



School Level Plan

School: Springside School

School Year: 2022-2023

FOUNDATIONAL ITEMS

Division Motto, Mission, Vision, Values, & Aspirational Statements

Motto – Students Come First

Mission – “Building Strong Foundations to Create Bright Futures”

Vision – “Learning Without Limits ... Achievement for All”

Values – Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance and Diversity

Aspiration Statements - High Quality Teaching and Learning, Engagement of All Students, Families, and Communities, Effective Policy Healthy, Sustainable Physical and Social Environments

School Mission, Vision, Values, & Compelling Why

Motto – “Shine Bright!”

Mission – Springside School is committed to providing a positive, respectful learning environment where all students have the opportunity to succeed.

Vision – We will endeavor to shape individuals who make a positive contribution to society by fulfilling their potential.

Values –

- * All students are capable of growth – academically, physically, and socially
- * Responsibility is the key to success
- * Respectfulness and friendliness encourage learning
- * Fairness and acceptance fosters community
- * A safe and peaceful environment promotes learning

Our Compelling Why -

- * Our students will be engaged and empowered in their learning and learning progress.
- * They will know we care about them as individuals and that they are safe and supported at school. Relationships are key.
- * Our students will experience high quality teaching and learning designed to support and develop individual and class achievement.
- * Our students will have every opportunity to learn. Successful learners have a greater chance of living healthy, balanced, and successful lives.

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ASPIRATIONAL STATEMENTS INTO ACTION				
High Quality Teaching and Learning				
<ul style="list-style-type: none"> Provincial curricula and related resources that are developmentally appropriate and culturally responsive. Employ play-based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and, A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life. 				
Division Level	School Level			
Division Outcomes	School Level Work Plans (What is the School Doing?)	Tell Your Story (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?)	Most Responsible Person	Budget
By June 30, 2023, 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.	<ul style="list-style-type: none"> *Administer Early Years Evaluation (EYE) and analyze results to develop areas of instructional focus and to conduct appropriate interventions. *The Phonological Awareness Skills Hierarchy and Action Plan serves as reference to reach learning targets. *CR teacher will use “Literacy Beginnings – Kindergarten” as MIR. Additional Resource – “Kindergarten Phonological Goals and Strategies from the SLPs”, will also be used. GSSD resources to access include Early Years, and MIR sections. *Initial Instructional Focus –Deploy learning sprints, beginning with Rhyme Recognition and Production – Intellectual Domain, Language and Literacy. *Kindergarten Data meetings will be held to develop interventions and Tier 1 instruction in response to results. *Student portfolios will be developed for both summative and formative assessment purposes. *Heggerty Training – August PD 	EYE Assessment Results – October 17-November 18 EYE-TA assessment for students who were yellow or red in fall assessment will be administered from April 17-May 12 th . Fall and Spring Student Portfolios GSSD Kindergarten Report Card/Portfolio SLP Assessment fall/spring Transition planning for Grade 1 completed in May/June. Family Engagement Day – October 14th	Karlie Hnidey	\$400.00 – Family Engagement Supplies \$700.00 K/1 Centers

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	*Family Engagement Day held twice during the year at SS. First window is September 26-October 14.			
By June 30, 2023, there will be 10% more Grades 1 to 3 reading at or above grade level as compared to fall 2022 data.	<p>December – ELA teachers will refer to the F & P fall data to set targets.</p> <p>*Literacy coach, SST, and School Administrator met in June to develop a literacy plan for students reading below grade level</p> <p>* SST will start two LLI reading groups on September 19th. Strategic allocation of SST and EAs to provide most support possible.</p> <p>School Home Reading Carnival to be held prior to February break 2023.</p> <p>“One School, One Book” initiative will be held in late fall, sponsored by SS SCC and administered by Library Tech/teachers.</p> <p>*Grade One Early Literacy Assessment is administered and data entered in CLEVR by October 7th.</p> <p>*Students in Grades 2-6 will participate in the first F & P Benchmark Assessment from October 3rd-December 2nd.</p> <p>* Regular literacy data meetings with Literacy Co-ordinator will be held to review results, determine interventions groups, and plan interventions.</p>	F & P Data - Fall and Spring Home Reading Participation Interventions and student support – progress on IIPs, and in specialized programs.	Karlie Hnidey Trisha Waldbauer Sarah Onslow	<p>S</p> <p>CC purchased a copy of “Mr. Popper’s Penguins” for each student in school (est. \$950.00)</p>

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	*Continued commitment to Balanced Literacy Programs, the strategic use of RIME Magic, LLI, and GR Intervention. *Fall interventions include two LLI groups run by SST and a reading intervention group run by School Admin. *Jacqui Friesen is providing RIME Magic in Grade 2/3; reviewed program with Susan Robertson September 15 th . *Spring F & P Assessment results will be used to assess reading growth for the year for students in Grades 2-6.			
By June 30, 2023, 40% of students in Grade 4 and 40% of students in Grade 7 will be writing at or above grade level, compared to the June 2022 data.	Ministry Results June 2022: Grade 4 – 23% at or above grade level Grade 7 – 36% at or above grade level Sue Drader/Kristen Myers providing classroom visits/supports for Grade 4 and 7 teachers	Writing Outcomes – each reporting period. CR teacher to administer initial writing assessment to determine areas of strength and challenge, as a group.	Mrs. Smith Ms. Wilson Mr. Turchinetz	

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	Tier 1 instruction and T2 intervention; IIP supports as applicable.	Tier 1 instruction and T2 intervention; IIP supports as applicable.		
By June 30, 2023, there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to the June 2022 data. By June 30, 2023, 72% of students in Grade 2, 55% of students in Grade 5, and 85% of students in Grade 8 will be at or above level in math.	Ministry Results June 2022: Grade 2 – 70% at or above grade level Grade 5 – 53% at or above grade level Grade 8 – 83% at or above grade level Sask. Common Assessment pre and post assessment for each outcome are used to inform instruction and assist in Tier 2 intervention. Use Math screener data and GSSD rubrics to help inform instruction/supports/adaptations	Math Screener Data – Screener A Grades 2 to 8, due October 7th and Screener B (red and yellow only) due April 3 rd . Math holistic data due June 2, 2023. CR MIRs include Pearson Math for Grades 4-8 and Mathology for Grades 1-3. Math Up is being piloted in Grade 4/5 and introduced in 7/8. Mrs. Smith is also using a blended learning model in Math 7/8.	Mrs. Hnidey Miss Waldbauer Mrs. Smith	
By June 30, 2023, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from June 2022 data. By June 30, 2023, students in Grades 4-6 reporting moderate to high levels of anxiety will be reduced to 20% or fewer. Students in Grade 7/8 reporting moderate to high levels of anxiety will be 25% or fewer.	Each classroom has a designated quiet spot with commonly understood rules of usage *Students will use Zones of Regulation to help identify mood and self-regulate. Staff will monitor and respond as needed. *The school “Care Room” is used when a child becomes ill at school. *Access “Circle of Courage” resources for classroom potential. *Ms. Seeley will teach Peer relationships program to upper elementary students (group)	* <i>Taking Care of Our Stars</i> will be held in March 2023. *Administrator to gather information from students on what works best for them. *TTFM survey will be administered in spring. *SCC to be consulted for ideas, thoughts, and support in this area. *Cybersafety/Internet Safety Education – RCMP – student response	Penny Castle	\$1000 Grant application

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	*"Model Me" – media program being used as a secondary resource in Health instruction from K-9. * "Friends for Life" Curriculum instruction in Grades 1, 4 & 6, to help manage anxiety and build social connections. *Mindfulness Education and Practice is built into the day for our students. First focus is on gratitude. *Springside Star Kindness Challenge kicks off in November.			
By June 30, 2023, the three-year graduation rate will increase by 2% from the June 2022 data.	NA			
By June 30, 2023, the three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.	NA			
By June 30, 2023, the five-year graduation rate will increase by 2% from the June 2022 data.	NA			
By June 30, 2023, the five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.	NA			
By June 30, 2023, students in Grades 7/8 will report a 2% increase in student intellectual engagement from spring 2022 data. By June 30, 2023, student intellectual engagement in Grade 7/8 will increase to 80%.	In Spring 2021, student intellectual engagement in Grade 7/8 was reported at 78%. Lego Club	GSSD Outcome Based Report Cards. Student feedback in class. Observations of student engagement in their work, patterns in Review 360 if applicable. SCC Feedback – relationships are key	Dean Turchinetz	

ASPIRATIONAL STATEMENTS INTO ACTION

Engagement of All Students, Families and Communities

- Efforts are aligned to promote student, family, staff and community health and well-being.
- School Community Councils and First Nations Education organizations are involved in School Level Plans.
- School Leadership values cooperation, effective interpersonal communication and shared decision making.
- Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community; and,
- Reciprocal relationships share resources and services within the school and community.

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By June 30, 2023, there will a 2% increase in student attendance based on the June 2022 data. By June 30, 2023, at least 68% of students will be in the “green” or desired level of school attendance.	Overall school attendance 2021/2022 <ul style="list-style-type: none"> - Affected by school and classroom closures in November/December 2021 and Omicron wave in spring. Kindergarten “green” levels only 14%, attendance goes up to 85% when “yellow” incorporated. Overall school average attendance was at 66% in the green. Attendance will be encouraged and Edsby will be used to track and monitor attendance daily. School/home communication will be encouraged and followed up on by AA and School Admin. as needed.	Daily attendance and weekly attendance monitoring to Monthly report from GSSD to identify potential areas for support. Encouraged in GSSD letter, school promotions.	Penny Castle	
By June 30, 2023, GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews.	Orange Shirt/Truth and Reconciliation Day Activities and Programs Ribbon Skirt Day Activities YTC – Indigenous Peoples’ Day – direct participation	Pictures and Anecdotal Evidence Student entries in the “What Does Reconciliation Mean to Me” contest – Grades 6-8	Penny Castle	

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	PD on October 11 th and implementation of “Under One Sun” and “Taking Action for Reconciliation” resources in library Regular curricular instruction, using Indigenous materials and resources to make connections Exploration of “Inspiring Success”	Social Studies 4/5 and 7/8 – Indigenous artifacts presentation by Mr. Turchinetz.		
By June 30, 2023, GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.	School Opening Barbecue – September 8, 2022 Kindergarten Family Engagement – October 14 th , April Family Reading, PJs, and Muffins – October 19 th 8:00-9:00 am Senior/Resource Centre Activity Fire Hall Visit and Presentation – Fire Safety Education Station during Education Week Ski Trip Friendship Reading Carnival Caring for Our Stars Day – invite parents to provide sessions this year Learning Walkthrough to be piloted in at least one classroom SCC Hot Lunches	School Communications – Edsby, School Messenger, Principal Newsletter, and SCC and school Facebook pages.	Penny Castle	

ASPIRATIONAL STATEMENTS INTO ACTION				
Effective Policy and Procedures <ul style="list-style-type: none"> • Protocols for collaboration on policy development and related protocols practices for health and well-being. • Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being. • Promising practices that enhance well-being. • Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality). 				
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By June 30, 2023, each school within GSSD will demonstrate improvement in services through the development, review, and revision of processes/practices that reduce barriers and enhance student success.	Revise school handbook to reflect the holistic nature of regulations. Kindness Challenge – November 2022 Review Anti-bullying protocols Breakfast Program, seek funding and establish	Student input regarding issues of wellness, safe and caring environment for all. Staff and SCC involvement in updating the handbook. SCC consulted re: potential breakfast program at SS	Penny Castle	tbd

ASPIRATIONAL STATEMENTS INTO ACTION

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Responsible infrastructures are built and maintained to current standards, with practices and procedures in place to plan for a strong and vibrant future.
- External and internal efficiencies will be implemented to ensure appropriate resources are targeted to key focus areas such as school buildings, grounds, materials, equipment, and routes to and from school.

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By June 30, 2023, students and staff will report feeling welcomed, safe, and included at school.	Consult with SCC Caring for Our Stars Kindness Challenge	Surveys – TTFM, Staff survey	Castle	
By June 30, 2023, students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.	Friends for Life – mandatory Grades 1,4, and 6. GSSD training October 27 th . GSSD Wellness Modules/Portal resources Zones of Regulation	SOSQ Survey TTFM in Spring	Castle	
By June 30, 2023, schools will follow established processes when responding to identity-based harassment involving students and staff.	Dancing Together: Workshops to Combat Racism, Oppression, and Bullying – application to Sask. Dance was successful. Breakdance workshops held throughout the day of October 19th for each class. Discuss with stakeholders, in reference to GSSD policies. Ensure regular classroom instruction includes learning what bullying/harassment mean; understanding of identity; respect for the rights of all.	Dance Sask. Survey of students and teachers administered by PC (students in Grades 4-8); stakeholder feedback	Castle	School \$300 SCC \$300

PLAN REVIEW & REVISION

Three times per year, the school team should unpack their School Level Plans. Emphasis should be placed on progress. The following questions may be used as prompts for discussion.

- What is on and off target?
- What do we need to adapt in our plan?
- What can we do to be more effective as a team?
- What can I do to be a more effective team member?

COMMUNICATION STRATEGY

How will the plan and progress be communicated to the school community?

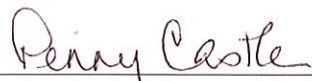
School Website

Principal Newsletter

LIP – website and SCC

Springside School Community Council- Facebook

Springside School Facebook



In-School Administrator(s) Signature

Sept 29, 2022

Date



School Community Council Chairperson Signature

Sept 29, 2022

Date