



School Education Plan 2023/24



November 2023



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Allow me to introduce you to Sarah, a remarkable high school student at Summit Trails Online High School. Sarah embodies the qualities of responsibility, diligence, and a strong commitment to her studies. As an online student, Sarah thrives on her independence, self-motivation, and excellent time management skills. Each day, she takes charge of her education, diligently preparing for her school day, even though she doesn't have to leave her home.

In addition to her studies, Sarah successfully manages a part-time job at a local coffee shop, a role she thoroughly enjoys. Balancing work and school might seem challenging, but Sarah has found the perfect equilibrium, allowing her to excel in her online courses. However, like many of us, Sarah has her moments of struggle. Some days can be tough to focus on, and the daily routine can become a bit repetitive, leading to moments of low motivation and productivity.

What keeps Sarah going through these challenges is the unwavering support she receives from her teachers. Their constant guidance and encouragement mean the world to her. Sarah deeply appreciates the positive relationships she's built with her teachers, who've taken the time to understand her unique learning style.

One of the things Sarah cherishes most about attending Summit Trails Online High School is the flexibility it offers. This flexibility allows her to complete her coursework at her own pace, providing more time to excel at her job and fulfill her other responsibilities. She can work from anywhere, whether it's her cozy home, the library, or even her beloved coffee shop.

Despite the hurdles that come with being an online student, Sarah is determined to succeed. She sets ambitious goals for herself and works diligently to achieve them, knowing that her efforts will pay off in the long run. With the unwavering support of her teachers and the flexibility her school provides, Sarah is confident in her ability to graduate and tackle whatever the future holds.

Sarah's story is not unique. Many students are seeking personalized education that accommodates their unique needs and aspirations. As we strive to support students like Sarah, our school's goals have focused on improving assessment methods to encourage critical thinking and accessibility for all learners. We understand that learning is a continuous process, and our updated online learning design ensures that students have the necessary tools and resources to truly engage with the material.

Student voice is another crucial aspect of our approach. We believe in giving students a say in their education, actively seeking their feedback on how we can improve as a school. Our commitment to staying current with technology trends has led us to update our course designs to align with the way teenagers interact with technology, creating an engaging learning experience.

We are grateful for the trust you've placed in Summit Trails with your child's education. We remain steadfast in our commitment to delivering a high-quality learning experience tailored to the unique needs of each student. Together, we'll continue to empower our students to succeed and thrive. Thank you for being part of our school community.

School Profile

<p>Principal: David Smith</p> <p>Website: summittrails.rockyview.ab.ca</p> <p>Email: summittrails@rockyview.ab.ca</p> <p>Phone: 403-945-4197</p> <p>School Tenets:</p> <p>Respect</p> <p>Engagement</p> <p>Well-Being</p>	<p>Mission: At Summit Trails, we embrace a non-traditional approach to online learning. Our mission is to provide high-quality education with an environment that adapts to each student's unique journey; fostering growth in mind, heart, and potential. We "see" students for who they are seek to support them.</p> <p>Beliefs:</p> <ul style="list-style-type: none">- Personal student success- Student Wellness- Gradual Release of Responsibility- Flexible in learning environments- Diversity and inclusion- Innovation in learning and technology
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Total Number of Students: 260 Synchronous 1200+ Asynchronous

Grades Served: 10-12

Total Number of:

- Administrator: 1
- Classroom Teachers: 15
- Learning Support Teacher(s): 2
- Learning Assistant(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 1





School Diversity Profile

As with all Rocky View Schools, reflects a rich and diverse learning community at Summit Trails.

Notably, 1 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent <1% of our school population. The most common first languages for these students are Punjabi .

As an inclusive school, we welcome 30% of our students who have significant learning needs.

Additionally, our school offers the following uniqueness.

- Completely online
- Provide both synchronous and asynchronous courses
- Student base is wide and diverse

Provide student

- services similar to that of in person school
- Focus on mental health and student independence
- High flexibility
- The quality of the courses is high and numerous technological underpinnings.
- Start and end times for school follows current research for the teenage brain.
- Wellness sessions monthly for students along with Wellness Summit yearly.
- Student Leadership is vibrant

Student Feedback from Spring 2023

What do students think are some things that are going well?

- My teacher trying to help out in any way that she can. As well as not expecting too much of us (overwhelming pressure) when we have other things to juggle.
- Teachers are so available and supportive. Makes all the difference
- The support of the teachers and the Guidance Counsellor, and Learning Support and Mr Smith. I truly don't know what we would have done without all of these amazing people!
- You guys are being encouraging and motivating, well supporting our mental health. Pushing us when we need to be pushed and making one of the best school environments.
- I was very anxious in person and barely came to school anymore. Mental health was awful, and I couldn't make it full days. This school made all the difference for me.
- Flexible with assignments, most try their best to interact during class and they do it well. I find these teachers more relaxed and able to adapt to what you need and can do.

What do students think could be worked on or improved?

- Continue to work on updating the Moodle platform for students.
- More course options.
- More opportunities to take courses synchronously.



Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- The teachers really care about my child. I appreciate all they do.
- The courses are easy to access and are clear.
- Thank you for flexibility of your school. It has helped us organize our family and allowing my daughter to graduate this year.
- I appreciate how the school is trying to reach out to my child often. Through the events that happen, the support of the school and more, we are so appreciative.
- Summit Trails has definitely come a long way in 2 years! You all should be proud! For me with a daughter that has severe anxiety issues amongst other things, this school has given her an opportunity to succeed better than she ever has. Some people just do better without the crowds and the noise around them!

What do parents think could be worked on or improved?

- More course options for students.
- Website is not always easy to navigate.
- To have more learning support time with children.

SCHOOL TENENTS

SUMMIT COMMUNITY

RESPECT ENGAGEMENT WELL-BEING

Respectful Learning Community	Engage with Online Learning	Well-Being Focused
Student Role: Learn in an environment where kindness and consideration are valued, and take responsibility for one's actions.	Student Role: Actively participate in lessons and discussions, show responsibility in completing assignments, and respect classmates' contributions.	Student Role: Explore opportunities related to overall wellbeing and access supports provided to them.
Teacher Role: Foster respectful communication and accountability in the student's progress.	Teacher Role: Encourage students to take responsibility for their own learning, while respecting diverse learning styles and abilities.	Teacher Role: Create an atmosphere where students' wellbeing is respected and be cognizant of student stress and workload.

“COME AS YOU ARE”

SUMMIT TRAILS ONLINE HIGH SCHOOL

Divisional Education Plan Survey Results

What does the survey indicate is going well?

- Goal 1 Student Engagement with real world
 - Parents and students are recognizing the robust connections between school and a better understanding of the work world.
 - Parents and students agree their voice is heard in regard to education.
 - All parents and students agree that students can demonstrate their learning in different ways.
- Goal 2 Achieve their potential
 - Parents agree that reading is the primary way their child learns.
 - Parents agree that when their child needs help for school, they can access it.
- Goal 3 Navigate successfully as global citizens
 - Parents agree that the school is achieving in cultural acceptance and value, helping students face adversity, and provide positive ways to show community contribution.

What does the survey indicate could be worked on or improved?

Not enough students filled out the survey to bring a viable for what can be worked on. However, the parent results are indicative of what we are noticing with students. We need to improve on the variety of learning, giving students more choice in their learning.

- Goal 1 Student Engagement with real world
 - There is still work to be done to connect all courses to real life application.
- Goal 2 Achieve their potential
 - Numeracy connection and application to real life can be increased.
- Goal 3 Navigate successfully as global citizens
 - Allow for more student involvement in community activities.

RVS Assurance Results

	Data Source	Results as of June 2023
Number of credits earned by RVS students through dual-credit opportunities.	PowerSchool	0
Number of students participating in RVS supported dual-credit opportunities.	PowerSchool	0
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	98%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	77%

What does this data tell us is going well?

- The data is telling us that we are successful in how we approach attendance and completion. However, what it doesn't show is how online learning is approaches flexible means of learning. We have students who are overcoming extreme circumstances and learning from all around Alberta. The venue to virtual learning stretches the boundaries of learning. We also are seeing students responding to the Wellness aspects of the school to increase their own resiliency and ability to make it through their courses.

What does this data tell us could be improved or worked on?

- Though we offered opportunities for dual credit opportunities, students were not able to pick up the opportunities.
- The data also tells us IPP goals, through 100% of students worked on their goals, we would like to see a higher success rate.

Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1735 Summit Trails Online High School

Assurance Domain	Measure	Summit Trails Online High Scho			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.7	79.5	79.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.5	79.6	88.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	80.6	*	n/a	80.7	83.2	82.3	Intermediate	n/a	n/a
	5-year High School Completion	*	*	45.2	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	56.5	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	8.5	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	90.6	85.1	90.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	87.9	87.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	90.6	86.4	86.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.8	89.2	89.6	79.1	78.8	80.3	Very High	Maintained	Excellent

What does our data indicate is going well?

- In our commitment to excellence at Summit Trails, we are dedicated to maintaining high standards in various aspects of our school community. These include effective communication, attentive student care, active digital engagement, and promoting responsible student citizenship.
- It is important to highlight that our access to support and services exceeds that of Alberta by 10%. We firmly believe that when students are connected with a caring adult, their ability to access these vital resources greatly enhances, subsequently leading to higher levels of success in their academic journey.

What does our data tell us could be improved on?

- As a school, we are pleased with the positive feedback we have received from the APORI survey, which reflects our commitment to providing a high-quality educational experience. However, we understand that there is always room for improvement. We remain dedicated to adapting and responding to the evolving needs of our current generation of students, ensuring that our educational approach continues to meet their changing requirements. Our ongoing pursuit of excellence is driven by our determination to better serve our students and their ever-evolving educational needs.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We:

<p>School Goal 1: Gather literacy data to establish a baseline for intervention, communication and strategies.</p>
<p>Data that informed this goal: Gathering data on students' literacy levels beyond the information provided by teachers is essential for us to enhance our responsiveness in shaping our teaching practices. This data is crucial in designing online classes that effectively challenge our students. We recognize the significance of having a more comprehensive understanding of their literacy skills, as it enables us to tailor our educational approach to better meet their needs and ensure their academic success.</p>
<p>Connection to the practice guide(s): Literacy/Numeracy Frame Work – Research and Evidence (pg.10).</p>
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Staff Training: Initiate a staff training focused on the effective utilization of the Grade 10 RVS Literacy Assessment. Ensure that all educators are well-equipped to administer and interpret the assessment results. 2. Digital Assessment Tools: Develop digital tools and platforms to facilitate the administration of the literacy assessment within an online learning environment. These digital means should also enable efficient reporting of student performance. 3. Assessment Implementation: Roll out the literacy assessment in Grade 10 English courses, following the established guidelines and utilizing the digital tools for data collection and reporting. 4. Collaboration and Analysis: Encourage collaborative discussions among teachers to analyze the assessment results. Identify trends and areas for improvement in literacy levels. Explore the implications of these findings for curriculum adjustments and individualized student support.
<p>Measures:</p> <ul style="list-style-type: none"> • Student Participation Goal: Aim to have 75% of Grade 10 students complete the assessment as provided by the school division. Encourage active student engagement in this process to ensure a comprehensive understanding of their literacy levels. • Results Documentation: Create a centralized and accessible document to record the assessment results. This document should be readily available for Summit Trails Online (STO) teachers, facilitating easy access to the data for individualized support and instructional planning. • Student Feedback: After assessing students, provide them with personalized feedback on their performance. Offer guidance and recommendations for their next steps to foster self-directed growth in their literacy skills. This feedback should empower students to take ownership of their learning journey.

<p>Parents can:</p> <ul style="list-style-type: none"> • Check PowerSchool and become informed on students language level of achievement. • Support materials based on the interest of the child for literacy growth. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Assessment and Literacy team meetings • Training with RVS personnel on Grade 10 literacy assessment 	<ul style="list-style-type: none"> • none
<p>March 15</p>	<ul style="list-style-type: none"> • Assessment inventory with teachers PL • Looking the difference between self-learning and active with assessment • Where is the disconnect with students? • Standardization of practice 	<ul style="list-style-type: none"> • How is AI impacting our ability to assess and how does this impact student learning?



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We:

<p>School Goal 1: Examine and review current practices regarding career planning to identify student needs and interests and develop programming to support future readiness.</p>
<p>Data that informed this goal: Recognizing that defining career goals for students can be a challenging task, we acknowledge the importance of expanding their horizons and exposing them to a wider range of career possibilities beyond the conventional professions. By providing students with diverse opportunities to explore various career paths, we aim to ignite greater motivation for high school completion and the pursuit of their future careers. This approach fosters curiosity, encourages personal growth, and empowers students to make informed decisions about their academic and professional journeys.</p>
<p>Connection to the practice guide(s): RVS Inclusion Practice Guide – Specifically, how to remove barriers to inclusive education (pg. 8) “It is an ongoing process of identifying and removing barriers so that all children and youth are engaged within the social and academic learning opportunities, within welcoming, caring, respectful and safe learning environments .”</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Continue to review delivery approaches to Career and Life Management (CALM) programming. • Identify student career interests through student and parent input to help create programming for students that enable them to pursue their interests and passions. • Develop opportunities for students to learn about post-secondary opportunities via Connect class. • Continue to build CTS capacity and micro-credentials - be sure to link CTS options to future careers <ul style="list-style-type: none"> ○ SPECIFIC OUTCOME: 6. make personal connections to the cluster content and processes to inform possible pathway choices ○ 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences ○ 6.2 create a connection between a personal inventory and occupational choices • Students and parents will explore My Blueprint - to do the personal inventory, values regarding related careers and post-secondary options.
<p>Measures:</p>

- 80% of Summit Trails students registered in CALM during the 2023-2024 will complete the course.
- Use *In the Know* newsletter to deliver information for students and parents to identify desirable/realistic programming to assist with career planning
- Utilize Connect class to deliver information about post-secondary institutions and programs in Alberta at least once every 2 months.
- CTS teachers connect career pathways in each module.

Parents can:

- Access relevant information in our school newsletter.
- Work with students in their MyBlueprint account to complete interest/aptitude surveys and regarding careers/post-secondary options.
- Connect with family and friends of professions where their child may be interested in shadowing for a day.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Staff Discussion on how to bring spot light of professions within their subject. • Meeting with Sandy McDuff for possible event planning • Staff PL – Journey of learning for Calgary professional 	<ul style="list-style-type: none"> • None • Low interest of parents sharing professional experience at this time, may need to look at other options.
March 15	<ul style="list-style-type: none"> • Connect Class with grade specific activities with alis – job exploration • Newsletter Items • CTS Pathway process with teachers – actively sharing career paths in class • Personal Inventory and interest with MyBluePrint activity • Trades visit with Calgary Local on iron workers, plumbing etc. 	<ul style="list-style-type: none"> •

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We:

<p>School Goal 1: How can we support students in developing resilience, both within the school environment and in their broader life experiences, through the resources and guidance provided by the school?</p>
<p>Data that informed this goal: Within our school community, we are increasingly recognizing the importance of supporting students facing diverse personal challenges. As they navigate their life journeys, it remains crucial for us to consistently offer avenues that foster their perseverance in the face of life's trials.</p>
<p>Connection to the practice guide(s): Inclusion Practice Guide – Approach to Mental Health (pg. 10) “Promoting healthy cognitive, social, and emotional development through positive school cultures.”</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Provide updated Wellness Sessions • Move towards a speak series for students to engage in self learning • Provide self-directed courses based on health • Wellness Summit on the topic of perseverance • Providing parent information on ways they can support their child • Increase communication to students on the ability to reassess assignments where they did not achieve a “beginning”. • Teacher training on ways to support student resiliency
<p>Measures:</p> <ul style="list-style-type: none"> • Surveys of effectiveness in topic, challenge and engagement for all Wellness events.

- See and increased understanding of student self through survey at the beginning of the year versus the end.

Parents can:

- **Weekly Check-Ins:** Consider engaging in weekly conversations with your child, using open-ended questions that provide them a safe space to share without fear of judgment. This will help students feel supported and reassured that there's a caring adult looking out for them.
- **Stay Informed:** Keep yourself informed by regularly reading our newsletter, which contains valuable parenting tips tailored to high school students. These insights can provide you with helpful guidance and strategies.
- **Encourage Wellness:** Encourage your child to participate in Wellness Sessions, and take the time to discuss with them what they've learned during these sessions. This dialogue can lead to valuable insights and opportunities for growth.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Committee meetings • Attending conference on resiliency • Development of PBIS tenets to build in resiliency to our mission statement. • Wellness Summit focused on resiliency – speaker interviews on the topic. 	<ul style="list-style-type: none"> •
<p>March 15</p>	<ul style="list-style-type: none"> • Taking Gordon Neufeld online course on Building Resilience in Children • Researching Trauma informed training and ways for staff to engage • Planning for 2024-2025 next steps for staff and student involved • Student Created Video on Summit Pillars – Respect • Ran the Wellness Summit with increased involvement. • Student survey and discussion on PBIS and pillars. 	<ul style="list-style-type: none"> • The knowledge is deep on this subject and it is taking time to do the reading and research on the best course of action. • Student involvement remains high, how might they be involved next year in planning?

School Council Presentation

Presentation of School Education Plan

The draft goals of our plan is provided through virtual parent information which can be accessed monthly by all parents. This also allows for parents to email and complete surveys on school goal topics.

Principal signature on behalf of students and teachers of School