

Springwood Elementary
School Plan for Student Success 2025-2026

An Inclusive Community that Ignites Lifelong Learning

Welcome to Springwood Elementary! Springwood is a beautiful school nestled in the Hart. We are surrounded by beautiful trees, trails, country roads, and share our space often with resident moose. The catchment for Springwood is vast, covering areas from Bear Lake, Salmon Valley, Ferguson Lake and the surrounding neighborhood. Our students are active and truly take advantage of this lovely area by actively playing on our fields and playgrounds, as well as nature walks on the surrounding trails.

We strive to make learning engaging and provide rich experiences for all our students. Our school is part of the Shas Ti/Kelly Road family of schools, and this is where our students will transfer for their high school years.

The YMCA has an afterschool program that runs out of Springwood to help support families with afterschool care.



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Equity of Access – Providing accessible educational opportunities

Goal: All students at Springwood will have access to equal learning opportunities as their peers, and the needed supports to be successful.

All students will have access to rich experiences as part of our Springwood commitment to be successful learners.

Strategies:

Adult Learning:

School-wide approach to teaching, tracking, and reacting to data in the area of Literacy.

Use of class Dojo to communicate with home and to help provide learning supports.

Student Learning:

- Additional support from YCW, ELL/LA Teachers
- Technology support accessible at home
- Inclusive fieldtrips and extracurricular activities
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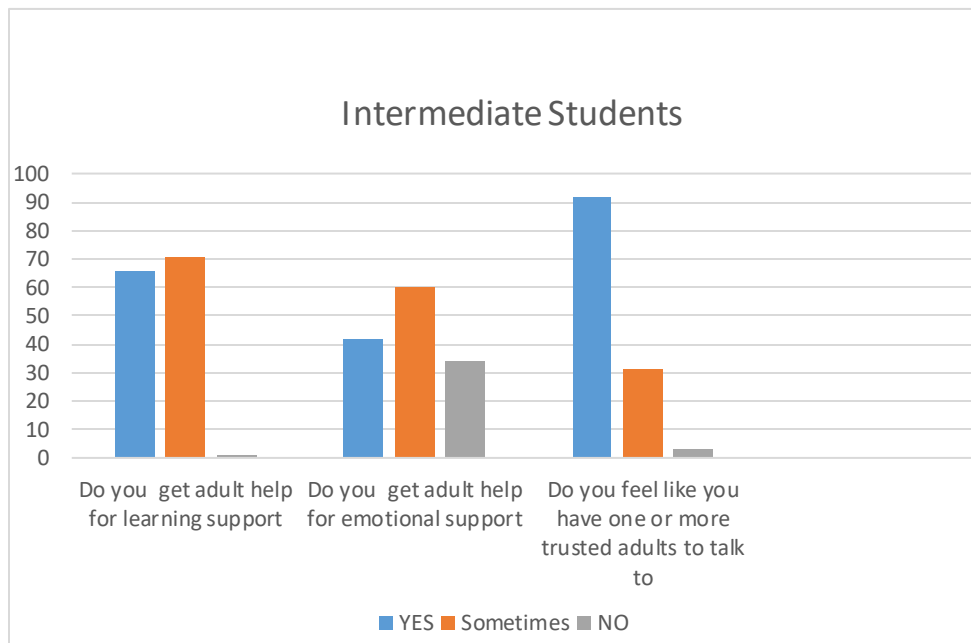
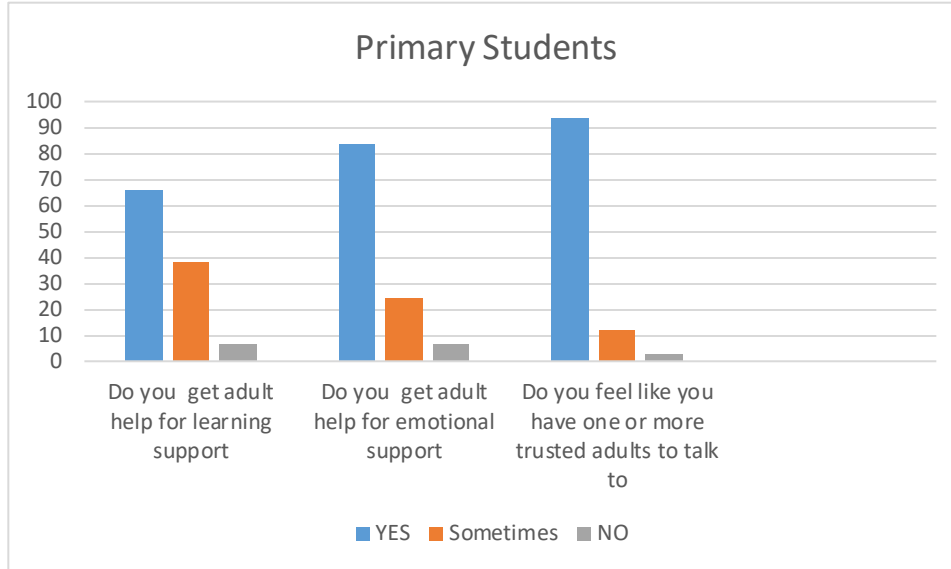
Structural/Systems Change

- Team teaching opportunities/collaboration
- PAC funds for bussing/experiences
- School teams/clubs that can run at lunch
- Healthy fruit available as snacks at office
- Quiet Lunchtime connection room with Principal and YCW for any intermediate students once a week

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Success Measures

Equity of Access March 2023



Our goal will be to see an increase in students, especially intermediate, in areas of feeling like they have adult for learning and emotional support. We hope to have an increase of 5% of students indicating yes.

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

Goal: Using information from DIBELS and FSA data to see if using a school wide Literacy program will show growth in reading and writing.

Strategies:

Adult Learning:

- Continue using DIBELS
- Professional Development around screeners and diagnostic Assessments
- School-Wide Literacy program scope and sequence (UFLI, Word Connections, REWARDS)
- Tier 2 Interventions using targeted LA support

Student Learning:

- Learning at instructional level
- Receiving intervention support
- More instructional time for literacy (minimum of 60 minutes a day)

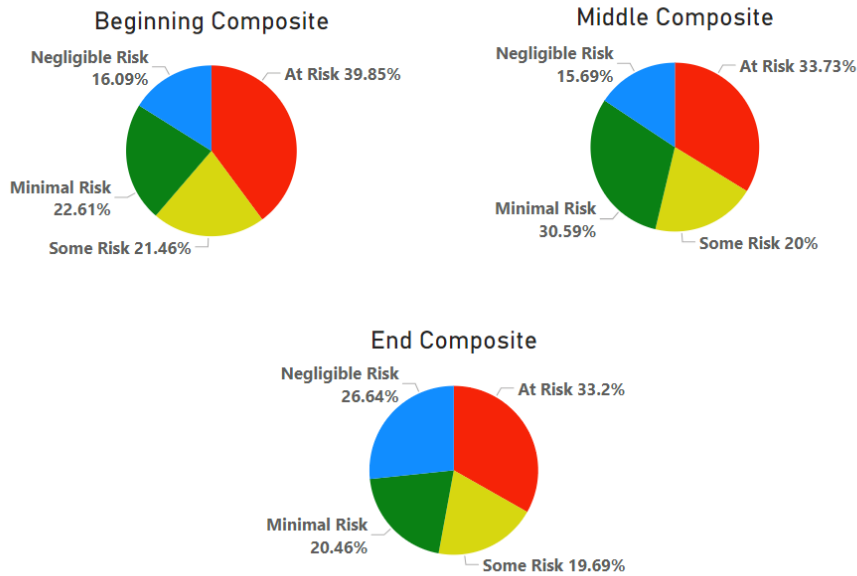
Structural/Systems Change:

- School continuing with DIBELS Pilot Project
- Scheduled LA support to match Literacy Program

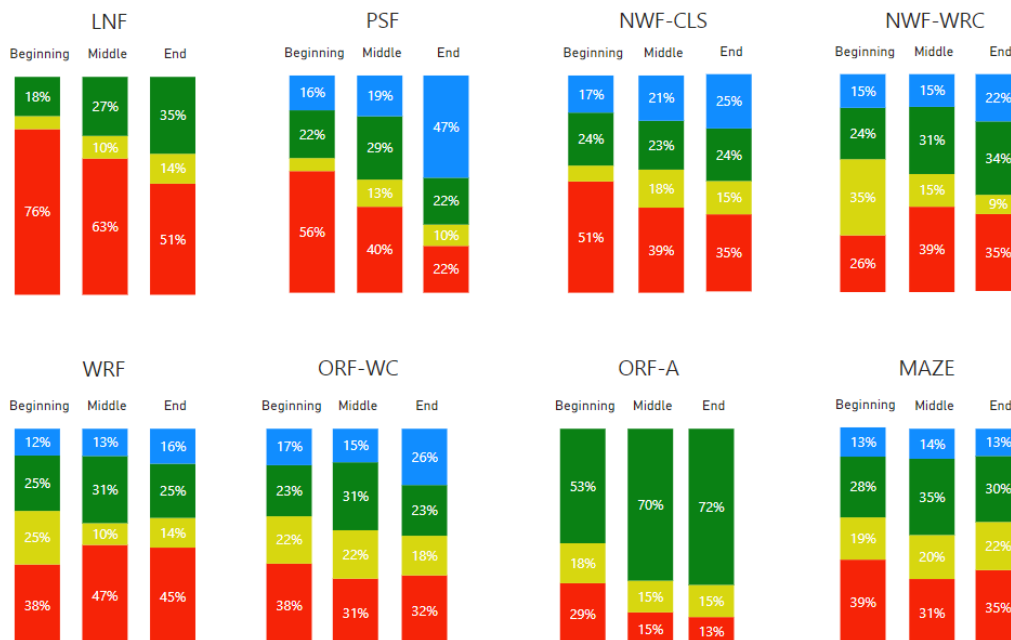
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Success Measures

Springwood Dibels Score (2024-2025)



Springwood Dibels Score (2024-2025)



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Truth and Reconciliation – Calls to Action

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

Strategies:

Adult Learning:

- Collaborative teaching and learning with IEW

Student Learning:

- IEW to work with classes, groups, and co-plan units and events
- District opportunities for our Indigenous students
- Indigenous students receiving additional academic support from IEW in classroom

Structural/Systems Change:

- Personalized land acknowledgments
- Displays to share information about seasonal rounds, language and culture as it fits into the current learning focus

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Success Measures

Create an In-house survey to measure:

Learning First Nations in the school/classroom

**Learning about Indigenous People, Metis, and Inuit in the
school/classroom**

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

Goal: Create a sense of belonging and needed supports for students.

Strategies

Adult Learning:

- Trauma informed practice
- WITS /LEADS program in all classes

Student Learning:

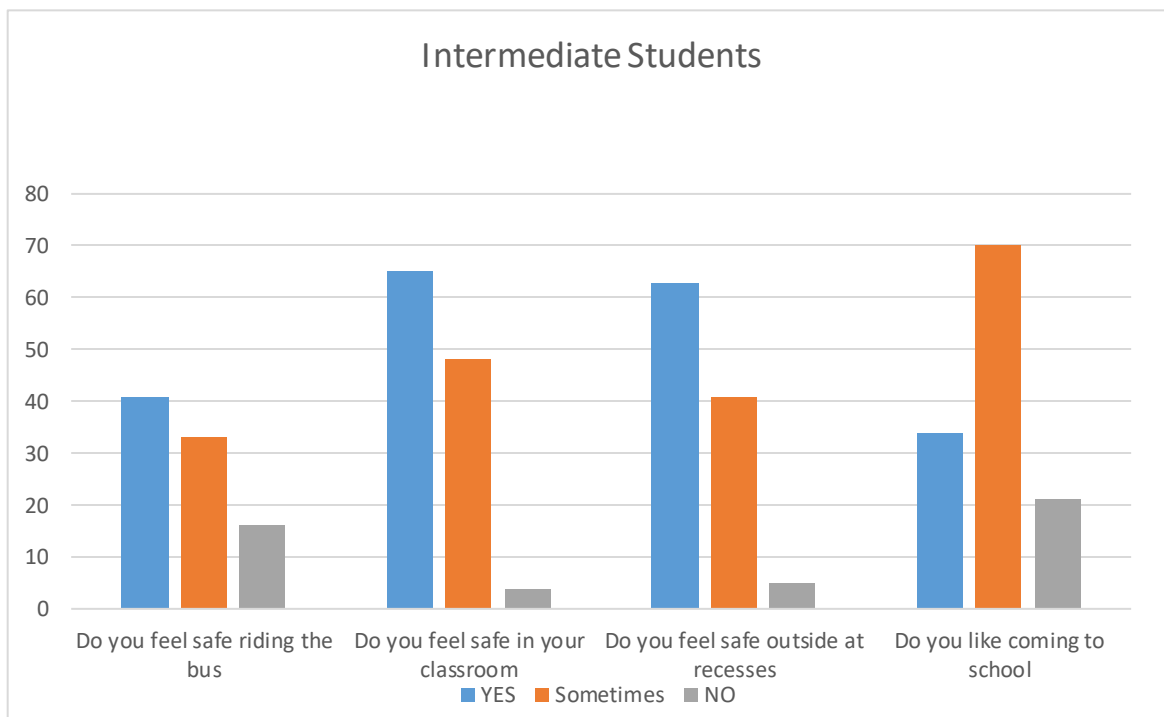
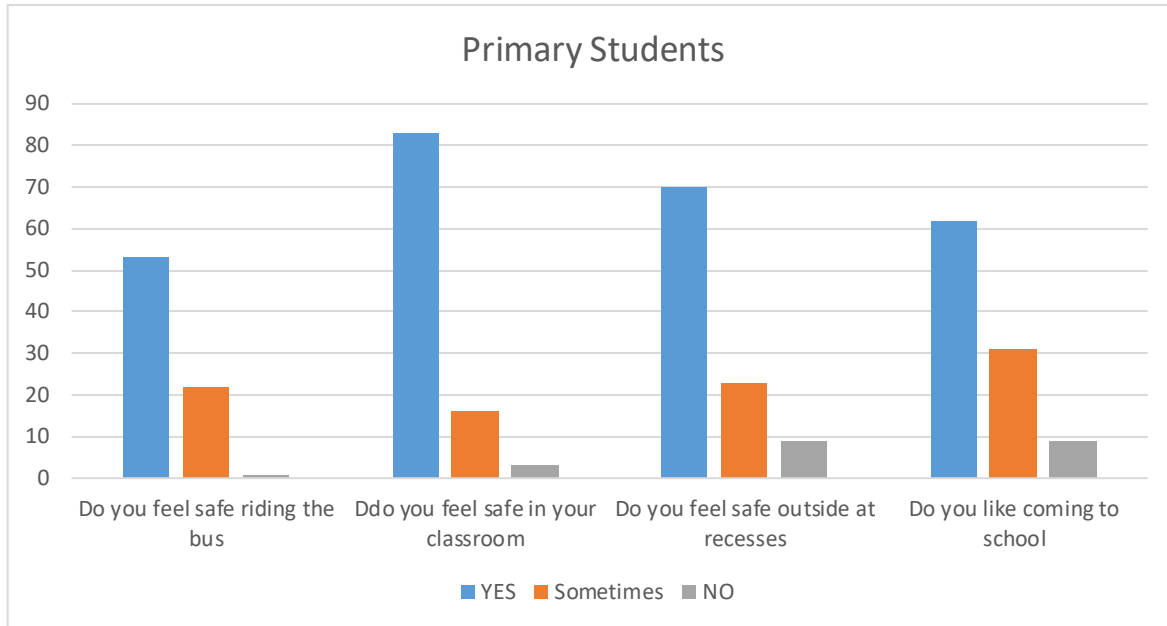
- School-wide language and strategies for conflict (WITS/LEADS)
- PBIS Program – SPARK and Holistic Model to clarify expectations and use of common and consistent language.

Structural/Systems Change:

- Creating a safe and welcoming feeling school
- Focusses assemblies with classes presenting
- Class-wide programs – ie) soft start
- Healthy snacks at office
- Lunches provided for those in need
- Spare clothes accessible for all students (seasonal clothing and emergency clothing)
- Walk about Wednesday – once a month to build community, connections, and support the overall well-being of all students and staff.

Success Measures: School-wide survey

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Many students reported being scared of wildlife and thunder when outside. Some student commented that their classroom was too noisy. One of the grade 6/7 classes reported high on not feeling safe on the bus, and not liking coming to school. These will be areas to discuss during assemblies and collaboration time when the students are with support staff.

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