

Sunnyside School 2023-2024



Sunnyside School Education 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.

Principal's Message

Sunnyside School is a small rural school that services a community just outside of Lethbridge, Alberta. There are approximately 145 students from Early Learning to grade 6. These numbers are steadily increasing. In 2021-2022, Sunnyside School had 126 students from Early Learning to grade 6. This is a 15% increase in just 2 years.

Sunnyside School has a dedicated staff of 6.5 teachers and 7 support staff. It is a special rural school that has a thriving School Council and a dedicated cadre of parents that regularly invest time and resources into the school. This is evidenced by the purchase of a 42 foot dome greenhouse that will be used to enhance student learning experiences.

At Sunnyside School, we pride ourselves on embracing student wellness and the outdoors. We believe that students who are active, connected to the land that they live and learn on, and regularly embrace all that the outdoors have to offer can more effectively learn, thrive, and be physically/mentally well. The majority of students at Sunnyside School spend close to two hours outside a day - this is something we are very proud of. Parents and students alike appreciate this additional time and we believe that it has a positive impact on student wellness and learning.



As a staff, we strongly believe that every child deserves a chance to learn and grow, every single day. One of our priorities to achieve this is to constantly be learning and growing. One example of the growth that our staff has demonstrated is the change in our math practices this year. We have integrated math fluency image/number talks, collaborative thinking tasks, and math journaling to our math pedagogy. The result has

been significantly more interest, buy-in, and achievement from students in math at Sunnyside.

Sunnyside students are also able to participate in a wide variety of sporting events. All students have the opportunity to join our running club, to participate in track and field events, and join different activities during our Friday Wellness time. Students in grade 5/6 can also join our mini-volleyball and mini-basketball teams - where they can improve their skills through friendly competition.



Sunnyside School is extremely fortunate to have an active and engaged parent body. They have fundraised hundreds of thousands of dollars to invest in the school - from a new playground to picnic tables, adjustable outdoor basketball hoops to numerous field trips, and extra

sports equipment to upgrading our sound system in our gymnasium. These upgrades and extras benefit ALL students to ensure that Sunnyside is an equitable and inclusive environment for students to learn and grow. As mentioned earlier, during the 2023-2024 school year, we will be building a 42-foot (diameter) dome-style greenhouse similar to the ones that are pictured above. We are very excited about the many opportunities this greenhouse will present for our students!

As a school community, we are proud of how we are working together to meet the needs of students in our community. We recognize that there are still areas we would like to grow in, as demonstrated by our three goals for the 2023-2024 year. As we pursue excellence in all that we do, we believe that Sunnyside will continue to be an incredible place for students and staff to learn, grow, explore, and shine!

School Goals:

Jurisdictional Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.		
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. 4. Grade 6 PAT results 5. TOWRE assessment for grades 1,2,3 	<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, including weekly one hour collaboration sessions. • 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 • Increase our book supply at the K-2 level to ensure ample supply of books for school and home, including investing significant funds into decodable texts • Targeted reading interventions daily for every student reading below grade level • Haggerty phonemic awareness utilized in K, 1,2. • Purchase and utilize LLI kits to enhance our ability to ramp up reading intervention for students below grade level, especially in grades 2-6
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 2023. 2. A quick response to assessing all students(Sept/October 2023) to determine literacy skills provided valuable and timely information for responsive teaching. 3. F and P benchmark data to determine growth. 4. Increased use of decodable texts for kindergarten and grade 1 5. Strong PAT data in reading and writing. 89% of students achieved acceptable and 56% of students achieved excellence in reading. 100% of students achieved acceptable and 22% of students achieved excellence in writing in 2022. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Continue with the intervention model. Teachers and students have been utilizing the Leveled Literacy Intervention kits that we purchased. There has been a large amount of uptake (from grade 1-4). 2. Continue to promote explicit teaching of phonics and phonemic awareness in grades 1 and 2. 3. Utilize guided reading and guided reading groups more often, enabling students additional exposure to texts/strategies with an adult. 4. Continue to implement the writing workshop model to enhance student stamina, creativity, and passion for writing. 5. Effectively utilize additional teaching staff for next year to enable small group work to enhance reading and writing. 	

Jurisdictional Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

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 3. Mathematics PAT 4. Numeracy Screening Assessment for grades 1-3 	<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. ○ Utilize Building Fact Fluency kits ○ Continue implementing Peter Liljedahl's Building Thinking Classrooms • 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. The MIPI assessment helped teachers plan for instruction and to address gaps that will be identified in the assessment, thereby better meeting the needs of all students. For example, in division II, fractions and division were identified as areas of need. 2. The introduction of math fluency kits and Building Thinking Classrooms has improved student collaboration and problem solving, as well as their self-reported enjoyment of math (from student surveys). <p>Next Steps</p> <ol style="list-style-type: none"> 1. Continued emphasis on math manipulatives 2. Explore assessment practices that support a growth mindset 3. Moving towards a model of open-ended problems, math games, and practice 4. Work with teachers to enhance efficacy through team-teaching and group collaboration 	

Jurisdictional Desired State: Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

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. Anecdotal information through surveys, conversations with students and parents 4. 	<ul style="list-style-type: none"> • Each reporting period students will identify strategies that make them feel well and identify new strategies to try. • 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: • 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 Kylie Fineday) • Implement universal strategies (Southwest Collaborative Support Service) • Using University of Alberta's Developing Healthy Communities Handbook • Build greenhouse to enhance outdoor activities and opportunities for student wellness
Data/evidence on how well the strategies worked.	<ol style="list-style-type: none"> 1. Outdoor learning continued to grow in 2022-2023. This includes additional trips to Pavan Park and extended outdoor/wellness time for all grades. 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, school-wide snowman contest, and family activities) 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. 	