



Independent School Authority  
Combined AERR and Three Year Plan

2019/2020 - 2021/2022

## Accountability Statement

The Annual Education Results Report (AERR) for the 2018/2019 school year and the Education Plan for the three years commencing September 1, 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 October 24<sup>th</sup>, 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

Roxanne Coetzee  
Treasurer  
Board of Directors

Tracey Forrester  
Executive Director

## 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 20+ years of self-directed experience 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.

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 in the 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 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 parent school community, continuing to unify the students as leaders and developing entrepreneurial spirit and paying it forward as part of developing social awareness and experiential learning. Additional focus is to continue to grow the ByDesign Home Education wing of our school, and to explore additional opportunities at all grade levels.

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 students, 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. 2019 allowed us several opportunities with Bingo's and a Casino, 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 2019/20 is shaping up to be another successful year, incorporating expanded programs, additional classroom growth and support, and increased awareness of an effective and caring community. Based on the successes of past years, we will continue our focus on First Nations and Indigenous communities both within our culture of the school and externally in incorporating our teaching program and staff as well as students and introduce programs for early learners.

As with most schools, there are areas for improvement. Recent growth has resulted in the addressing of our short and medium term plans to continue growing our school base. Administrative support and infrastructure, and the addition of other methods of student learning within our program play important roles as SWIS continues its programs into the future. We were grateful recipients of Casino funds from our Parent Group that will allow us to expand our PE equipment, IT, Field Trips and other important program supplies in the classroom. We continue to expand our reach both into and out of the world beyond classroom borders, employing experiential strategies and reflective practices for both students and staff alike.

## Summary of Accomplishments

### Highlights of 2019

SWIS continues to become a strong organization in 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 2 additional certificated staff and reorganized how we support the program from an administrative perspective. We are transitioning the senior Executive Director role to Tracey Forrester as part of our succession plan. We have grown our student base in excess of 60 in house and added over 60 home education students. 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 languages and student support program are also growing in staff support.

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).
- Student growth (Personal and Academic).
- Financial stability growing, and accountability improved.
- Bussing program in place, including addition of a second bus route and purchase of new bus.
- 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 and active review programs.
- Ongoing assurance and monitoring with Alberta Education in a collaborative partnership.
- Increased level of experiential education for students, including FNMI instruction and inclusion in program of studies.
- 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 staff and material resources added for student programs and experience.
- Enrichment programs including advanced art, foods, language, outdoor education and advanced computers - experiential learning
- 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.)

**Accountability Pillar Results Summary for  
Alberta Education Results Report (AERR)**

**Summit West Independent School**

The survey is prepared annually by Alberta Education and encompasses three school communities. Parents, Students and Staff. The pillars are comprised of a number of categories and by Exam results. The outcomes of the survey results are to see if SWIS is delivering on the core programs that are expected by Alberta Education.

Upon review of the recent results, we have broken out the sections and results with comments for improvement as well as success.

Summary of areas reported

**Area**

**Safe and Caring School**

**Student Learning Opportunities**

**Student Learning Achievement**

**Preparation for Life Long Learning, World of Work, Citizenship**

**Parental Involvement**

**Continuous Improvement**

- **Alberta Education survey results accompany the following board reviews and considerations.**

**Accountability Pillar Overall Summary**

**Annual Education Results Reports - Oct 2019 Authority: 0316 Independent School Authority Ltd.**

Measure Category	Measure	Independent School Authority L			Alberta			Measure Evaluation		Overall
		Current Result	Prev Year Result	Prev 3 Year Average		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement
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 OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), 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 30-1, 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, 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.

## Safe and Caring Schools

**Excellent 94.0%**

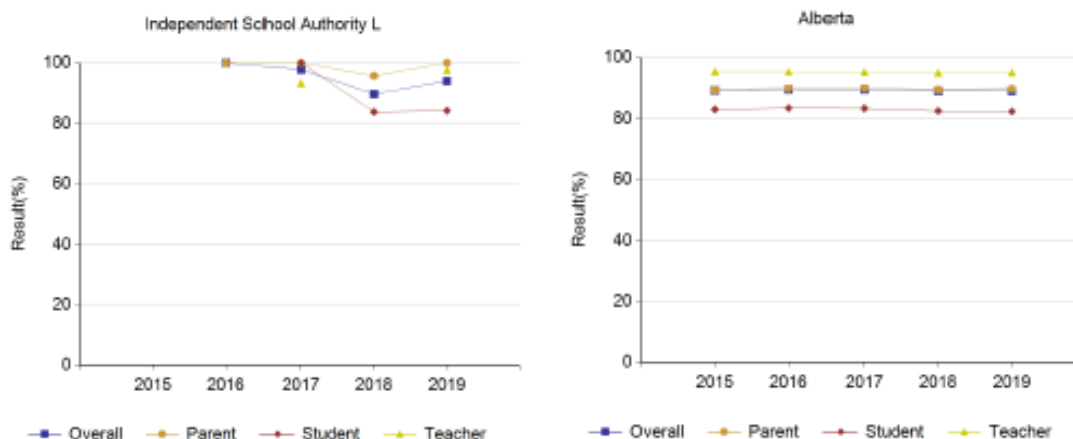
- We increased from Good rating prior year (89.7), a welcomed improvement.
- The rating reflects our dedication to safe and caring schools.
- This was a result of making changes to a number of the programs to ensure that voices were being heard, and that areas of concern became part of our Healing Hearts program.
- We need to continue to communicate with students to show that we care for them in and out of the classroom.

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

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.





## Going Forward

- Students, have a behavioural and academic plan in place to help them stay focused and provide an avenue for conversation regarding inappropriate choices in the classroom and other learning environments. We have also made changes to teaching assignments (teachers rotate between classrooms) which we will continue to monitor but anticipate this will help with building relationships and creating a caring learning environment.
- We have a second bus route and continue to develop specific bus rules and consequences for student behaviour. During our first month of school, we have noticed a significant reduction in bus incidents.

## Student Learning Opportunities - Program of Studies

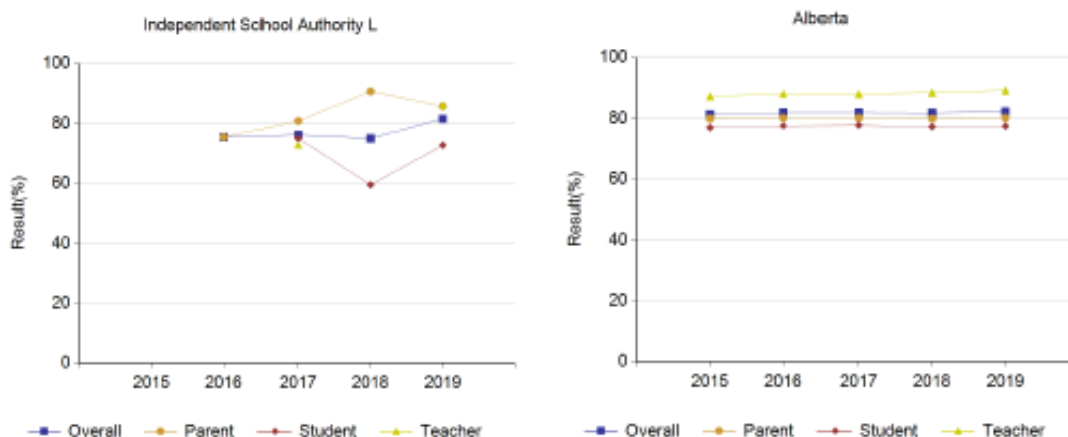
**Very Good 81.5%**

We have revamped the options program this year. We will continue to improve on communication about what we have and what we can deliver. We are also seeking student input for programs.

## Responses and Suggestions

We recognized that work was needed in the art, music and languages program for 2019-20 and have made changes and new hires to ensure this is in place.

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.



## Going Forward

- The drama program has been improved for the 2019-2020 school year. We have a drama teacher who teaches twice a week to all students K-4 and Grade 5-12 who have signed up for the elective option. The music program has also gone through the same improvements with a music teacher working with students every week.
- The Art Program has continued, allowing students to create art projects of various forms. The students enjoyed creating works of art each week, but did not develop skills they can build on in the field of art. This year we are completing art objectives from K-4 in the classroom through an art class every week during semester one and two. The grade 5-12 students can choose advanced art as an elective option. They will learn sketching techniques as well as canvas painting and other areas of art, among many other options.
- We are also bringing in a Line Dancing instruction to improve our dance unit in physical education.
- Language program has a dedicated instructor.

## Student Learning Opportunities - Education Quality

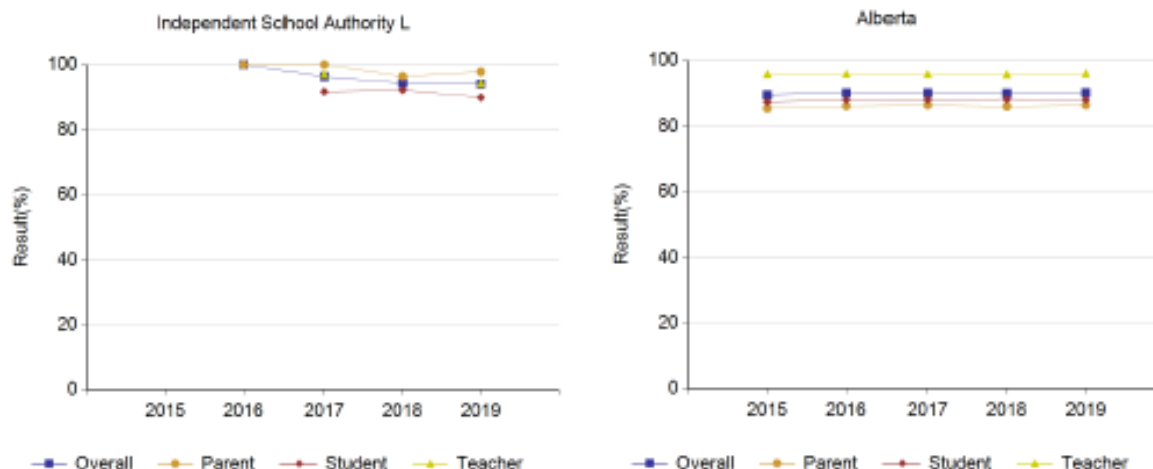
**Very High 94.3%**

\*Overall maintained from prior year (94.3%)

## Responses and Suggestions

We need to continue to work to communicate the value of education as well as keep them interested in their subjects.

Percentage of teachers, parents and students satisfied with the overall quality of basic education



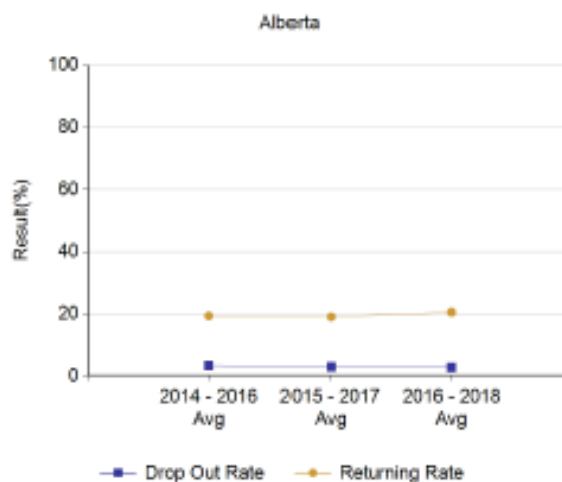
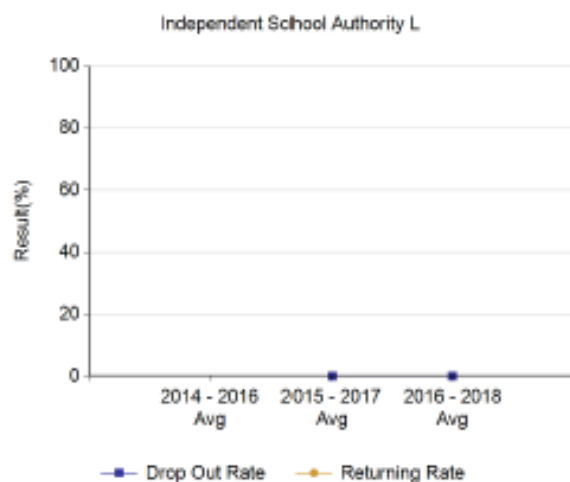
## Going Forward

We have made changes to our teaching assignments which we believe will increase the quality of education at SWIS. We have four department heads (Math, Science, Social Studies and Language Arts) who have become experts in their fields. Each teacher rotates to each class (three classes in all) and is responsible for checking in on students (1:1), teaching command lessons, and ensuring students are meeting/exceeding curricular expectations. Similarly, we have added a Montessori trained teacher to work in our new pre-kindergarten program. We are anticipating the Education Quality percentage to improve next year.

## Student Learning Opportunities - High School Completion Rate

Nil

\*Three year running average, no data presently



## Going Forward

We should be very high in this area as we provide students with guidance and support to ensure they complete high school at their benchmark level.

## Student Learning Achievements (Grades K-9)

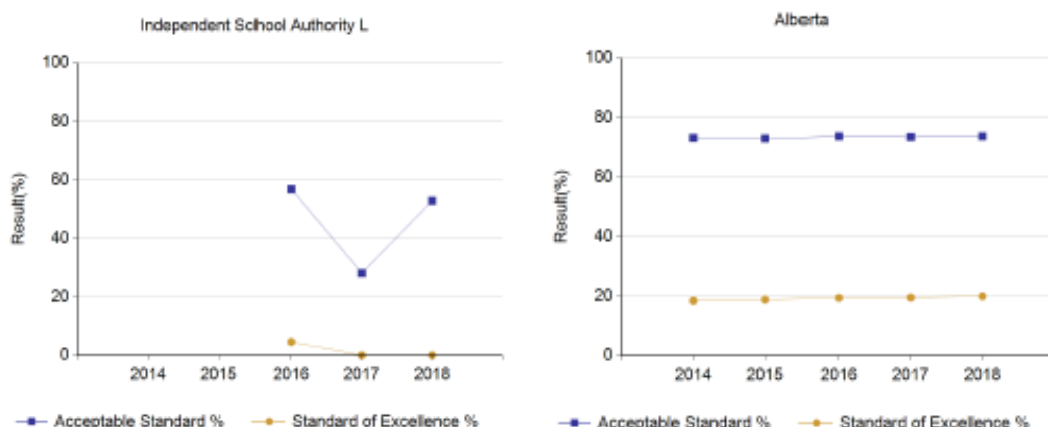
This is an area that has opportunity for continued growth as our school encourages and engages students at these levels.

PAT Acceptable exhibited a slight decrease over prior year 48.4% from 57.8%, however our excellence rating increased to 7.1% from 0% prior year.

## Responses and Suggestions

As we progress into more and more historical data for this category, our results will begin to grow. Steps were begun last year to familiarize students with the nature of the exams, address the anxiety, parallel and share past exams to let students know what to expect. We anticipate this will take a few years before we see results at all levels.

Of note is that we more than doubled our results from last year at the acceptable standards level.



## Going Forward

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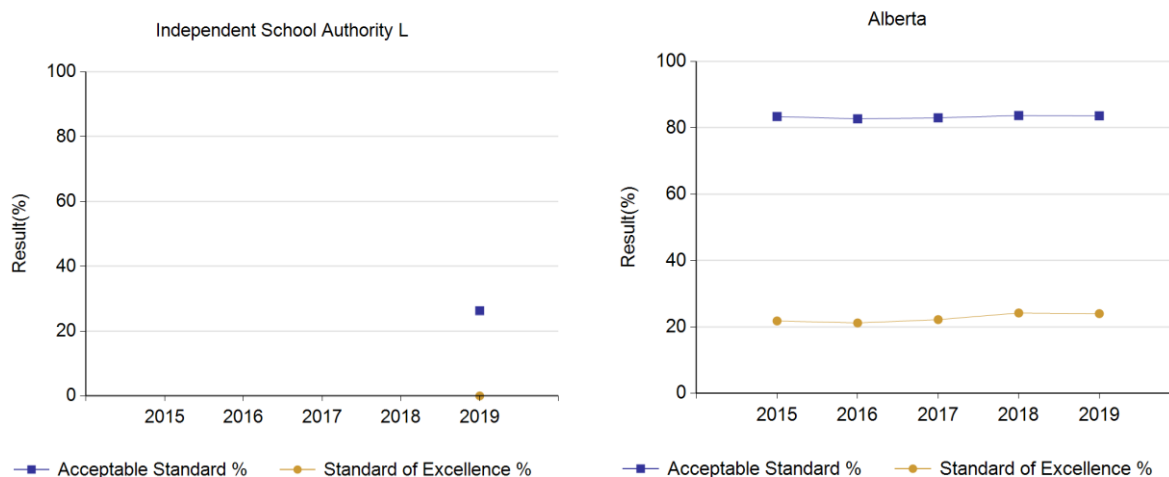
## Student Learning Achievements (Grades 10-12)

This is an area that has opportunity for continued growth as our school encourages and engages students at these levels.

Diploma Acceptable increased to 28.3% from 0% prior year.

## Responses and Suggestions

As we progress into more and more historical data for this category, our results will begin to grow. Steps were begun last year to familiarize students with the nature of the exams, address the anxiety, parallel and share past exams to let students know what to expect. We anticipate this will take a few years before we see results at all levels.



## Going Forward

We have made changes to our teaching assignments which we believe will increase the quality of education at SWIS. We have four department heads (Math, Science, Social Studies and Language Arts) who have become experts in their fields. Each teacher rotates to each class (three classes in all) and is responsible for checking in on students (1:1), teaching command lessons, and ensuring students are meeting/exceeding curricular expectations.

**Preparation for lifelong learning, world of work, citizenship**

Transition rate

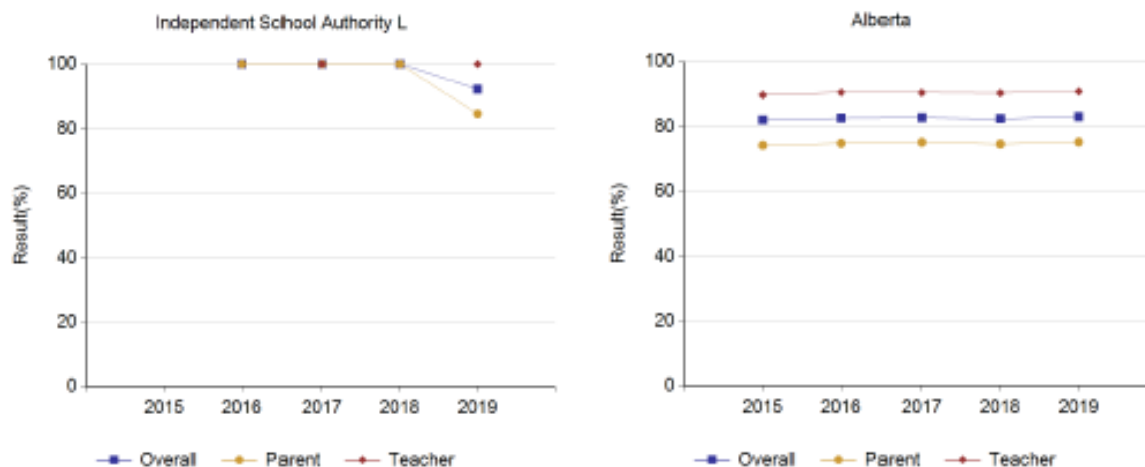
nil

Work preparation  
Citizenship

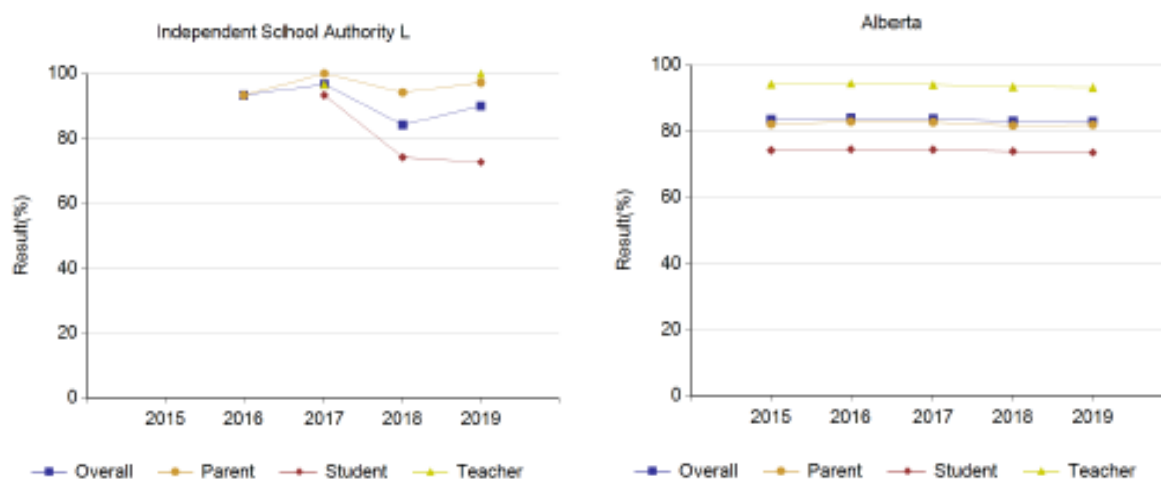
**Very High 92.3%**  
**Good 90.0%**

We are pleased to report that lifelong learning continues to improve from 78.2% in 2017 to 92.3% in 2019. We are delivering a perspective that teachers and parents see that knowledge, skills and attitudes necessary for lifelong learning are being delivered.

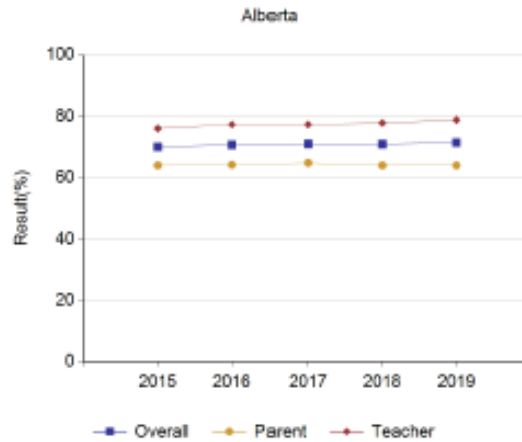
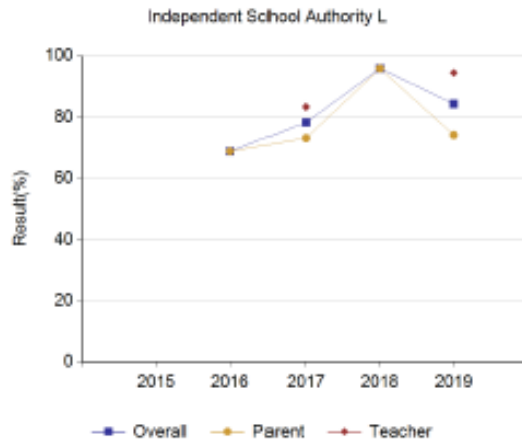
### Preparation for lifelong learning, world of work, citizenship - Work Preparation Measure History



### Preparation for lifelong learning, world of work, citizenship - Citizenship Measure History



### Preparation for lifelong learning, world of work, citizenship - Life Long Learning Measure History



## Going Forward

This is a strength of SWIS and although we had some concerns regarding respect amongst students and following the rules, we have already made adjustments to our student population and classroom assignments to rectify these issues.

**Parental Improvement**

**Excellent 94.4 %**



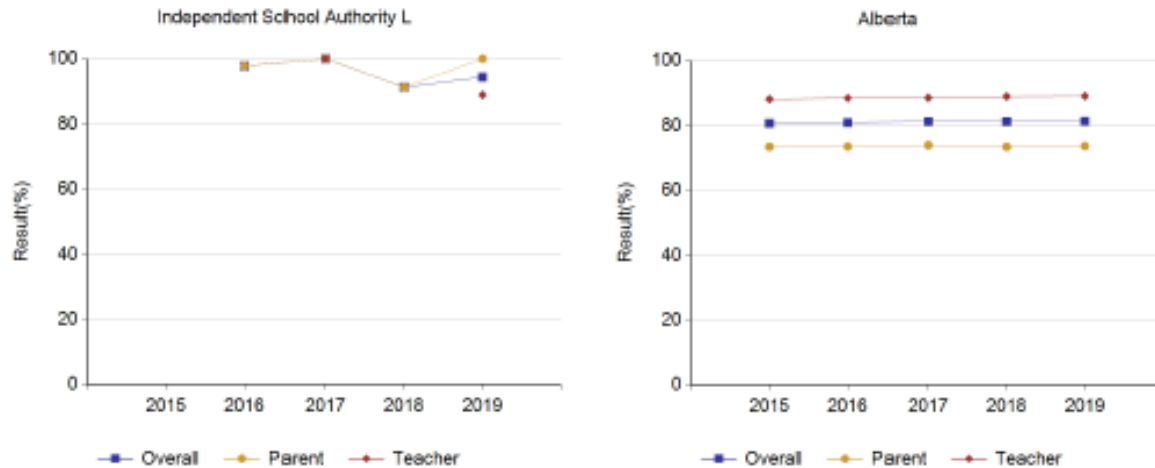
We continue to encourage and grow the PIT group for parental involvement, as well as encourage staff to remain vigilant in communicating with the parents in a regular basis.

#### Parental Involvement History with Groups

Authority: 0316 Independent School Authority Ltd.

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



### Going Forward

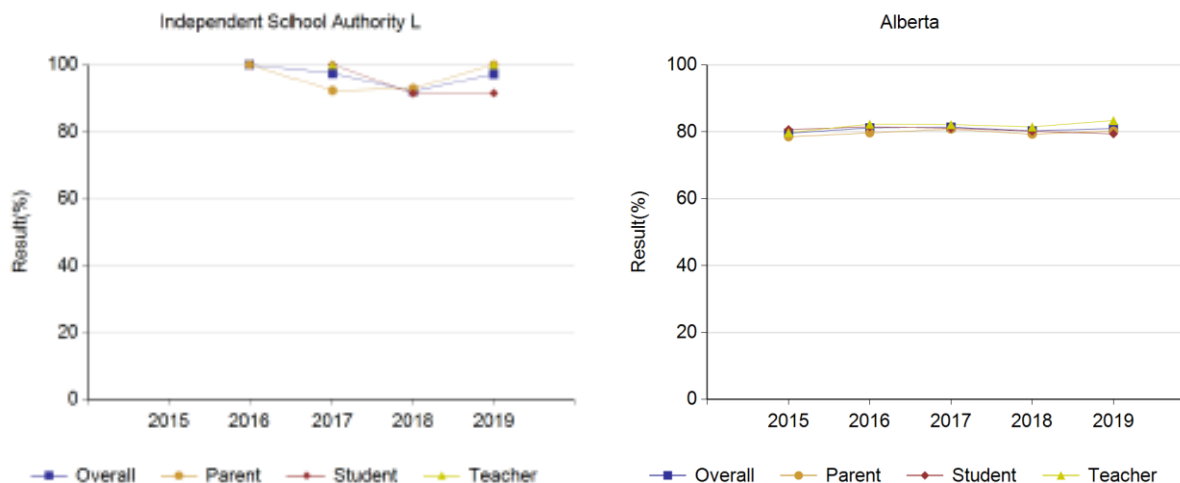
Our parent council (PIT Crew) saw a record number of families at our first meeting. Parents are eager to help and have already started initiating activities and events to build community spirit.

**Continuous Improvement**

**Excellent 97.2 %**

Reflection on performance measured by results happens throughout and at the end of every school year. Parental, student, and staff feedback are some of the main areas where we look to address an ever changing population and an evolving educational world.

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



## Going Forward

- We learned that students and parents do not know about services SWIS provides such as community services (communicated through MailChimp), food drives for our community, etc.
- There are areas for improvement such as developing a tutoring program during after school care and connecting with our community through a senior home program.
- First Nations programs and involvement in learning about Indigenous persons is a continued growth area.

## Overall Recommendations

1. Greater communication with parents and students about the program to improve clarity
2. Continued efforts to assist students with provincial exam preparation and reduction of anxiety.
3. Encouragement of staff to participate in surveys and report on their supported growth programs (TPGP and GOALS).
4. Teachers/Staff being available to students.
5. Continued inclusion of parents in decisions, both with PIT group and Volunteering.
7. Improved clarity in student admission and ability to deliver services to all students. Safe and Caring
8. Improved clarity in bus rules and feelings if safety - Staff training and signatures by ridership acknowledging rules.

### **Other suggestions**

1. Increase student preparedness for PAT's and Diploma exams by using questions from these resources as well as Alberta Exam Bank to create questions on unit tests. The focus is on reducing anxiety (students will be used to PAT and Diploma-type questions) and improving learning achievements.
2. Set aside class time for students to complete surveys. Teacher reviews the survey questions in advance to ensure students understand the questions before completing the survey.
3. Explain to parents the importance of the surveys and personally ask parents to complete the survey.
4. Research and develop a language program that is engaging for students. Bring in a Language specialist to work with students focused on basic conversation skills to reinforce language objectives.