



Independent School Authority
Combined AERR and Three Year Plan

2019 - 2022

Accountability Statement

Accountability Statement

The Annual Education Results Report (AERR) for the 2019/2020 school year and the Education Plan for the three years commencing August 29, 2019 for Independent School Authority Ltd. o/a Summit West Independent School was prepared under direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation.

This document was developed in the context of the provincial government's business and fiscal plans. The Staff and Board have used the results reported in the document, to the best of its abilities, to develop the Education Plan and are committed to implementing the strategies contained within the Education Plan to improve student learning and results.

Our students were registered in prior years in the Alberta Education system at various schools, including Summit West Independent School, and we have utilized the formal and informal results reported by teachers to develop the Education Plan.

The Board has approved this combined AERR for the 2019-20 school year and the three-year Education Plan for 2019/2020-2021/2022 on December 19th, 2019.

Any minor changes or additions will be reported as an addendum in an annual review process on a go forward basis until next submissions are required and mandated.

Myron Masterson
Chair
Board of Directors

Chris Redel
Vice Chair
Board of Directors

Tracey Forrester
Executive Director
Independent School Authority

Foundation Statements

VISION

Personal excellence through student success.

MISSION

An independent school that offers an individualized self-directed learning approach for tomorrow's leaders that nurtures lifelong learning, engaged thinkers, and ethical citizens within a spirit of entrepreneurialism.

BELIEFS

- We believe in a community of learners that supports individual learning styles with a strong emphasis on choice, accountability, and responsibility.
- We believe in a safe and caring environment that fosters whole child development.
- We believe in fiscal responsibility.
- We believe in communication that is respectful, supportive, constructive, and designed to facilitate student success.
- We believe in building collaborative relationships among parents, students and teachers to make a difference in the world.

A Profile of the School Authority

Independent School Authority Ltd, O/A Summit West Independent School (SWIS) began its first school year in September 2015. The individualized self-directed learning program has evolved since the program's inception in 2014 based on the teachings of Don and Anne Green and the combined 20+ years of teaching experience in the self-directed model of Tracey Forrester and Brad Masterson. We operate along with the assistance of dedicated parents and the leadership to bring Summit West Independent School to parents who choose this style of learning for their children, fostering leadership, independence, and a respect for self and community.

The program encourages students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings. We consistently encourage students to become lifelong learners who value themselves, others and learning. We promote social responsibility, resilience, perseverance, and independence to capably prepare our students for an ever changing world in the years following grade school.

SWIS is governed by a Board of Directors comprised of parents and others who are supporters of this style of learning. The Board oversees areas of dispute resolution, student discipline, hiring of the Executive Director, and setting criteria for support staff to best serve our students and parents. Their focus is development and continual ever-greening of the strategic plan annually, and approving the handbook for Parents, Students and Teachers. Additionally, they oversee their fiduciary responsibility through the preparation of the financial statements and the hiring of the independent auditor annually. Their work is vision and mission focused, and the responsibility of budget, human resources, and daily operations are delegated to their sole employee, the Executive Director.

The Executive Director, in collaboration with the Principal and Staff, are responsible for the daily operation of the school. Together, and each with their own areas of responsibility, they create and foster trust and positive working environment, inducing the creation of a culture within the school and the broader community. The basis of appropriate values, ethical foundations and caring for the school community drive the direction daily. The leadership group (Board and Staff) ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

Summit West Independent School attracts a community of learners who are interested in becoming self-directed learners who can make their own choices based on their learning styles, the best way they learn. Students learn research skills and time management to prepare them for success in post-secondary endeavours, and the workforce. They can organize their day and determine how they can learn and complete their objectives based on their strengths and individual learning styles. Students strive to reach personal benchmarks set in collaboration with the student, parents and their teacher.

Trends and Issues

The Board, Principal, and staff are committed to serving the needs of our SWIS community of learners and the greater community. The focus of the 2019-2022 school years will be to continue to foster and strengthen the relationships in and out of the classrooms. We continue to encourage and support the voices of the school and its community through engagement, challenge, communication and participation in ongoing learning environments. The focus for the 2019-2020 school year is building closer relationships in the school community, continuing to unify the students as leaders and developing entrepreneurial spirit and paying it forward as part of developing social awareness, teaching directed at the person. Additionally, our focus has become more inclusive of safe and caring schools and our First Nations programming and support.

This ongoing voice is a deliberate choice to involve the community so that we are better aware of the services that we are providing from various levels and stakeholders. We meet with parents to discuss programs for their children, we communicate with weekly updates to share what is happening within our doors and about opportunities that come our way. Older students work with younger students in a mentor and assistive fashion, creating community and fostering leadership qualities. Workshops and passion projects help students and families to understand the self-directed learning program and expectations. We communicate through a variety of methods both as times change and technology allows within our community and we encourage our students to help in these areas as well.

Over the next three years, our parent support and community will be essential in ongoing fundraising, volunteering for school activities, helping with our growth and long range planning and participation in community events. 2015 allowed us several opportunities with Indigo/Chapters, and other fundraisers as well as tremendous support from our parents as we shape the future. In 2016, we applied for and successfully obtained our charitable status, and 2018 is shaping up to be another successful year, incorporating expanded programs, additional classroom support, and increased awareness of an effective and caring community. Bingo's, a spring 2019 Casino, and ongoing fundraising and donations allow us to expand our horizons and provide greater support back into the classroom and programs on the front line.

As with most schools, there are areas for improvement. Our IT and technology areas are always in need of replacement to be current as we move forward. Administrative support and infrastructure, and the addition of other methods of student learning within our program will play important roles as SWIS continues its programs into the future. We were grateful recipients of Computers for School donations in terms of PC laptops. We continue to expand our reach both into and beyond the walls of the school, employing experiential strategies and reflective practices for both students and staff alike.

Summary of Accomplishments

Highlights of 2018-19

SWIS continues to become a strong organization in terms of growth, consisting of dedicated families, staff and business supporters. The staff and students are experienced, and have been engaging in self-directed learning programs for many years.

We have added two additional certificated staff and reorganized how we support the program from an administrative perspective. We are proud of our ongoing student and staff attraction and retention rates and our ability to fill the needs of learners within the Calgary and surrounding area market. Our population has grown from 62 students in 2018 to 72 students in 2019, and over 70 students registered in our ByDesign home education program.

Highlights of this year include:

- Ongoing relationship with Tanbridge Academy and other partner schools within our facility.
- Individualized and team professional development and course support.
- Ongoing work of parents and councils in support of the school (Fundraising and Volunteering) including strong parent voice and involvement.
- Student growth (Personal and Academic).
- Financial stability growing, and accountability improved.
- Bussing program in place, including corporate donation of a bus as well as the addition of a second route.
- Community (Student based and neighbour based) programs and development.
- Support for professional development of staff in alignment with school vision and mission and annual TPGP programs.
- Ongoing monitoring with Alberta Education in a collaborative partnership.
- Increased level of experiential education for students, including FNMI instruction and inclusion in program of studies with an emphasis on staff development and programming in 2019.
- Increased market penetration and focus on advertising with significant partnerships in the area.
- Increased parent participation and engagement from new families and a focus on community and growth.
- Board development training and goal settings for the future that are both current and long term.
- Additional resources added for student programs and experience.
- Enrichment programs including advanced art, foods, outdoor education and advanced computers and coding.
- Addition of the Reading Foundation program to bridge gaps in phonemic awareness and reading comprehension.
- Increase in experiential learning through field trips (Ann and Sandy Cross, Police Interpretive Centre, Calgary Zoo, Theatre Calgary, City Hall and Telus Spark, etc.)
- Individualized tours for interested parents about the self-directed learning program.
- Maintenance of small class sizes, and emphasis on student responsibility and self-identity.
- Parent involvement through PIT Crew group, inclusive of all parents working towards supporting the school in a variety of means, fundraising, volunteerism, direct input to Board of Directors.
- Parent council (PIT Crew) board liaison ensures that the path forward in both PIT and the board of directors is of the same focus, intention, and direction.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Independent School Authority L			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	94.0	89.7	95.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.5	75.0	75.5	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	94.0	94.3	96.9	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	*	*	n/a	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	46.4	52.8	45.9	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	7.1	0.0	1.5	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	26.3	*	n/a	83.6	83.7	83.1	Very Low	n/a	n/a
	Diploma: Excellence	0.0	*	n/a	24.0	24.2	22.5	Very Low	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	64.8	63.4	62.2	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	92.3	100.0	100.0	83.0	82.4	82.6	Very High	Declined	Good
	Citizenship	90.0	84.2	91.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	94.4	91.3	96.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	97.2	92.1	96.5	81.0	80.3	81.0	Very High	Maintained	Excellent

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 Our-SCHOOL/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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 30-2; 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

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. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 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.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	56.8	28.1	52.8	46.4		Very Low	Maintained	Concern			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	4.5	0.0	0.0	7.1		Very Low	Maintained	Concern			

Comment on Results:

Context

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students (<10) can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect four years of operation with no previous history to provide a running average. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

- Develop and implement procedures (formative assessment) for early identification and assessment of students who are struggling so that more appropriate interventions can be implemented in a timely manner.
- Deep analysis of Diploma Exam and PAT results – subject by subject to the Student and Item Analysis level – shared with all teachers in the respective divisional subject/grade level cohort for analysis and sharing so they can learn from best practices.
- Teachers will participate in necessary and relevant professional development to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn)
- Develop an online reading/math initiative to increase and enable students to take ownership over their learning.
- Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school stakeholders.
- Grades 4-12 have department heads whom of which specialize in the areas of the four core courses to allow for increased competency in regards to teaching and passion for the subject.

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. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	93.3	96.7	84.2	90.0		Very High	Maintained	Excellent			

Comment on Results

Summit West Independent School strives to meet the needs of individual students. In doing so, the school offers a wide range of activities and courses related to students needs and wishes. These course offerings can and often do change year over year based on student, parent, and staff feedback. The unique program offers the opportunity to explore many of their passion areas and express their understanding of concepts in any unique manner through product forms. Parental involvement is strongly encouraged.

We are pleased with the results in this category based on the size of our student population and the one on one attention that each student receives.

Strategies

- SWIS will maintain ongoing contact with students, parents, and teachers and in the most effective way available.
 - We continue to sponsor a variety of events, depending on their community context, to bring parents and members into the school. This includes inviting the ByDesign (Home Education) students to field trips and other extracurricular activities.
 - SWIS will engage parents and community members to elicit feedback on initiatives through social media, focus groups and surveys.
 - The Principal works collaboratively with staff and school council to develop and revise annual School Improvement Plans, taking into consideration all stakeholders feedback.
 - School Councils will continue their active role in shaping the school activities.
 - A variety of elective courses will be available to students based on feedback, opportunity, and available expertise.
 - Students will have access to a variety of learning opportunities not available in their school, such as on line learning, ADLC, Dual Credit programs, Work Experience, RAP (Registered Apprenticeship Program), use of Alberta Education on-line curricular resources, and video conferencing.
- SWIS will offer Before and After School care, as well as childcare during parent meetings to make the events at school more accessible.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our-SCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Franco-phone School Authorities only)

[No Data for Overall FNMI Results]

Comment on Results - SWIS has no data at this time due to a low number of FNMI enrollments (<10).

Strategies

- SWIS will continue to include strategies and supplemental curriculum that will ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

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. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

At the present time, SWIS has <10 individuals declared in this category, however we continue to be inclusive in our teaching and resources to ensure that students are aware and learn about this important history in Canada, as well as modern day issues and opportunities

Strategies

- SWIS will continue to include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	75.4	76.2	75.0	81.5		High	Maintained	Good			

Comment on Results (OPTIONAL)

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect four years of operation with no previous history to provide a running average, however, we are pleased with the current results. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

- SWIS will ensure that students are involved in safe and caring initiatives such as: Me to We, Pink Shirt Day, Drug awareness presentations, Orange Shirt Day, and the like.
- FNMI Initiatives to promote tolerance and diversity, and promote understanding of the many cultures inherent in Canadian society.
- Regular inspection and maintenance of all playground facilities to meet safety codes.
- Communicate with school partners, through the use of School Council representatives, the SWIS website and social media, and school newsletters. A major focus is being placed on target marketing and increased ability of our website and social media presence.
- Engage parents and community members through focus groups, surveys and social media to obtain feedback on SWIS School initiatives.
- Provide funds to SWIS staff for professional development and professional growth
- Principal works collaboratively with staff, students, and SWIS Parent Council to establish School Improvement Plans.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our-SCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	100.0	97.8	89.7	94.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	100.0	96.3	94.3	94.0		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	100.0	100.0	100.0	92.3		Very High	Declined	Good			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	68.8	78.2	95.8	84.3		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	97.8	100.0	91.3	94.4		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	100.0	97.4	92.1	97.2		Very High	Maintained	Excellent			

Comment on Results

SWIS strives to meet the needs of individual students. In doing so, the school offers a wide range of activities and courses related to student needs and wishes. These course offerings can and often do change year over year. The unique program offers the opportunity for students to explore many of their passion areas and express their understanding of concepts in any unique manner through product forms. The staff at Summit West are constantly evolving as new trends arise and student needs are identified. Professional development is of utmost importance and staff/administration are provided with more than ample opportunity to engage in these developmental clinics, conferences, and presentations as they relate to their TPGP's (Teacher Professional Growth Plans).

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect four years of operation with no previous history to provide a running average. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

- Teachers will provide current and relevant instructional strategies to students using "high yield" teaching methodologies reflected in the core values and expected outcomes of the self-directed learning/teaching style.
- Teachers use a wide variety of assessment strategies (formative and summative) to identify deficits in student learning that can be met through the school intervention plan.
- Teachers deepen their understanding and expertise in using a variety of teaching and assessment strategies by visiting colleague classrooms and participating in reflective discussions with student administration, as well as professional development opportunities.
- Students will have access to assistive technology resources such as Google Applications and an emerging battery of applications using tablet technology, etc. We believe literacy is KEY to all student learning and success.
- SWIS administration will be actively engaged in support and provision of learning opportunities to help teachers become more strategic, coherent, and purposeful in their work and participate in school collaborative professional development based on self-directed teaching strategies.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our-SCHOOL/TFM (Tell Them From Me) survey tool.

Note:

Future Challenges (Optional)

- Maintaining and increasing enrolment
- Improving student access to therapeutic resources
- Success in fundraising and marketing
- Continual evaluation and improvement of staff wages
- Transportation initiatives
- Advocating for funding stability and ongoing training
- Facility capacity is limiting growth

Summary of Financial Results

- Financial statements are prepared by the Treasurer and Auditor in accordance with Alberta Education requirements
- Full funding is now included in our annual program of services
- Anomalies in the economy and environment of parental choice affect our annual operating budget. We are presently working with an Annual Deficit reduction program and are presently in our last year of the ADO.
- Enrolment numbers for September 30 were 65. Home Education enrolment was 74.

Budget Summary

- Budgeting and reporting continue to be an ongoing process of stewardship
- The annual audit report for 2018-2019 is completed
- A careful review of ongoing operations is part of our monthly reporting process

Capital and Facilities Projects

- At present there are plans for capital expansion, and facility capacity building. The ongoing capacity is handled within our current facility and plans are to address long term leasing options with our landlord or the like.
- Focus remains on IT components as well as ensuring that students have access to resources to support learning.

Summary of Facility and Capital Plans

- At present there are plans for capital expansion, and facility capacity building. The ongoing capacity is handled within our current facility and plans are to address long term leasing options with our landlord or the like.
- Focus remains on IT components as well as ensuring that students have access to resources to support learning.

Parental Involvement

- Parents at SWIS are involved through the SWIS Education Society Parent Involvement Team (aka PIT Crew) which operates as a parent council and interacts via fundraising, communication with the Principal and establishing ongoing support for the school community.
- The parent community is heavily involved and committed to supporting many endeavours, recently the Society received charitable status, which opens many doors for funding into the future, including bingos and casinos, which are currently underway.

Timelines and Communication

- Teaching staff and students to better communicate with parents on a daily/weekly basis.
- Parents receive a weekly update in the form of a newsletter, as well as an email from their child(ren), sharing details not only of classroom activities, but also those of field trips and upcoming events and the like.
- Staff meet on a weekly basis to review the week, share as a peer group and look forward with a unified set of objectives.
- The Board of Directors and the Parent Society (PIT Crew) each meet monthly; the Parent group sends a PIT Crew representative to the board meetings to ensure accurate communication with regards to school initiatives between the two entities, in support of collaborative practices and ongoing transparent communication.
- Reporting and transparency are a regular occurrence.

Whistleblower Protection

- Section 32 of PIDA (2013) requires school authorities to include their annual report of disclosures in their AERR or combined 3-year education plan/annual education results report (AERR).
- A policy was developed in 2015 that is comprehensive and protects the importance of having a safe and caring school environment. As of this date there have been no incidents that fall within this policy or its intended protection.