



# SUMMITVIEW MIDDLE SCHOOL



# **Annual Results Report – 2017 – 2018**

## **School Continuous Growth Plan – 2018 – 2021**



### **OUR VISION**

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

### **OUR MISSION**

We nurture each student's education and well-being within an inclusive rural learning community.

### **OUR PRIORITIES**

Student Learning • Teaching & Leadership Excellence • Community Engagement

## **OUR BELIEFS AND VALUES**

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

## **OUR CORE VALUES**

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

## Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

## Success for All x All Kids Are Our Kids = One Year's Growth

**Methodology:** The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

1. All students are successful through the division focus on Literacy.

We are constantly improving our effective literacy strategies through constant reflection and improvement of our literacy practice. We regularly collaborate as grade levels and as a whole staff to reflect on and build successful literacy practice during our PLC's, staff meetings, weekly collaboration time, and on our own personal time. We are using the guidance and support of our district provided literacy expert to improve our teaching and learning in literacy in all classes. Her visits have been very valuable and have sparked exciting and innovative conversations around literacy practice in our school. We also have purchased and use of the reading resources Stepping up and Moving Up. These have been identified by our literacy expert as excellent resources that will move our student learning and success forward.

2. Student success through innovative, effective and appropriate uses of educational technologies.

Our students regularly access their learning through the use of Google Classroom technologies. Students and parents have been excited to see assignments, study material, lessons and homework posted through the classroom and able to be accessed anywhere they have internet access. We also have been supported by our technology team from our division office in creating student technology experts with in our school who will become valuable resources to teachers and students in learning how to access and use technology to support student learning. Our teachers also recognize the value in communicating learning through various technological formats and how that will support skill development that our students need in their future learning and in their life after school. Creating movies, slideshows, interactive documents and presentations are all part of the assessment processes that are used at Summitview.

3. Our school community respects diversity and promotes inclusion.

Our students come to us from various backgrounds, experiences, and abilities. We promote a culture of acceptance and education that supports an understanding of multiple perspectives and worldviews. Our students are supported and encouraged to the highest level of their abilities as we collaborate with their parents and support services that support their learning. We believe that the best learning for all students occurs in our classrooms with students of all abilities and skill sets and all of our students are part of our classroom and school community.

4. First Nations, Metis and Inuit (Indigenous) student success

Our First Nations, Metis, and Inuit students are supported in their learning at Summitview through cultural supports and understanding, partnerships with our community members and partnerships with parents. Teachers infuse indigenous understandings and cultural awareness into their teaching as they move through the curriculum, including a move towards reconciliation and teachings of residential schools. We provide the opportunity for all of our students from grades 4-8 to learn Cree as well as an appreciation and understanding of Indigenous Culture. We also have a community partnership with our Metis Local who we work with to provide homework help to all students at our school with a focus on our Indigenous population. We encourage our students to take part in and take a leadership role in Indigenous cultural experiences, such as smudging, which is led by our Indigenous Liaison. We reach out to our Indigenous parent community as a partner in learning for their students as well as supporting our Indigenous cultural days i.e. Orange Shirt Day and National Indigenous People's Day.

5. Excellence in Teaching and School Based Leadership

At Summitview we constantly strive for excellence in teaching and leadership through a continuous growth mindset where teachers and leaders are always striving and seeking processes and supports that improve learning for all members of our school community. We are a community of learners who share and support each other's learning and encourage risk taking that leads to school growth and improvement. We are embarking on a coaching journey where school leaders are actively engaging in classroom visits and dialogue with teachers that generates growth and continuous improvement of practice.

## ***Summitview***

### **School Demographics**

Summitview is a 4-8 Middle School with a current enrollment of 203 students. We have nine homeroom teachers a physical education teacher who also teaches French and Science 8. We also have five educational assistants, a full time secretary and a librarian. Our school has had a declining enrollment over the last few years due to the closure of the mine who was the town's largest employer. With the mine up and running again we hope to see an increase in enrollment in future years.

### **Principal's Message**

It is with a collective responsibility that all stakeholders in Summitview School continue to work together so that our students access many opportunities for diverse and meaningful learning. Our school is characterized by a vision of student learning that is captured by our 'Believe It- Achieve It' philosophy. We view student academic and social success as tightly connected, and strive to address the whole child's education. We believe that all students can be successful and that it is important to work together across grade levels to support our students as they build the skills they need to succeed outside of our building.

In providing our educational program, our teachers collaborate on a regular basis in staff meetings, professional learning community time, collaborative planning time and professional learning days. It is our goal that we create and support a learning cycle that includes identifying student learning needs through data analysis, curriculum analysis, planning assessment strategies and working together to develop teaching and learning strategies to meet these outcomes. Teachers work together to develop learning activities and experiences where students are engaged active participants in learning that often moves out of the traditional classroom setting. We wish to support a deeper understanding in our students connecting their learning to our larger society's perspective.

Summitview School strives to be a high functioning learning organization for all members of our school community. Shared decision making with our school community is a priority, as we recognize the valuable input stakeholders have in providing quality education. We look forward to continuing to learn and grow together, building upon our current success for future improvement.

Summitview School creates positive relationships in safe caring and respectful learning environments where students belong and are encouraged to take risks, speak out, and have a say in their learning. We support collaboration and connectedness within our staff and students by planning and supporting school wide events where all members participate across grades in various learning experiences.

**DATA Story**

**Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.**

*Combined 2018 Accountability Pillar Overall Summary*

Measure Category	Measure	Summitview 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	Safe and Caring	87.7	88.2	84.5	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	75.5	74.5	69.3	81.8	81.9	81.7	Intermediate	Improved	Good
	Education Quality	90.5	88.9	82.5	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.3	76.4	63.7	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.3	14.2	8.8	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	88.2	86.7	71.9	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	77.7	79.5	70.8	83.0	83.7	83.7	High	Improved	Good
Parental Involvement	Parental Involvement	83.1	73.7	76.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	77.1	87.0	68.9	80.3	81.4	80.7	High	Improved	Good

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**Notes:**

1. *Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).*
2. *Overall evaluations can only be calculated if both improvement and achievement evaluations are available.*
3. *Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.*
4. *Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.*
5. *Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).*
6. *Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.*
7. *Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.*
8. *Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.*
9. *Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.*
10. *Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.*
11. *Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.*
12. *2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.*

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## *Summitview's Data Story*

When looking at our social emotional data we look most at our Our School survey data and how it connects to our Accountability Pillar Survey. In looking at this data we can see that we have many areas that are positive and are either at or above the Canadian norm. Our students do well academically and are motivated to learn. We can also see that our students behaviour at school is very good measuring above the national norms in how our students positively see their behaviour and their peers behaviour at school. We do see a couple of areas that we feel we need to provide some additional supports as we reflect on our practice. Our students have higher levels of anxiety while at school than we would like to see despite our focus last year on teaching our students how to self-regulate effectively. This connects with another piece of data that is telling us that our students, especially our girls, have a low sense of belonging at school with their peers as well as other member of our school community. This is interesting as our data is telling us that our students feel like they have positive relationships at school and they feel like they have people that they can trust and positive friendships. We will be looking at how we can build a sense of belonging in our students at Summitview and hopefully lowering their level of anxiety while in our school by providing opportunities for our students to connect with each other and our school staff. Academically, our students are improving every year and we are seeing increases in our performance on our provincial assessments over our three year average. Across our school we are seeing much the same trend in our AIMSWeb and Mathletics Data. Our students are approaching and meeting the provincial norms in their core classes, but as we dig deeper into the data we see that we need to focus on developing a better understanding of critical thinking skills in our students across the curriculum and especially in our Language Arts courses. Our numeracy data is telling us that we need to focus on improving our mental math skills and strategies in our students. This will help our students in numeracy tasks across the curriculum and as they move forward into the next stages of their learning. In general our data is telling us that as a school we are doing a good job at preparing our students for their next steps in their academic and social lives. Summitview is continuously improving as a school and will continue to identify and support our staff and students in growing and getting better as a whole.

**ALL KIDS ARE OUR KIDS:**

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

<b>School Goal 1: To decrease the high levels of stress and anxiety of our students and increase their sense of belonging within our school.</b>	
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>● <i>BEST coach works with classes and teachers to build capacity around coping with stress and lowering anxiety.</i></li> <li>● <i>Whole school Wellness Fridays once a month for 50 minutes where students are taught self regulation skills in stations around the school.</i></li> <li>● <i>Regular team meetings with our school team where we identify needs and strategies to support our staff and students.</i></li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>● Students are using strategies to reduce stress in school and out of school.</li> <li>● Teachers are referring to and teaching strategies to lower stress and anxiety.</li> <li>● Students are using self-regulation skills learned on Wellness Fridays to help cope with stress and anxiety.</li> </ul>
<p><b>Evidence of Success:</b>  <i>We will see evidence of success in our students in an increase in our Accountability Pillar Survey, as well as a decrease in referrals for our FSLC.</i></p>	

<b>School Goal 2: To increase a positive sense of belonging in our students.</b>	
<b>School Strategies</b> <ul style="list-style-type: none"><li>• We will increase our involvement in school clubs and school experiences to create an environment for students to become connected.</li><li>•</li></ul>	<b>School Success Indicators</b> <ul style="list-style-type: none"><li>• We will see a decrease in cliques and an increase in friendships in different peer groups.</li></ul>
<b>Evidence of Success:</b> <i>We will see evidence of success in our students in an increase in our Accountability Pillar Survey.</i>	

**SUCCESS FOR ALL:**

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

**SUCCESS FOR ALL:**

<p><b>Goal 1: <i>By June, students will, while using common language, find purposeful meaning in developing literacy skills across the curriculum to a high level of understanding.</i></b></p>	
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>● Higher level thinking focus in assessments and planning using modified Bloom's Taxonomy.</li> <li>● Development of a common vocabulary across all grades that use the language of our PATs.</li> <li>● Literacy teaching focus on inferring and making real life connections with an emphasis on cartoons.</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>● Common vocabulary and rubrics developed and used by teachers across the grades</li> <li>● Teachers will develop and use word walls that support Common Vocabulary usage.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Grade 6 and 9 PATs show continuous growth.</li> </ul>	

**SUCCESS FOR ALL:**

<b><i>By June, students will be building and retaining high level mental math skills using number patterns and common vocabulary in all classrooms.</i></b>	
<b><i>School Strategies</i></b> <ul style="list-style-type: none"><li>● PLC day. Patterns.</li><li>● Build a retention of facts using multi-tiered patterns to be able to apply skills beyond the grade level.</li><li>● Teach to the Competencies of Critical Thinking, Problem Solving and Innovation for mental math mastery.</li></ul>	<b><i>School Success Indicators</i></b> <ul style="list-style-type: none"><li>● Students are using patterns to explain their learning.</li><li>● Students can show their understanding in multiple ways including modeling.</li><li>● Students are using Common Vocabulary in multiple class rooms.</li></ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"><li>• Grade 6 and 9 PATs show continuous growth.</li></ul>	