



Independent School Authority
Combined AERR and Three Year Plan

2020 - 2023

Accountability Statement

Accountability Statement

The Annual Education Results Report (AERR) for the 2020-21 school year and the Education Plan for the three years commencing September 1, 2020 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 2020-21 school year and the three-year Education Plan for 2020/2021-2022/2023 on November 26th, 2020.

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 2020-2023 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. Further to the focus of the 2020-2021 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. Community connections developed over the years have allowed us many opportunities with various vendors, and other fundraising groups in order to build for the future. In 2016, we applied for and successfully obtained our charitable status, and 2020-21 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 2020-21

SWIS continues to be 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 more 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 73 students in 2020, and over 250 students registered in our ByDesign home education program.

Highlights of this year include:

- Highly successful transition to online learning due to COVID-19 mandates. Our self-directed program teaches students to be independent, a necessary skill for online learning.
- Our multi-grade classrooms offer a unique environment that promotes a caring community, interactive learning, and peer-to-peer interactions at multiple cognitive levels.
- Ongoing relationship with Tanbridge Academy and other partner schools within our facility.
- Individualized and team professional development and course support.
- Financial stability growing, and accountability improved with an ongoing annual auditing procedure.
- Bussing program in place, including corporate donation of a bus as well as the addition of a second route.
- 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 2020.
- 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.
- 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, Handwriting without Tears for fine motor control and printing. Other programs such as SumDog are utilized on an individual basis to help in areas such as math.
- 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 our PIT Crew (parent council), inclusive of all parents working towards supporting the school in a variety of ways in areas such as fundraising, volunteerism, and 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.

Executive Summary

Summit West strives to be a leader in modern education. Using a self-directed approach to learning, Summit West students have a strong advantage in terms of the adjustments needed in order to work from home during the COVID-19 pandemic and the subsequent shutdown. Starting as early as grade 3, students begin to explore their strengths, understand what independence is, and how this can work to their advantage. Once they begin to understand how independence works in their learning, we then focus on their self-awareness, teaching them not just how they learn, but how to differentiate between how they learn and how they learn best.

While COVID-19 lockdown measures did put strain on all areas of the educational system, the effects were largely mitigated at SWIS by simply having students adhere to our program at home. An online platform through Google Education was simple to use, implement, and learn from while maintaining an online schedule set forward by each of the teachers in collaboration with one another. Students met each other and their teachers online on a daily basis where they were provided group and individual instruction. A high percentage of students found at least some level of success learning online, while recognizing whether or not they preferred this delivery method. Even though many did not prefer the online method of learning, their inherent ability to stay focussed and to work independently carried them through the final months of the 2019-20 school year.

Parents showed a high level of satisfaction with the structure of the online delivery and the ease of access to their teachers on a regular daily basis. Students who did not find success and suffered academically while online learning was mandatory will be able to reengage in the new school year, starting where they left off and filling gaps in their knowledge once back at school.

Should further lockdowns occur, Summit West is prepared for the transition, and students are better armed for this potential inevitability. The introspective knowledge they gained of themselves from the first lockdown has proven invaluable and has helped to significantly reduce anxiety over the potential of having to learn from home again.

Summit West continues to improve teaching capacity and expertise. With subject specialists, students are taken through the curriculum with the expert guidance of a department head who is passionate and knowledgeable in their particular subject area. We have seen academic improvements in the past year and a half since introducing department heads, and this will translate to better performance on PAT's and diploma exams in the future.

We continue to approach education from the view of the student, an angle that has proven successful in promoting self-directed, independent learning. We continue to strive to be a leader in the world of education and are continually innovating and evolving our program to suit the needs of the students and to remain at the leading edge of independent learning with a self-directed delivery model.

Brad Masterson
Principal
Summit West Independent School

Combined 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Summit West Independent 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	91.5	94.0	93.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.6	81.5	77.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.6	94.0	94.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	50.0	*	n/a	79.7	79.1	78.4	Very Low	n/a	n/a
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)	16.7	*	n/a	56.4	56.3	55.6	Very Low	n/a	n/a
	Rutherford Scholarship Eligibility Rate	77.8	*	n/a	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Life-long Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	60.1	59.0	58.5	*	*	*
	Work Preparation	100.0	92.3	97.4	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	82.6	90.0	90.3	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	92.1	94.4	95.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.8	97.2	95.6	81.5	81.0	80.9	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. 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.
4. 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).
5. 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.
6. 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.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Domain: Student Growth & Achievement
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	50	Very Low	Maintained	Concern	55	60	65
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	10	Very Low	Maintained	Concern	12	15	17

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 five 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.

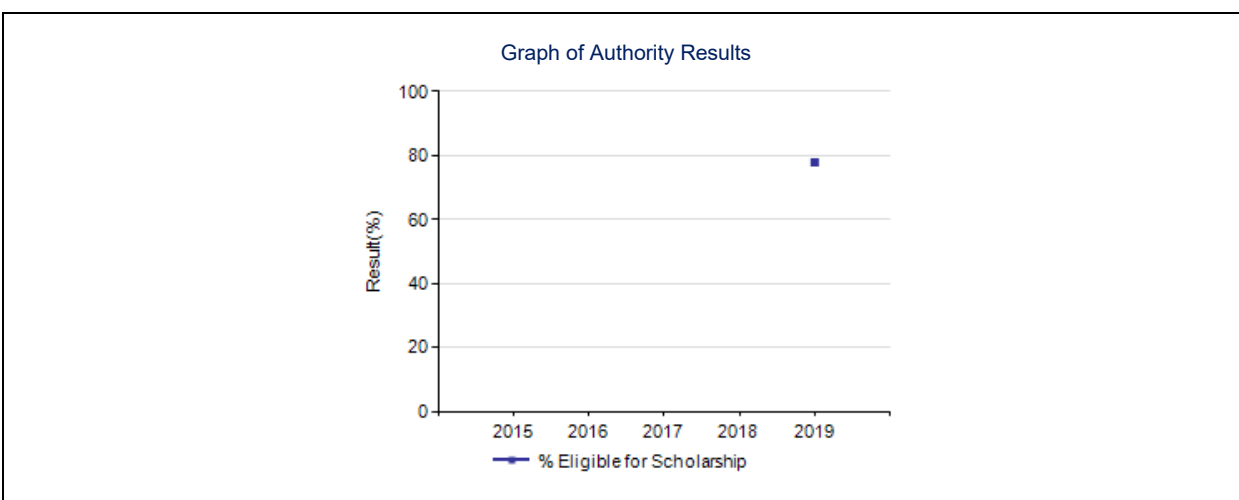
Strategies

- 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 (SumDog and Reading A-Z).
- 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.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	n/a	*	*	*	77.8	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2016	5	*	*	*	*	*	*	*	*
2017	4	*	*	*	*	*	*	*	*
2018	2	*	*	*	*	*	*	*	*
2019	9	6	66.7	5	55.6	1	11.1	7	77.8



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

- 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.
- Department heads were introduced just 2 years ago. While no data is available since the inception of the school in 2015 until 2019, we see that we have a high number of students who are eligible for Rutherford scholarships. This is in line with the implementation and successful transition to department heads, who use their passion and expertise in each subject area in order to better teach students and improve learning.
- Further to this, student performance has increased. Due to COVID-19, results for the June diploma exams and PAT's are not available, but we expect to see them result in improved performance overall, across the board.

First Nations, Métis, and Inuit students in Alberta are successful

[No Data for Overall FNMI Results]

Comment on Results:

Context

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.
- With continued growth in this area in terms of number of students who identify as FNMI within the student body, our staff have undertaken several initiatives and have attended professional development opportunities, allowing the school to promote the message of reconciliation and carry out the often challenging discussions.
- Further to staff education, resources and other related materials have been purchased as resources for both staff and students alike.

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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	100.0	0.0	*	*	*	*	62.5	12.5	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	66.7	16.7	*	*	*	*	37.5	0.0	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	50.0	0.0	*	*	*	*	75.0	12.5	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	66.7	0.0	*	*	*	*	62.5	0.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

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 five 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.

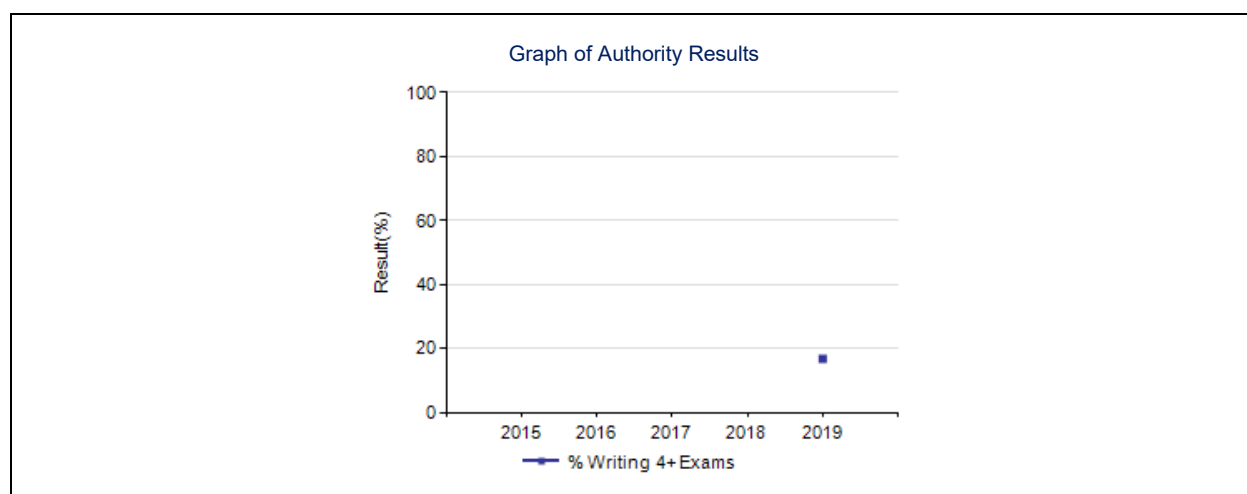
Strategies

- 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.
- Department heads were introduced just 2 years ago. While no data is available since the inception of the school in 2015 until 2019, we see that we have a high number of students who are eligible for Rutherford scholarships. This is in line with the implementation and successful transition to department heads, who use their passion and expertise in each subject area in order to better teach students and improve learning.
- Further to this, student performance has increased. Due to COVID-19, results for the June diploma exams and PAT's are not available, but we expect to see them result in improved performance overall, across the board.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	n/a	n/a	*	*	16.7	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	n/a	n/a	*	*	83.3	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	n/a	n/a	*	*	83.3	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	n/a	n/a	*	*	50.0	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	n/a	n/a	*	*	16.7	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	n/a	n/a	*	*	16.7	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	n/a	n/a	*	*	0.0	13.8	13.6	13.9	14.2	13.6



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 five 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

- 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.
- Department heads were introduced just 2 years ago. While no data is available since the inception of the school in 2015 until 2019, we see that we have a high number of students who are eligible for Rutherford scholarships. This is in line with the implementation and successful transition to department heads, who use their passion and expertise in each subject area in order to better teach students and improve learning.
- Further to this, student performance has increased. Due to COVID-19, results for the June diploma exams and PAT's are not available, but we expect to see them result in improved performance overall, across the board.

Domain: Learning Supports

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

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 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	80	High	Maintained	Good	82	84	86

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 can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect five 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: Pink Shirt Day, Drug awareness presentations, Orange Shirt Day, University tours and presentations, and the like.
- FNMI Initiatives to promote tolerance and diversity, and promote understanding of the many cultures inherent in Canadian society.
- Continuous feedback from parents and students regarding program offerings in order to ensure our programs are relevant and engaging depending on current student body interests.
- 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 targeted 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.
- 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.
- 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.

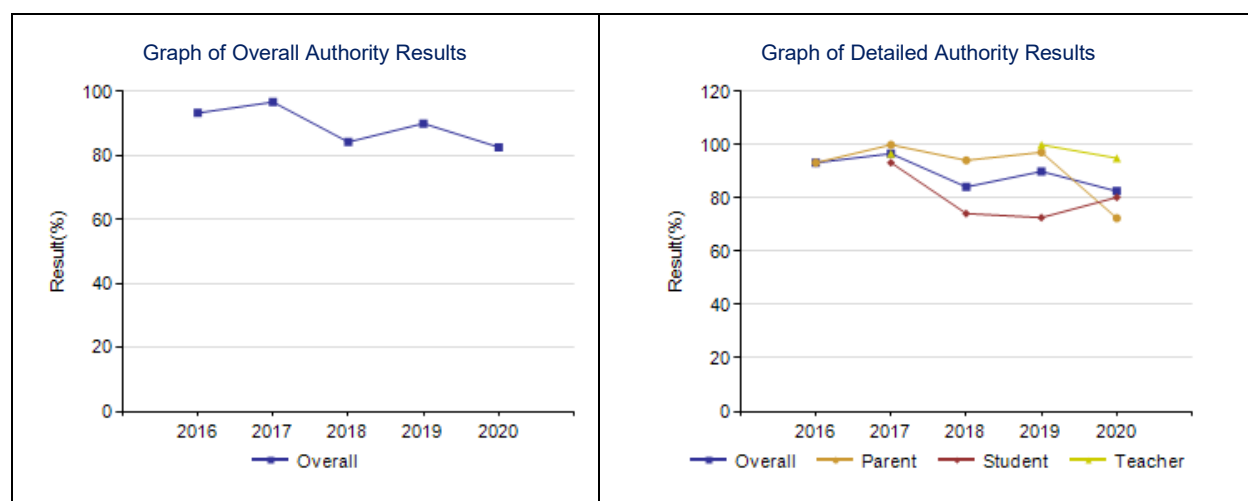
Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education 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/TFM (Tell Them From Me) survey tool.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.3	96.7	84.2	90.0	82.6	83.9	83.7	83.0	82.9	83.3
Teacher	*	96.7	*	100.0	95.0	94.5	94.0	93.4	93.2	93.6
Parent	93.3	100.0	94.2	97.2	72.5	82.9	82.7	81.7	81.9	82.4
Student	n/a	93.3	74.2	72.7	80.3	74.5	74.4	73.9	73.5	73.8



Notes:

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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 can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect five 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.

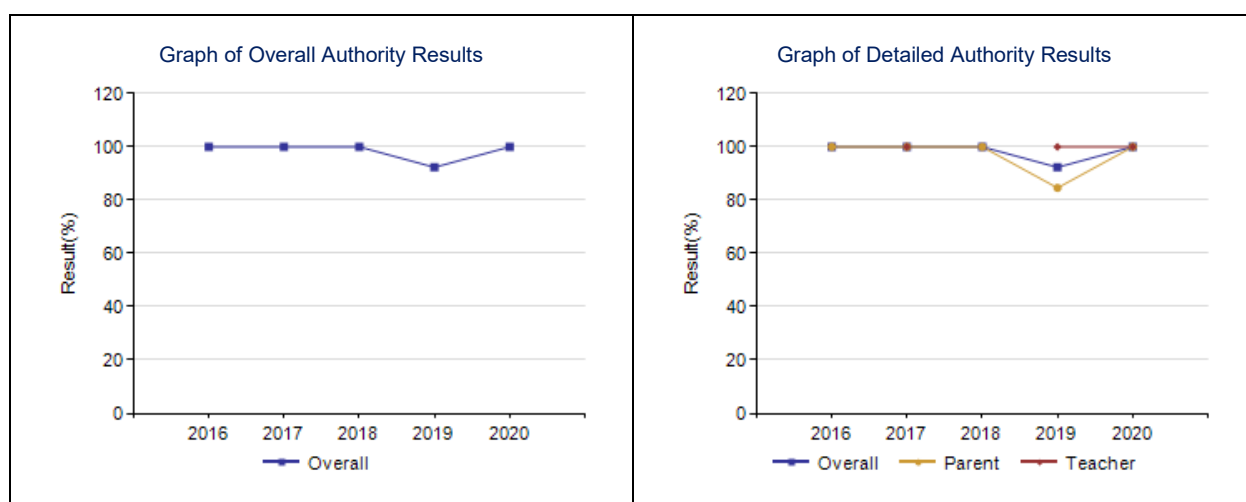
Strategies

- A major focus of the SWIS program is mutual respect, including the three core school rules: Hands Off, Respect, and don't disrupt others learning.
- Promoting, modelling, and maintaining a community of learners is of utmost importance, providing students and staff alike the ability to be themselves, care for one another, and minimize bullying.
- Students are strongly encouraged to come forward with any concern, at any time, in order to resolve any conflict, regardless of the severity, ensuring open and transparent conversation surrounding any event, and teaching students to advocate for themselves, others, and for what is right and fair.
- Modelling behaviour is not only of paramount importance, it is done so on a regular basis. Older students take on a leadership role, modelling ethical citizenship, and promoting a community of care and respect across all ages and grades.
- Frequent and transparent communication with students and their parents provides an opportunity for students to learn that we are always approaching any situation as a team consisting of parents, students, and the school. That respect for this triad is necessary to further their academic and social lives.

Work Preparation – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	100.0	100.0	92.3	100.0	82.6	82.7	82.4	83.0	84.1
Teacher	*	100.0	*	100.0	100.0	90.5	90.4	90.3	90.8	92.2
Parent	100.0	100.0	100.0	84.6	100.0	74.8	75.1	74.6	75.2	76.0



Notes:

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Comment on Results

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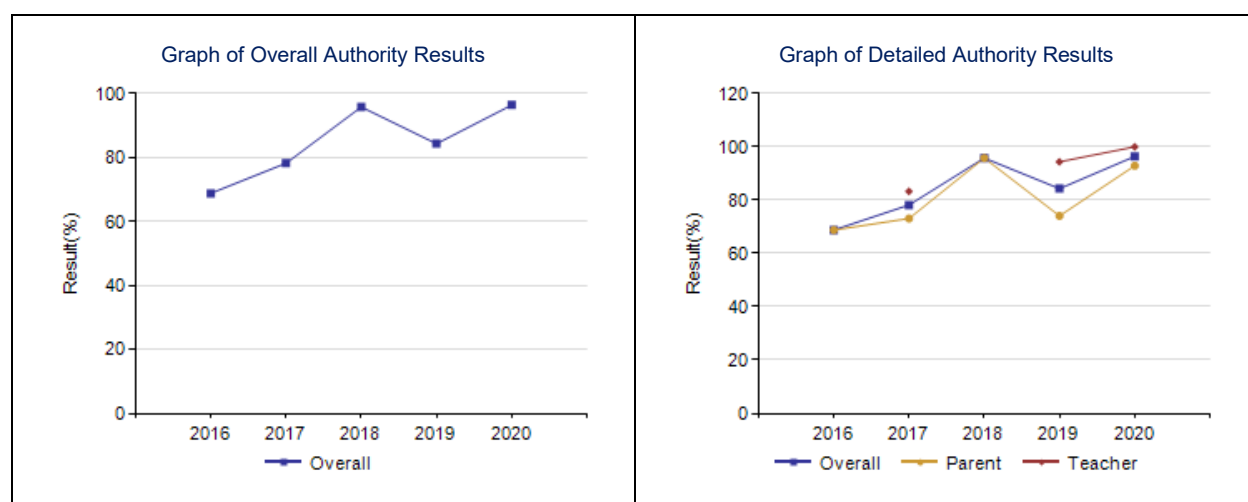
Strategies

- SWIS is geared for students who want to achieve personal success through individualized approaches by the staff. While university preparation is one of the facets of the school, it is not the only one. Students are encouraged to work toward their personal benchmark, set individual life goals, and strive for those goals, regardless of what they are.
- Student who have graduated have entered the workforce, joined the Army, gone to university, and many other areas. Our program allows for them to move toward their personal ambitions, achieve their goals, and understand that supports are available.
- RAP program and work experience are highly recommended and promoted in and amongst our high school population, and conversations for grade 8 & 9 students begin early, letting them know their options as they approach high school to be best prepared for these offerings at the high school level.
- Both RAP and work experience are meant to not only to offer student opportunity, but to give them a chance to promote our school values beyond the walls of Summit West, reinforcing ethical citizenship both in and outside of the school walls.

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/>.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	68.8	78.2	95.8	84.3	96.4	70.7	71.0	70.9	71.4	72.6
Teacher	*	83.3	*	94.4	100.0	77.3	77.3	77.8	78.8	80.6
Parent	68.8	73.1	95.8	74.1	92.9	64.2	64.8	64.0	64.0	64.6



Notes:

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Comment on Results

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Strategies

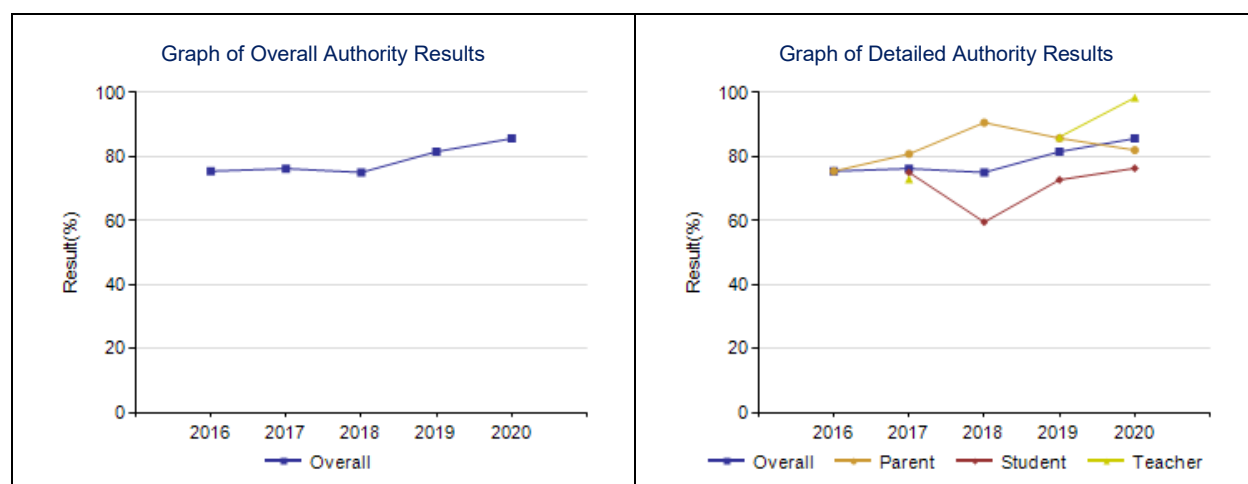
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Program of Studies – Measure Details

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.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.4	76.2	75.0	81.5	85.6	81.9	81.9	81.8	82.2	82.4
Teacher	*	72.9	*	86.1	98.4	88.1	88.0	88.4	89.1	89.3
Parent	75.4	80.8	90.6	85.7	82.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	75.0	59.5	72.7	76.3	77.5	77.7	77.2	77.4	77.8



Notes:

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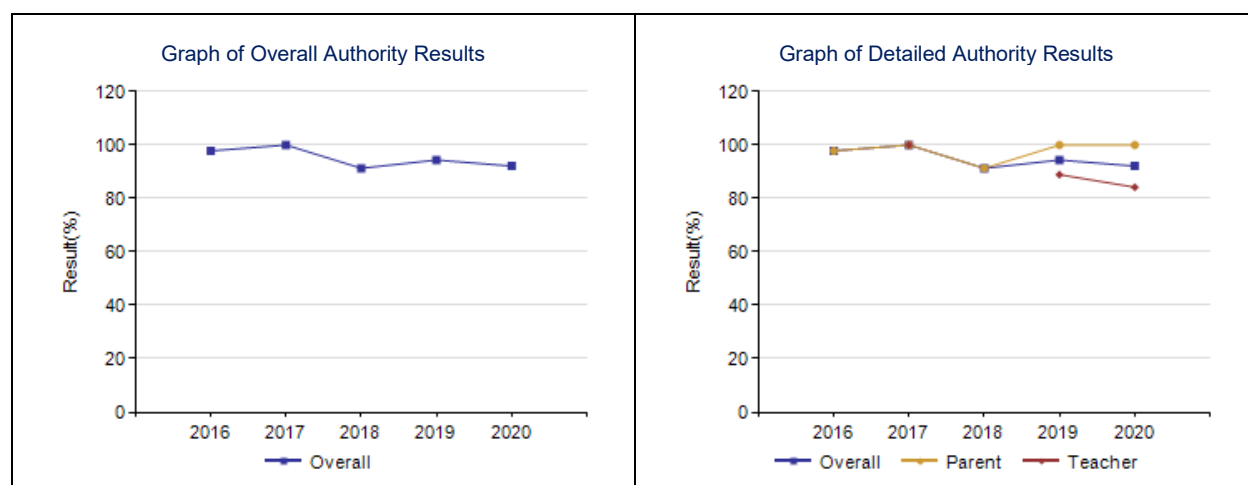
Strategies

- Summit West encourages all staff to work with their personal passion areas as a means to develop engaging and meaningful elective option courses, adding to the schools' array of elective options available to students.
- Students are encouraged to advocate for options they are interested in, as well as to advocate for club opportunities and extra-curricular endeavours.
- Students provide opportunities to other students through clubs and other activities initiated by the student body and approved by staff/administration.
- Parents are encouraged, and have come in to the school to provide instruction supervised by a teacher based on the parents own area of expertise, ranging from arts and crafts to financial management.
- Summit West strongly encourages parental participation in any activity or course where they may be able to offer supplemental knowledge and passion.

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Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	97.8	100.0	91.3	94.4	92.1	80.9	81.2	81.2	81.3	81.8
Teacher	*	100.0	*	88.9	84.2	88.4	88.5	88.9	89.0	89.6
Parent	97.8	100.0	91.3	100.0	100.0	73.5	73.9	73.4	73.6	73.9



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 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

- Continue surveying parents regarding their views and opinions about their child's education and use their feedback constructively to inform on our current practice in order to provide opportunity for best practices moving forward.
- Constant communication will continue. Regular email, phone conversations, video conferences, and in person conferences and meetings continue and are a highly effective means of communicating with parents regarding their child's education specifically and feedback on other broad community initiatives and practices.
- Parental feedback is highly encouraged and expected in order to promote a forward thinking, proactive approach to providing the best education possible while maintaining our model of delivery.
- Parental feedback has provided administration many opportunities for change and adjustments to our program delivery model. Feedback is taken, assessed, and put forward to all staff for discussion and program adjustments as deemed reasonable and/or realistic.
- Student feedback is also critical to our model of delivery and our program overall, as they are the primary stakeholders in education, according to us. They live and breathe our program and experience it directly. Should they have any concerns, thoughts, or other feedback, we highly encourage them to advocate for themselves and their experiences in school relating to our program delivery.
- Every parent is automatically a part of the PIT Crew (Parent Involvement Team – Parent Council) and highly encouraged to be active members of the council in order to have an impact on the broader community, participate in volunteer opportunities, and have a direct impact on the school in a variety of ways.
- Parents are encouraged and welcome to volunteer for field trips and the like as they become available.

Future Challenges

- 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.
- Enrolment numbers for September 30 were 73. Home Education enrolment was 266.

Budget Summary

- Budgeting and reporting continue to be an ongoing process of stewardship.
- The annual audit report for 2019-20 is complete.
- A careful review of ongoing operations is part of our monthly reporting process to the board of directors.

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.

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 bingo 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.

Summary of Financial Results for 2019-2020

	Amount	Contextual Information
Revenue Summary		
Alberta Education - ECS to Grade 12	\$429,813	*59 SWIS students
Alberta Education - Home Education	\$125,311	*75 Home Education students
Government Funding and/or First Nations	\$138,855	*CEWS
Tuition	\$297,682	
Non-instructional Fees	\$17,282	*transportation
Other	\$24,820	*Donations
Total Revenue	\$1,033,763	

	Amount	Contextual Information
Expense Summary		
Certificated Salaries & Benefits (excluding Home Education)	\$441,943	*6.5 FTE certificated
Non-certificated Salaries & Benefits (excluding Home Ed)	\$227,907	*3 FTE non-certificated
Service, Contracts, Supplies, Consulting fees and leases	\$313,090	
Home Education Salaries & Benefits	\$29,558	*1 PTE certificated
Home Education Reimbursements	\$45,907	
Other	\$22,902	*Capital and Debt Services
Total Expense	\$1,010,580	
Total Revenue Less Expense	\$23,183	

Summary of Financial Budget for 2020-2021

	Amount	Contextual Information
Revenue Summary		
Alberta Education - ECS to Grade 12	\$488,360	*based on 67 SWIS students
Alberta Education - Home Education	\$127,500	*based on 75 Home Education students
Tuition	\$492,000	
Non-instructional Fees	\$63,000	*transportation
Other	\$30,000	*Parent Council - Casino and Bingos
Total Revenue	\$1,200,860	

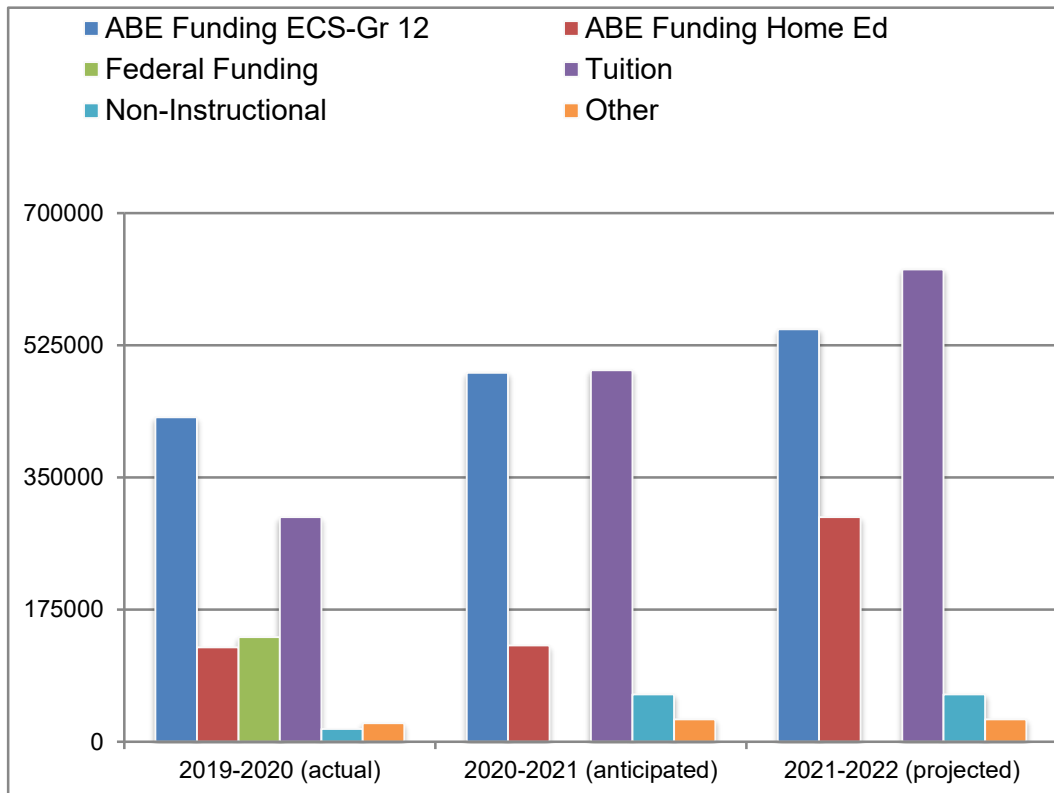
	Budget	Contextual Information
Expense Summary		
Certificated Salaries & Benefits (excluding Home Education)	\$381,160	*6.5 FTE certificated
Non-certificated Salaries & Benefits (excluding Home Ed)	\$287,054	*3 FTE non-certificated
Service, Contracts, Supplies, Consulting fees and leases	\$400,942	
Home Education Salaries & Benefits	\$28,080	*1 PTE certificated
Home Education Reimbursements	\$62,900	
Other	\$27,434	*Capital and Debt Services
Total Expense	\$1,187,570	
Total Revenue Less Expense	\$13,290	

Summary of Financial Projection for 2021-2022

	Amount	Contextual Information
Revenue Summary		
Alberta Education - ECS to Grade 12	\$546,372	*based on 75 SWIS students
Alberta Education - Home Education	\$297,500	*based on 175 Home Ed students
Tuition	\$625,423	
Non-instructional Fees	\$63,000	*transportation
Other	\$30,000	*Parent Council - Casino and Bingos
Total Revenue	\$1,562,295	

	Budget	Contextual Information
Expense Summary		
Certificated Salaries & Benefits (excluding Home Education)	\$381,160	*6.5 FTE certificated
Non-certificated Salaries & Benefits (excluding Home Ed)	\$287,054	*3 FTE non-certificated
Service, Contracts, Supplies, Consulting fees and leases	\$400,942	
Home Education Salaries & Benefits	\$85,000	*3 PTE certificated
Home Education Reimbursements	\$148,750	
Other	\$27,434	*Capital and Debt Services
Total Expense	\$1,330,340	
Total Revenue Less Expense	\$231,955	

Revenue Comparison 2019 to 2022



Expense Comparison 2019-2022

