School Goals and AERR

Sunnyside School

2014-2015
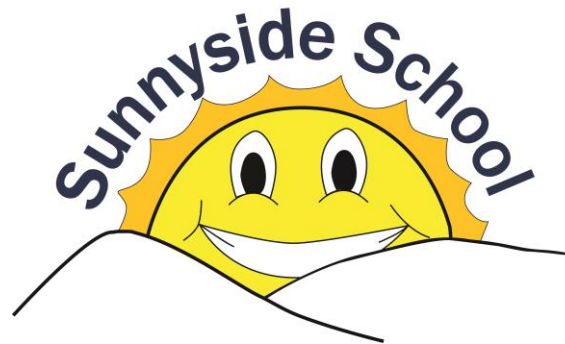
Three Year School Plan AERR
Sunnyside School TABLE OF CONTENTS

Vision

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.

Sunnyside School sets the foundation for a purposeful life.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
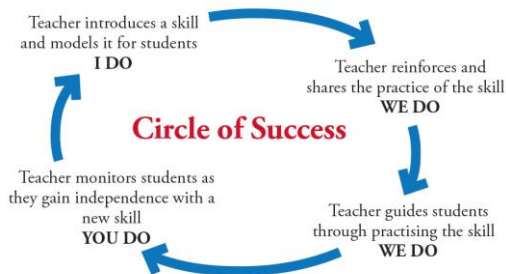**School: 6407 Sunnyside School**

Alberta Government

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	Safe and Caring	96.2	94.3	94.6	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.7	87.2	87.7	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	98.1	99.0	98.1	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	97.2	93.8	96.6	79.0	79.1	79.2	Very High	Maintained	Excellent
		PAT: Excellence	50.0	18.8	23.8	18.9	20.8	19.9	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	83.3	100.0	83.3	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	92.5	93.0	94.0	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	95.7	100.0	93.9	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.7	79.3	90.4	80.6	80.0	80.0	Very High	Maintained	Excellent

Notes:

1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).

2) 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, Science 30.

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.

Goal 1: 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.	Fountas & Pinnell Testing (October/March) Instructional Supervision documentation ("look fors") Accountability Pillar Results Data board (analyze gaps in learning achievement) Kindergarten Milestones document All students will achieve one year's growth; at-risk/approaching students will achieve an additional 2 F&P reading levels	- Develop a common definition of Balanced Literacy - Increase LA time for reading, writing and word work - Use F&P data to inform instruction - Use data board to analyze gaps in learning achievement - Develop strategies for intervention during built-in weekly (40 min) teacher collaborative time - Implement the Optimal Learning Model (OLM) for instruction (also called "Circle of Success") across all content areas - Perform regular "check-ins" and report using a shared google doc - Create a professional book room to organize instructional materials - Establish book boxes for all students with material they can read at independent and instructional levels - Teachers share best practices at staff meetings - K, 1, 2 teachers attending "Summit 6" - Relay information about reading strategies/tips through newsletters and website - Teacher collab days in Vulcan (literacy focus) - Build classroom libraries and strengthen school library - Book Study: *No More Independent Reading Without Support & Next Steps in Guided Reading*	

Circle of Success

Teacher introduces a skill and models it for students
I DO

Teacher reinforces and shares the practice of the skill
WE DO

Teacher guides students through practising the skill
WE DO

Teacher monitors students as they gain independence with a new skill
YOU DO

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 (Website, Monday Morning Memo)
- 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)

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 2: 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.	Instructional Supervision documentation (checklist/anecdotal notes) Accountability Pillar Results	• Develop enduring understandings in collaborative time and during professional development meetings • Share learning objectives in kid-friendly language at the beginning of each class (enduring understandings/ big idea, "I Can" statements). • Post big ideas in class newsletters, e-calendar, website blogs (Dawn Sugimoto will provide in-servicing for the website) • Reference Book: *Essential Questions: Opening Doors to Student Understanding*	

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-abouts
- Providing information through the *Monday Morning Memo* in the "Something to think about" section

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 3: Safe and Caring

Provincial Goal: High Quality Education through Collaboration and Innovation 3.1 Effective learning and teaching with caring, respectful, safe and healthy environments.			Principal Comments
School Goal	Measures: including school developed measures.	Strategies	Data/evidence on how well the strategies worked.
Every student will have an opportunity to be a leader.	Accountability Pillar Results Students are able to show/tell about a time they were a leader	- Develop common language to use school wide - Attend Leader in Me (Vision Day) training - Create opportunities for leadership based on 7 Habits research - Incorporating 7 Habits in school wide activities (cross-graded groups, assemblies) - Book study: *Leader in Me*	

Principal is:
- Providing leadership by using 7 Habits language
- Making arrangements for staff to participate in the Leader in Me (Vision Day)
- Providing opportunities for school-wide leadership activities

Teaches are:
- Using the 7 Habits language with students
- Participating in training for Leader in Me (Vision Day)
- 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 2014-2015

Date	Activity	Goal Targeted
August 25, 2013	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	Information will be gathered to formulate the literacy, assessment for learning and literacy goal.
August 26, 2014	1.Best practices in literacy instruction workshop 2. F&P testing procedures, data-informed plans	This workshop will empower teachers to deliver data-informed instruction. Both workshops will help to establish and meet our literacy goal
August 29, 2014	1.PAT Analysis— 2. Google workshop prepared by Rocky Wilson	Reflect on results, both strengths and weaknesses to contribute to school goals The Google workshop will enable teachers to work effectively in a Google environment. Specifically, teachers will learn to share instructional plans and set up folders to use during collaboration time
January 30, 2015	Leader in Me (Vision Day) with JEES staff	This training will assist staff in achieving our safe and caring goal: Every student will have an opportunity to be a leader.
May 19, 2015	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 2015-2016 school year. Review the current assessment for learning practices and next steps needed to advance this goal for the 2015-2016 school year.

Grade 3 - Five Year Trends - Students Achieving Acceptable Standard
Based on Number of Students Enrolled

Gr. 3 Language Arts	2010	2011	2012	2013	2014	Average
School	100.0%	100.0%	91.7%	91.7%	83.3%	93.3%
ELA 3 Provincial Average	81.6%	81.8%	81.9%	81.5%	78.9%	81.1%

Gr. 3 Mathematics	2010	2011	2012	2013	2014	Average
School	n/a	100.0%	66.7%	75%	83.3%	81.3%
Math 3 Provincial Average	75.3%	75.3%	76.1%	75.7%	73.6%	75.2%

Grade 3 - Five Year Trends - Students Achieving Standard of Excellence
Based on Number of Students Enrolled

Gr. 3 Language Arts	2010	2011	2012	2013	2014	Average
School	31.8%	18.2%	8.3%	33.3%	0%	18.3%
Provincial Average	19.5%	17.5%	20.4%	17.8%	15.3%	18.1%

Gr. 3 Mathematics	2010	2011	2012	2013	2014	Average
School	0%	9.1%	25.0%	50.0%	16.7%	20.1%
Provincial Average	25.4	25.7%	25.1%	25.2%	25.3%	25.3%

Grade 3 - Five Year Trends - Students Achieving Below Acceptable Standard

Based on Number of Students Enrolled

Gr. 3 Language Arts	2010	2011	2012	2013	2014	Average
Sunnyside	0.0%	0.0%	6.5%	0.0%	16.7%	4.6%
Provincial Average	9.3%	9.2%	9.8%	9.8%	13.6%	10.3%

Gr. 3 Mathematics	2010	2011	2012	2013	2014	Average
Sunnyside	n/a	0.0%	11.3%	16.7%	16.7%	11.2%
Provincial Average	11.9%	14.2%	15.3%	15.7%	18.3%	15.1%

Grade 6 - Five Year Trends - Students Achieving Acceptable Standard
Based on Number of Students Enrolled

Gr. 6 Language Arts	2010	2011	2012	2013	2014	Average
Sunnyside LA 6	**100.0%**	**100.0%**	**100.0%**	100.0%	100%	100%
LA 6 Province	83.3%	83.0%	82.7%	82.5%	81.9%	82.7%

Gr. 6 Mathematics	2010	2011	2012	2013	2014	Average
Sunnyside Math 6	**86.7%**	**100.0%**	**100.0%**	83.3%	100%	94%
Math 6 Province	72.8%	72.8%	74.1%	72.1%	72.7%	72.9%

Gr. 6 Science	2010	2011	2012	2013	2014	Average
Sunnyside Science 6	**86.7%**	**100.0%**	**100.0%**	100.0%	50%	87.3%
Sci 6 Province	76.6%	75.7%	77.4%	77.1%	75.4%	76.4%

Gr. 6 Social Studies	2010	2011	2012	2013	2014	Average
Sunnyside Social 6	**86.7%**	**85.7%**	**100.0%**	100.0%	0.00	74.5%
SS 6 Province	70.9%	71.0%	72.9%	72.2%	70.2%	71.4%

Grade 6 - Five Year Trends - Students Achieving Standard of Excellence
Based on Number of Students Enrolled

Gr. 6 Language Arts	2010	2011	2012	2013	2014	Average
Sunnyside ELA 6	**40.0%**	**14.3%**	**50.0%**	58.3%	0%	35.5%
Provincial Average	18.9%	18.5%	17.8%	16.3%	17.6%	17.8%

Gr. 6 Mathematics	2010	2011	2012	2013	2014	Average
Sunnyside Math 6	**33.3%**	**28.6%**	**50.0%**	41.7%	0%	21.7%
Provincial Average	16.3%	17.5%	16.4%	16.3%	15.3%	16.4%

Gr. 6 Science	2010	2011	2012	2013	2014	Average
Sunnyside Sci. 6	**40.0%**	**14.3%**	**50.0%**	58.3%	0%	32.5%
Provincial Average	27.0%	25.2%	28.5%	26.2%	25.3%	26.4%

Gr. 6 Social Studies	2010	2011	2012	2013	2014	Average
Sunnyside Soc. 6	**40.0%**	**14.3%**	**50.0%**	66.7%	0%	34.2%
Provincial Average	16.7%	19.0%	20.1%	19.3%	17.1%	18.4%

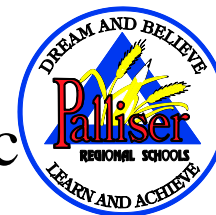**Grade 6 - Five Year Trends - Students Achieving Below the Acceptable Standard**

Based on Number of Students
Enrolled

Gr. 6 Language Arts	2010	2011	2012	2013	2014	Average
Sunnyside	0	0	5.5%	0.0%	0%	1.1%
Provincial Average	7.4%	7.8%	8.1%	8.3%	8.5%	8.0%

Gr. 6 Mathematics	2010	2011	2012	2013	2014	Average
Sunnyside	13.3%	0.0%	10.8%	16.7%	0%	8.2%
Provincial Average	13.9%	17.1%	16.4%	18.2%	17.4%	16.6%

Gr. 6 Science	2010	2011	2012	2013	2014	Average
Sunnyside	13.3%	0.0%	8.1%	0.0%	0%	4.3%
Provincial Average	13.7%	14.2%	12.8%	13.2%	14.2%	13.6%

Gr. 6 Social Studies	2010	2011	2012	2013	2014	Average
Sunnyside	13.3%	14.3%	15.4%	0.0%	50%	18.6%
Provincial Average	19.3%	19.4%	17.2%	17.3%	18.7%	18.4%

Palliser School Goals Principal Reflection Rubric 2014/2015

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