

Sunnyside School



2020-2021 Three Year Education Plan and 2019-2020 Results Report

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.

School Goals:

Jurisdictional Goal: All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.			
School Goal:	Measures: including school developed measures.	Strategies:	Data/evidence on how well the strategies worked.
Students will reinforce literacy skills for success in all areas of learning.	<ol style="list-style-type: none"> 1. Accountability Pillar 2. Our School Survey 3. Benchmark Reading Assessments 	<ul style="list-style-type: none"> ● Classroom configurations that promote teacher/student relationships to “hit the ground running” ● 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 ● PD-ASCD (Nell Duke) article as a “book study” and to establish common language around teaching reading ● Purchase a license for Reading A-Z for easy transition to reading at home (levelled books) ● Accessing online book sites--promote these sites through the virtual learning commons ● Increase our book supply at the K-2 level to ensure ample supply of books for school and home ● Create videos that support parents to assist students reading at home 	

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

School Goal:	Measures: including school developed measures.	Strategies:	Data/evidence on how well the strategies worked.
<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 at the start of the school year to determine strengths and areas to work on across the grade levels ● Integrate numeracy across the curriculum <ul style="list-style-type: none"> ○ Provide activities 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 ○ https://blog.heinemann.com/what-is-cgi ● Purchase teacher resources <ul style="list-style-type: none"> ○ <i>Build Math Minds</i> ○ <i>Cognitively Guided Student-Centered Approach</i> ○ Develop language/ understanding around growth 	<p>2 teachers plus the principal participated in a book study (Limitless Mind) as well as the Jo Boaler Stanford math course.</p>

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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.			
School Goal:	Measures: including school developed measures.	Strategies:	Data/evidence on how well the strategies worked.

<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. Accountability Pillar results 3. Wellness-self evaluation (each reporting period) 	<ul style="list-style-type: none"> ● Each reporting period students will identify strategies that make them feel well and identify new strategies to try. ● Implement school wide SEL program, “We Thinkers” ● Increase outdoor learning opportunities ● Outdoor recess--improve opportunities (sleds/shovels) ● 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 ● Partner with Everactive (Scott Bailey) ● Participate in “Take Them Outside” initiatives and challenges ● Provide opportunities to practice wellness beyond Wellness Friday: <ul style="list-style-type: none"> ○ Consult with Stephanie Wierl (AHS) for enhancing a culture of wellness ● 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) 	
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Measure Category	Measure	Sunnyside School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	97.4	99.0	98.4	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	90.0	88.7	86.4	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	98.7	99.0	98.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Dive Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT - Acceptable	91.7	91.7	85.0	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT - Excellence	29.2	22.2	20.4	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma - Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	87.5	100.0	88.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	93.8	96.9	95.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.7	87.2	91.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.5	100.0	99.1	81.5	81.0	80.9	Very High	Declined Significantly	Acceptable

Highlights and Celebrations

- Focus on improving mental health through intentional wellness activities
 - Season celebrations
 - Fall Pumpkin Festival
 - Students planted seeds during learning at home and then grew these plants in their home gardens. We are collecting pictures as part of our fall celebration that celebrates all students as growers.
 - Grade 1/2 students plant tulips on an annual basis. Each year this area grows and contributes to our spring celebration.
 - Winterfest
 - A celebration of a month long initiative, “Get outside and Move”. Winter Warriors challenge (50 things to do at school or at home in winter)
 - Spring Festival
 - A celebration of new growth and possibilities. Students participate in numerous activities (including poetry readings, planting, and new learning like composting) outside around the garden.
 - Project hobby horse is launched
 - Summerfest

- Bring on summer! A celebration of warm weather and all things fun in the sun.
- Outside play
 - Students have lots of opportunities to engage in different types of outside play everyday no matter the weather
 - A new area called 'tires and tarps' has been created
 - Principal serves hot cocoa on chilly days to celebrate the spirit of the winter warrior
- Physical spaces
 - Learning commons has received lots of upgrades to embrace all styles of learning
 - Wellness room has been created
 - Hallway spaces are improved to include better seating and technology to allow for easier collaboration and sharing
 - COVID has presented challenges and opportunities--we have expanded our outdoor learning spaces. I.e Stumptown/ Tulip field
- Whole school learning
 - The principal together with the Learning Commons facilitator plan school wide learning opportunities. These common experiences are shared through google meets and through videos. A new Learning Commons site was created this fall. An example of a common learning opportunity is the grow tower that is new to Sunnyside School this year. This initiative is led by the 5/6 classroom but all students are engaged in the project.
 - School-wide challenges and celebrations continue to happen through our Sunnyside Shines FB page and on the hallway monitors
 - Sunnyside students are learning to give back to their community through the angel tree initiative and by collecting warm clothing and food for local organizations
- Sunnyside students have a strong voice and teachers are responsive to students' feedback, adjusting programs and options whenever possible. At Sunnyside School, students are agents of change. Students are encouraged to monitor their own wellness needs and to advocate for spaces and conditions they need to be successful

- Our celebration of learning in February highlights student work and celebrates accomplishments
- Strong commitment to providing opportunities for students to extend their learning beyond the classroom through field trips, guest speakers, and special presentations (on hold for the 2020 school year)
 - Students have opportunities to share their talents with classmates during monthly talent days
 - Monthly assemblies through Google meet will highlight what we are learning in our classrooms and celebrate students' successes
 - Our active parent council and community association are in discussions to figure out how they can continue to provide rich opportunities for students in a pandemic.
- Strong reading and writing results across grade levels
- Excellent access to technology for all students (all students in Grades 3-6 have one-to-one access to Chromebooks)
- Very high safe and caring results as reported on the Alberta Education Accountability Report

Sunnyside Growers 2020-2021

https://docs.google.com/presentation/d/e/2PACX-1vRzIxDVcBXr4Nn0mLWfRF2TKLwGPPZHEbbfNfraCQHkgypXtwMK0I3f2Gy_KaoeBCIDM642K1EN/pub?start=false&loop=false&delayms=10000

Sunnyside School 2020-21

<https://docs.google.com/presentation/d/e/2PACX-1vTUEoSJIGC9khgVU7TOftNjMj5pTaJWwyhzEVJTj-OE92WrIsNKou0OQqgy83vG4s3Wb1pW83fe-Vo/pub?start=false&loop=false&delayms=5000>

The best thing about being back at school...

<https://docs.google.com/presentation/d/e/2PACX-1vTSCrSIFde2ENsIAn22JbUQT1XXelHW1hdK0tbxxN7dpZ0UfxBFLeBjztDttZyJNsnnZFQ7dkErvFI/pub?start=false&loop=false&delayms=3000>

Tulip planting

https://docs.google.com/presentation/d/e/2PACX-1vSumAc-NUA8-fYIo4BW_Nmv_sD8xIl-BELxj0_6NkWqvY-9cSwpxXzFRn9O4_hFaetl_1qm37X_Lfze/pub?start=false&loop=false&delayms=3000

January... Get Outside and Move!

https://docs.google.com/presentation/d/e/2PACX-1vQtwmgGdz3UYDYrDpB7x-1MVIQTJp0tyd3q71ilplc_ko978hx4nIUWOBv7RopbtTtqFvDW2zrpskEZ/pub?start=false&loop=false&delayms=3000

2019-20 School Slideshow

https://docs.google.com/presentation/d/e/2PACX-1vS_fTxmeow-omGlhsS_W4qZa67Gp5pegtiUXA9rj7yb3xyIJ3lSS_eDxNauBejMHg/pub?start=false&loop=false&delayms=5000

Winter Wellness

<https://docs.google.com/presentation/d/e/2PACX-1vT3YMDjnyRHgviYPg5dOTA1hWYwaFAeCDXdF0Z0NleTUxQTKZKeE5OyhrIB1-n7dGIOPQH7nniOeyw2/pub?start=false&loop=false&delayms=3000>

Sunnyside PP 2018-19

https://docs.google.com/presentation/d/e/2PACX-1vR3Q8TuG3m-BIVeW2otPzEZxWHAUJn_6esa4jc0VFOU25_UgjjCpby5CxOCVAQSXQ/pub?start=false&loop=false&delayms=5000

Challenges to Address

- Continuing to develop numeracy across the grade levels
- Reinforcing literacy skills
- Making connections and building relationships with the FNMI community