

Springwood Elementary
School Plan for Student Success 2021-22

An Inclusive Community that Ignites Lifelong Learning

Welcome to Springwood Elementary! Springwood is now in year 5 since its opening in 2017, and it continues to be a steadily growing school with 260 students (11 Divisions) in grades K-7 from the North end of Prince George. Within these past five years, Springwood has become a welcoming, student centered, close knit school community.

Springwood has 17 Teachers and 9 Support Staff. In addition, we have a Y after school program. Our school is proud of our rich Fine Arts Program for students in grades K-7, offered through music, ukulele, recorder, and band. In addition, Springwood students and staff get to utilize up to date technology including laptops at students' fingertips, smart panels in all classrooms, 3D printer, iPads, Makey-makey kits, micro bits, cameras, drone camera, condenser microphones, various robotic items, and a green screen. Springwood has a number of extracurricular clubs and activities available to students such as leadership, volleyball, basketball, track and field, and pride. All our classrooms are welcoming environments that recognize the diverse needs of all students. We are proud to be a part of the Hart Family of Schools, where our students enter Shas Ti/KRSS for their Gr 8-12 years.

The staff at Springwood continue to grow and readjust our Positive Behavior Intervention Support Program (PBIS) to meet the changing need of our learners. A PBIS Program is a "schoolwide system of supports that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments". As the framework for this program, the staff and students at Springwood determined back in 2017 a core set of values that are important to all of us "SPARK" Safety, Perseverance, Accountability, Respect, and Kindness. This year, we have further expanded this program by merging it with the Core Competencies.

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Truth and Reconciliation – Calls to Action

Goal

Imbed Dakelh language and culture through collaborative and capacity building strategies.

Strategies

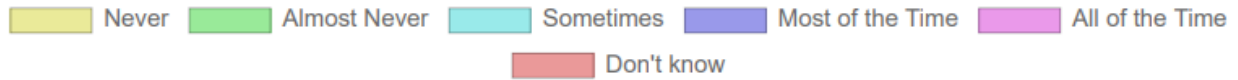
- Language
 - Word of the week – incorporate Dakelh language into our school community through a weekly word that is display around the school as well as announced daily to all students. This work will be in collaboration with our Indigenous Education Worker.
 - There will be monthly postings to families via ClassDojo and school Newsletter, that include the past 4 weeks of words. This bridges the connection between school and home.
 - Signage – we will be displaying Dakelh language around the school for various rooms and items.
 - Our Music program will be including a variety of Canadian Indigenous artists.
- Acknowledgement of Traditional Territory
 - Every morning on announcements the school will acknowledge the traditional territory that we live, work and play on.
 - Responsibility of acknowledgement will begin with adults and build towards whole school voice.
 - Assemblies will begin with a different class presenting the acknowledgement.

Success Measures

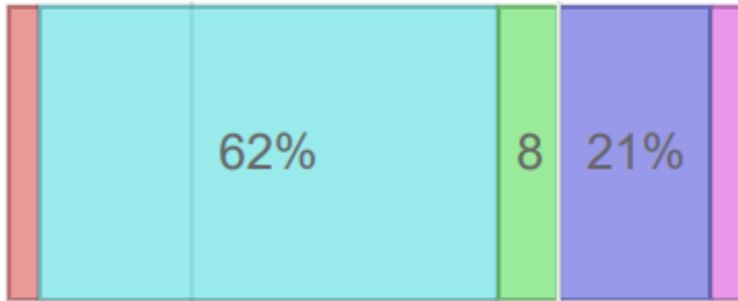
Student Learning Survey results will show a 25% or higher increase in students learning about local First Nations.

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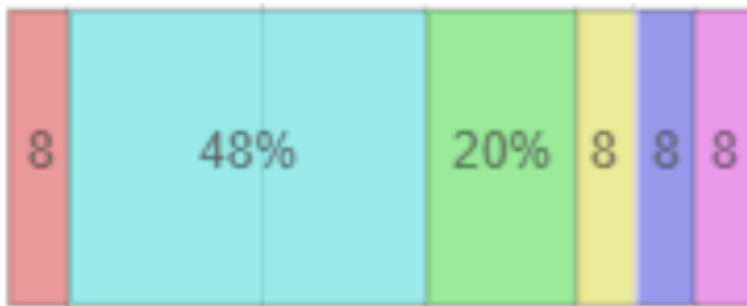
“At school, are you learning about local First Nations?”



2021-22 Grade 4 Student Learning Survey Results



2021-22 Grade 7 Student Learning Survey Results



This baseline is encouraging as it is evidence of the current teaching and learning situation. Although the majority of student responses indicate they are learning about local First Nations, there is room for continued growth with this success measure.

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Equity of Access – Providing accessible educational opportunities

Goal

In addition to strong classroom instruction, students will use technology to access personalized learning while feeling connected and engaged.

Strategies

- Technology
 - We use a variety of programs (Raz-kids, Rosetta Stone, Headsprout, Reader Pens, Kurzweil, iPads, computers) to help bridge the communication gap between home and school as well as provide opportunities for all students to succeed.

Success Measures

Student Learning Survey results will show a 10% or higher increase in the following:

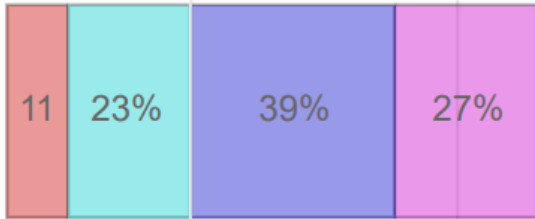
- 1) If you have a problem, can you get the help you need from the adults at the school?
- 2) Are you able to get extra help with your schoolwork when needed?

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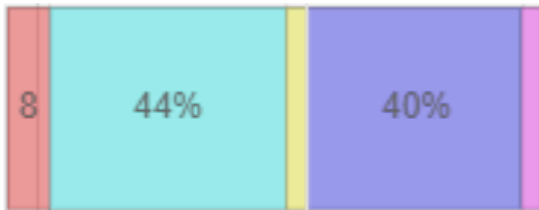
“If you have a problem, can you get the help you need from the adults at the school?”



2021-22 Grade 4 Student Learning Survey Results



2021-22 Grade 7 Student Learning Survey Results

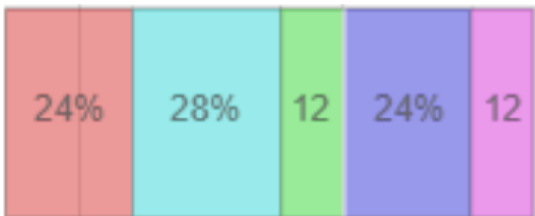


“Are you able to get extra help with your schoolwork when needed?”

2021-22 Grade 4 Student Learning Survey Results



2021-22 Grade 7 Student Learning Survey Results



This baseline is encouraging as it is evidence of the current teaching and learning situation. Improving the connection between students and staff will continue.

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Wellness – Support for mental and physical health, overall well-being

Goal

Support equity and a sense of belonging through a systems approach.

Strategies

- Social Emotional Learning
 - Using supports from Resource teachers, Youth Care Worker, Counsellor and Principal to aid in student regulation and achievement.
 - PBIS Program – SPARK expectations and use of common and consistent language.
- Physical
 - Supplies available to students through Indigenous Education Worker.
 - Monthly fruit and veggie program.
 - Snack program at recess (through teacher discretion and referral).
 - Spare clothes accessible for all students (seasonal clothing and emergency clothing)
- Well-being
 - Walk about Wednesday – to build community, connections, and support the overall well-being of all students and staff.
 - Consistent expectations and routines.
 - Readily available mental and physical well-being check-ins provided by staff for all students at Springwood.

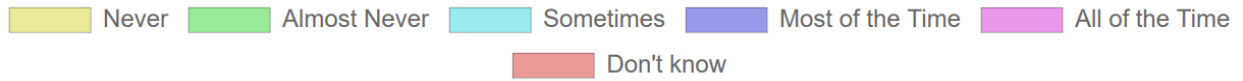
Success Measures

Student Learning Survey results will show a 10% or higher increase in the following:

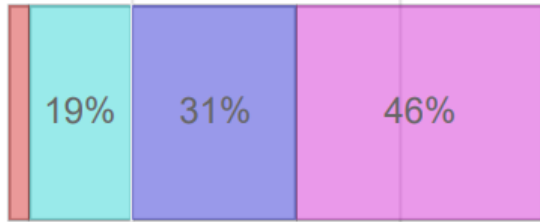
- 1) Do you feel safe at school?
- 2) Is school a place where you feel like you belong?

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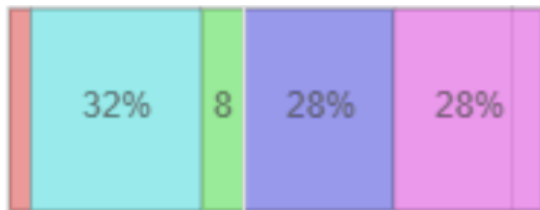
“Do you feel safe at school?”



2021-22 Grade 4 Student Learning Survey Results

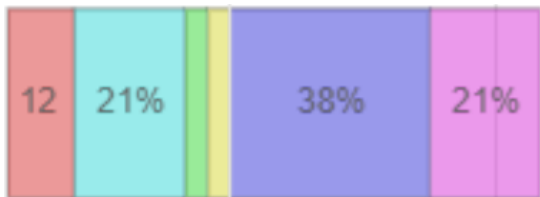


2021-22 Grade 7 Student Learning Survey Results

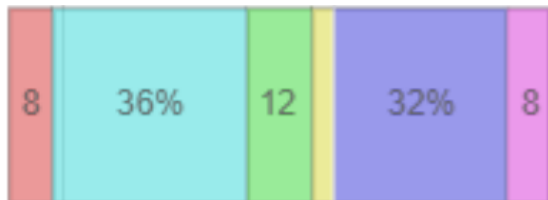


Is school a place where you feel like you belong?

2021-22 Grade 4 Student Learning Survey Results



2021-22 Grade 7 Student Learning Survey Results



The current systems in place to support equity and a sense of belonging are working but there is room for improvement. The need to continue to focus on wellness is key especially targeting the small portion of students who are not feeling connected to the school.

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Learning – Focus on literacy and numeracy (Strategies and Success Measures)

Goal

Improve numeracy and literacy rates for all students.

Strategies

- Improve Academic Outcomes for all students
 - Differentiated direct instruction and practice within classrooms
 - Longitudinal approach to student achievement
 - Small group and 1-to-1 support as required
 - Daily structured lessons
 - Hands on learning activities
 - Multi-sensory approach to learning
- Improve Academic Outcomes for students with diverse abilities
 - Identify, through the School-Based Team process, students requiring level 2 interventions in the areas of literacy, and then providing intervention supports both inside and outside of the regular classroom setting tailored to each student’s needs.
 - Increase cultural awareness through the introduction and use of indigenous language, indigenous resources, and Elder presence in the school.
 - Maintain an inclusive, safe, caring, and welcoming school culture and climate through our PBIS program, clubs, and targeted student supports provided by IEW, YCW, and District Staff.

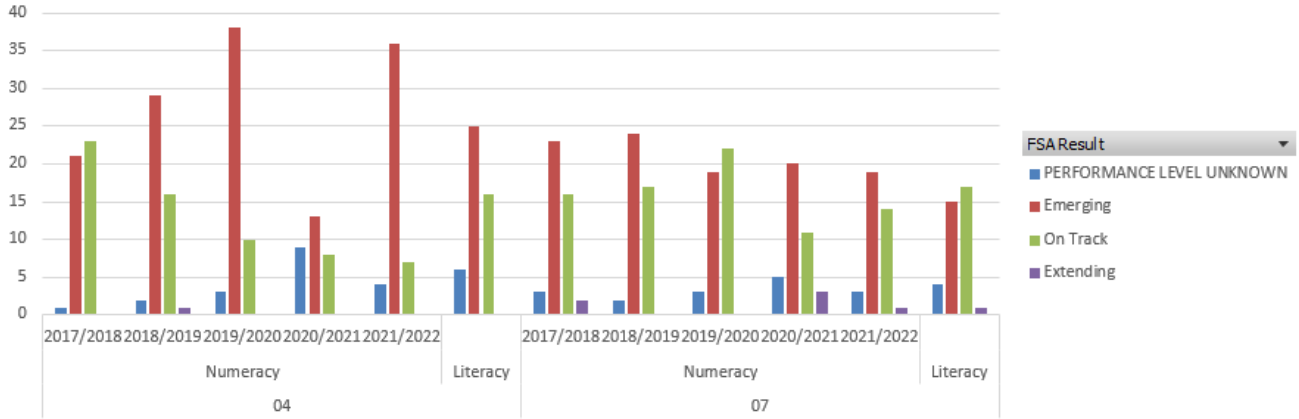
Success Measures

Foundation Skills Survey results will show a 5% or higher increase in the following:

- 1) Grade 4 and 7 Numeracy
- 2) Grade 4 and 7 Literacy

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Foundation Skills Results 2017-2021



2021-22 Grade 4 Foundation Skills Numeracy Results

16/41 or 39% of Grade 4 students were 'On Track' or "Extending". This identifies the need for a continued focus for the 2022-23 school year.

2021-22 Grade 4 Foundation Skills Literacy Results

7/43 or 16% of Grade 4 students were 'On Track' or "Extending". This identifies the need for a continued focus for the 2022-23 school year.

2021-22 Grade 7 Foundation Skills Numeracy Results

15/34 or 44% of Grade 7 students were 'On Track' or "Extending". This identifies the need for a continued focus for the 2022-23 school year.

2021-22 Grade 7 Foundation Skills Literacy Results

18/33 or 55% of Grade 7 students were 'On Track' or "Extending". This identifies the need for a continued focus for the 2022-23 school year.

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Additional Measurements of Success

- Truth and Reconciliation
 - Word of the Week – daily delivery
 - Monthly ClassDojo summary of words to families.
 - Language signs up and around the school.
 - Daily acknowledgement of territory of announcements.
- Equity of Access
 - Twice a year Form to staff (January/May) on usage of technology/programs.
- Wellness
 - Number of snacks issued.
 - Sign out for clothing dispensed.
 - Roster attendance for Youth Care Worker (YCW) program and YCW schedule.
 - Roster attendance for Indigenous Education Worker (IEW) program and IEW schedule.
- Learning
 - District Assessments – FSA, Learning Survey, student core competency reflections.

The Springwood staff is developing a visual interpretation of our SPSS inspired by the Dakelh Holistic Lifelong Learning Model. The idea behind this work is to make the plan more accessible than the printed version. This version would allow new students, families and staff to understand the learning intentions our community believes in. After consultation with School District No. 57's Indigenous Education Department, and further develop by the Springwood staff, this version will be shared with the greater school community for feedback and revision.