



Prairie Sunrise School

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Mission Statement

Joyful. Diverse. Curious.
Learners.

Principal
Andrea Loepp
Vice-Principal
Gretchen Cantafio



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2024-2025 School Plan Priorities: Roots to be grounded, Wings so we fly!

1. How are we supporting the rights and responsibilities of Prairie Sunrise citizens?
2. How will we support our students to improve reading comprehension skills?

Progress Toward School Plan Priorities:

- 1. As a school, we utilized the curriculum Sources of Strength as the basis of the work we would do toward teaching our students to be more productive and responsible citizens. Teacher and staff focus was to explicitly teach students what skills they needed to be supported as learners. Report card indicators for social responsibility, show that all students have shown growth and are usually and consistently demonstrating good social responsibility skills in the second term of school.
- 2. Utilizing direct reading instruction such as UFLI, guided reading groups, Leveled Literacy Intervention and others, teacher focus will be to improve reading comprehension over the course of the year. Data has shown us that all students have shown growth in comprehension this year with no students receiving limited understanding in the second term of report cards.

Progress Toward the Three Expectations for Student Learning 2024-2025:

Engagement

Last year, we had a significant focus on teaching our students about human rights to provide them with a deeper understanding of the need to respect the diversity of all our students regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age or ability. Students were involved in learning about differences and similarities through the lens of the rights of a child. Our work culminated in a Human Rights Symposium. To continue our learning journey, we determined that our students were in need of greater empathy and understanding of the supports that they have in their life that help them

to be empathetic and caring individuals. We focused each of our assemblies this year on one of the spokes from the wheel in our Sources of Strength curriculum. Students delved into learning what they had and how they could enhance their support in every area from mental health to spirituality. We held a Sources of Strength Symposium in February to celebrate student learning and to showcase to parents the intense work which each classroom had been focusing on learning. This year we also began the work of developing a Matrix of expectations for every area of the school. This work was to support our students to be explicitly taught how to behave in every area of our open area school to allow optimal learning for all. This work will continue next year as we continue to focus on these structures.

- 88% of our students consistently or usually meet expectations for Social Responsibility with an additional 12% sometimes meeting expectations according to report card data.
- 83% of our students are usually or consistently meeting expectations for Active Participation in Learning.
- 80% of our students are usually or consistently meeting expectations for Personal Management Skills.

Academics

- After examining our entry data of students in Kindergarten and grade one last year, we determined that creating straight grade levels would support our teachers to focus on the needs of the students entering those grades. We have observed that our grade 2 students have greatly benefited from having straight grades as well and are showing more growth than in the past as the teacher focuses on curricular outcomes specific to grade 2. The grade 1 teachers also report that with a straight grade focus they are more readily able to meet the needs of the students entering.
- Reading— With our grade 1 and 2 teachers mastering the art of teaching phonics using a system called UFLI, we have seen significant growth in our reading comprehension this year. Our EYE assessment shows us that our students are coming in with limited skills in reading due to many factors including second language learners. We continue to see growth in reading in these grade levels increasing at a greater rate than before. 72% of students are in the good to very good category for reading comprehension (3's and 4's on the report card in April).

Graduation

Prairie Sunrise School is setting students up for future accomplishments; to be successful and graduate from high school. We have created a safe and inclusive environment, where we work very hard to ensure that we are keenly considering each and every learner in our school. We create opportunities for all of the students at Prairie Sunrise to SHINE. Recently, our K-2 students had a concert and our grades 3-5 students presented the musical A Kid's Life, which allowed students who may not normally have shone academically or athletically, to be absolute stars! We will continue to provide many experiences to allow all of our students to have their moment in the sun. Students participated in new athletic opportunities this year with the division offering flag football and soccer. As well, they were able to attend the divisional track and field meet and many of our students in grades 4-5 were able to demonstrate excellence in their athletic abilities. Our Physical Education department added the Day of Play and Dance in the Park as two incredible additions to the activities we offer students.

Every school year is completely unique and never exactly the same as the last one in the life of a school. This year with our targeted focus on Sources of Strength and explicitly teaching students how to create balance in their lives by considering what supports they have currently, we have begun the work of enlightening our students for the rest of their lives.

