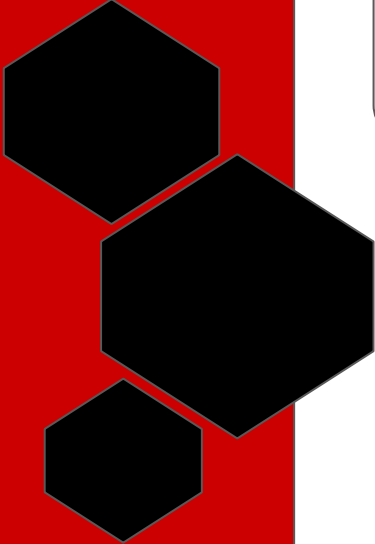


# ANNUAL EDUCATION PLAN

School Name: Sunrise Outreach School  
Principal: Christopher Zottl  
Date: November 30, 2019  
Updated: January 29, 2020





# School Demographics

**School Address:** 411-7 Street E., Brooks, AB T1R 1C7

**School Website:** <http://sunrise.grasslands.ab.ca/>

**Enrolment Numbers:** 74 (including on-site Jr High, on-site High School, distance education and home schooling)

**Staffing Numbers:** 11 (including 1 administrator, 3 FT teachers, 1 PT teacher, 3 FT EAs, 1 FT Wellness Mentor, 1 PT Caterer, 1 FT Admin Assistant)

## **At Sunrise School, we endeavor to:**

Reawaken a sense of hope, Restore the belief all students are precious and unique, Foster respectful and interdependent relationship, Provide a supportive and sensitive learning environment, Build upon resiliency, Tailor our learning environment to meet individual student needs, Establish meaningful partnerships with community members, parents and organizations, & Share the collective responsibility of unlocking the potential in our students.

## **Other Important School Facts/Information:**

Sunrise School is an Outreach School with a focus on alternative education. We recognize a traditional school setting can be challenging for some students. Our small class size and increased adult support provides a greater opportunity for students to experience success in our onsite classroom. Students succeed at Sunrise School because of the respectful educational environment that recognizes students have different ways of learning. Flexibility is what makes us successful with and for students.

## **Motto:** Illuminating the Possibilities

**Vision:** To navigate students to the discovery of their true significance to become advocates of tomorrow's changing and interconnected global society.



# Stakeholder Engagement

The Sunrise Outreach School Annual Education Plan, for the 2019-20 year, was created in consultation with a number of stakeholder groups that includes the following:

**A. Teachers**

*Teachers reviewed the current AERR results as part of a PLC meeting in November. Results were then incorporated into the school's professional learning plan.*

**B. Support Staff**

*Support staff do not attend PLCs. Support staff were presented with a draft plan and asked to provide input and feedback.*

**C. Parent/Guardian Engagement**

*Staff work diligently to include parents on a daily basis to keep them updated with student and school information. Parents are contacted through text, email and phone calls with updates and information as necessary. It is our belief that parents of our students hear from us more regularly than in many schools.*

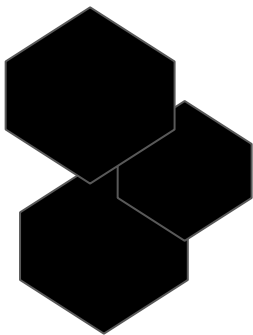
**D. School Council**

*Due to the nature of our school and the lack of engagement with education felt by many of our parents we have struggled to get parent involvement in the form of a School Council. Many different approaches have been tried without success. Ongoing attempts to start a council continue.*

# Accountability Pillar

The *Accountability Pillar* provides a way for schools to measure success, assess their progress towards meeting learning goals, identify areas that need improvement and set future priorities.

Measure Category	Measure	Sunrise 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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	80.2	78.9	78.6	89.0	89.0	89.3	Low	Maintained	Issue
Student Learning Opportunities	<a href="#">Program of Studies</a>	60.1	55.7	52.4	82.2	81.8	81.9	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	84.8	79.9	79.0	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	<a href="#">Drop Out Rate</a>	6.7	16.8	11.3	2.6	2.3	2.9	Intermediate	Maintained	Acceptable
	<a href="#">High School Completion Rate (3 yr)</a>	39.7	30.6	24.9	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	*	*	35.7	73.8	73.6	73.6	*	*	*
	<a href="#">PAT: Excellence</a>	*	*	0.0	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	59.1	58.3	56.7	83.6	83.7	83.1	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	9.1	0.0	3.3	24.0	24.2	22.5	Very Low	Maintained	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	13.2	15.3	5.1	56.3	55.7	55.1	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	31.6	21.7	18.0	64.8	63.4	62.2	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	0.0	28.1	18.1	59.0	58.7	58.7	Very Low	Declined	Concern
	<a href="#">Work Preparation</a>	n/a	n/a	n/a	83.0	82.4	82.6	n/a	n/a	n/a
	<a href="#">Citizenship</a>	69.7	75.8	62.2	82.9	83.0	83.5	Low	Maintained	Issue
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	82.7	81.3	70.7	81.0	80.3	81.0	Very High	Maintained	Excellent



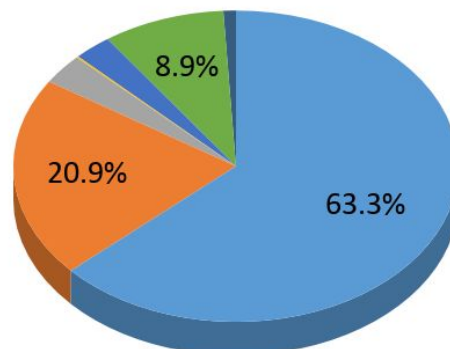
## Alberta Education Resources:

- [Accountability Pillar Fact Sheet](#)
- [Measuring the Quality of Your Child's Education](#)

# School Budget

<u>CATEGORIES</u>	<u>AMOUNT</u>
PROFESSIONAL STAFFING PURCHASED	\$ 470,769.00
SUPPORT STAFFING PURCHASED	\$ 155,196.00
SUB & Other Staffing COSTS	\$ 23,592.00
MAINT & REPAIR/FURNITURE & EQUIP'T	\$ 1,000.00
SUPPLIES	\$ 20,541.00
SERVICES	\$ 66054.00
PD, TRAVEL & SUBSISTENCE	\$ 6750.00

## SCHOOL SPENDING





## Division Key Areas of Action

**Student Learning** - Everything we do in Grasslands supports student learning and achievement. Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs. Grasslands strives for 100% high school completion.

**Inclusive & Healthy Environments** - Grasslands strives to create welcoming, caring & respectful learning environments that foster a sense of belonging for all students, staff & community members. In order for this to occur, the social & emotional well-being and the physical safety of people must be thoughtfully & purposefully addressed.

**School & Community Relationships** - Relationships are at the core of our division. In order for students to be successful, relationships at all levels must be fostered, nurtured & valued.

## School Key Areas of Action

### **Sunrise KAA 1: Improve student learning results:**

Sunrise has endeavoured to create high school courses for our distance education program, as well as for students in our onsite, that are more student friendly than the material currently available. This action will help attract students as well as improve scores on both school work and exams.

### **Sunrise KAA 2: Positive Behavior Interventions and Supports to Enhance Student Connection, Engagement, and Empowerment.**

Sunrise staff will all be taking the Non-Violent Crisis Intervention with Grasslands Student Services Consultant Don Chafe. He will be tailoring the course to meet the needs of our unique setting and student population. He will also be teaching the physical holds section of this program.

### **Sunrise KAA 3: School and Community Relationships.**

Sunrise works very hard to build and maintain relationships with community and outside agencies as well as neighbouring schools. Outreach programs and inter-school events are planned throughout the year to achieve this goal.



# Successes and Celebrations

Sunrise Outreach School works very hard to provide positive experiences for our students, both academically and socially whether in school or in our community.

## 1. Inter-school Collaborations:

Sunrise partners with several nearby schools including Eastbrook Elementary School and Brooks Composite High School for various activities throughout the school year. These activities include:

- Terry Fox Run
- Remembrance Day Celebrations
- World Read Aloud Day
- Work Experience/Volunteer Opportunities
- High School Graduation

## 2. Community Activities:

Sunrise endeavours to work with community partnerships in and around Brooks and participates in various local and community activities. These activities include:

- Volunteer work at local animal shelter
- Volunteer work with local AJHL team
- Christmas baking delivery to local businesses
- Turkey Dinner for community partners
- Welcome BBQ for partners and businesses

## 3. Brooks Bandits:

Sunrise has committed to being the educational home for players on the Brooks Bandits, the local AJHL team. We provide high school aged students their complete distance education program while working closely with the team to maintain their rigorous athletic schedule.



# Strategies

The following strategies will be used by Sunrise Outreach School to achieve the Objective/Smart Goals outlined in the school's professional learning plan:

Smart Goal: All teachers at Sunrise School will be able to articulate and demonstrate what each of the TQS competencies are and what they look like in a classroom in order to improve classroom learning for students.

- 80% of all students will meet or exceed the acceptable level of the PAT or school-based writing achievement test.
1. Strategy - Fill out a Google form giving evidence for each of the competencies
  2. Strategy - Fill out a Google form making a connection for each competency to the Grasslands Instructional Framework
  3. Strategy - Discussions as a group to help complete the Google form

Smart Goal: Sunrise School will analyze and change our RTI model to a data driven model.

- By January 2020 we will have a newly revised RTI model for grades 7-12 students in our building that is data driven.
1. Strategy - Review current RTI structure and determine what has been working and what needs to change
  2. Strategy - Choose an area(s) of focus as well as a screening tool
  3. Strategy - Determine how data will be collected and set schedule
  4. Strategy - Roll out new model for JR High first and then add High School





## Data / Evidence of Success

The following data/evidence were used to measure the success and effectiveness of the strategies identified:

2019 PAT/DIP results (as well as successive years):

PAT:

Grade 9 LA- Acceptable 60% Prov-84.9%, Excellence 0%, Prov-16.7%  
Below 40%, Prov-15.1%

Grade 9 MATH- Acceptable 0% Prov-66.5%, Excellence 0%, Prov-20.8%  
Below 100%, Prov-33.5%

Grade 9 SCI- Acceptable 60% Prov-84.1%, Excellence 0%, Prov-29.7%  
Below 40%, Prov-15.9%

Grade 9 SOC- Acceptable 40% Prov-76.9%, Excellence 0%, Prov-23.1%  
Below 60%, Prov-23.1%

DIP:

January 2019 ELA 30-2 - Acceptable 71.4% Prov 87.1%, Excellence  
14.3% Prov 12.1%

January 2019 SOC 30-2 - Acceptable 28.6% Prov 77.8%, Excellence  
14.3% Prov 12.2%

## Results

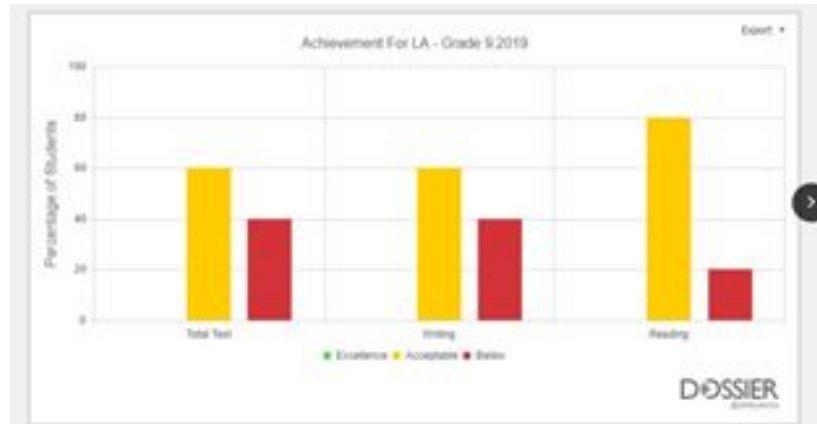
Our exam marks are an area of concentration for our staff while at the same time being aware that because of the unique nature of our students and the number of years of classroom and exam failure they have experienced, this will remain a challenge for our building. Seeing successes academically takes time and needs to also be paired with the successes we do show in our Safe and Caring schools results.

## Resources

Updated Alberta Education Teacher Quality Standards  
NVC Training- Don Chafe  
Love and Logic Training- Parents as Teachers  
Brain Story (Palix)- Alberta Family Wellness Organization

# Results

The following results were achieved in 2019:



**TABLE 2.1  
STANDARDS DEMONSTRATED BY ALL STUDENTS**

	NUMBER	PERCENT
Students for Whom Test Results are Available	3	100.0%
Acceptable Standard	3	100.0%
Standard of Excellence	0	0.0%
Below Acceptable Standard	0	0.0%
Students for Whom Test Results are Not Available	0	0.0%
Students Absent	0	0.0%
Students Excused	0	0.0%
Students Who Write Results Withheld	0	0.0%
Students Who Write Only One Part of the Test	0	0.0%
<b>Total Enrollment Reported By Schools</b>	<b>3</b>	<b>100.0%</b>

**TABLE 2.2  
STANDARDS ACHIEVED BY STUDENTS WRITING THE TEST, BY REPORTING CATEGORY**

REPORTING CATEGORY	HIGHEST POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
<b>Acceptable Standard</b>				
Total Test	100	60	3	100.0%
Writing	50	20	3	100.0%
Reading	50	20	0	0.0%
<b>Standard of Excellence</b>				
Total Test	100	80	0	0.0%
Writing	50	20	0	0.0%
Reading	50	20	0	0.0%
<b>Below Acceptable Standard</b>				
Total Test	100	N/A	0	0.0%
Writing	50	N/A	0	0.0%
Reading	50	N/A	0	0.0%

# Results

The following results were achieved in 2019:

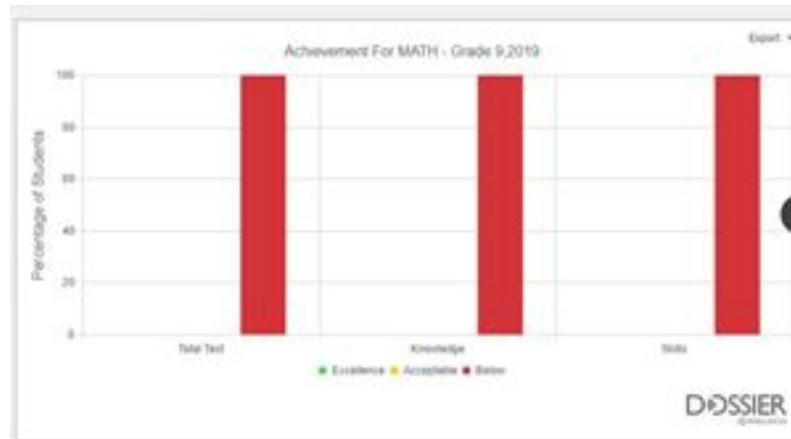


TABLE 2.1  
STANDARDS DEMONSTRATED BY ALL STUDENTS

	NUMBER	PERCENT
<b>Students for Whom Test Results are Available:</b>	5	100.0%
Acceptable Standard	0	0.0%
Standard of Excellence	0	0.0%
Below Acceptable Standard	5	100.0%
<b>Students for Whom Test Results are Not Available:</b>	0	0.0%
Students Absent	0	0.0%
Students Excused	0	0.0%
Students Who Wrote, Results Withheld	0	0.0%
Students Who Wrote Only One Part of the Test	0	0.0%
<b>Total Enrollment Reported by Schools</b>	5	100.0%

TABLE 2.2  
STANDARDS ACHIEVED BY STUDENTS WRITING THE TEST, BY REPORTING CATEGORY

REPORTING CATEGORY	MARKERS/ POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
<b>Acceptable Standard</b>				
Total Test	100	40	0	0.0%
Knowledge	20	10	0	0.0%
Skills	40	18	0	0.0%
<b>Standard of Excellence</b>				
Total Test	100	40	0	0.0%
Knowledge	20	10	0	0.0%
Skills	40	18	0	0.0%
<b>Below Acceptable Standard</b>				
Total Test	100	N/A	5	100.0%
Knowledge	20	N/A	5	100.0%
Skills	40	N/A	5	100.0%

# Results

The following results were achieved in 2019:



TABLE 2.1  
STANDARDS DEMONSTRATED BY ALL STUDENTS

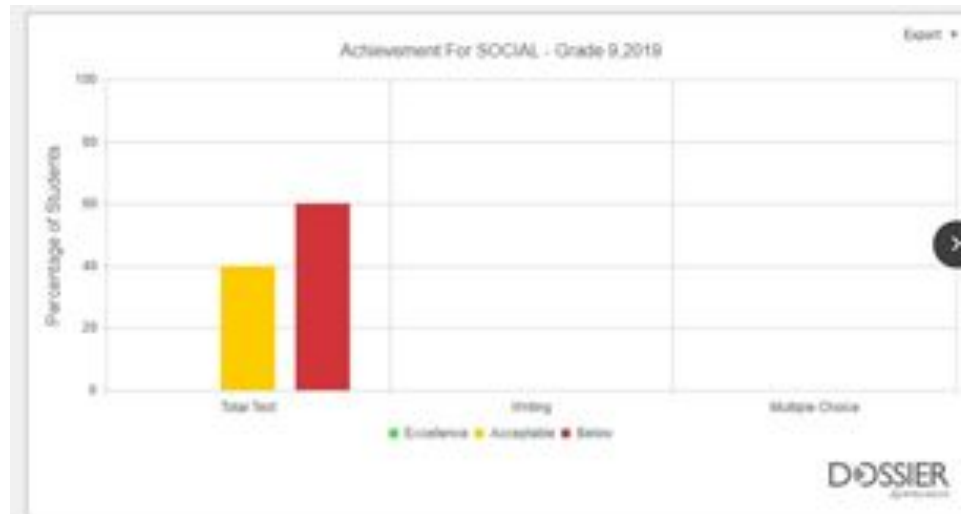
	NUMBER	PERCENT
Students for Whom Test Results are Available:	5	100.0%
Acceptable Standard	2	40.0%
Standard of Excellence	0	0.0%
Below Acceptable Standard	2	40.0%
Students for Whom Test Results are Not Available:	0	0.0%
Students Absent	0	0.0%
Students Excused	0	0.0%
Students who Write, Results Withheld	0	0.0%
Students who Write Only One Part of the Test	0	0.0%
<b>Total Enrollment Reported by Schools</b>	<b>5</b>	<b>100.0%</b>

TABLE 2.2  
STANDARDS ACHIEVED BY STUDENTS WRITING THE TEST, BY REPORTING CATEGORY

REPORTING CATEGORY	HIGHEST POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
<b>Acceptable Standard</b>				
Total Test	35	25	2	40.0%
Knowledge	22	10	2	40.0%
Skills	22	15	1	20.0%
<b>Standard of Excellence</b>				
Total Test	35	40	0	0.0%
Knowledge	22	10	0	0.0%
Skills	22	15	0	0.0%
<b>Below Acceptable Standard</b>				
Total Test	35	N/A	2	40.0%
Knowledge	22	N/A	2	40.0%
Skills	22	N/A	4	80.0%

# Results

The following results were achieved in 2019:



**TABLE 2.1  
STANDARDS DEMONSTRATED BY ALL STUDENTS**

	NUMBER	PERCENT
<b>Students for Whom Test Results are Available:</b>	5	100.0%
Acceptable Standard	2	40.0%
Standard of Excellence	0	0.0%
Below Acceptable Standard	3	60.0%
<b>Students for Whom Test Results are Not Available:</b>	0	0.0%
Students absent	0	0.0%
Students Excused	0	0.0%
Students who Write, Results Withheld	0	0.0%
Students who Write Only One Part of the Test	0	0.0%
<b>Total Enrollment Reported by Schools</b>	5	100.0%

**TABLE 2.2  
STANDARDS ACHIEVED BY STUDENTS WRITING THE TEST, BY REPORTING CATEGORY**

REPORTING CATEGORY	MAXIMUM POSSIBLE SCORE	CUT SCORE	NUMBER	PERCENT
<b>Acceptable Standard</b>				
Total Test	50	25	2	40.0%
Writing				%
Multiple Choice				%
<b>Standard of Excellence</b>				
Total Test	50	40	0	0.0%
Writing				%
Multiple Choice				%
<b>Below Acceptable Standard</b>				
Total Test	50	N/A	3	60.0%
Writing		N/A		%
Multiple Choice		N/A		%

# Professional Learning

## Professional Learning Schedule - 2019-20

PD Day	Identified Goal/Strategy	PD Learning Activity(ies)	
September 23, 2019	Behavioural Strategies	-We will be taking a specifically tailored NVCI course that will focus on the unique challenges that some of our student present.	
December 2, 2019 (PM)	Behavioural Strategies	- Continuation of the specific NVCI training including physical holds	
March 9, 2020 (PM)	Building of Seminar Days	- Development of specific content days that would allow students to come and get 1 credit in a specific course for a one day registration (e.g. HCS3000 or MEC3010)	
May 15, 2020	Behavioural Strategies	- Final day with the NVCI training	

## PLC Schedule - 2019-20

Date/Time	Identified Goal/Strategy	Date/Time	Identified Goal/Strategy
Oct. 1 - 1.5 hrs	RTI Overhaul (JR High)	Mar. 3- 1.5 hrs	RTI Overhaul (HS)
Oct. 29 - 1.5 hrs	RTI Overhaul (JR High)	Mar. 17 - 1.5 hrs	TQS Analysis
Nov 19 - 1.5 hrs	AERR Review	Mar. 28 - 1.5 hrs	Brian Story (Alberta Family Wellness Initiative)
Nov 26 - 1.5 hrs	AERR Review & Completion	APr. 28 - 1.5 hrs	TQS Analysis
Dec. 10 - 1.5 hrs	Sunrise Assessment Report Work	May 5 - 1.5 hrs	TQS Analysis
Jan. 21 - 1.5 hrs	Seminar Day Planning	May 26 - 1.51 hrs	New Student Intake Information/Planning
Jan. 28 - 1.5 hrs	RTI Overhaul (HS)	Jun. 9 - 1.5 hrs	Professional learning review and planning for next year



# Stakeholder Sign Off

The Annual Education Plan was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The school staff have reviewed the results reported in the Accountability Pillar (AERR), have collaboratively developed the Annual Education Plan and is committed to implementing the strategies to improve student learning and results. The School Council has been provided an opportunity to participate in the Annual Education Plan, School Budget and has been informed of the annual results of the Accountability Pillar.

Principal: Christopher Zottl

***Christopher Zottl***

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(Signature)

Date: November 30, 2019

Updated: January 29, 2020