



Sunnyside School

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Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

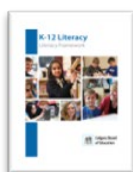
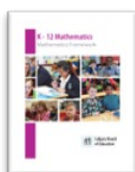
Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the [2024-25 School Improvement Results Report](#) on our school website.





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy will improve.

Outcome:

Students will improve in reading (word reading, phonological awareness, phonics) through explicit, systematic instruction.

Outcome Measures

- *Provincial Assessment: PAST, LeNS, CC3*
- *Report Card Data (Grade 1-6)- ELA Reads to explore*
- *Student perception data from OurSchool and Assurance Survey*

Data for Monitoring Progress

- *Words Their Way Spelling Inventory*
- *Teacher perception data*
- *Bi-Weekly student check-ins (reading and spelling UFLI and internal progress monitoring tools)*

Learning Excellence Actions

- *Provide daily structured and explicit instruction*
- *Connect decodable text to GPCs/concepts that are taught*
- *Strategically teach high-frequency words*
- *Build, model and use sound walls, mnemonic alphabet, and anchor charts (graphemes, prefix/suffix)*

Well-Being Actions

- *Use of goal setting and self-assessment*
- *Clearly display learning expectations for all learners*
- *Co-create success criteria*
- *Utilize flexible groupings for specific learning needs*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Know learners cultural background, life experiences and learning needs*
- *Provide access to inclusive, diverse, and inviting texts*

Professional Learning

- *Improving Reading for Older Students*
- *System Professional Learning*
- *EAL and ELAL Insite, Professional Learning*

Structures and Processes

Classroom:

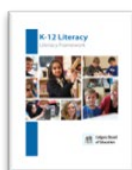
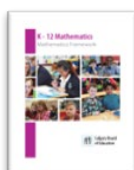
- *Consolidate literacy learning with literacy centres*
- *Sound walls, mnemonic alphabet, and anchor charts (graphemes, prefix/suffix)*

School:

- *PLCs*
- *Collaborative Response*
- *SLTs*
- *Targeted literacy intervention*

Resources

- *ELAL K-3 Scope and Sequence*
- *CBE Digital Decodable Library*
- *Expansion of school decodable library*
- *ELA and ELAL Insite, Teaching Practices*
- *EAL D2L Toolkit for English as Additional Language Learners*





School Development Plan – Year 2 of 3

School Goal

Student awareness and use of self-regulation strategies will improve.

Outcome:

Students will improve their problem-solving skills.

Outcome Measures

Perception Data:

- Alberta Education Assurance Measure
- OurSchool Survey
- CBE Student Survey
- Internal, school-based survey

Data for Monitoring Progress

- Student perceptions on Elementary (Grade 4,5) and Secondary (Grade 6) OurSCHOOL Survey (self-regulation summary measure)
- Teacher perceptions about their competence with the CASEL SEL competencies (Teacher Survey)
- Student perceptions of having regulation strategies based on CBE Student Survey

Learning Excellence Actions

- Include age-appropriate tasks, texts and resources to understand the Social Determinants of Health and their impacts on the Dimension of Wellness
- Model and increase awareness of emotions as first step in problem solving
- Direct instruction regarding to have a regulated stress-response and how this affects well-being

Well-Being Actions

- Incorporate a focus related to the impact of self-awareness and self-management (e.g. pre-post reflection of how healthy habits and peer interactions affect regulation)
- Provide explicit instruction on brain development and the brain's response to stress, alongside teaching regulation strategies to support students in building person self-regulation toolkits.

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize inclusive, universal strategies to intentionally integrate CASEL SEL competencies schoolwide.

Professional Learning

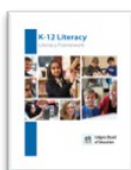
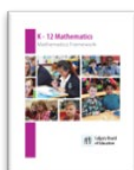
- Professional learning for teachers and whole school implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to plan the integration of SEL Competencies schoolwide and through classroom learning

Structures and Processes

- Designated time and spaces for practicing regulation skills (e.g. SEL routines, sensory room, movement breaks, motor space)
- Collaborative Response
- SLTs
- IPPs and SSPs focused on regulation and/or problem-solving strategies

Resources

- SEL Brightspace by D2L Shell
- CBE Student Well-Being Framework
- CBE Student Well-Being Companion Guide



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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2024-25 SDP GOAL ONE: Student foundational skills in literacy will improve

Outcome one: Students will improve in reading (word recognition, phonological awareness, phonics) through explicit, systematic instruction.

Celebrations

- Students' ability to recognize the names and sounds of letters and common letter combinations improved by 33.6 percentage points, reflected in a significant decrease in the number of students identified as requiring additional support on the LeNS universal screener pre-assessment.
- Student academic performance in Reads to Explore has improved, shown by a 3.41 percentage-point increase in the number of students receiving a 3 or 4 on their report card indicator.
- 97.35% of students in grade 1-3 report that reading helps them learn, based on the CBE Student Survey results.

Areas for Growth

- Supporting comprehension, as 78.95% of students in Grades 1–3 report being able to understand or make sense of what they read, according to the CBE Student Survey.
- Fostering a love of reading, particularly among younger students, as 86.84% of students in Grades 1–3 report enjoying reading, with 62.5% of Grade 1s indicating they like to read.
- Expand the use of learning intentions and success criteria

Next Steps

- Continue tracking student progress using standardized reading tools and expand the use of the Grade 4–12 Reading Assessment Decision Tree in Grades 4–6
- Continue to embed structured literacy practices while expanding focus on fluency and comprehension.
- Maintain flexible groupings to address student learning needs at both targeted skill levels and grade level expectations.
- Expand classroom supports beyond sound walls to include mnemonic alphabets, morpheme walls, and prefix/suffix anchor charts, ensuring that each resource is tailored to the grade-level needs of students.



2024-25 SDP GOAL TWO: Student awareness and use of self-regulation strategies will improve.

Outcome one: Students will improve their problem-solving skills.

Celebrations

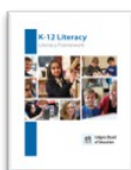
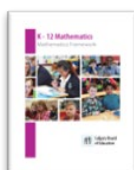
- At the start of the year, only about 3 in 10 students were familiar with the Problem-Solving Wheel. By May, nearly all students could identify and apply it, supporting independent conflict resolution and building social-emotional competence.
- Very few students knew Turtle Steps early in the year, but by spring most could name and use it, learning to slow down and think before acting—a key self-regulation skill.
- Over half of students now understand the concept of self-regulation, compared to less than one-fifth in January, providing a strong foundation for applying strategies effectively.
- Significant growth was observed in Grade 6 self-regulation, with average scores increasing from 50% to 69%, narrowing the gap with Grades 4–5 and surpassing the Canadian average, according to the OurSchool Survey.
- Overall school performance continues to exceed Canadian norms for positive self-regulation, with school averages of 69–73% compared to national averages of 66–67%, based on the OurSchool Survey.

Areas for Growth

- Students' ability to name their feelings has shown limited growth, with 65% indicating they can do so. Recognizing and naming emotions is a foundational step in developing effective self-regulation skills.
- Recognizing when to apply a strategy remains an area for growth, with 59% of students responding "Yes." While students are aware of strategies, they are not always confident in identifying the appropriate moment to use them. Timing is critical, as acting before escalation supports more effective regulation.
- A small group of students (approximately 5–6%) still report having no strategies to calm themselves. These students require targeted support to build a repertoire of strategies and prevent dysregulation.

Next Steps

- Provide targeted support for students who report having "no ways" to self-regulate through coaching and role-playing, ensuring each student develops at least two reliable strategies.
- Sustain and reinforce gains with problem-solving tools by expanding a consistent, school-wide language, such as, "What has made the problem





bigger?” and “Which strategy from the Problem-Solving Wheel can you try?” Continue to maintain visual supports in classrooms and hallways and integrate them into peer mediation practices.

- Continue to support students in building and expanding their self-regulation “toolboxes” with a variety of strategies.
- Extend support to include direct instruction on friendship skills and conflict resolution, building on school-wide common language and student skillsets.

