


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 Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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.

Goal One: Student foundational skills in literacy will improve

Outcome One: Students will improve in reading (word reading, 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.
- Student academic performance in Reads to Explore has improved, 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, CBE Student Survey results.

Areas for Growth

- Supporting comprehension 78.95% of students in Grades 1–3 report being able to understand or make sense of what they read, CBE Student Survey.
- Fostering a love of reading, 86.84% of students in Grades 1–3 report enjoying reading, specifically 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
- Strengthen 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.

Celebrations



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.

Our Data Story:

While looking back you are able identify foundation skills in literacy and student awareness and use of self-regulation as an area to address. As throughout 2024–25, the school’s literacy work focused on addressing these identified needs by emphasizing phonological awareness and phonics instruction, consistent daily structured literacy routines, and targeted interventions for English as an Additional Language learners and students identified as requiring additional support. For students in grades 3-6 the focus was on morphology.

Self-regulation data from 2023–24 showed strong results in Grades 4–5 but a noticeable decline in Grade 6, particularly among females. Success was defined as closing this gap by embedding CASEL SEL competencies into daily routines, teaching stress-management strategies, and supporting the development of emotional resilience. Across Kindergarten to Grade 3, observational data indicated that many students required frequent adult support to work through the escalation cycle and engage in the amends process following physical responses to peer frustration. These incidents often stemmed from students not yet having a sufficient range of self-regulation strategies to manage strong emotions, delay reactions, or navigate social conflicts independently. Educators regularly guided students through calming routines, problem-solving conversations, and restorative practices to build skills for more independent regulation over time.

In 2024–25, the work continued with a focused emphasis on Grade 6 well-being, integrating CASEL competencies, explicitly teaching regulation and stress-management skills, and establishing designated spaces and routines where students could practice and strengthen these strategies. Turtle Steps and the Problem-Solving Wheel were introduced schoolwide to create a shared language for self-regulation and conflict resolution. These tools provide consistent, developmentally appropriate steps for calming, identifying feelings, and working through peer challenges. By embedding them into daily routines across classrooms, students received aligned guidance and expectations, while staff reinforced the same strategies and vocabulary, creating a predictable and supportive environment.

At Sunnyside School, our literacy and wellbeing journey last school year reflects both meaningful progress and a clear vision for continued growth. Our youngest readers demonstrated remarkable improvement in foundational skills, with students’ ability to recognize letter names, sounds, and common letter combinations increasing by 33.6 percentage points, as shown by the significant decrease in the number of students requiring additional support on the LeNS universal screener. As students moved into more complex literacy tasks, this early groundwork translated into stronger academic performance: our Reads to Explore data showed a 3.41 percentage-point increase in the number of students achieving a 3 or 4 on their report card indicator. Equally inspiring, 97.35% of students in Grades 1–3 reported that reading helps them learn—highlighting students’ awareness of the value of literacy in their academic lives.

School, our goal to strengthen students' self-regulation and problem-solving skills has led to meaningful growth in their social-emotional development this year. We are excited to celebrate several important accomplishments. At the start of the year, only about three in ten students were familiar with the Problem-Solving Wheel; by May, nearly all students could identify and apply it independently, supporting more effective conflict resolution and reinforcing key habits of self-management. Knowledge of Turtle Steps, initially understood by very few students, expanded significantly by spring, enabling most students to name and use this strategy to pause, slow down, and think before responding. Understanding of the broader concept of self-regulation also grew substantially: over half of students can now explain what self-regulation means, compared to less than one-fifth in January. Growth was particularly notable in Grade 6, where self-regulation scores increased from 50% to 69%, narrowing gaps between grade levels and surpassing the Canadian average, as reported by the OurSchool Survey. Overall, Sunnyside students continue to be above national norms for positive self-regulation, with school averages of 69–73% compared to Canadian averages of 66–67%.

Insights and Next Steps

These celebrations are paired with important areas for continued growth. While many students are making gains in decoding and vocabulary, supporting reading comprehension remains a key priority, as 78.95% of students in Grades 1–3 report they can understand or make sense of what they read. Additionally, we aim to strengthen students' joy and engagement in reading, especially among our youngest learners; while overall enjoyment is high at 86.84%, only 62.5% of Grade 1 students report that they like to read. Deepening the consistent use of learning intentions and success criteria across classrooms will further support students in understanding their goals, monitoring their progress, and taking ownership of their learning. To build on the momentum and address identified needs, Sunnyside is committed to a series of strategic next steps. We will continue tracking student progress using standardized literacy assessments while expanding the use of the Grade 4–12 Reading Assessment Decision Tree in Grades 4–6 to ensure data-informed instruction. Our teachers will further embed structured literacy practices, increasing the focus on fluency and comprehension to support students as they transition from learning to read toward reading to learn. Flexible groupings will continue to ensure that students receive targeted instruction that meets both their specific skill needs and grade-level expectations. Finally, we will broaden classroom resources beyond sound walls to include mnemonic alphabets, morpheme walls, and prefix/suffix anchor charts, each intentionally aligned with grade-level learning to strengthen vocabulary, word recognition, and meaning-making.

Although positive progress is noted in the well-being data sets, we will continue to strengthen students' readiness to apply self-regulation across learning and social contexts. While students increasingly understand strategies, their ability to identify and name feelings shows limited growth, with only 65% reporting they can do so, an essential first step in recognizing when regulation is needed. Additionally, just 59% of students report they know when to apply a strategy. This indicates that, although students are aware of available tools, they are not always confident identifying the right moment to use them, which is critical for preventing escalation and supporting emotional safety. A small but important group, 5–6% of students still report having no strategies to calm themselves, highlighting the need for targeted, individualized support to ensure all learners develop a reliable set of self-regulation tools. To deepen and extend this progress, Sunnyside School will focus on several strategic next steps. We will provide targeted coaching and role-playing for students who currently report having “no ways” to self-regulate, ensuring each develops at least two dependable strategies. Building on this year's momentum, we will maintain and reinforce problem-solving tools through consistent, school-wide language such as, *“What has made the problem bigger?”* and *“Which strategy from the Problem-Solving Wheel can you try?”* Visual supports in classrooms and hallways will continue to anchor common practices and extend into peer mediation. Students' personal self-regulation “toolboxes” will be expanded with a wider range of strategies, empowering them to make thoughtful choices in moments of challenge. Finally, we will broaden instruction to include friendship skills and conflict-resolution practices, strengthening the alignment between self-regulation, social awareness, and problem solving.

Together, these efforts reflect our school's commitment to continuous improvement, evidence-based practice, and a learning community where every student moves forward as a confident, capable reader who can navigate challenges with resilience, independence, and growing emotional insight.

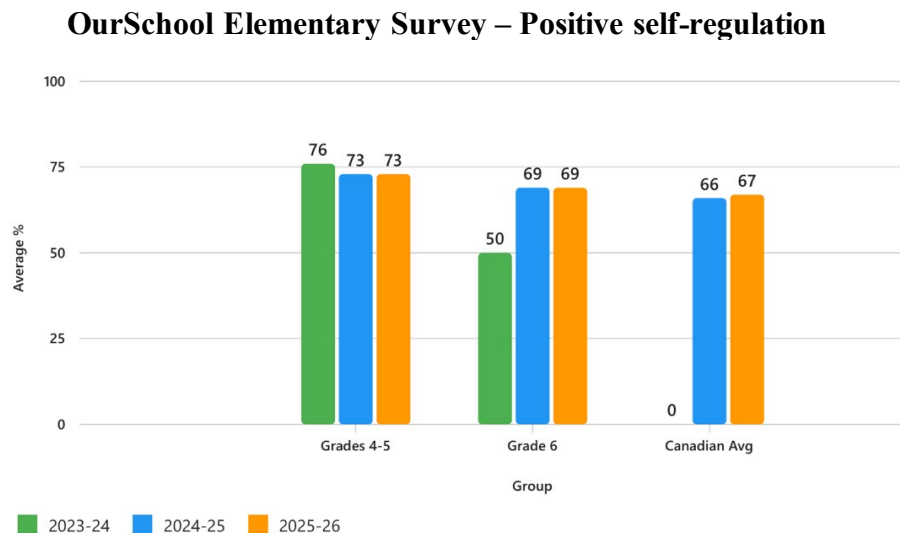
Goal Two: Student awareness and use of self-regulation strategies will improve.

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



Celebrations


- By May, nearly all students could identify strategies.
- 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.
- 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.

Celebrations -
What's Successful and What's Working

 **Problem-Solving Wheel Awareness Jumped**
(29% → 92%)
Almost all students can now identify and use the Problem-Solving Wheel.

 **Turtle Steps Strategy Became Common**
(8% → 62%)
Most students learned this calming technique.

 **Understanding Self-Regulation Improved**
(18% → 54%)
Over half of students now know what self-regulation means.

 **More Students Know Multiple Calming Strategies** (22% → 30%)
Students have expanded their "toolbox" of strategies.

- Recognizing when to apply a strategy remains an area for growth, with 59% of students responding
- While students are aware of strategies, they are not always confident in identifying the appropriate moment to use them.
- A small group of students (approximately 5–6%) still report having no strategies to calm themselves.

Next Steps

- Provide targeted support for students who report having “no ways” to self-regulate.
- Sustain and reinforce gains with problem-solving tools by expanding a consistent, school-wide language.
- 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.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Sunnyside School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.4	79.2	80.6	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	82.4	85.2	86.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.9	85.1	87.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	91.4	89.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	76.9	81.2	81.6	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	85.8	83.9	84.4	80.0	79.5	79.1	Very High	Maintained	Excellent

