



SUMMITVIEW MIDDLE SCHOOL



ANNUAL RESULTS REPORT – 2016 – 2017
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020
Success for All x All Kids Are Our Kids = One Year's Growth

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the Programs of Study.
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

Summitview School

School Demographics

Summitview is a 4-8 Middle School with a current enrollment of 213 students. We have nine homeroom teachers a physical education teacher who also teaches French and Science 8 and a principal who teaches Language Arts and CTF courses. We also have five educational assistants, a full time secretary and a librarian. Our school is dropping in enrollment due to the closure of our mine who was the largest employer in our town.

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 a learning cycle that includes identifying student learning needs through data analysis, identifying outcomes in the curriculum, planning assessment strategies and working together to develop teaching and learning strategies to meet these outcomes. Teachers work together to develop learning activities where students are engaged active participants in their learning

Summitview School strives to be a high functioning learning organization from the students to the teachers and support staff. 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 succeed when we work collaboratively, honor relationships, and recognize talents to ensure each student achieves his or her full potential.

We are prepared for and anticipate the challenges we encounter as we commit to the programs, strategies and priority outcomes outlined in the 2016 – 2019 Three Year Education Plan for Grande Yellowhead Public School Division. We believe in 'Success For All' and that 'All Kids are Our Kids'.

SUCCESS FOR ALL:

We believe that all students are able to succeed at high levels with the appropriate supports and strategies put in place. We believe that all students deserve the right to a learning environment and learning experiences that challenge them to continually improve and push them forward along a learning journey that builds competencies and encourages lifelong learning. We want all of our students to be able to succeed in school and life after school and we believe that the time spent at Summitview will help prepare them, with parent support, to reach their goals. We strive for one year of academic growth each year each student is in our school community. We will help create students who are literate in their ability to work in all subject areas in all areas of their world. Students understanding of numeracy will grow in their time at our school and they will be exposed to learning that supports real world applications of numeracy and literacy while part of our school community. Understanding and using the most appropriate technology will be a part of our students' everyday education as they move through their learning. Technology will support the acquisition of knowledge and skills as they build their competence as learners.

ALL KIDS ARE OUR KIDS:

We support the learning needs of our students by starting with the understanding at all students need to get what they need to be successful. Students are supported with a firm and understanding culture that respects the human dignity of all learners and recognizes the importance of acceptance in cultural and learning differences. Students needs are met by setting high standards for student achievement first and holding all students to that standard until we recognize through transition meetings, parent involvement, classroom assessment, or other means that supports are needed for students as individuals. We then continue to hold students to high standards of learning while accommodating for their individual needs as identified by either outside professionals or individual academic testing designed to support the development of strategies to support our students learning needs. Students who have been identified by testing and outside professionals as needing special programing have their leaning modified to levels developed and supported by their teachers in collaboration with outside professionals. We still continue to hold each student to the highest level capable for them to achieve as they grow through our system. We also support students who struggle with their behavioural needs through a structured system tailored for their needs to support their learning on all levels. Summitview recognizes that students come to us in varying states and abilities of functioning emotionally. We foster an environment that is safe and caring where voices are heard and people are accepted. Students who need extra help with their emotional issues are identified and supported at school with close contact, collaboration and support from home. We will be working as a staff at better understanding how to help our students self regulate their emotions so that they are ready to learn and play at school. We have good community relationships with mental health supports within our community and will partner with these people, with parental involvement, to support our students needs inside and outside our walls. We access community resources to supplement our health program instruction recognizing that physical and mental health is essential to effective learning. These programs are also enhanced by the professionals within our schools as well. We respect the culture and dignity of our students fully recognizing that our students come from different cultures and different experiences. We invite all parents into our school to support our students in their lives and their learning. We also connect with community organizations and our First Nation community. Our First Nation Metis Inuit Liaison is essential to supporting us in building relationships with elders, families, and our local First Nation community. We have offered Cree Language instruction over the last many years and will be offering smudging for students during recess each week this year to support the understanding and respect of First Nations culture.

Student Engagement:

We look to our student voice, through the Tell Them From Me Survey, to better understand the challenges and successes of the students at Summitview. We have recognized that we have several areas where our students need extra supports and where we can change our approach to better support our kids.

Parent Engagement:

We use our Thought Exchange information as a snapshot to look at parent and teacher perceptions of our school and then we look at changes that we can make to continuously improve the experience for our students and parents. We are very excited with the turnout this year at our annual welcome back BBQ and we have more parents interested in working with us in making our school a better place for our students. Our School Council parent numbers are higher than they have ever been and we are seeing parents feeling comfortable in our school supporting us and the students.

ALL KIDS ARE OUR KIDS:

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	88.2	81.5	83.4	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	74.5	63.5	69.6	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
		Education Quality	88.9	79.9	82.3	90.1	90.1	89.6	High	Improved	Good
		Drop Out Rate	*	*	n/a	3.0	3.2	3.3	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	64.9	60.9	n/a	73.6	73.2	n/a	n/a	n/a
		PAT: Excellence	n/a	6.1	8.5	n/a	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	85.0	85.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.0	21.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	86.7	61.1	70.8	82.7	82.6	81.9	Very High	Improved	Excellent
		Citizenship	79.5	62.8	69.4	83.7	83.9	83.6	High	Improved Significantly	Good
Parental Involvement	Issue	Parental Involvement	73.7	80.6	78.3	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	Excellent	School Improvement	87.0	61.4	67.3	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Thought Exchange Trend Data – 2016 – 2017

Summary of Trends:

1) Positive Aspects of Summitview Trends:

- Teachers and Staff of Summitview create engaging, authentic learning opportunities for our students.
- Homework help is important and used by students to support their learning.
- Our extra-curricular activities help build an understanding of our world outside of Grande Cache and provides for the building of skills and knowledge that would otherwise not be available.
- School Environment

2) Areas for Improvement

- Classroom supports including classroom resources and teacher/ EA support.
- A greater focus on numeracy at Summitview.

3) Student Success Story Trends:

- Awards and acknowledgement of student achievement. Parents are happy when students are recognized for being successful in multiple areas.
- Confidence in sports and extracurricular events. i.e. Skiing, canoeing, robotics
- Happy students. Sports, blanket exercise, field trips.

Our School Trend Data

At the school level, staff members determine the trends identified through the Our School survey.

Our School Report Abbreviations

SEO – Social-Emotional Outcomes	AO – Academic Outcomes	DSO-Drivers of Student Outcomes	DF-Demographic Factors
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Summary of Trends

1) Successes

Elementary

- SEO-Students in grades 4-8 have **positive behaviour at school** that is above the Canadian Norm.
- SEO--Our students are **interested and motivated in their learning** at levels that are significantly above the Canadian Norm.
- SEO--Our students in grades 4-6 **try hard to succeed in their learning** at a level higher than the Canadian Norm.
- AO-- Our **average marks** in grade 7-8 meet the Canadian Norm.
- DSO-- Our students believe that our teachers in grades 7-8 **teach classes well, class time is used efficiently, and homework and evaluations support course objectives**. Students rated effective classroom learning time at 7.1 out of 10. The Canadian norm is 6.8 out of ten.
- DSO-- 18% of our boys were **subjected to bullying** in the previous month. The Canadian norm for boys is 28%.
- DSO-- 42% of our students **plan to finish high school and pursue a trade or apprenticeship program**. This is above the Canadian Norm or 26%. We are also slightly above the Canadian Norm for **students planning to go to a post-secondary institution**.

2) Concerns

Elementary

- SEO--Student **participation in School clubs and School Sports** is lower than the Canadian Norm in grades 4-6. Participation in school clubs is lower than the Canadian Norm in grades 7 and 8. We are at the Canadian Norm in participation in school sports in grades 7 and 8.
- SEO---Students have a lower **positive sense of belonging** than the Canadian Norms. The girls were more likely to struggle than the boys in grades 4-6. Grades 7 and 8 we see this as an issue in both genders. This is how they relate to their peer relationships.
- SEO--Our students struggle with **moderate to high levels of anxiety and depression** at levels above the Canadian Norm.
- SEO-- Our students have a lower **self esteem** than the Canadian Norm.
- DSO-- In grades 7-8 we have a significant number of girls who were **victims of moderate to severe bullying**. 41% of our girls were victims of bullying. The Canadian Norm is 25%.

Comment on Results:

An overall view of the data would indicate that Summitview School is meeting the acceptable standards. However, we see several areas for improvement or discussion.

Many of our students families are dealing with financial hardship or economic crisis. We are seeing a large number of our students dealing with anxiety and depression as well. We believe that the stressful economic situation in our town is having an adverse affect on the stress and anxiety level of our students. Friends have moved away as people search for new jobs and families are needing to work harder to get by. The loss of friendships could impact their connection and sense of belonging with their peers and possibly affect their self-esteem.

Students not having a positive sense of belonging were commenting on their peer relationships. We also see our girls in grades 4-6 struggling with peer relationships and then a significant number of girls feeling bullied in grades 7-8. Bullying continues to be an issue across the grades and in both boys and girls. We need to continue working with girls and boys across the grades in building

positive relationships and friendships I believe we can lower these numbers. Students who are stressed and anxious may also struggle with building positive relationships. If we work within the self regulation framework, focusing on the five domains of stress, we should be able to decrease stress, lower anxiety and build help build a positive self image in our students.

ALL KIDS ARE OUR KIDS:

School Goal 1: To decrease the high levels of stress and anxiety of our students and increase their sense of belonging within our school.		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● <i>BEST coach works with classes and teachers to build capacity for self regulation.</i> ● <i>Whole school self-regulation Fridays once a month for 30 minutes where students are taught self regulation skills in stations around the school.</i> ● <i>Partnering with community organisations, Victim Services, and using our FSLC, BEST Coach and teachers develop programming, Kids in the Know Program. Teaching students to build positive successful friendships and teach them how to avoid negative relationships.</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>Fewer office referrals for students who need self-regulation.</i> ● <i>Students and staff are using self regulation vocabulary.</i> ● <i>Students are using Self regulation strategies.</i> ● <i>Students are building positive relationships with their peers.</i> ● <i>Staff teaching and using self regulation strategies in school.</i> ● <i>Our School Data</i> ● <i>Thought Exchange Data</i> 	
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: Increase parent involvement in our school by the end of June		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● <i>Invite and encourage parents to volunteer in our classrooms while communicating that we need their support in our school.</i> ● <i>Communicate PAC meetings through multiple measures; send out the agenda ahead of time so that parents know what is expected of them.</i> ● <i>Form committees in our PAC meetings to give parents jobs.</i> 		<p>Measures</p> <ul style="list-style-type: none"> ● <i>Parents are visible in our school and in our classrooms</i> ● <i>Accountability Survey results.</i> ● <i>Parents volunteering for field trips. i.e. less staff involvement</i> ●
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

SUCCESS FOR ALL:

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
School: 2043 Summitview School**



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		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
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	Drop Out Rate	*	*	n/a	3.0	3.2	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
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	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	86.7	61.1	70.8	82.7	82.6	81.9	Very High	Improved	Excellent
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Parental Involvement	Parental Involvement	73.7	80.6	78.3	81.2	80.9	80.7	Low	Maintained	Issue
Continuous Improvement	School Improvement	87.0	61.4	67.3	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

AIMSweb Data

% Percentage of Summitview students meeting grade level benchmark in Reading based on AIMSweb.

At the school level, staff will determine which school-wide strategies have a positive impact on reading, how teachers are differentiating instruction for students in the 25-40 percentile, what targeted interventions are in place for students in the 10-25 percentile, what individualized interventions are in place for students below the 10 percentile.

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
4			72%							
5			76%							
6			76%							
7			73%							
8			73%							

HLATs Data

% of students in each grade level who are writing at or above “adequate” level as defined by HLATs.

At the school level, staff will determine which school-wide strategies have a positive impact on writing, disaggregate results in each of the different areas (audience appeal, content and planning, vocabulary usage, organization, style and voice, sentence structure and grammar, mechanics) to determine gaps and identify students who will require interventions. (**Not all schools submitted data numbers are not a true representation.)

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
4	58%	84%	44%							
5	66%	74%	95%							
6	57%	65%*	63%							
7	75%	91%	71%							
8	70%	88%	58%							

Missing data. Only 26 students reported in grade 6. We Don't know why or which class. We suspect that one class didn't report their data. This number does not match with PAT writing scores.

Mathletics Data

% of students in each grade level who are demonstrating mathematical skills at or above 50%

At the school level, staff will determine which school-wide strategies have a positive impact on math learning, disaggregate results in each of the identified strands (eg. number, pattern, measurement, statistics and probability, geometry) to determine gaps and identify students who will require interventions.

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
4		78%	87%							
5		74%	76%							
6		87%	36%							
7		56%	74%							
8		32%	60%							

Comment on Results:

We are seeing an improvement in our PAT scores along a three year average. This is a positive and we are happy to see growth. Our division screens are providing us with data that is more recent and directly relates to the learning gaps that we need to fill in our current classes in our

current year. We have had issues with implementing our screens especially in Mathletics. This has been due to glitches in the program, flash player updates and not being consistent in the tools we allow our students to use while testing. i.e. calculators. Our extreme difference in scores from the spring tests to the fall tests are likely due to students being close to the cut score on both tests, but having digressed in their level of understanding over the summer and shifting from just above the cut score to just below. Our purpose is to look at the data to find gaps in student achievement and then to fill those gaps by changing how we cover these areas of the curriculum.

This data, especially our three year PAT trend data, tells us that we need to make numeracy a priority in our school. We also need to focus on increasing literacy achievement, especially in writing.

SUCCESS FOR ALL:

School Goal 1: Develop a school wide focus on numeracy, which finds and addresses gaps in student achievement across our school, changing our practice to better adapt to the learning needs of our students.		
Strategies (based on analysis of data and no more than three) <ul style="list-style-type: none"> ● <i>Identify three areas of focus using our Mathletics data school wide.</i> ● <i>Work collaboratively to create common, plans, assessments, and interventions to deepen understanding and fill the gaps identified in our data.</i> 		Measures <ul style="list-style-type: none"> ● <i>Increased success in our PAT scores.</i> ● <i>Increased success in our Mathletics data.</i> ● <i>Increased success is seen in our teacher developed assessments.</i> ● <i>Student retention of learning is increased from the spring to the fall.</i>
Evidence of Success October: <ul style="list-style-type: none"> ● Three areas of focus are identified and plans are put in place to move forward. 	Evidence of Success January: <ul style="list-style-type: none"> ● . 	Evidence of Success May: <ul style="list-style-type: none"> ●

School Goal 2: Develop a school wide focus on literacy where we increase students understanding of subject specific vocabulary, increase writing skill and stamina, and develop effective readers by changing our practice to better adapt to the learning needs of our students.

<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> • <i>Teachers identify academic vocabulary and specifically teach it to students across the school to develop consistency.</i> • <i>Use Stepping up and Moving Up resources across the school.</i> • <i>Support the collaboration of teachers in teaching and assessing writing by co developing rubrics with similar vocabulary to be used across the grades.</i> 			<p>Measures</p> <ul style="list-style-type: none"> • <i>PAT data.</i> • <i>AIMSweb Data</i> • <i>HLAT Data.</i> • <i>Teacher developed assessments.</i> 		
<p>Evidence of Success October:</p> <ul style="list-style-type: none"> • Teachers using the Stepping Up and Moving Up resources. • Identification of Academic vocabulary is started. 	<p>Evidence of Success January:</p> <ul style="list-style-type: none"> • 	<p>Evidence of Success May:</p> <ul style="list-style-type: none"> • 			