

École Springfield Heights Elementary School

2020-2021

Report to the Community

Our Mission:

At École Springfield Heights School, we embrace diversity, and are dedicated to providing a purposeful, inclusive education for all children in a safe and respectful learning community.

Together, We Are École Springfield Heights School



About Our School:

*** We are a Kindergarten to Grade 5 bilingual school located in North Kildonan in the River East Transcona School Division.**

**Student Population = 433
Bilingual Program
English = 86
French Immersion = 347**

*** École Springfield Heights School works in partnership with very active and supportive Parent Advisory Council. We also work with a very involved user pay Lunch Program Committee, which hires staff for lunch supervision each day, as well as running the daily operations.**

2020-2021 Priorities

To Maintain a Respectful, Safe and Inclusive School Culture for Students and Staff

Successes:

- Students have had another success year working on putting the matrices throughout the building into daily practice.
- During the time of Remote Learning, teachers have been actively working to connect with students on how to be respectful digital citizens, often creating matrices for “online” expectations.
- TEAMS was used to create daily shout outs, acknowledging students positive behaviours.

Safe and Inclusive Schools

- Virtual assemblies were held several times throughout the year, allowing for connections throughout the whole school.
- The use of technology such as, TEAM’s and What’s App assisted in communication around student specific needs. Students have been able to adapt and stay with their own classroom group of friends rather than the whole school. Staff observed that students in their cohorts are making stronger connections with each other.
- Classroom teachers observed that most student feel safe and happy to be in the classroom. Students were also excited to be here, and prefer in person learning to remote

To Strengthen Writing Skills and Assessment Practices to Inform Teaching and Enhance Learning, and To Continue to Learn About the Aboriginal Perspective

Successes:

- Students can articulate that they see themselves as writers that craft their message for specific audiences, with specific purposes.

- Students continued to have opportunities to create pieces of writing that incorporated the Optimal Learning Model – a process where we have quality writing modelled for students, then students and teachers join together to create a “shared write”, followed by students creating their own writing, using suggestions they have seen modelled. Our students in K-5 have had much experience in the OLM, and their writing has continued to be impacted positively across the curricular areas
- Samples from our term 1 and term 2 writing indicate that all students have shown growth in their writing capacities.
- Students continued to be provided with authentic writing opportunities whether they were engaged in in-person or remote learning.

Literacy

The Literacy Committee created a Flipgrid presentation for parents on how to support student reading at home, which was shared with families in the fall. The purpose of the presentation was to provide parents/guardians with a well-rounded approach to reading familiar and new texts, involving scaffolded conversations, references to cues for meaning, structure and visual information, and enjoying reading overall.

- All classroom teachers received funds to enhance their classroom libraries with meaningful texts that could provide opportunities for scaffolded conversations before the OLM process, as well as provide a larger number of “just right” texts to increase text/self-interactions
- Additional texts were added to the Literacy Lab and to the library in both French and English languages throughout the school year. Teachers thought creatively as to how to conduct small group reading/writing moments for students, with all physical distancing protocols in place. This included engaging students in writing conversations and “I Do” moments, which would typically have been done at the carpet; now being done online for Remote Learning, or with students physically distancing on site.
- A virtual “Here We Are” chat on TEAMS was maintained all year, with teachers sharing balanced literacy moments with the school by way of writing pieces, pictures, and detailed explanations. This replaced our physical bulletin board of schoolwide celebrations, due to the ongoing construction in the building and the need to ensure cohorts did not cross walking paths in the hallways.

To Strengthen Mathematics Achievement

Successes:

- Students and staff became masterful at using TEAMS as a digital platform; this included learning how to share ideas in meetings, how to post work and how to collaborate together online.
- Students in Grades 4 and 5 have continued to learn by the integration of technology into math areas, including the use of class sets of iPads. Teachers in these grade levels have continued in this sixth year of the divisional TELP project. Teachers have met to plan, share and co-teach, exploring practical app usage and connections to Manitoba curricular areas.

Math/Technology

Teachers honed their skillset in using TEAMS to communicate with families and host synchronous and asynchronous moments for students to engage in during times of Remote Learning. Students and Teachers made use of Flipgrid as a way to send evidence of learning. Other digital supports to enhance math engagement and learning included Minecraft Education, Epic, RAZ Kids and online guided reading sites, as well as virtual field trips.

Both school wide Student Led Conferences were conducted through Conference Manager on TEAMS. Teacher and parental feedback indicated this was highly successful. Students were able to share celebrations of their learning with families on-line.

Students are seeing themselves as math learners, with growing confidence. They are consistently hearing language from the teachers in the building on “flexible thinking”, “showing your learning in a variety of ways”, “talking about your thinking”.

2021-2022 School Priorities

- **To Maintain a Respectful, Safe and Inclusive School Culture for Students and Staff**
- **To Strengthen Reading and Writing Achievement and the Understanding of the Aboriginal Perspective**
- **To Strengthen Mathematics Achievement**
- **To Equip students to be active citizens in the area of environmental care, and to be change agents to positively impact local and global causes.**

