

Sunnyside School 2021-2022



Sunnyside School Education Plan and 2020-2021 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:
Students will reinforce literacy skills for success in all areas of learning.	<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 virtual 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.
Data/evidence on how well the strategies worked	<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 2021. 2. A quick response to assessing all students(Sept/October 2021) 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 virtual learning commons sign out books. This process supported more intentional choices and fostered authentic reading experiences. It also allows our Learning Commons Facilitator to spend more time supporting students. 2. 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. 	

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:
Students will reinforce numeracy skills for success in all areas of learning.	<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.
Data/evidence on how well the strategies worked.	<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) 	

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:
Students will connect learning success with daily physical and mental health opportunities for optimal well-being	<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"> • Each reporting period students will identify strategies that make them feel well and identify new strategies to try. • Implement school wide SEL program, "<i>We Thinkers</i>" • Increase outdoor learning opportunities • Outdoor recess--improve opportunities (sleds/shovels, hammocks, slack lines, outdoor rink, toboggan hill) • 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: • 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 - including having Kristin Krein host a PD session on integrating Indigenous perspectives November 10th.
Data/evidence on how well the strategies worked.	<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. 	

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6407 Sunnyside School



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	90.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	94.8	93.8	94.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	91.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	25.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	98.7	98.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.5	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.2	84.7	87.1	79.5	81.8	81.4	n/a	n/a	n/a

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.
 - This year, the grade 1/2 classes also planted daffodils.
 - Winterfest
 - Plans for a Christmas market/winter festival
 - Spring Festival
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 - 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
 - Waffles and hot cocoa served throughout the year to celebrate the spirit of the winter warrior
 - Two outdoor classrooms were built in the 2020-2021 school year and two more have already been built in the 2021-2022 school year.

- Physical spaces
 - Learning commons has received lots of upgrades to embrace all styles of learning
 - Virtual learning commons introduced in 2020-2021
 - Wellness room has been created (on pause because of Covid protocols)
 - 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
 - School-wide celebrations continue to happen through our Sunnyside FB page/Twitter and on the hallway monitors
 - Sunnyside students are learning to give back to their community through the angel tree initiative.
- 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 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
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September Slideshow:

https://docs.google.com/presentation/d/e/2PACX-1vQHdXeyTNM0HK8wNJrDtntSLY--D7RNdm oG65vscrRYu1B0GqVIJYbyAqP1mGEXsrXzkhBq8udOIA9/pub?start=false&loop=false&delayms=3000&slide=id.g35f391192_00

October Slideshow:

https://docs.google.com/presentation/d/e/2PACX-1vRyl8Ks6Gy9l2zkkroFzFECcfNVVr8desWJ- oemK1lnijOCi8jqjDFido2su6NO1Ww4Z-rVp8ipFlq4/pub?start=false&loop=false&delayms=3000&slide=id.gf5f3d6de0f_0_63

Pumpkin/Harvest Festival:

https://docs.google.com/presentation/d/e/2PACX-1vQwM0Lt0UNNtZKOPxcjrpbBVpKuJUHkjbOM-DIGKn7umT9kAU0y2qBoNstxFm_7cAzA_Yj6_NxIbug/pub?start=false&loop=false&delayms=3000&slide=id.gcec4d27072_0_0

Challenges to Address

- Continuing to develop numeracy across the grade levels
- Reinforcing literacy skills
- Making connections and building relationships with the FNMI community
- Continue building our culture around outdoor learning and wellness