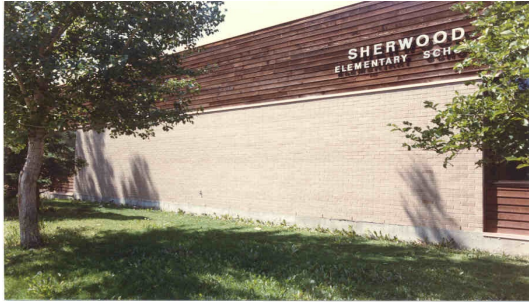


Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	165.000	Custodial	1.500000	Salaries	\$1,637,602	95%
Weighted	218.965	Exempt	0.000000	Supplies, Equip., Services	\$80,770	05%
Regular	165	Support	8.506000			
		Teacher	<u>9.900000</u>			
Year Opened	1976	Total	19.906000	Total	\$1,718,372	100%

School Philosophy

At Sherwood School we strive to meet the unique needs of each of our Kindergarten to Grade 6 students with a strong emphasis on supporting them in developing to their full potential in literacy and mathematics. At Sherwood School we expect that:

- All students will develop confidence in their abilities as learners
- All students will experience the satisfaction that comes from learning.
- All students will develop functional literacy and mathematics skills that will serve them well through their schooling and beyond

Our motto at Sherwood School is "Do Your Job and Be Kind" and we are dedicated to supporting students in becoming the best possible versions of themselves.

Community Profile

Sherwood is a small elementary school with very diverse student population in a mature neighborhood in the city's west end. Over 40% of our students self identify as being First Nations or Metis, a significant percentage of our students are considered English Language Learners, and a high percentage of our students have a variety of diagnosed special needs. We see this diversity as one of our greatest strengths and our staff and students are very proud to belong to our community.

Our enrollment has been stable over the past three years and this year we are again running straight grades in Division 1 and a 4/5 and a 5/6 split in Division 2. We are also a district site for the Opportunity Program and have three classes at the school. Given the learning needs of many of our students, every consideration is given to keeping class sizes as low as possible.

Programs and Organization

The school provides full day kindergarten and regular and special needs programming to students from grades one to six. We support our student's literacy development in a variety of ways including quality classroom instruction, the provision of Leveled Literacy Intervention, the support of Inclusive Learning Services, and the Sherwood Reads program (through the support of the U of A and Grant MacEwan). Teachers regularly develop their professional practice through engaging in a variety of professional learning activities, committee work, and participating in various communities of practice (LLI COP, Math COP).

We are an APPLE School focused on healthy eating and active living and Breakfast Clubs of Canada, e4c, CUPE 747, and Food For Thought help us to provide many of our students with healthy breakfasts and snacks. We have an excellent library staffed by a part-time library technician and this year we are the west end Chapters 'Adopt-a-School'. We are part of the West 6 network for staff professional development and are affiliated with Bent Arrow Traditional Healing Society who operates the White Cloud head start program at the school and who provide us with many other opportunities and supports. We are also supported by Kids on Track, Action for Healthy Communities, and e4c who provides weekly after school programs. KidCo Child provide before/after school programming for many of our children.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

APPLE Schools, ATB Financial, Action for Healthy Communities (AHC), Alberta Reads Network (Wee Read), Bent Arrow Traditional Healing Society, Breakfast Clubs of Canada, E4C, Food for Thought, KidCo, Kidco, Kids on Track, Kids up Front, The Family Centre, The Learning Partnership, University of Alberta

District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2018-2019, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

By June 2019, we will increase the percentage of students reading at grade level, as indicated on the Internal Dashboard, by a minimum of 13% from the previous 3-year average of 37.1%.

Strategies we will use to address this goal include:

- Ensure all Division 1 teachers are trained through the Language and Literacy Project.
- Work closely with literacy consultants to establish more a more coherent school wide literacy program and greater consistency in the use of best practices.
- Provide other school, catchment, and West 6 collaborative and professional development opportunities to improve professional practice.
- Implement a formal Leveled Literacy Intervention (LLI) program to support students who are reading below grade level.
- Work with families to support home reading practice.
- Increase the selection of FNMI reading resources in our library.
- Access or create opportunities to promote reading for pleasure: Wee Reads, buddy reading, book talks, increase library acquisitions.
- Establish measures to track student progress throughout the year.

Results Achieved:

- Overall, 34.5 % of our students were reading at/above grade level as indicated on the Internal Dashboard, a decrease of 6.9%.
- Of our regular coded Div. 1 students, 57% of students in gr. 1 were reading at/above grade level, 54% of students in gr. 2 were reading at/above grade level, and 60% of students in gr. 3 were reading at/above grade level.
- 88.9% of gr. 6 students who wrote the ELA PAT met or exceeded the acceptable standard, an increase of 22.2% from the previous year and 5 year best.
- Despite 53% of the students involved in our first round of LLI intervention still not reading at grade level at the 13 week mark; the group showed an average growth of 1.25 grade levels at that mark.
- 28.4 % of our total enrollment had one or more special needs codes in place (the majority of these students were in our opportunity program).

By June 2019, we will increase our rate of student attendance by 1.7% from the previous year.

Strategies we will use to achieve this goal:

- Regular tracking of student attendance.
- Work to identify and remove barriers to families in getting kids to school and barriers to students wanting to be at school.
- Effectively involve partners (Bent Arrow, Inclusive Learning Services, the Family Centre) to support this work.
- Provide high quality learning activities and appropriate programming for students.
- Work with partners to continue to offer a variety of extra-curricular activities including HACK, Breakfast Club, Kids on Track, Pow Wow Club, etc.
- Improve communication about the importance of regular attendance.
- Find ways to enhance the relationship between parents and the school; particularly those parents who may have had negative school experiences.
- Increase support and participation of parents in school events and activities.

Results Achieved:

- Our attendance rate dropped 1.1% to 88.9%.
- 95% of student respondents on the district survey indicated that the school is friendly.
- 95% of student respondents on the district survey indicated that the school is a caring environment.
- 100% of students respondents on the district survey indicated that they get the help they need in their learning from an adult in the school.
- 95% of student respondents on the district survey indicated that their teachers make learning interesting.
- 80% of student respondents on the district survey indicated that they feel safe at school.

By June 2019, 100% of teaching and support staff will indicate that they believe that we have more effectively utilized our various community partners in working towards SMART Goal 1 and SMART Goal 2.

Strategies we will use to achieve this goal:

- Clarify roles of staff from the Family Centre and other partners to reduce gaps and avoid duplication of services.
- Ensure that the work of partners is aligned with other school goals and ensure negative impacts of student pullout are mitigated.
- Ensure more regular availability of MHT (on-site daily).
- Enhance our relationship with Bent Arrow and explore additional opportunities to support each other.
- Maintain strong relationships with desirable partners.
- Consider withdrawing from partnerships that may no longer be meeting our needs (i.e. Franklin-Covey).
- Be mindful about committing too much in establishing relationships with new partners.
- Build strong relationships with Numeracy, Literacy, and FNMI consultants to support teachers in providing high quality opportunities to students.

Results Achieved:

- 100% of staff respondents on the district survey indicated that we did a good job supporting our FNMI students.
- 100% of staff respondents on the district survey indicated that we did a good job supporting our ELL students.
- 66.7% of staff respondents on the district survey indicated that we did a good job supporting students needing specialized supports and services.

What were the biggest challenges encountered in 2018/19?

- Expectations of students still not high enough in some cases.
- Some inconsistency in the use of best practices from classroom to classroom.
- Not enough collaboration between teachers.
- Still questions about time spent on activities with limited positive impact on student learning.
- In general, leadership not shared broadly enough.
- Thursday afternoons and PD day time were not used as effectively as they could have been.
- The Family Centre resources still not used as effectively as they could have been.
- Staff was still not as cohesive as it needed to be.
- High staff turnover from the previous year.
- Our parent/caregiver community was not as engaged as it could have been.

What are the implications from 2018/19 that will impact your current year plan?

We need to:

- Hold each of our students to the highest expectations and not make excuses for weak performance. Our students have histories and circumstances that we can't change or control, but we do have control over what happens at Sherwood as we move forward.
- Keep our focus on increasing student success in literacy and mathematics.
- Assess the value of all activities in relation to that goal. We need to make efficient use of the resources we have available to us, in particular time and human resources.
- Work together at making Sherwood a better school. We are not going to do right by our students if we do not hold each other to the highest ethical and professional standards.
- Improve our professional practice.
- Distribute leadership more widely.
- Do a better job of engaging parents/caregivers in their children's schooling.

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 7212 Sherwood School**



Measure Category	Measure	Sherwood School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.2	83.1	84.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.5	80.8	85.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	92.7	85.8	88.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	58.7	35.6	42.5	73.8	73.6	73.6	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Excellence	14.1	4.8	3.3	20.6	19.9	19.6	Intermediate	Improved	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.7	62.5	76.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	78.3	82.8	79.2	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	71.4	78.1	76.6	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	77.4	75.3	76.0	81.0	80.3	81.0	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2019/2020 school year. Select the District Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2020, we will increase the percentage of our students reading at or above grade level as indicated on the Internal Dashboard and measured by the PATs.

Strategies we will use to address this goal include:

- Hiring a CC with the capacity to support our staff in improving their practice in the area of literacy.
- Refining our formal Leveled Literacy Intervention (LLI) program to better support students who are reading below grade level.
- With this goal in mind, establishing a LLI COP with other schools in the catchment providing the program.
- Working to ensure teacher practice is aligned to the Literacy Commitments we have established.
- Providing other school, catchment, and West 6 collaborative and professional development opportunities to improve professional practice.
- Working with families to support home reading practice.
- Accessing or creating opportunities to promote reading for pleasure including: Read In Week, Sherwood Reads, buddy reading, book talks, Chapters visits, and the increase of library acquisitions.
- Establishing a better system of tracking student progress throughout the year.

Priority 1

By June 2020, we will increase the percentage of our students working at or above grade level in mathematics as measured by the MIPI, teacher awarded marks, and PATs.

Strategies we will use to address this goal include:

- Having five teachers participate in the district's Foundations of Math training (gr. 1, gr. 4/5, gr. 5/6, gr. 4/5 OPP, and gr. 5/6 OPP; our gr. 2 and gr. 3 teacher had the training last year).
- Working with Cathy Campbell to establish a Math COP for teachers in high needs west end schools who want to improve their classroom practice in the area of mathematics.
- Involving all of our grade 3-6 regular program teachers in this COP.
- Having the principal provide regular push-in classroom support to students in Div. 2.
- Exploring strategies and approaches for math intervention and remediation with both divisions.
- Continuing to refine our use of the JUMP Math resources (primarily at the Div. 2 level).
- Working with staff to establish a set of common mathematics commitments and ensuring the alignment of teacher practice with these.
- Establishing a better system of tracking student progress throughout the year.

Priority 2

By June 2020, we will increase our rate of student attendance from the previous year as measured by monthly and annual attendance percentages.

Strategies we will use to achieve this goal include:

- Improving communication regarding the importance of regular attendance.
- Regular attendance tracking and the earlier identification of students with attendance issues.
- Working to identify and remove barriers to families in getting kids to school.
- Working to identify and remove obstacles to students wanting to be at school.
- Effectively involving partners (Bent Arrow, Inclusive Learning Services, the Family Centre) to support this work.
- Providing high quality learning activities and appropriate programming and supports for students.
- Establishing classroom level mental health commitments and work to ensure the alignment of teacher practice with these.
- Working with partners to continue to offer a variety of extra-curricular activities for students.
- Finding ways to enhance the relationship between parents and the school, particularly those parents who may have had negative school experiences themselves.

Priority 3

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		1,863,744		1,718,372
Internal Revenue		0		0
REVENUE TOTAL		1,863,744		1,718,372
Classroom	7.848000	806,704	6.900000	709,258
Leadership	3.000000	351,292	3.000000	351,292
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	25,000
TOTAL TEACHER	10.848000	1,187,996	9.900000	1,085,550
(% of Budget)		63.74%		63.17%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	9.286000	474,851	8.506000	436,753
Support (Supply/OT)	.000000	9,000	.000000	8,000
Custodial	1.500000	93,299	1.500000	93,299
Custodial (Supply/OT)	.000000	14,000	.000000	14,000
TOTAL NON-TEACHER	10.786000	591,150	10.006000	552,052
(% of Budget)		31.72%		32.13%
TOTAL STAFF	21.634000	1,779,146	19.905999	1,637,602
(% of Budget)		95.46%		95.3%
SUPPLIES, EQUIPMENT AND SERVICES		46,327		43,847
INTERNAL SERVICES		38,271		36,923
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		84,598		80,770
(% of Budget)		4.54%		4.7%
TOTAL AMOUNT BUDGETED		1,863,744		1,718,372
Carry Forward Included		0		14
Carry Forward to Future		0		0