

Sunnyside School 2022-2023



Sunnyside School Assurance Plan

Vision Statement

Successful
Honourable
Individuals
Nurturing
Excellence

Mission Statement

Sunnyside School provides dynamic learning opportunities, enhanced by a supportive rural community. We uphold a positive and safe school climate which fosters leadership and citizenship. Our school strives to inspire students to exceed their potential, transforming the world around them.

Elements That Provide Assurance

At Sunnyside School, we are committed to engaging with all stakeholders to determine the best route forward for us as a school. Our education goals connect with the 14 desired states that Palliser Regional Schools have created in conjunction with stakeholders. Palliser's goals of improving literacy, numeracy, and wellness fall within these 5 main domains, as do Sunnyside's similar goals. Below are the 14 desired states that Palliser Regional Schools is striving to provide.

Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Within the Domain of Teaching and Leading

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Within the Domain of Learning Supports

1. Infrastructure (including all central office departments) support learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Within the Domain of Governance

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners.

Within the Domain of Attending to Local and Societal Context.

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

School Goals:

<p>Jurisdictional Goal: All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.</p>		
<p>Palliser School's Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</p>		
School Goal:	Measures: including school developed measures.	Strategies:
<p>Students will reinforce literacy skills for success in all areas of learning.</p>	<ol style="list-style-type: none"> 1. Our School Survey 2. Benchmark Reading Assessments 3. Reading check-ins for students who are at risk. 	<ul style="list-style-type: none"> ● Classroom configurations that promote teacher/student relationships to “hit the ground running” ● Increase collaboration time (during PD and informal) for teachers to share and build capacity ● Ramp up the Reading Recovery model for intervention to improve reading skills and promote conversation about text ● Every at risk child, every day. ● Emphasis on reading/writing every day in every subject ● Sharing successful strategies with each other during staff meetings ● Accessing online book sites--promote these sites through the learning commons ● Increase our book supply at the K-2 level to ensure ample supply of books for school and home ● Targeted reading interventions daily for every student reading below grade level ● Haggerty phonemic awareness utilized in K, 1,2. ● Purchase LLI kits to enhance our ability to ramp up reading intervention for students below grade level. ● Purchase additional decodable texts for grades 1,2.
<p>Data/evidence on how well the strategies worked</p>	<ol style="list-style-type: none"> 1. Increased benchmark testing to identify and address gaps in learning for reading skills in Grade 1/2. This information is used to respond immediately to learning needs and also shared with next year’s teacher to assist in planning/supporting learning in Sept 2022. 2. A quick response to assessing all students(Sept/October 2022) to determine literacy skills provided valuable and timely information for responsive teaching. 3. Online book resources supported reading at home and ensured access to books for all families. 4. F and P benchmark data to determine growth. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Continue with the intervention model. Teachers and students have been utilizing the Levelled Literacy Intervention kit that we purchased. There has been a large amount of uptake (from grade 1-4). This resource is supporting our intervention model and we will look into purchasing another one to support grades 5/6. We have purchased a second Levelled Literacy Intervention kit for use by grades 3/4/5/6. 	

Jurisdictional Goal: All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.

Palliser School’s Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

School Goal:	Measures: including school developed measures.	Strategies:
<p>Students will reinforce numeracy skills for success in all areas of learning.</p>	<ol style="list-style-type: none"> 1. MIPI Assessment 2. Teacher developed assessments (pre and post) to show growth 	<ul style="list-style-type: none"> ● Classroom configurations that promote teacher/student relationships to “hit the ground running” ● Administer the MIPI to determine strengths and areas to work on across the grade levels ● Integrate numeracy across the curriculum <ul style="list-style-type: none"> ○ Provide opportunities for students to apply numeracy outside of the math class ○ Use math vocabulary in all subject areas ○ Provide opportunities for students to engage in regular mental math strategies ● Participate in teacher professional development <ul style="list-style-type: none"> ○ Collaborating with colleagues ○ Share best practice at staff meetings ○ Share math fluency games, puzzles and tasks at staff meetings and PD. ● Purchase teacher resources <ul style="list-style-type: none"> ○ Mindset Mathematics - each grade level resource. ○ Utilize buildmathminds.com and the PD/books/resources available. ● Work with staff to introduce daily math games and daily math word problems. ● Work with staff to identify areas of need (using MIPI) and have students participate in targeted intervention daily.
<p>Data/evidence on how well the strategies worked.</p>	<ol style="list-style-type: none"> 1. Opportunities to practice math during outdoor learning helped develop an understanding of numeracy beyond the classroom and made it a part of all subject areas 2. The MIPI assessment will help teachers plan for instruction and to address gaps that will be identified in the assessment, thereby better meeting the needs of all students <p>Next Steps</p> <ol style="list-style-type: none"> 1. Continued emphasis on math manipulatives 2. Work on building and implementing common language in numeracy across all grade levels 3. Explore assessment practices that support a growth mindset 4. Moving towards a model of open-ended problems, math games, and practice as set out by Christina Tondevold (www.buildmathminds.com) and Peter Liljedahl in “Building Thinking Classrooms.” 	

Jurisdictional Goal: Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

Palliser Regional School's Desired state: Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

School Goal:	Measures: including school developed measures.	Strategies:
<p>Students will connect learning success with daily physical and mental health opportunities for optimal well-being</p>	<ol style="list-style-type: none"> 1. Our School Survey (fall/spring) 2. Assurance Survey results 3. Wellness-self evaluation 	<ul style="list-style-type: none"> ● Increase outdoor learning opportunities ● Outdoor recess--improve opportunities (sleds/shovels, hammocks, slack lines, outdoor rink) ● Reimagine recess <ul style="list-style-type: none"> ○ Embrace the idea of student leisure time ○ Provide daily scheduled outdoor wellness time for increased play, sport, connecting with nature, physical activity and social/emotional learning ● Participate in "Take Them Outside" initiatives and challenges ● Provide opportunities to practice wellness beyond Wellness Friday: <ul style="list-style-type: none"> ● Staff will work together to create an understanding of social/emotional learning ● Meet regularly with the Health Champions committee ● Work together with bus drivers to provide safe and respectful spaces ● Create opportunities for student leadership ● Engage the larger community ● Enhance outdoor physical spaces ● Create school-wide opportunities for students to build relationships with the FNMI community (consult with Kristin Krein) ● Implement universal strategies (Southwest Collaborative Support Service) ● Using University of Alberta's Developing Healthy Communities Handbook. ● Participating in Indigenous perspectives PD.
<p>Data/evidence on how well the strategies worked.</p>	<ol style="list-style-type: none"> 1. Outdoor learning continued to grow in 2021-2022. Driving factors were the restrictions imposed by the pandemic, an uptake on the philosophy and the incredible buy-in by students and families. 2. There were two existing outdoor classrooms at the start of the year, and there have been 2 more created, with plans for at least one more. 3. Outdoor school wide activities built community and celebrated our school culture (Pumpkin Festival with plans for a Winter Market!) 4. Land-based learning was launched in Kindergarten, Grade 1 and Grade 2 (using the Walking Curriculum and other FNMI based resources) 5. The school office launched a "Care Curriculum" model where students could practice regulation and receive some extra TLC in order to be their best self in the classroom. 6. Students are able to regularly identify what makes them well. 	

Sunnyside School's Wellness Goals

Goal 1: In what ways can reciprocity contribute to belonging and wellness within our school community?

Actions & Strategies	Timeline	Who is responsible?
<p>Intentional conversations during morning announcements, in the hallways, and in the classrooms.</p> <p>Communication through newsletters and assemblies.</p> <p>Leadership opportunities for older students.</p>	Throughout the year	All staff (overseen by Mr. Van Dyk)
<p>Student of the month (2-3 awards each month)</p> <p>gratitude, creativity, respect, responsibility, reciprocity (giving back), volunteerism, kindness, perseverance, grit, bravery.</p>	Each month throughout the year	All staff (to be overseen by Mr. van Dyk)
<p>Volunteer opportunities - letters to seniors at Christmas, Angel Tree donations, Food Bank, Soup Kitchen, collect food donations</p>	Throughout the year	All staff



Goal 2: In what ways can enhanced fine arts opportunities contribute to student mental health and wellness?

	Actions & Strategies	Timeline	Who is responsible?
1	Try to connect with community partners like the U of L, CASA, Lethbridge College Connect with Kylie Fineday, our Indigenous Success Coordinator to find opportunities to connect fine arts and Indigenous perspectives.	Throughout the year	All staff (Mr. Van Dyk to oversee)
2	We will ask parents to volunteer their time on Fridays during our wellness time to enhance students' fine arts opportunities (music, drama, dance, etc.)	Throughout the year	Mr. Van Dyk to organize with parents



Goal 3: In what ways can the implementation of the “We Thinkers” program enhance student social-emotional learning?

	Actions & Strategies	Timeline	Who is responsible?
1	We will commit to using the SEL program “We Thinkers” for the 2022-2023 to evaluate it’s effectiveness and enhance our students’ social-emotional learning.	Throughout the next few months	All teachers



Highlights:
First Week of School - focus on outdoors!



Pumpkin/Harvest Festival:

