



# REPORT

## to the community



(Kindergarten—Grade 5)



## Linwood School

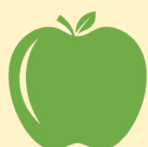
### MISSION

The mission of Linwood School, in collaboration with the community, is to provide a safe and caring environment in which students become engaged life-long learners who work towards their potential to demonstrate compassion, cooperation, curiosity, and mutual respect as they become responsible citizens.

### About Early Years

The Early Years (K–5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration of subject matter and heads-on activity-based approaches to learning.

### Profile



**15**  
Teachers



**17**  
Support Staff



**214**  
Students



### SUPPORTING & CELEBRATING STUDENTS

We believe at Linwood School that students need to feel celebrated and supported in order to help them reach their potential. Some of the supports/programs that we offer:

- smudging available regularly
- diverse programming to meet the needs and challenge all learners
- technology integrated learning
- Extra-curricular programming
- Leadership/student voice opportunities for students
- Project 11
- Patrols
- Restitution to help resolve conflicts
- Child Nutrition Grant
- Math Intervention designed to support Kindergarten students
- Reading Recovery
- Structured Literacy
- Zones of Regulation
- Integrated Arts
- Arts Programming
- Resource support
- Guidance support



### COMMUNITY CONNECTIONS

At Linwood School we value the partnerships and connections that we create with our community and our families. Parent volunteers play a vital role in our school success. There are several areas for parent volunteers to be involved. Some opportunities include field trips and classroom events.

Our parent advisory committee is an active group of parents. Our PAC works cooperatively with the school in the best educational interests of the children. The Council organizes general meetings of interest to all parents, sponsors fundraising events and co-hosts special activities with the school.



## LAST YEAR'S BROAD AREAS OF FOCUS

### What did the evidence of student learning tell us?

**Literacy Instruction:** It was observed that our striving literacy learners needed to expand their independence and become more fluent in understanding, decoding, and applying letter sounds, blended letters, words, and vocabulary when they are reading and writing. By using systematic targeted literacy instruction students would demonstrate growth in their ability to read and spell words both in isolation and in connected text.

**Numeracy Instruction:** Through the use of common assessments and Cognitively Guided Instruction, it was observed that striving numeracy learners required targeted teaching through focused instruction to move forward to the next level of learning.

**Social Emotional Learning:** We noticed that students struggled with appropriate emotional response. Therefore, teachers focused on teaching students specific Executive Function (EF) skills to build a repertoire of strategies that increase students' success both in the academic, and social realms.

### What are the anticipated next steps?

**Literacy:** Using the Acadience Reading Screening Tool, teachers will use the support of Reading Clinicians and professional learning to track, monitor and plan for improving their students' decoding skills.

**Numeracy:** PLC teams will work with numeracy coach to discuss criteria and progression of thinking for grade levels. Specifically looking at K to grade 1 transition and expectations for communication.

**Social Emotional Learning:** Our classrooms will continue to build on explicitly teaching executive function skills. Teachers will incorporate their teaching into authentic learning opportunities so that students begin to use these skills independently and with little prompting.



## 2024-2025 PLANNING



### IDENTIFIED AREAS OF FOCUS

**Success for each learner - Relevant and meaningful literacy instruction across the curriculum:** Our K-3 team has shifted to the use of systematic targeted literacy instruction. While noticing growth in students, our staff realized that we did not have appropriate assessment tools to assess our learners based on our new understandings. As such, we were not readily able to screen to see which students would require the most support and to monitor all children's progress over the year effectively. Thus, teachers will use a consistent tool to assess and monitor student learning.

**Success for each learner - Relevant and meaningful numeracy instruction across the curriculum:** Through examining student samples of rich tasks, CGI problems, and counting collections, students their confidence to represent their thinking when solving problems.

**Success for each learner - 'Ma Mawi Anokiitaw Miinawaa We Will Work Together Again:** Through reflection on our work with provincial Indigenous Education Policy documents, it was noted that an area for focus and improvement is authentic involvement. Therefore, students will have increased opportunities for authentic learning opportunities at Linwood School.



### INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. Linwood is committed to:

- Treaty Education in classrooms
- Regular smudging opportunities for students
- Authentic involvement of elders and knowledge keepers in classrooms
- Cultural Programming to value the importance of Indigenous ways of being and knowing