

## **Springfield Heights Elementary School**

**2018-2019**

### **Report to the Community**

#### **Our Mission:**

**At 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 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 = 497  
Three Language Programs  
English = 89  
English Ukrainian Bilingual = 57  
French Immersion = 351**

**\* 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.**

#### **2018-2019 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.
- We have been pleased to introduce new sandwich boards that display both the matrix for Recess as well as the Problem solving Wheel. These sandwich boards are taking outside each recess to help remind students of expectations.
- We continued to have several moments each term for cross grade level buddy groups to work together. Students met together, under the careful direction of their classroom teachers, to participate in learning opportunities that connected with curricula or with positive behavior strategies.
- Our data has continued to indicate that over 97.24 % of our students in grades 1-5 have participated in an extra curricular club, sporting activity, musical group, library commons explorations or leadership club supervised by staff.
- 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.

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

**Successes:**

- Students and teachers worked for a second year on the Indigenous teaching of The Eagle (“Love”) as a way to increase our knowledge on how to impact the world around us – showing love/care for local and global initiatives, as well as showing love/care for the earth around us.
- All classes participated in a Passion Project that included inquiry based learning, authentic writing moments and connections to the teaching of Love. Some of these projects included creating mats for the homeless, taking on school recycling, helping at a local food bank, adopting trees on the playground to observe and ensure they were cared for, and more
- These Passion Projects directly linked to provincial grade level curricula, including the Education for Sustainable Development curricula (ESD).
- Students continued to have opportunities to create pieces of writing that reflected the learning on “Love”, using 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 it has positively impacted all their writing across the curricular areas
- Classes participated in a Gallery Walk two times this year, to walk through the school celebrating the writing that was going on in each of our grade levels. The Gallery Walk included students creating a Shared Write for their “buddy” group, celebrating specific pieces of the writing. This “celebration” writing was done on a paper Eagle feather and displayed by the bulletin board for each classroom.
- Samples from our beginning of the year/end of the year writing indicate that all students have shown growth in their writing capacities.
- Students can articulate that they see themselves as writers that craft their message for specific audiences, with specific purposes.

***To Strengthen Mathematics Achievement***

**Successes:**

- All classroom teachers participated in a math residency, working with colleagues and our EY consultant to further our practice in numeracy. 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 Koop’s Grade 4 class and Madame Vokey’s Grade 1 class for hosting this math residency.
- 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 fourth year of the divisional TELP project to have divisional p.d. several times a year. This p.d. includes practical applications and strategies to take right back into the classroom. The teaching team involved has had professional dialogue, with a plan for the future sustainability of the TELP connections for our older learners.

**2019-2020 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.**

