



# Bird's Hill School

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## REPORT TO THE COMMUNITY

2020-21

***Our Mission: To inspire students to achieve success in a learning community where they can feel connected and valued.***

### **About Bird's Hill School**

- ❖ We are a K-5 English school located in East St. Paul in the River East Transcona School Division. Our current enrollment is 196 students divided amongst 10 classrooms.
- ❖ During the 2020-21 school year, we had an instructional staff of 14.75 fulltime equivalent teachers, along with 9 educational assistants to support learning in the classrooms. In addition, we had specialists in Physical Education, Music, Library, Student Services (Resource and Guidance Counselor) and Reading Recovery. We also had an Early Years Numeracy Intervention Facilitator who supported the academic progress of our students.
- ❖ We accessed divisional clinicians in the areas of Psychology, Social work, Speech and Language, Occupational Therapist, as well as Inclusion, Behaviour and Reading specialists.
- ❖ Bird's Hill School continues to strive to be a socially responsible school with a focus on creating a caring, safe and inclusive community.
- ❖ Bird's Hill School worked in partnership with a very active and supportive Parent Advisory Council.

### 2020-21 Priorities

#### **To Build School Community and Promote Social Responsibility**

Due Public Health and pandemic guidelines, access to community partners, activities and out of school educational experiences, community events and activities were limited.

##### **Successes:**

- ❖ Kindergarten to Grade 5 students participated in the teachings of a school-wide behaviour matrix that outlined what it looks like to "Be Safe, Be Responsible and Be Respectful" at Bird's Hill School. The Learning and Behaving committee planned these specific lessons. Site-specific matrices were also reviewed throughout the year for the classroom, playground, lunchroom and bus loop.
- ❖ We implemented the Zones of Regulation into all classrooms. We focused on three main topics from the Zones of Regulation this year; Identifying our emotions, expected and unexpected behaviours and big and little problems.

#### **To Strengthen Literacy Skills and Assessment Practices to Inform Teaching and Enhance Learning.**

##### **Successes:**

- ❖ all students were exposed to inquiry and had the opportunity to experience at least one inquiry project per term. Some technology was used in each project
- ❖ Divisional consultant supported online remote learning through virtual PD.
- ❖ Cross School Initiative-CSI PD (Bird's Hill, Dr. Hamilton, Donwood, Emerson, Maple Leaf) focused on cross-school grade level sharing of resources and planning in October. The PD focus was Inquiry-Based Learning, numeracy and remote learning.



# Bird's Hill School

- ❖ Technology – all grades had students established on Teams and grade 1-5 students on Office 365 by October to prepare for possibility of remote learning.
- ❖ Purposeful writing posted in hallways, Teams, websites created from inquiry projects
- ❖ Guided reading systems were established by October in 1-3 classrooms (recovery learning plans)
- ❖ Reading Recovery teacher supported individual reading instruction set up in September
- ❖ Use of OLM- most classrooms using the OLM frequently in many subject areas
- ❖ Since parents could not visit the school, photos/videos of student work, writing, art etc. were shared on the BH Facebook Page. Much positive parent feedback was received about this.
- ❖ Student Profiles created in OneDrive which contain strength-based strategies, numeracy interviews/data and literacy recovery strategies
- ❖ Reading assessment and teaching (classroom based and Reading Recovery) continued during remote learning through one-on-one meetings via Teams
- ❖ Tyler Pulse report card data shows an increase in the number of grades at 3 or 4 at all grade levels in reading and writing from term 1 to term 2 and 3

## To Strengthen Mathematics Skills and Assessment Practices to Inform Teaching and Enhance Learning

### Successes:

- ❖ Numeracy Interviews were created by grade level teams in May 2020. These were used to assess each student in the Fall of 2020 and Spring of 2021. Results and observations recorded in online student profiles.
- ❖ All classrooms continued the use of number talks
- ❖ Cross School Initiative-CSI PD (Bird's Hill, Dr. Hamilton, Donwood, Emerson, Maple Leaf) focused on teaching numeracy remotely and planning in October
- ❖ Various math and inquiry resources were shared between teachers from different schools.
- ❖ Grade 1 teachers were given ENIP training and release time for assessments
- ❖ Grade 3 teachers met to collaborate re: grade 3 assessment
- ❖ Loose parts purchased for integrating numeracy and inquiry. Thank you to PAC for supporting this!
- ❖ Two learning carpets purchased for use next school year in various classrooms
- ❖ Math strategies taught directly in individual classrooms
- ❖ Tyler Pulse report card data shows an increase in the number of grades at 3 or 4 at all grade levels in mental math and problem solving from term 1 to term 2 and 3

The staff at Bird's Hill School would like to thank all parents for your dedication to your child's growing and learning experiences during the school year and especially in May and June. Our students are spectacular human beings, and this is due in no small part to their supportive parents and families. Thank you, parents, for supporting our teachers and your children in this new way of learning. We appreciate that you have been wearing many different hats (parent, teacher, and your work hat) sometimes all at the same time! Thank you for your continued support!

Thanks also goes to the teachers, for their work and dedication. The learning curve has been steep, and they have stepped up to support remote learning with very little notice.

Most importantly, thank you, students, for trying your best and working hard to learn at home! We loved to see your posts and videos! It was wonderful to see you online. School has not been the same without you!