



Success Plan 2010-2015 Sunshine Academy

Success Plan For Sunshine Academy for 2010-2015

Introduction

In September 2006, **Sunshine Academy** was created as a result of a major school reorganization by the Lester B. Pearson School Board. As an amalgamation of two neighbouring schools, Charles A. Kirkland and St-Bernard, this new school has combined the excellent qualities of both school communities. Although the majority of our population is anglophone, we have a good representation of other languages as well.

Sunshine Academy's s new start has provided our community with the opportunity to define who we are as a school, what our priorities are, and where we would like to go in the future. The Educational Project reflects the priorities of the school.

Sunshine Academy is an Early immersion school, located in Dollard-des-Ormeaux, Qubec. Instruction in Kindergarten and cycle 1 (grades 1 & 2) is 85% French. In Cycles 2 & 3 (grades 3 to 6) instruction is 50 % French and 50% English. The subjects taught in French are Art, Natural Science, French Language Arts and Performing Arts. The subjects taught in English are: Physical Education/Health, English Literacy and ERC. In cycle 1, Mathematics are taught in French and in cycles 2&3, Mathematics are taught in English.

We serve 356 students from various ethnic backgrounds. We have two resource teachers and several integration aides to work with the students who may require additional support with the program. We also benefit from the services of a speech pathologist, a psychologist, a school nurse and a social worker. Our school welcomes the involvement and support of parent volunteers. We have a very active PPO. Our volunteers allow us to keep our library open and functioning five days a week. They also organize different fundraising activities, financially support field trips and organize book fairs.

The celebration of our successes is recognized in living our mission:

- To foster a love of life-long learning.
- To develop effective English and French language and comprehension skills in our children.
- To cultivate pride in one's work and a feeling of self-worth by acknowledging leadership, responsibility, achievement, and by providing incentives for appropriate behaviour.
- To promote respectful behaviour towards others and the environment.
- To encourage our students' contributions as well-balanced, self-assured and responsible citizens.

Sunshine Academy is proud of its commitment to community involvement including the following projects:

- Terry Fox Run
- Police and Fire Safety Program
- Grade 6 monthly student visits to a seniors home
- Holiday food and toy drives
- Red Cross Babysitting Program
- Leadership Programs such as recess leaders and peer mediators
- Positive school climate programs
- Culture in Education Program

Sunshine Academy opened its doors in September, 2006 as a result of a merger between Charles A. Kirkland School (Roxboro) and St. Bernard School (Dollard-des-Ormeaux). Sunshine Academy is housed in the existing St. Bernard School. Our students come from Roxboro, Pierrefonds and Dollard-des-Ormeaux. We are a strong community school which offers an early immersion program enriched with performing arts, technology, physical education and a health program. Many of our students use the school bus. We are a multicultural/multiracial community. We take pride in our caring Parent Participation Organization (PPO), effective Governing Board and our strong parent community involvement. The enrolment for 2009-2010 is 356 students, 148 girls, 208 boys.

The Quebec Education Program states that in order to be effective with every child we have to guide her/him towards their full academic and social potential. Parents, students, staff and administration work together as a team to ensure success **for every child!**

Early Immersion Program:

Since we are an Early Immersion program, our students learn to read in French only. Mathematical concepts are also taught in French in cycle 1. Beginning cycle 2 year 1, mathematical concepts are taught in English and English instruction begins. This is a big transition for students. At-risk students find the transition very difficult and need to be supported by resource in order to overcome their difficulties. Non-readers are unable to perform problem solving activities because of their language based difficulties. Emphasis is placed on resource support for our struggling cycle 2 year 1 non-readers.

Running Records:

Running Records Results French					
Cycle	2007-2008		2008-2009		Board Targets
	Fall	Spring	Fall	Spring	Spring
Cycle One Year 1	2.9	15.67	4.36	10.66	10
Cycle One Year 2	13.52	18.55	17.44	22.8	16
Cycle Two Year 1	12.91	n.d.	21.75	24.42	19
Cycle Two Year 2	14.38	n.d.	21.86	26.13	22
Cycle Three Year 1	n.d.	n.d.	n.d.	n.d.	28
Cycle Three Year 2	n.d.	n.d.	n.d.	n.d.	30

Running Records Results English					
Cycle	2007-2008		2008-2009		Board Targets
	Fall	Spring	Spring	Fall	Spring
Cycle Two Year 1	22.6	n.d.	22.38	26.66	25
Cycle Two Year 2	27.8	n.d.	27.70	28.75	28
Cycle Three Year 1	25.7	n.d.	28.53	27.72	30
Cycle Three Year 2	25.2	n.d.	29.30	30.00	30+

MELS Cycle 3 Exams:

The student success rate provided by the MELS cycle 3 Exams are a valuable tool in assessing our strengths and

weaknesses. **Our success rate in all areas exceed the Board average** except in the French Written component of the French Exam. The French Second Language end of cycle 3 results indicate that our students appear to have difficulty with Competency 2: comprendre le sens d'un texte. We need to improve the French writing skills of our students.

Action Plan

Strategic Directions 1: Maximizing Student Success in a culture for Learning

Objective	Strategies	Indicator	Targets / Results
Objective 1: To improve literacy and communication skills in English and French.	<ul style="list-style-type: none"> • Provide students with a balanced literacy instruction in French and English (running records, write traits, guided reading, daily 5, word walls) etc.. • Use of technology in order to build and reinforce Language Arts competencies (use of Smartboards, CD-Roms and educational websites). • Promote authentic writing: Writing for real purposes. • Review results of end of year board and Ministry exams to highlight success areas and make areas of difficulty targets for improvement for the following academic year. • Francisation Program 	<ul style="list-style-type: none"> • The success rate of MELS End of Cycle III French, English and Math exam results • Students will be assessed twice a year: <p><u>Cycle 1:</u></p> <p>-November and June testing with GB+</p> <p>-Identify at-risk readers at the end of cycle 1.</p> <p><u>Cycle 2:</u></p> <p>-Assessment of all cycle 2 students in English to determine at-risk readers and provide resource intervention</p> <p>-November and June testing with PM Benchmarks and GB+ for below level 30 students.</p> <p><u>Cycle 3:</u></p> <p>November and June testing with PM Benchmark and GB+ for students below level 30.</p>	<ul style="list-style-type: none"> • Kindergarten students will understand common words and use complete sentences. • Increase GB+ and PM benchmark reading levels in bottom 20 % of students • To increase average success rate by 1% on the MELS examinations, in French writing. • To continue to maintain or exceed the School Board average success rate of MELS Elementary end of Cycle III French results.

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| | <ul style="list-style-type: none">• Resource Support• Homework Program | | |
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Strategic Directions 1: Maximizing Student Success in a culture for Learning

Objective	Strategies	Indicator	Targets / Results
Objective 2: To improve numeracy and problem solving.	<ul style="list-style-type: none"> • Numeracy books and games for Cycle 1. • Addison-Wesley-Experiences in Problem Solving-Math Word problems for Cycles 2 and 3. • Use of situational problems at all cycles • To encourage the use of the Math Resource Center • Resource will use the Prime Diagnostic Tool • Provide math resource intervention for those in need. (Touch Math) 	<ul style="list-style-type: none"> • Ongoing assessment and evaluation • Daily math routine • End of cycle math exams • Increase opportunities to Learning Evaluation Situations. 	<ul style="list-style-type: none"> • Continue to maintain or exceed the School Board average success rate of MELS Math exams at the end of Cycle 1 and 2. • Improved results on locally developed grade level established benchmark exam • Expose students to Learning Evaluation Situations, at each cycle.. (L.E.S)

Strategic Directions 1: Maximizing Student Success in a culture for Learning

Objective	Strategies	Indicator	Targets / Results
Objective 3: To increase the qualification rate of Students at Risk and Students with special needs.	<p>In order to increase the qualification rate of Students at Risk and Students with special needs, it is important to make the students and their parents aware that our School Board is offering different Work-Oriented Training Paths to meet their needs.</p> <ul style="list-style-type: none"> • resource teachers to speak more about the different Training Paths (to both parents and students) • inviting graduating students from different Work-Oriented Training 	<ul style="list-style-type: none"> • resource teachers need to be informed on the different Work-Oriented training Paths and High School program • inviting successful adult speakers to show the students different work paths 	<ul style="list-style-type: none"> • the resource teacher of the school will be kept informed on the different Work-Oriented Training Paths • Applicable students and their parents will be informed about the different Work-Oriented Training Path offered by the school board for students with difficulties

Paths to meet our grade 5 students and their parents to prepare them in making their choices when they have to decide on a High School in grade 6

- we also will invite successful adult speakers with different disabilities

Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All.

Objective	Strategies	Indicator	Targets / Results
To develop staff capacity to support the strategic direction	<ul style="list-style-type: none"> • To develop professional capacity in the school which will support the strategies and objectives of the Sunshine Academy Success Plan • Professional Development for staff on Healthy Schools Approach • A mentoring program will be established. New teachers to Sunshine Academy will be mentored by established teachers 	<ul style="list-style-type: none"> • Professional Development funding will be allocated on a per capita basis. Attendance to multiple activities will be granted only after all teaching personnel have attended their selected relevant activity thus ensuring equity in professional development, targeting the 4 strategic directions • Presenting and sharing information to staff on the workshop/activity attended 	<ul style="list-style-type: none"> • Teachers will be able to access the PIC community for updates concerning professional development • Every teacher attends one professional development activity per year.

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships.

Objective	Strategies	Indicator	Targets / Results
To promote awareness of skilled occupations and trades	<ul style="list-style-type: none"> • Invite speakers from the community to talk about their trade or skills. Daycare will also be involved in this initiative. • Career day 	<ul style="list-style-type: none"> • The number of trade professions represented in Career Day. • The number of field trips or guest speakers which promote vocational education at each cycle. 	<ul style="list-style-type: none"> • At least 1 field trip or guest speaker per cycle will be focused on vocational careers each year. • A minimum of 3 different vocational trades represented in Career Day.

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships.

Objective	Strategies	Indicator	Targets / Results
To encourage our students to value the arts and to expose them to different art media.	<ul style="list-style-type: none"> • Youth Theatre/Geordie Productions • Culture in Education Funding • Author visits • Puppet shows • Performing arts specialist • Fine Arts • Museum visits • Storytelling 	<ul style="list-style-type: none"> • Concerts and production • Ongoing performing/visual arts • Introduce periodic art movements and genres • Display of artistic work (class vernissage) • Apply for additional funding from Culture in School Grant. 	<ul style="list-style-type: none"> • At each cycle, students will be exposed to at least one different genre of art activity. • Increase awareness of different art-related jobs.

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community.

Objective	Strategies	Indicator	Targets / Results
To encourage a healthy and active lifestyle for all our students	<ul style="list-style-type: none"> • Educate them about the importance of healthy eating • Promoting healthy snacks in school. • Sensitize students to various food allergies. • 30 minutes of Health Education • Participate in Quebec en Forme. • Breakfast Program • Healthy Snacks • Develop physical activity programs, outside of the scheduled physical education class. 	<ul style="list-style-type: none"> • Only healthy snacks are brought to school. • Promote healthy eating through the Health Classes • Continue to teach about healthy food options through our nutrition program 	<ul style="list-style-type: none"> • Students bring healthier snacks and lunches to school. • 30 minutes per week of instruction in health and wellness program • Daycare will offer sessions on healthy eating through Quebec en Forme.

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community.

Objective	Strategies	Indicator	Targets / Results
To provide many physical opportunities and to foster a willingness to be active and to acquire individual skills which can be transferred to team sports.	<p>Expose students to as many physical activities as possible:</p> <ul style="list-style-type: none"> • Terry Fox Run • Track & Field • Floor hockey • Rythmics • Soccer • Creative movement • Co-operative games • Fitness activities • Volleyball Competitions • Basketball • Dance 	<ul style="list-style-type: none"> • The variety of physical activities throughout the year at all levels • Number of extra-curricular activities proposed to students. 	<ul style="list-style-type: none"> • Increase the number of students participating in extra-curricular physical activities.

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community.

Objective	Strategies	Indicator	Targets / Results
To provide a safe, secure and welcoming environment	<ul style="list-style-type: none"> • Train cycle 3 in conflict resolution. • Peer Mediators at recess. • Train recess leaders to engage students in cooperative game activities. • Use the services of Ecole en Santé. • Implement a systemic and sustained approach to maintaining a school code of conduct. 	<ul style="list-style-type: none"> • Portrait of our safe and welcoming environment based on school survey(s) and other data • Number of programs that address violence prevention and conflict resolution 	<ul style="list-style-type: none"> • Establish a baseline in the number of programs that address violence prevention and conflict resolution