custodian and a night custodial aide.

**Summary of Sherwood School’s 2023-2024 School Priorities and Successes**

**Literacy**

Goal: By June 2024, students in Kindergarten to Grade 5 will become literate citizens who use language to communicate, comprehend, and critically think. This will be reflected through multiple modes (e.g., print, digital, oral, written) and perspectives that are drawn from multiple data sources (e.g., products, observations, conversations) that are student-specific, strength-based, and ensure learning acceleration and evidence of growth over time.

* All classrooms completed running records a minimum of 3x, tracked using a school-wide shared document.
* 84% of students were meeting or approaching expectations for goal setting and using strategies and 79% for comprehension in Reading on the grade 3 provincial assessment.
* Self evaluation was used to track students progress in most classrooms.
* 68% of students received 3 or 4 in reading in Term 1, 71% of students received 3 or 4 in reading in Term 2, 67% in term 3.
* Writing projects were displayed on bulletin boards multiple times a year.
* Classroom teachers participated in a Regie Routman writing residency with Bird’s Hill School.
* Each class completed schoolwide write 3x this year.
* All students have shown growth in writing as shown in comparing school wide writes this year.
* 61% of students received a 3 or 4 in writing in Term 1, 64% of students received a 3 or 4 in writing in Term 2, 67% in term 3.
* All classes have completed at least one WTW spelling inventory this year.

**Numeracy**

Goals: By June 2024, students in Kindergarten to Grade 5 will become numerate citizens who use mathematics with confidence, accuracy, and efficiency. This will be reflected through multiple strands (e.g., number, patterns and relations, shape and space, statistics and probability) and perspectives that are drawn from multiple data sources (e.g., products, observations, conversations) that are student-specific, strength- based, and ensure learning acceleration and evidence of growth over time.

* All students participated in a whole school math problem solving Bingo activity that focused on both problem solving and elements of estimation and mental math.
* Some bulletin boards displayed math problems for student to solve.
* 79% of students were meeting expectations or approaching expectations for algebraic reasoning on the grade 3 provincial assessment.
* 74% of students were meeting expectations or approaching expectations for understanding how to represent numbers and 63% meeting expectations or approaching expectations for mental math strategies in the number sense strand on the grade 3 provincial assessment.
* There was a focus on open ended problem solving this year.
* Kindergarten and Grade 1 teacher have worked with the ENF group to focus on problem solving, having students articulate their mathematical thinking and using 5, 10 and 20 as anchors when working with number. An emphasis was put on working in partners.

**Safe and inclusive schools**

Goal: By June 2024, 95% of students will be safe, respectful and responsible citizens who are committed to diversity and inclusivity. This will be reflected through our My Referrals data to ensure evidence of growth over time.

* We have consistently maintained a higher average of students with 0-1 discipline referrals than the divisional average for similar schools. Which also means that we are equal or lower than the divisional average for students with 2-5 of +6 discipline referrals.
* Spirit groups met once a month to develop student understanding of the circle of courage and participate in activities that focused on personal growth. All activities were community based and promoted citizenship, diversity and inclusion through the lens of the 4 parts of the circle of courage. Older students supported younger students with the activities and helped the teacher facilitate.
* Clubs were created based on student interest and targeted times.
* Almost all classrooms had a Zones of Regulation Chart and actively reference it.
* Social Emotional Learning project with resource teacher and teacher librarian in grade 1
* Students have been supported to increase independence in use of self-regulation strategies.
* Grade 5 leadership group supported younger students at recess throughout the year. They also created bracelets for a fundraiser where all proceeds were donated to a charity.
* All teachers were expected to teach the solution wheel. Data regarding students using the strategies of the solution wheel was collected from one classroom. Students had a discussion regarding the problem-solving wheel and which strategies students use most often. All students said they try more than one strategy if the first one isn't successful, and they go to an adult if they can't solve it on their own.
* School Matrices were taught and reviewed over the course of the school year and new matrices were created to support new areas or issues as they arose.
* Sources of strength was introduced to the staff, and they begun teaching elements of the program.
* Teachers, EAs the lunch program supervisors and student leaders handed out Caught Ya tickets every day throughout the school year. Every day the office drew three tickets and students received prizes. There were two targeted blitzes for specific behaviour over the course of the school year with special Caught Ya Tickets. There were three whole school rewards earned over the course of the school year which included extra recess time and a whole school field trip.

**Attendance**

Goal: By June 2024, at risk students will show an increase in regular attendance when compared to last year’s numbers.

* The Walking School Bus was consistently used by students. The route changed during the school year to increase effectiveness and depending on student need.
* A set route was established, and students join as the adult passes by.
* There were regular meetings discussing student attendance.
* Attendance letters were sent out as per the divisional policy.
* There was follow up with families throughout the school year as required.
* As per attendance data:
* 6 students who were identified last year as having chronic absences are no longer attendance concerns.
* 6 students who were identified last year as having chronic absences have improved their overall attendance.
* 7 students who attended last year have again been identified as chronically absent or have been newly identified as chronically absent.
* 8 students new to Sherwood have been identified as being chronically absence.
* Overall, there has been improvement with 12 identified students from last year.

**Education for sustainable development (ESD)**

Goal: By June 2024, all students will demonstrate a deeper understanding of environmentally sustainable living and other related ESD concepts.

* All grade 1-5 students participated in the Bird’s Hill Park interpretive program and learned about conservation and the importance of wetlands.
* Teachers incorporated elements of sustainability in their teaching of science and social studies.
* In April, community members were given the opportunity to give their opinion on what should be planted in the garden.
* Take pride Winnipeg presentation for the whole school.
* All classrooms participating in the community garden initiative.
* Students in grade 1-5 received teachings about the medicine wheel and about traditional medicines.
* The grade 3/4 classroom created a traditional medicine garden with the support of a knowledge keeper.
* All students participated in the community clean up with their Spirit groups.