

# **École Springfield Heights Elementary School**

**2019-2020**

## **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 multi-language School located in North Kildonan in the River East Transcona School Division.**

**Student Population = 485  
Three Language Programs  
English = 79  
English Ukrainian Bilingual = 37  
French Immersion = 369**

**\* École Springfield Heights School works in partnership with very active and supportive Parent Advisory Councils. We have a General PAC (where all language programs come together), a Ukrainian PAC, an English PAC and a French Immersion PAC.**

### **2019-2020 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 suspension of classes, teachers have been actively working to connect with students on how to be respectful digital citizens, often creating matrices for “online” expectations.
- In the first two terms of the year, there were many opportunities for cross grade level buddy groups to work together. Students would focus on a curricular connection, weaving in positive behavior expectations.
- Our “Here We Are” bulletin board, found at the front of the school in the main hallway, continued to showcase each class’ accomplishments on a rotational basis. Student work was displayed with the purpose of celebrating each child.
- A wide variety of clubs for all grade levels, was offered for students, up until the time of suspensions of classes.
- Our Library Commons was open most lunch hours for students to enjoy creating, building and making, with the support of many staff members.
- Our Resource Teachers provided several opportunities throughout the year for smaller groups of students to connect, play and learn together.
- All staff participated in the book study “Schools That Matter: Teaching the Mind, Reaching the Heart” by Steve Van Bockern.

## ***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 and teachers worked for the first year on the Indigenous teaching of The Sabe (“honesty”) as a way to increase our knowledge on how to impact the world around us – by being honest with ourselves and staying true to who we are. Unfortunately, we only began our school wide learning just before the suspension of classes. This teaching will be carried forward to next year.
- Before the time of suspension of classes, the majority of our classes participated in Passion Projects directly linked to provincial grade level curricula, including the Education for Sustainable Development curricula (ESD). These projects included a component of inquiry, as well as a sharing piece, through writing. Examples of sharing included newsletter articles, e-memo updates as well as morning announcements read by students.
- 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
- Classes participated in a Gallery Walk for the second year in a row, walking through the school to celebrate the writing that was going on in each of our grade levels.
- Samples from our term 1 and term 2 writing indicate that all students have shown growth in their writing capacities.

## ***To Strengthen Mathematics Achievement***

### **Successes:**

- All classroom teachers participated in a math residency in January, for the second consecutive year. Teachers worked with colleagues and our EY consultant to further our practice in numeracy, specifically open-ended math problems. This residency occurred each morning during the final week of January. Each afternoon, teachers incorporated something we learned from our morning sessions with students as part of their “homework”. Many thanks to Madame Brown’s Grade 4 class and Mrs. Finck’s Grade 2 class for hosting this math residency.
- During the time of suspension of classes for COVID 19, many classes explored the use of Teams on Microsoft Office as a platform to have class meetings, connect with teachers and meet as small groups.
- Staff communicated daily on Teams during the suspension of classes, honing their skill in the use of this platform.
- 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 fifth 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.
- Several teachers met after school hours to begin a book study on “Becoming the Math Teacher You Wish You Had”, by Tracey Zager, in order to continue their passion for learning in the area of mathematics.

### **2020-2021 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.**

