



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

Sunnyside School

211 7 St NW, Calgary, AB T2N 1S2 t | 403-777-6390 f | 587-933-9903 e | sunnyside@cbe.ab.ca

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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We have used data from Provincial screeners and assessments to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial Universal Screeners Results	Percentage of students at risk June 2023	Percentage of students at risk June 2024
Castles and Coltheart 3 (CC3) Reading – Regular Words	Grade 1: 17% Grade 2: 12.5% Grade 3: 0% Total 29.5%	Grade 1: 37.5% Grade 2: 8% Grade 3: 21% Total 66.5%
Letter Name – Sound Test (LeNS)	Grade 1: 8.3%	Grade 1: 41%



As we analyze the data from the chart above, we noticed that nearly 65% of students in early grades are at risk in literacy in June 2024.

Some of this change can be attributed towards changing demographics. Sunnyside School has experienced the following shifts since the 2022-23 school year:

- Student population increased by 22% from September 2022 to June 2024
- In 2022-23, 39.13% of English as Additional Language Learners were at the Language Proficiency Level 1 and 2 and this increased to 50% by June 2024

In the upcoming years, our focus will primarily be on enhancing phonological awareness and phonics to support student learning.

Kindergarten AFRS data June 2024

Section	Minimal to Emerging (%)	Developing Skills (%)	Adequate to Proficient (%)
Phonological Awareness	20%	13%	67%
Phonics	11%	17%	72%

The Kindergarten AFRS data in the chart above indicates that 67% of students demonstrate adequate or higher phonological skills, while 72% exhibit adequate or higher phonics skills. Moving forward, our primary focus will be on further strengthening phonological awareness and phonics to support and enhance student learning outcomes.

Report Card Data

The June 2024 data from the English Language Arts stem, "Reads to Explore and Understand," reflects the percentage of students in each grade who achieved Indicators 3 and 4.

Grade	Indicator 3 and 4s
K	43.15%
1	34%
2	42.5%
3	39.3%
4	38.7%
5	40.4%
6	42.14%

The data in the table above will inform our planning for the upcoming academic year as we work to increase student reading skills.



CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Well-Being

Students with positive self-regulation have the ability to consciously control their emotions, manage their behaviours and maintain focus on a task.

2023-24 OurSCHOOL Elementary Survey – Positive self-regulation

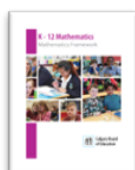
Grade	2023-24 Girls	2024-25 Girls	2023-24 Boys	2024-25 Boys	2023-24 Average	2024-25 Average
4 and 5	72%	73%	79%	72%	76%	73%
6	14%	82%	78%	57%	50%	69%
Canadian Average	66%		68%		67%	

As we analyze the data from the survey above, we noticed that 76% of students in grades 4 and 5 exhibit positive self-regulation, which indicates a good ability to manage emotions, control behaviors, and stay focused on tasks. 50% of grade 6 students show positive self-regulation, which is below the Canadian norm of 67%. This indicates an opportunity to support students in fostering good self-regulation skills at the secondary level.

Self-regulation declines as students transition to a higher grade. The drop in self-regulation from grades 4 and 5 to grade 6 signals an opportunity to focus on building these skills.

When looking at the gender breakdown, we see that 14% of girls have positive self-regulation, which is significantly lower than the Canadian norm of 66%. This gap may reflect issues related to the transition to more complex academic demands, peer dynamics, or increasing pressures as students approach adolescence. 78% of boys have positive self-regulation, which is above the Canadian norm of 68%. This suggests that the boys have good emotional and behavioral control.

In the coming years, our primary focus will be on developing students' social and emotional competencies to promote well-being and academic success. This will involve enhancing their self-regulation skills, with particular emphasis on emotional control, effective problem-solving, and stress management.





School Development Plan – Year 1 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 (summative)

- *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 (formative)

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

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 and/or mnemonic alphabet*

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*
- *ELA and ELAL Insite, Professional Learning*

Structures and Processes

Classroom:

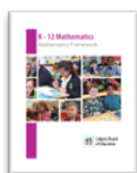
- *Consolidate literacy learning with literacy centres*
- *Sound walls*

School:

- *Sound walls*
- *Collaborative Response*
- *PLCs*
- *Targeted literacy Intervention*

Resources

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





School Development Plan – Year 1 of 3

School Goal

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

Outcome:

Students will improve in their problem-solving skills.

Outcome Measures (summative)

Perception data from:

- *Alberta Education Assurance Measure*
- *OurSchool Survey*
- *CBE Student Survey*

Data for Monitoring Progress (formative)

- *Student perceptions on Secondary OurSCHOOL Survey (self-regulation summary measure)*
- *Teacher perceptions about their confidence and 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 Dimensions of Wellness*
- *Model acknowledgment of emotions as first step in problem solving (See Tanton blog)*
- *Direct instruction regarding brain development and how a regulated stress-response affects student well-being and achievement in courses such as Math*

Well-Being Actions

- *Incorporate a focus related to the impact of physical activity and movement, healthy eating, sleep, how/why the body works, etc., by engaging students through the CASEL SEL competencies such as self-awareness and self-management (e.g. pre-post reflections of how healthy habits affect regulation)*
- *Teach about the brain and its development/functions in response to stress and regulation techniques. (Self-Awareness and Self-Management)*

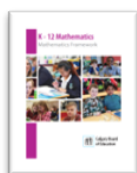
Truth & Reconciliation, Diversity and Inclusion Actions

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

Professional Learning

Structures and Processes

Resources





- Professional learning for teachers/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

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

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

