

# **School Goals and AERR**

## **Sunnyside School**

### **2015-2016**



# Three Year School Plan AERR Sunnyside School TABLE OF CONTENTS

<b>Sections of the Three Year School Plan</b>	
<b>PAGE</b>	<b>DESCRIPTION</b>
Page 3	Vision
Page 4	Mission
Page 5	Accountability Pillar (overview) October 2015
Page 6	School Goals with strategies and measures
Page 12	Professional Development plan for use of site-based days
<b>Annual Education Results Report</b>	
Page 13	5 year averages with provincial results (Grade 6)
Page 16	Palliser School Goals Principal Reflection Rubric

# Sunnyside School



---

## Vision

**S**uccessful  
**H**onourable  
**I**ndividuals  
**N**urturing  
**E**xcellence

### **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.

Sunnyside School sets the foundation for a purposeful life.

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2015  
School: 6407 Sunnyside School



Measure Category	Measure Category Evaluation	Measure	Sunnyside School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	95.8	97.5	96.0	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	88.1	77.4	84.8	81.3	81.3	81.2	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	97.8	98.8	98.6	89.5	89.2	89.5	Very High	Maintained	Excellent
		<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	76.4	74.9	74.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	<a href="#">PAT: Acceptable</a>	100.0	*	95.8	73.0	73.1	73.9	Very High	Maintained	Excellent
		<a href="#">PAT: Excellence</a>	34.1	*	56.3	18.8	18.4	18.9	Very High	Declined	Good
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.2	85.5	84.8	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	78.6	n/a	91.7	82.0	81.2	80.4	High	Maintained	Good
		<a href="#">Citizenship</a>	90.8	93.0	92.8	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	93.2	91.4	95.7	80.7	80.8	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	92.2	95.8	88.3	79.8	79.8	80.1	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses Included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses Included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Goal 1: Highest Priority (Literacy)

Provincial Goal: Success for Every Student 1.1 Students demonstrate proficiency in literacy and numeracy.			Principal Comments
School Goal	Measures: including school developed measures.	Strategies	Data/evidence on how well the strategies worked.
Student achievement in writing will improve.	<p>1.PAT data</p> <ul style="list-style-type: none"> <li>• SoE 2015 (27.3)</li> <li>• SoE 2016 (35%)</li> </ul> <p>2.Narrative writing sample October/May</p> <p>3.Accountability Pillar Results</p> <p>4.Kindergarten/Gr. 1 Early Literacy Assessments</p> <p>5.Instructional supervision</p> <p>6.Language Arts Timetable</p>	<ul style="list-style-type: none"> <li>• All teachers will be involved in marking the school wide writing examples collected by the end of October (M2)</li> <li>• Use the Alberta Education writing rubrics <a href="http://www.learnalberta.ca/content/ieptlibrary/lib03.html">http://www.learnalberta.ca/content/ieptlibrary/lib03.html</a> (M2)</li> <li>• Create an "I can do it environment", <i>Teaching Essentials</i> by Regie Routman (Ch. 2) (M1,M2,M3)</li> <li>• Students are writing <b>every day</b> (M5, M6)</li> <li>• Teachers are conferencing <b>everyday</b> (M5)</li> <li>• Book study: <i>Writing Essentials</i> by Regie Routman (M1,M2,M3,M4)</li> <li>• Create a collection of writing exemplars for each grade level (review VPES writing binder and Lucy Caulkins' units of study)(M2)</li> <li>• Provide opportunities for teachers to share best practices at staff meetings (M1, M2)</li> </ul>	

Principal is:

- Providing leadership in literacy for staff members at Sunnyside School
- Providing literacy sessions for parents

- Supporting teachers through modeling best practices
- Providing resources for both teachers and students
- Conducting instructional supervision

Teachers are:

- Providing students with daily opportunities to read, write, and build words through word work
- Participating in professional development to strengthen best practices in literacy instruction: reading selected books on literacy, Vulcan collab group,
- Planning and implementing strategies for students requiring intervention
- Conferencing with students one-to-one

Students are:

- writing every day
- learning to spell through building words

Parents are:

- Ensuring children are reading “just right” books at home for 20 min (Gr 1-3) and 40 min (Gr 4-6) every day
- Providing opportunities for children to write: thank you notes, letters, etc.
- Meeting with their child’s teacher to discuss the child’s progress in literacy and next steps to be taken
- Attending information sessions on literacy to help support what’s happening in the classroom
- Talking with their children about what they are writing.

## Goal 2: Literacy

Provincial Goal: Success for Every Student 1.1 Students demonstrate proficiency in literacy and numeracy.			Principal Comments
School Goal	Measures: including school developed measures.	Strategies	Data/evidence on how well the strategies worked.
Student achievement in reading will improve.	1. Fountas & Pinnell Testing (October/March) 2. Instructional Supervision documentation ("look fors") 3. Accountability Pillar Results 4. Data board (analyze gaps in learning achievement) 5. Kindergarten/Gr. 1 Early Literacy Assessments 6. All students will achieve one year's growth; at-risk/approaching students will achieve an additional 2 F&P reading levels 7. Language Arts Timetable	<ul style="list-style-type: none"> <li>• Increase language arts time for reading, writing and word work (M1, M6, M7)</li> <li>• Use F&amp;P data to inform instruction (M1, M6)</li> <li>• Develop strategies for intervention during staff meetings (M1, M4, M5)</li> <li>• Responsive teaching-- perform regular "check-ins" (M4, M2)</li> <li>• All language arts teachers will use LPEY/Moving Up as a regular part of their program (M1, M2, M3, M6)</li> <li>• Establish book boxes with the appropriate level of material for every child (M1, M2, M4, M5, M6)</li> <li>• Teachers share best practices at professional development meetings (M6)</li> <li>• Gr 1 teacher and administrator attending "Calgary Summit" (M1, M5)</li> <li>• K/1 Teachers are implementing Janet Mort's Joyful Literacy philosophy in their classrooms (Literacy Centres) (M5, M1)</li> <li>• Relay information about reading strategies/tips through newsletters and website (M3, M1)</li> <li>• Provide parents with workshops in how to read with their child (M1, M3, M5, M6)</li> <li>• Book Study: <i>No More Independent Reading Without Support</i> (M2)</li> <li>• Book Study: <i>Next Steps in Guided Reading</i> (M2)</li> </ul>	



Principal is:

- Providing leadership in literacy for staff members at Sunnyside School
- Providing literacy sessions for parents
- Supporting teachers through modeling best practices
- Providing resources for both teachers and students
- Conducting instructional supervision

Teachers are:

- Providing students with daily opportunities to read, write, and build words through word work
- Structuring classrooms that allow for the Optimal Learning Model (OLM)
- Participating in professional development to strengthen best practices in literacy instruction
- Using assessment (F&P data, check-ins) to inform instruction
- Planning and implementing strategies for students requiring intervention
- Communicating with parents after each benchmark assessment (twice/year) on a regular basis keeping parents informed on progress and what needs to be worked on.

Students are:

- reading and writing every day
- learning to spell through building words

Parents are:

- Ensuring children are reading “just right” books at home for 20 min (Gr 1-3) and 40 min (Gr 4-6) every day
- Providing opportunities for children to write: thank you notes, letters, etc.
- Meeting with their child’s teacher to discuss the child’s progress in literacy and next steps to be taken
- Attending information sessions on literacy to help support what’s happening in the classroom
- Talking with their children about what they are reading.

### Goal 3: Assessment for Learning

Provincial Goal: Success for Every Student 1.2 Students achieve student learning outcomes.			Principal Comments
School Goal	Measures: including school developed measures.	Strategies	Data/evidence on how well the strategies worked.
Students know what they are learning and why.	1.Survey: October/May  2.Instructional Supervision  3.Accountability Pillar Results	<ul style="list-style-type: none"> <li>Each teacher is developing enduring understandings and I can statements (M1,M2)</li> <li>Provide professional development opportunities for writing enduring understandings (M1)</li> <li>Share learning objectives in kid-friendly language for each lesson (enduring understandings/ big idea, "I Can" statements). (M1,M2)</li> <li>Posting big ideas in class newsletters, e-calendar, website blogs) (M3)</li> <li>Reference Book: <i>Essential Questions: Opening Doors to Student Understanding</i> (M2)</li> </ul>	

Principal is:

- Providing leadership in best assessment practices.
- Supporting teachers in developing "I can" statements and big ideas.
- Looking for clear, shared learning objectives in classroom observations and walk-about.

Teachers are:

- Identifying enduring understandings/big ideas for each lesson
- Posting learning objectives in kid friendly language
- Sharing big ideas with parents (class newsletters, website blog, agenda etc)

Students are:

- focused on the learning objective at the start of each lesson
- talking about the big ideas (teacher, classmates, parents)

Parents are:

- Providing opportunities for children to share their learning of big ideas.

#### Goal 4: Safe and Caring

Provincial Goal			Principal Comments
School Goal	Measures: including school developed measures.	Strategies	Data/evidence on how well the strategies worked.
Every student will be able to demonstrate the 7 Habits	1.Student survey October/May 2.Accountability Pillar results	<ul style="list-style-type: none"> <li>• Develop common language (M1)</li> <li>• Create opportunities for leadership based on 7 Habits research (M1, M2)</li> <li>• Incorporating 7 Habits in school wide activities (cross-graded groups, assemblies) (M1, M2)</li> <li>• Book study: <i>Leader in Me</i> (M1)</li> </ul>	

Principal is:

- Providing leadership by using 7 Habits language
- Providing opportunities for school-wide leadership activities

Teaches are:

- Using the 7 Habits language with students
- Educating students about what it means to be a leader
- Providing opportunities for students to exercise leadership qualities

Students are:

- Using 7 Habits language
- Identifying/demonstrating leadership qualities
- Being leaders

Parents are:

- Learning about 7 Habits/ Leader in Me training in School Council meetings
- Talking to their children about what they are learning

# Sunnyside School

## Use of Site-based PD Days 2015-2016

<b><i>Date</i></b>	<b><i>Activity</i></b>	<b><i>Goal Targeted</i></b>
August 25-26, 2015	7 Habits Training for staff	This training will empower teachers to prepare for a 'leader in me school', leading by example
August 31 , 2015	1.Welcome back staff meeting  2. Establish school goals—using data from AP(May) School Review, and F&P data begin forming goals for the year. PAT Analysis—	Information will be gathered to formulate the literacy, assessment for learning and literacy goal.  Reflect on results, both strengths and weaknesses to contribute to school goals
February 1, 2016	1.Writer's Workshop for Teachers	This session will assist teachers in creating best practices for the writing workshop.
May 24, 2016	1.AP-Survey results/school goals  2. Time permitting: Assessment for learning	The analysis of the AP survey and school goals will provide us with information to reflect on our progress for the current school year and prepare for planning the 2016-2017 school year.  Review the current assessment for learning practices and next steps needed to advance this goal for the 2016-2017 school year.

## Grade 6 - Five Year Trends - Students Achieving Acceptable Standard

Based on Number of Students Enrolled

Gr. 6 Language Arts	2011	2012	2013	2014	2015	Average
Sunnyside LA 6	<b>100.0%</b>	<b>100.0%</b>	100.0%	100%	100%	100%
LA 6 Province	83.0%	82.7%	82.5%	81.9%	91.3	84.3%

Gr. 6 Mathematics	2011	2012	2013	2014	2015	Average
Sunnyside Math 6	<b>100.0%</b>	<b>100.0%</b>	83.3%	100%	100%	96.7%
Math 6 Province	72.8%	74.1%	72.1%	72.7%	80.4%	74.4%

Gr. 6 Science	2011	2012	2013	2014	2015	Average
Sunnyside Science 6	<b>100.0%</b>	<b>100.0%</b>	100.0%	50%	100%	90%
Sci 6 Province	75.7%	77.4%	77.1%	75.4%	76%	76.3%

Gr. 6 Social Studies	2011	2012	2013	2014	2015	Average
Sunnyside Social 6	<b>85.7%</b>	<b>100.0%</b>	100.0%	0.00	100%	77.1%
SS 6 Province	71.0%	72.9%	72.2%	70.2%	78%	72.9%

## Grade 6 - Five Year Trends - Students Achieving Standard of Excellence

Based on Number of Students Enrolled

Gr. 6 Language Arts	2011	2012	2013	2014	2015	Average
Sunnyside ELA 6	<b>14.3%</b>	<b>50.0%</b>	58.3%	0%	27.3%	30%
Provincial Average	18.5%	17.8%	16.3%	17.6%	21.5%	18.3%

Gr. 6 Mathematics	2011	2012	2013	2014	2015	Average
Sunnyside Math 6	<b>28.6%</b>	<b>50.0%</b>	41.7%	0%	36.4%	31.3%
Provincial Average	17.5%	16.4%	16.3%	15.3%	15.3%	16.2%

Gr. 6 Science	2011	2012	2013	2014	2015	Average
Sunnyside Sci. 6	<b>14.3%</b>	<b>50.0%</b>	58.3%	0%	36.4%	31.8%
Provincial Average	25.2%	28.5%	26.2%	25.3%	25.9%	26.2%

Gr. 6 Social Studies	2011	2012	2013	2014	2015	Average
Sunnyside Soc. 6	<b>14.3%</b>	<b>50.0%</b>	66.7%	0%	36.4%	33.5%
Provincial Average	19.0%	20.1%	19.3%	17.1%	21%	19.3%

## Grade 6 - Five Year Trends - Students Achieving Below the Acceptable Standard

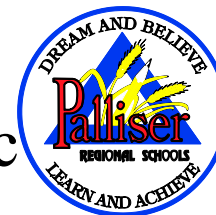
Based on Number of Students  
Enrolled

Gr. 6 Language Arts	2011	2012	2013	2014	2015	Average
Sunnyside	0	5.5%	0.0%	0%	0%	1.1%
Provincial Average	7.8%	8.1%	8.3%	8.5%	8.7%	8.3%

Gr. 6 Mathematics	2011	2012	2013	2014	2015	Average
Sunnyside	0.0%	10.8%	16.7%	0%	0%	5.5%
Provincial Average	17.1%	16.4%	18.2%	17.4%	19.6%	17.7%

Gr. 6 Science	2011	2012	2013	2014	2015	Average
Sunnyside	0.0%	8.1%	0.0%	0%	0%	1.6%
Provincial Average	14.2%	12.8%	13.2%	14.2%	13.7%	13.6%

Gr. 6 Social Studies	2011	2012	2013	2014	2015	Average
Sunnyside	14.3%	15.4%	0.0%	50%	0%	15.9%
Provincial Average	19.4%	17.2%	17.3%	18.7%	22%	18.9%



# Palliser School Goals Principal Reflection Rubric 2015-2016

	Excellent	Proficient	Adequate
<b>Leadership</b>	The principal <b>champions</b> school goals through <b>consistent</b> conversations and actions.	The principal <b>supports</b> school goals through <b>frequent</b> conversations and actions.	The principal <b>acknowledges</b> school goals through <b>occasional</b> conversations and actions.
<b>Instructional Supervision</b>	The principal <b>advances</b> school goals through <b>on-going</b> instructional supervision.	The principal <b>supports</b> school goals through <b>periodic</b> instructional supervision.	The principal <b>acknowledges</b> school goals through <b>minimal</b> instructional supervision.
<b>School Ownership</b>	Staff is <b>engaged</b> in identifying, implementing, and reflecting on school goals. School council is given the opportunity to give <b>feedback</b> about school goals.	Staff is <b>involved</b> in identifying, implementing and reflecting on school goals. School council is <b>informed</b> about school goals.	Staff is <b>given minimal</b> opportunity in identifying, implementing and reflecting on school goals. School council is <b>not consulted</b> .
<b>Measures</b>	Internal and external data measures are <b>purposefully connected</b> to strategies and <b>provide evidence</b> to stakeholders about the status of school goals.	Internal and external data measures are <b>partially connected</b> to strategies and <b>provide information</b> about the status of school goals.	External data measures are <b>superficially connected</b> to strategies and provide <b>little information</b> about the status of school goals.
<b>Strategies</b>	Strategies are <b>specific</b> and are aligned with measures. Staff and administration are accountable for strategies.	Strategies are <b>partially</b> aligned with measures. Staff and administration are <b>partially</b> accountable for strategies.	Strategies are <b>general</b> and <b>not aligned</b> with measures. There is <b>no</b> accountability for strategies.