

Springfield Heights Elementary School

2017-2018

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 = 498
Three Language Programs
English = 82
English Ukrainian Bilingual = 66
French Immersion = 350**

*** 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.**

2017-2018 Priorities

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

Successes:

- *Students school wide continued to review our general matrix, our playground, recess and washroom matrices, as well as the new Bus Matrix that was introduced this spring. Assemblies and morning announcements continued to highlight this learning, reinforce common language and focus on positive behaviours.*
- *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 95% 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 met with the divisional inclusion specialist for Aboriginal initiatives to learn about the 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.
- 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
- All classes participated in a Passion Project that included inquiry, 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.
- Teachers participated in a fourth Regie Routman writing residency with our EY consultant to solidify our understanding of the writing process and to share our learning with students each afternoon, after the morning dialogue. Many thanks to Madame Kristine’s Grade One class and Ms. Slota’s Grade 3-4 class for hosting this residency and helping the adults to learn alongside our students.
- Samples from our beginning of the year/end of the year writing indicate that all students have shown growth in their writing capacities.
- Over 90% of our students are able to read books with appropriate comprehension at grade level or at the level identified in their AEP/IEP support documents.

To Strengthen Mathematics Achievement

Successes:

- Volunteer teachers participate in our first ever math residency, working with colleagues and our EY consultant to further our practice in numeracy, and try something we learned from our morning sessions with our students each afternoon. Many thanks to Madame Muller’s Grade 4 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 third 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

2018-2019 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.**

