

# report

## to the community



Linwood School

2023-2024



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*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 hands-on activity-based approaches to learning.*

### **Last Year's Broad Areas of Focus (2022-2023)**

1. Numeracy - Communicate Thinking and Strategies in Problem Solving
2. Literacy - Communicating Information Through Writing
3. Well-Being - Executive function skills that improve social and academic outcomes.

### **What Did the Evidence of Student Learning Tell Us?**

**Numeracy:** While reviewing the goals and impact of Cognitively Guided Instruction strategies with the Indigenous and EAL team, it was pointed out that looking for more detail and information in written output in problem solving should involve an oral component when 35% of students come from cultures that have oral histories. EAL students demonstrated 23% improvement between Term 1 and 3 in this area. Indigenous students fluctuated between a 4% increase and a 6% decrease between Term 1 and 3. Staff agreed that more targeted interventions were needed for striving numeracy learners.

**Literacy:** The infusion of oral expression as a precursor to writing in nonfiction and fiction writing appeared to have some impact on Indigenous students' increased success in the area of writing between Term 1 and 2 and EAL students between Term 2 and 3. However, this could also be connected to student engagement as different classes had different opportunities for oral expression before writing. Teachers also used student choice (more personal topics) and digital devices to support improved communication of

### **Our Mission Statement**

The mission of Linwood School, with the support of the community, is to provide a safe and caring environment in which students become engaged life-long learners who demonstrate compassion, cooperation, curiosity, and respect, and who take responsibility for their own behaviour and learning.

### **School Profile**

Number of teachers: 16  
Number of students: 207  
Grade levels: K-5

### **School Highlights**

These included:

- Restitution
- Smudging
- Child Nutrition Grant
- Struggling Literacy Learners Initiative
- Math Intervention designed to support Kindergarten students.
- Reading Recovery
- Structured Literacy
- Zones of Regulation
- Integrated Arts
- Professional Learning Community
- Outdoor Learning
- Sports Programming
- Arts Programming
- Resource Support
- Guidance Support
- Project 11
- Patrols

details and stamina.

**Well-Being:** The data tracking for this goal was based mainly on street data from classrooms, student services support/intervention, office support referrals, and working with families. Teachers reported that students had more stamina and grit when working through academic challenges. Situational awareness and reading the room to improve adaptive skills were stronger in students who previously required consistent support in this area.

### **Anticipated Next Steps**

**Numeracy:** Staff will continue to become more familiar with all the components of CGI. One PLC team started to develop common on-demand problem solving assessments. This is a goal for all PLC teams next year. It was also noticed that striving numeracy learners and some areas of CGI required targeted direct teaching when students demonstrated that they need more information through direct focused instruction to move forward to the next level of learning. This will be an intentional step next year.

**Literacy:** Although engagement and details in writing increased, there continues to be a need for our striving literacy learners in the Indigenous and EAL cohorts to continue to become more independent and fluent in understanding, decoding, and applying letter sounds, blended letters, words, and vocabulary when they are reading and writing. This shift in the goal's focus will use systematic targeted literacy instruction based on a try and apply model used in three classrooms this year. The teachers who trialled this process collected street data that found encouraging results for striving literacy learners in a process that provides direct targeted instruction for K-5 students. This process will become the basis of the literacy goal for next year.

**Well-Being:** The one area that continues to be developed is appropriate emotional response (supported by perspective taking). The plan is to develop a more targeted goal around responding to and solving social conflict for next year.

### **2023-2024 Planning & Goal Setting Process**

School Plans are created using the Divisional Strategic Plan as the guideline. The goal setting process begins in early Spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress and achievement and our mission and vision statement as our focus. <https://www.sjasd.ca/Governance/StrategicPlan/Pages>

### **2023-2024 Identified Areas of Focus**

1. Success for Each Learner-Relevant and meaningful literacy instruction.
2. Success for Each Learner-Relevant and meaningful numeracy instruction.
3. Success for Each Learner: Establish an inclusive, academic, social and emotional programming for learners.

#### **Extra-curricular Activities:**

- Choir, Ukulele and Orff Club
- Team Handball
- Floor Hockey
- Chess Club
- Cross Country
- Basketball
- Volleyball
- Grade 3 Swimming
- Adapted Swim Program