

SPRINGBANK MIDDLE SCHOOL

2015-2016 Annual Report
October 2016



MESSAGE FROM SCHOOL PRINCIPAL

I am in the unique situation of being new to Springbank Middle School and inheriting what is an excellent school. In preparing the SARR I was provided with great insights into what the specific strengths are of our school community as well as those areas of potential. What I knew about this school community prior to taking on the principalship was that ours is a very involved and supportive community. Certainly the results bear this out; for example, the APORI measure of parental involvement continues to be rated as high. One of the primary things I learned in helping prepare this report is that our community still has much to offer in terms of support and guidance. Preparation of this report is a case in point, where there is room for greater parental and staff involvement in analyzing results and helping set the direction for our school.

The preparation of this report and the data contained within highlighted professional learning as a priority. Our teachers are eager for professional learning and feel as though there is much room for improvement in this regard. The APORI data relating to professional learning dropped from the previous year and falls below the provincial average. More than statistics, the teachers at Springbank Middle have indicated to me in a variety of ways that they feel they need more support, professional learning and other, in order to meet the many and varied demands asked of them. The school and the whole division has seen a lot of change over the course of the past 2-3 years and part of the interpretation of the data in this report is that professional learning supports are not necessarily keeping pace with what is being asked of teachers.

Communication of student learning is another theme that stands out when we take a look at the 2015-16 school year. The staff implemented the new report cards and so dedicated some professional learning to the new format as well as how to most effectively report on the competencies that are a central aspect of the new reports. There was work done also on supporting teachers in the use of both formative and summative assessment. We will continue to focus on how to most effectively use formative assessment in order to support learning, recognizing that we need to continue to work on finding ways to share that information with parents as well as students. The use of portfolios, which is a focus for SMS in 2016-17, will allow parents more access into the process of learning, including the feedback students are receiving and how that is being used to improve learning. In looking at the survey results from parents in preparing this report we see that our results are lower than the division average on the item about the school keeping parents informed about their child's progress and achievement. The use of gradebook as well as student portfolios will help in this regard, as will the ongoing use of our website, the weekly parent blog and google calendar.

It was very interesting to go through all of the data in preparing this report. There were some very obvious strengths and there are a couple of areas where more attention is required. What was not as readily apparent in all of the documentation though, was the one, central, unifying vision or purpose for the school. Clearly, SMS is a great school and has a lot of evidence to justify that conclusion. At the same time, what the research says about highly effective schools is that there must be that shared vision for learning that unites everyone and provides for a shared identity. I believe that it would be beneficial for us as a school community to identify what that shared vision and purpose is in order to take this great school and make it even better.

Perhaps the most important thing we learned about SMS in preparing this report was something that was known, but the data certainly clearly demonstrates: this truly is a safe place to be, where students and staff feel welcomed and cared for. As parents on the school council reflected in looking at the data in this report, "students feel confident that the school is encouraging them to succeed and they feel safe." Teachers report that they feel like they are part of a learning community and that there is a caring environment here. There is always room to improve and we will continue to use the C.A.R.E. motto (Considerate, Accountable, Resilient and Empathetic) in 2016-17 to put some shared language to this most central aspect of our success.

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners are successful.

Learners are literate and numerate.

Staff survey results are stronger in terms of numeracy than literacy, but there is greater satisfaction in both areas at SMS compared to other schools in Rocky View (75% satisfaction that students are demonstrating appropriate literacy skills, with 81% satisfaction students are demonstrating appropriate numeracy skills).

The APORI data also indicates that students are successful, with the school's results in program of studies and education quality (88.5 and 91.1 respectively) being higher than the provincial averages. PAT results in all 4 English language PATs are higher than the provincial averages. The percentage of students meeting the acceptable standard on the Language Arts test is 10% higher than the province and the math results are 6% higher and up slightly from the previous year. The PAT results for the French Immersion classes were lower than provincial averages for all PATs for students meeting the acceptable standard.

Learners build 21st century competencies.

Parents and students both reported an increase in the percentage of people who agree that students are modeling the characteristics of active citizenship; parental results increased from 80.6% to 85.6% and students from 72% to 76.7%. Teacher results on the same measure remain very high at 94.9%. Results in the area of Work Preparation remain consistent from the previous year and slightly below provincial averages (76.4% for SMS and 82.6% provincially). In looking at the breakdown, it is interesting to note that the parental results are very near the provincial average on this item but the teacher results are lower at SMS compared to the province (79.2% for SMS and 90.5% provincially). Students report that they are learning the skills they will need when they leave school: 86% agree, compared to 79% for other Rocky View Schools. Additionally, students report that the access they have to technology helps them do their work better. As a one-to-one school for grade 7 and 8 we would certainly expect to see high results. Further, 90% of students agree that their teacher is helping them learn 21st century learning competencies, which is slightly above the divisional average. Teachers, however, are less satisfied that students are learning 21st century competencies, with 82% indicating they are satisfied. Teacher results in this area are lower than divisional averages.

Learners take ownership of their learning.

Students report that they take responsibility for their learning, with 98% of students agreeing with that statement. This is slightly above divisional averages. The results for teachers on this item are equal to the divisional averages, with 76% of teachers agreeing students take responsibility for their learning. 92% of parents agree with that statement. Results are higher for SMS students compared to other schools in Rocky View on the 3 survey items related to assessment: 90% agree that they understand how the teacher calculates their marks, 86% agree that they get enough information and feel involved in how their marks are calculated, and 87% agree that teacher give them the feedback they need to improve.

Goal Two – Learners are engaged.

Real world, hands-on learning experiences engage learners.

89% of students agree that their teachers use real-life, meaningful examples to help them learn. This is slightly higher than other Rocky View Schools. A lower percentage of teachers at SMS compared to other Rocky View Schools report that they understand the elements of inquiry and project-based learning, but at the same time 91% of our teachers indicate they are satisfied that they use inquiry or project-based learning to facilitate inter-disciplinary practices. This suggests the need for a greater focus on PL around inquiry/project-based learning.

Our teachers found a number of opportunities to engage students in real-world scenarios. For example, the Grade 7 students had the opportunity to take part in Journey 2050, a program exploring food sustainability in our rapidly expanding world. The virtual games and other hands-on activities engaged students completely and their participation and excitement about what they were doing was genuine. For a fine arts example, our school bands participated in a number of festivals and competitions, with the highlight being a one of 7 bands from across all of Canada to earn a gold award at the National Music Festival in Ottawa last May.

Grade 6 students participated in the Eco school program at the Rocky Mountain YMCA. Learners are engaged through participation in various activities, such as hiking, drama, cooperative games and forestry activities; curricular objectives are given a real world context when students are in these natural settings.

Innovative and effective practices enrich learning.

This is an area of strength for SMS. This is the category with the greatest discrepancy compared to other Rocky View Schools, with SMS results being approximately 7% higher. This is the second highest percentage of all of the RVS accountability pillar results.

SMS provided a variety of enrichment activities for students, including Caribou Math, CY Science Fair, Leadership Camp, Let's Talk Science, Robert Bateman Get to Know Contest, Environmental initiatives, Music Concerts/Musicfest, Drama gr. 6 and 7/8 Productions, Athletics, Destination Imagination, Calgary Drop In Centre visits, and more. APORI results on school improvement continue to be rated as High, with an overall measure category evaluation of Good. Results have been fairly consistent over the past 3 years, with a very slight drop in 2015-16.

Partnerships enhance and fuel learning.

APORI results on parental involvement continue to be rated as High, with an overall measure category evaluation of Good. In looking at the breakdown for parents and teachers on this item, the parental results remain very consistent and positive, with the teachers' results decreasing to 88.3% satisfaction with the level of parental involvement. The overall RVS accountability pillar result for this item is within 1.5% of those for other Rocky View Schools. 92% of staff feel that we build partnerships with the community. 85% of SMS parents feel that the school builds relationships with parents.

Goal Three – Learners are supported.

Learners feel well, safe, valued and respected.

This is a real area of strength for SMS. Student survey results relating to this outcome are all higher than other Rocky View Schools, with 92% of students agreeing they feel safe at school. Similarly, APORI results are higher than the provincial averages, with the student results being about 8% higher than the province. 84% of students agree that SMS teaches them how to live a balanced, healthy lifestyle; this is 5% higher than in other Rocky View Schools. The results in this area are very consistent and triangulate well to support the conclusion that SMS students are safe, valued and respected.

In addition to the ongoing work teachers do in their classrooms in this regard, last year SMS hosted a speaker series in attempt to deepen understanding of our motto We CARE. Three speakers came out to speak with students in small and large assemblies on being Considerate, Accountable and Resilient.

Learning is accessible, individualized and challenging.

Parents, teachers and students continue to be satisfied with the quality of education at SMS. The results increased slightly from the previous year to 91.1%, which is above the provincial average.

Perhaps not surprisingly given the fact that our grade 7 and 8 students have ubiquitous access to technology, students report that they feel they have appropriate technical supports for their learning: 94% agree they have access to quality technology to support their learning and 95% agree the use of technologies at school helps them do their work better. Fundraising monies were used to purchase 10 Mac Air laptops for student use. SMS was involved in the RVS Flexible Pathways Project; bringing assistive technologies to support student learning. Flexible programming for national athletes and learning support students made learning accessible to all. While there are relatively few students for whom we need to provide flexible programming, this allows those students to be successful and remain at SMS. In terms of teachers, there is a general feeling that they need more support for student learning. 70% of teachers are satisfied with the resources and supports provided to assist schools in meeting student needs.

This sentiment seems to be particularly apparent in terms of supporting students with special needs. 69% of teachers are satisfied with the support students receive through RVS' learning specialists and support services, and a similar percentage (66%) are satisfied that students with special needs are meeting their IPP goals.

In looking at the breakdown of the APORI data, one area of significant improvement in the teacher results was the level of satisfaction with services beyond basic instruction that helps students learn to read and write; there was a 23% increase from the previous year's result. Teachers' satisfaction with the level of support for students with special needs is at 79%, which is a decrease from the previous year. However, there was an increase in the percentage of teachers who are "very satisfied" with the level of support (46% in 2015-16 compared to 32% the previous year).

There were a number of means by which teachers provided for individualized learning. For example, our grade 7 French Immersion students participated in "Genius Hour" in 2016, where they were required to come up with a topic that they are passionate about and to learn more about it. They needed to develop their own essential question to guide their research and they were to perform experiments to test their questions, analyze the application of their new knowledge, and share their new knowledge and skills with the class.

Student-centered decisions propel achievement.

81% of parents agree that the needs of learners drive decision-making at SMS. The results for teachers on a similar item are very high at 92% agreement. Students at SMS feel they have a voice in their education, with 79% agreeing with that statement. This is 5% higher than other Rocky View Schools. Grade 5 and 7 students utilized the SOS-Q tool, providing the staff data on student engagement in school. Particular students were flagged as requiring follow-up, which included meeting with the students to dig more deeply into reasons behind the findings and develop action plans if warranted.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners are successful.

Learners are literate and numerate.

This is already an area of strength for SMS. However, the PAT results in the French Immersion courses indicate that it will be important to provide ongoing supports, particularly in the French Immersion classes, to help ensure optimal student learning. Collaboration between the English and French Immersion teachers may help address this. We are eager to learn more about how the literacy and numeracy frameworks will be rolled out to middle schools so that we can better support our students.

Learners build 21st century competencies.

Teachers are implementing the use of the student portfolio in order to help illustrate how students are developing 21st century competencies. There is a cohort of teachers from SMS who have formed a Community of Practice around the implementation of portfolios and how they can be used to showcase student competencies.

In 2015-16 there was a lot of work done investigating what a Learning Commons is and what that might look like at SMS. In 2016-17 we will begin the process of transforming our library into a Learning Commons in order to support the development of 21st century competencies. By the end of the year we will see physical changes to the space as well as procedural changes in how the space is used.

Learners take ownership of their learning.

As a middle school we know it is critical to provide students opportunities to take responsibility for themselves and their learning. We will continue to look for opportunities for students to take greater responsibility, including providing for a student leadership club and a peer mentoring program. We are also working with Elbow Valley Elementary to find opportunities to connect our students. We will provide leadership opportunities for some of our students, while at the same time giving a little learning support to Elbow Valley students through initiatives such as Rocky Reads.

Goal Two – Learners are engaged.

Real-world, hands-on learning experiences engage learners.

We will continue to utilize field trips as a means to provide authentic, real-world learning opportunities for students.

We will continue to encourage teachers to participate in division projects such as the Canada 150 project, that assists teachers in developing their understanding of and capacity with inquiry or project-based learning.

Goal Three – Learners are supported.

Learners feel well, safe, valued and respected.

Student survey results indicate that we need to focus on making the buses safer and more respectful places. We will work with Elbow Valley Elementary to find some common strategies to improve the environment on the bus. Where warranted, we will meet with particular routes to address issues. We will hold two bus driver meet and greets at the school to make connections with Southland. We have consistent bus supervisors to help drivers feel supported by the school.

Learning is accessible, individualized and challenging.

Administration will work with Learning Support teachers, then the rest of the staff to investigate creative ways to support teachers in meeting individual student needs. Teacher survey results indicate they feel they need more support in this regard. Simultaneously, we know that our classes are becoming more diverse and that the amount of support available is less and less, particularly in these very challenging financial times. We will be investigating how we can leverage other sources of support to assist teachers and students in this regard. This may include involving parent volunteers in different ways to support learners, the use of peer mentors, finding ways to help develop a greater capacity in teachers for meeting the needs of particular types of learners (e.g. students with ADHD, students with anxiety problems, etc.).

Appendix A: Rocky View Schools Accountability Pillar

Goal	Outcome	Springbank Middle			Rocky View Schools			Measure Evaluation*		
		Current	Previous Year	Previous 3 Year Average	Current	Previous Year	Previous 3 Year Average	Achievement	Improvement	Overall
Goal One: Learners are successful	Learners are literate and numerate	78.03%	N/A	N/A	73.09%	N/A	N/A	N/A	N/A	N/A
	Learners build 21 st Century competencies (skills & knowledge)	78.56%	N/A	N/A	77.71%	N/A	N/A	N/A	N/A	N/A
	Learners take ownership of their learning	76.93%	N/A	N/A	78.99%	N/A	N/A	N/A	N/A	N/A
Goal Two: Learners are engaged	Real-world, hands-on learning experiences engage learners	76.73%	N/A	N/A	77.28%	N/A	N/A	N/A	N/A	N/A
	Innovation and effective practices enrich learning	80.17%	N/A	N/A	73.44%	N/A	N/A	N/A	N/A	N/A
	Partnerships enhance and fuel learning	77.23%	N/A	N/A	78.36%	N/A	N/A	N/A	N/A	N/A
Goal Three: Learners are supported	Learners feel well, safe, valued and respected	81.30%	N/A	N/A	78.33%	N/A	N/A	N/A	N/A	N/A
	Learning is accessible, individualized, and challenging	67.08%	N/A	N/A	70.85%	N/A	N/A	N/A	N/A	N/A
	Student-centred decisions propel achievement	70.94%	N/A	N/A	72.65%	N/A	N/A	N/A	N/A	N/A

APPENDIX B: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

Please note – results do not include undecided responses

		2015/16	
		Springbank Middle	Other Rocky View Schools
1. I feel welcome at school.	Disagree	5%	8%
	Agree	95%	92%
2. Teachers help me when I need it.	Disagree	6%	8%
	Agree	94%	92%
3. Students care about each other at my school.	Disagree	20%	29%
	Agree	80%	71%
4. The staff at my school cares about me.	Disagree	9%	10%
	Agree	91%	90%
5. I feel safe at school.	Disagree	8%	9%
	Agree	92%	91%
6. I am treated fairly by adults in the school.	Disagree	10%	14%
	Agree	90%	86%
7. Students and adults show respect for each other at this school.	Disagree	11%	19%
	Agree	89%	81%
8. I have access to quality technology to support my learning.	Disagree	6%	7%
	Agree	94%	93%
9. The use of technologies at school helps me do my school work better.	Disagree	5%	8%
	Agree	95%	82%
10. Teachers make my class interesting.	Disagree	20%	21%
	Agree	80%	79%
11. I am learning the skills I will need when I leave school.	Disagree	14%	21%
	Agree	86%	79%
12. I can understand the language arts assignments my teachers provide me.	Disagree	6%	9%
	Agree	94%	91%
13. I can complete most of my math assignments with confidence.	Disagree	5%	18%
	Agree	95%	82%
14. Teachers use a variety of ways to help me learn.	Disagree	11%	16%
	Agree	89%	84%
15. I understand how my teacher determines my marks.	Disagree	10%	15%

	Agree	90%	85%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Disagree	14%	16%
	Agree	86%	84%
17. When teachers assess my work they give me the feedback I need to help me improve.	Disagree	13%	17%
	Agree	87%	83%
18. School staff is helping me to be a better citizen.	Disagree	14%	19%
	Agree	86%	81%
19. I am confident I can succeed in school.	Disagree	4%	10%
	Agree	96%	90%
20. I take responsibility for my learning.	Disagree	2%	4%
	Agree	98%	96%
21. The school helps me to do my very best.	Disagree	8%	14%
	Agree	92%	86%
22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)	Disagree	10%	14%
	Agree	90%	86%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Disagree	11%	14%
	Agree	89%	86%
24. I enjoy learning at schools.	Disagree	21%	25%
	Agree	79%	75%
25. My teacher(s) inspires me to learn.	Disagree	19%	23%
	Agree	81%	77%
26. I am happy to go to school.	Disagree	21%	29%
	Agree	79%	71%
27. My school teaches me how to live a balanced, healthy lifestyle.	Disagree	16%	21%
	Agree	84%	79%
28. I feel I have a voice in my education.	Disagree	21%	26%
	Agree	79%	74%
29. I feel safe on the school bus.	Disagree	21%	18%
	Agree	79%	82%
30. Students on my bus show respect for each other.	Disagree	55%	48%
	Agree	45%	52%
31. Discipline and rules on the bus are fair.	Disagree	24%	21%
	Agree	76%	79%
32. (Grade 8-12 only) I know how to access information	Disagree	66%	27%

regarding university and other post-secondary education.	Agree	34%	73%
33. (Grade 8-12 only) My school helps me plan for my future after I leave school.	Disagree	54%	30%
	Agree	46%	70%
34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Disagree	35%	22%
	Agree	65%	78%

Areas of Strength:

- *Strong results in terms of a safe and caring school community*
- *Use of technology as a teaching tool; however, the results by grade are very similar, despite having a one-to-one project just at grades 7 and 8*
- *Students report they are learning the skills they will need when they leave school (corroborated with APORI data on citizenship, but less so with the work preparation numbers)*

Future Priorities:

- *Continue to investigate the use of technology as a teaching and learning tool*
- *grade 8 specific results are below other RVS results – investigate means by which we can further engage our older students (i.e. leadership opportunities, career counseling, etc.); work with SCHS in this regard*

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

Please note – results do not include undecided responses

		2015/16	
		Springbank Middle	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Dissatisfied	12%	5%
	Satisfied	88%	95%
2. with the opportunities you have to be involved in school decision-making that affects your child?	Dissatisfied	17%	12%
	Satisfied	83%	88%
3. that staff at your child's school builds positive relationships with parents?	Dissatisfied	15%	11%
	Satisfied	85%	89%
4. with the way the school keeps you informed about your child's progress and achievement?	Dissatisfied	21%	17%
	Satisfied	79%	83%
5. that your child is demonstrating reading and writing skills appropriate to his/her grade level?	Dissatisfied	10%	12%
	Satisfied	90%	88%
6. that your child is demonstrating numeracy skills appropriate to his/her grade level?	Dissatisfied	7%	9%
	Satisfied	93%	91%
7. that your child is interested in learning?	Dissatisfied	13%	10%
	Satisfied	87%	90%
8. with the safety of the school environment?	Dissatisfied	9%	7%
	Satisfied	91%	93%
9. that there is a caring atmosphere at the school?	Dissatisfied	10%	9%
	Satisfied	90%	91%
10. that respectful relationships are encouraged amongst all staff and students?	Dissatisfied	9%	9%
	Satisfied	91%	91%
11. that your child is treated fairly by adults at the school?	Dissatisfied	6%	8%
	Satisfied	94%	92%
12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	6%	8%
	Satisfied	94%	92%
13. that your child enjoys learning at school?	Dissatisfied	12%	11%
	Satisfied	88%	89%
14. that the school staff is helping your child to become a good citizen?	Dissatisfied	4%	6%
	Satisfied	96%	94%
15. that staff at your child's school builds partnerships with the community?	Dissatisfied	9%	7%
	Satisfied	91%	93%

16. that the needs of learners drive decision-making at your child's school?	Dissatisfied	19%	14%
	Satisfied	81%	86%
17. that schools shows your child how to live a balanced, healthy lifestyle?	Dissatisfied	11%	10%
	Satisfied	89%	90%
18. that the feedback your child gets from his/her teachers helps him/her improve?	Dissatisfied	15%	14%
	Satisfied	85%	86%
19. that your child has access to instruction that meets his/her needs?	Dissatisfied	14%	13%
	Satisfied	86%	87%
20. that your child takes responsibility for his/her learning?	Dissatisfied	8%	9%
	Satisfied	92%	91%
21. that teachers use a variety of ways to help your child learn?	Dissatisfied	13%	10%
	Satisfied	87%	90%
22. that your child's teacher(s) inspires him/her to learn?	Dissatisfied	13%	13%
	Satisfied	87%	87%
23. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Dissatisfied	19%	15%
	Satisfied	81%	85%

Areas of Strength:

- *overall, very strong results that are well aligned with RVS overall results*
- *high degree of satisfaction that their children are demonstrating appropriate literacy and numeracy*
- *parents agree that there is a caring environment at Springbank Middle*

Future Priorities:

- *focus on how parents are welcomed into the school, greeted by staff, etc.*
- *CoSL – results in this area are slightly lower than RVS overall results*

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

Please note – results do not include undecided responses

		2015/16	
		Springbank Middle	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Dissatisfied	2%	6%
	Satisfied	98%	94%
2. with the opportunities you have to be involved in school / workplace decision-making?	Dissatisfied	8%	14%
	Satisfied	92%	86%
3. with the safety of the school / workplace environment?	Dissatisfied	0%	2%
	Satisfied	100%	98%
4. that there is a caring atmosphere at the school / workplace?	Dissatisfied	2%	5%
	Satisfied	98%	95%
5. that respectful relationships are encouraged amongst all staff and/or students?	Dissatisfied	8%	7%
	Satisfied	92%	93%
6. with the quality of professional learning opportunities in RVS?	Dissatisfied	19%	9%
	Satisfied	81%	91%
7. that the technologies available in your school / workplace meets 21st Century standards?	Dissatisfied	10%	12%
	Satisfied	90%	88%
8. that your school/site is a good place to work?	Dissatisfied	0%	4%
	Satisfied	100%	96%
9. with the involvement of parents within the school community?	Dissatisfied	12%	12%
	Satisfied	88%	88%
10. that the needs of learners drive decision-making at the this school?	Dissatisfied	9%	9%
	Satisfied	91%	91%
11. that students are treated fairly by adults at the school?	Dissatisfied	2%	2%
	Satisfied	98%	98%
12. that the school staff is helping students to become good citizens?	Dissatisfied	5%	3%
	Satisfied	95%	97%
13. that students enjoy learning at school?	Dissatisfied	0%	2%
	Satisfied	100%	98%
14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs?	Dissatisfied	30%	23%
	Satisfied	70%	77%
15. that students have access to instruction that meets their needs?	Dissatisfied	8%	11%
	Satisfied	92%	89%
16. that staff at your school builds positive relationships with	Dissatisfied	0%	2%

parents?	Satisfied	100%	98%
17. that staff at your school builds partnerships with the community?	Dissatisfied	8%	3%
	Satisfied	92%	97%
18. that schools teach students how to live a balanced, healthy lifestyle?	Dissatisfied	9%	5%
	Satisfied	91%	95%
19. that the school has a student-centered focus?	Dissatisfied	8%	2%
	Satisfied	92%	98%
20. that students take responsibility for their learning?	Dissatisfied	24%	24%
	Satisfied	76%	76%
21. with the involvement of parents in their child's education?	Dissatisfied	11%	19%
	Satisfied	89%	81%
22. with the support students receive through RVS' learning specialists and support services, if required?	Dissatisfied	31%	25%
	Satisfied	69%	75%
23. that you understand the elements of inquiry and project-based learning?	Dissatisfied	13%	2%
	Satisfied	87%	98%
24. that student assessment information is used to help improve instruction?	Dissatisfied	8%	4%
	Satisfied	92%	96%
25. that students are demonstrating literacy skills appropriate to their grade level?	Dissatisfied	25%	24%
	Satisfied	75%	76%
26. that students are demonstrating numeracy skills appropriate to their grade level?	Dissatisfied	19%	25%
	Satisfied	81%	75%
27. that student assessment information is used to help improve student performance?	Dissatisfied	18%	4%
	Satisfied	82%	96%
28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	18%	8%
	Satisfied	82%	92%
29. that students with special needs are meeting their IPP goals?	Dissatisfied	34%	15%
	Satisfied	66%	85%
30. that student assessment information is used to help inform instruction?	Dissatisfied	14%	4%
	Satisfied	86%	96%
31. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Dissatisfied	9%	5%
	Satisfied	91%	95%
32. with the support students receive through community agencies, if required?	Dissatisfied	0%	14%
	Satisfied	100%	86%

Areas of Strength:

- *Feeling of a learning community on staff*
- *Empowered to be part of decision-making process at the school*
- *Staff feel there is a caring atmosphere within the school (corroborated by APORI data)*
- *Adequate support from community agencies to support students and learning*

Future Priorities:

- *Student assessment, in particular to inform teaching and improving student performance*
- *Inquiry and project-based learning; in particular, how it can help maintain a focus on literacy and numeracy and develop 21st century learning competencies*
- *Must investigate the findings related to students with special needs not meeting their IPP goals*
- *Focus on more meaningful and relevant professional learning (inquiry, project-based learning and assessment)*

APPENDIX C: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure Category Evaluation	Measure	Springbank Middle School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year	Current Result	Prev Year Result	Prev 3 Year	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.7	88.6	90.1	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	88.5	86.4	87.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.1	89.9	90.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	*	*	n/a	3.2	3.5	3.5	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.6	84.5	87.6	73.6	72.9	73.4	High	Maintained	Good
		PAT: Excellence	22.0	18.7	21.3	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	76.4	76.4	78.8	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	85.7	82.6	84.7	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	79.4	82.5	84.0	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Good	School Improvement	78.9	80.2	82.8	81.2	79.6	80.0	High	Maintained	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

APPENDIX D: OVERALL SATISFACTION SURVEY – Alberta Education

As part of Alberta Education’s Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

OVERALL SATISFACTION LEVELS											
	2011/12		2012/13		2013/14		2014/15		2015/16		Target
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	2016/17
Safe and Caring Schools	93.9	88.6	91.7	89.0	90.0	88.6	88.6	89.0	91.7	89.5	95
Program of Studies	88.0	80.7	86.5	81.5	90.6	80.7	86.4	81.5	88.5	81.9	90
Education Quality	92.1	89.4	91.6	89.8	90.2	89.4	89.9	89.8	91.1	90.1	95
Access to Services	74.4	70.6*	61.1	70.8*	63.7	70.6*	59.5	70.8*	60	72.7	65
Work Preparation	83.0	79.7	81.1	80.3	79.0	79.7	76.4	80.3	76.4	82.6	80
Citizenship	88.4	82.5	88.9	83.4	82.6	82.5	82.6	83.4	85.7	83.9	90
Parental Involvement	89.4	79.7	84.3	80.3	85.3	79.7	82.5	80.3	79.4	80.9	85
School Improvement	89.1	80.0	88.2	80.6	80.0	80.0	80.2	80.6	78.9	81.2	80
Professional Learning	85.0	81.8*	83.3	82.2*	83.3	81.8*	85.3	82.2*	76.4	83.9	80

*Found under ACOL Measure in APORI Report

Areas of Strength:

- *Safe and caring school*
- *Citizenship results continue to be strong and once again surpass provincial results*
- *Education quality results speak to the strong emphasis on curriculum, in particular literacy and numeracy (though teacher staff results from RVS survey are lower in the area of students demonstrating literacy skills appropriate to their grade level)*

Future Priorities:

- *professional learning results declined significantly from 2014/15 to 2015/16*
- *the past 5 years has seen a decline in the school improvement area*
- *main priority is to tie these priorities all together through meaningful professional learning opportunities tied to inquiry, project-based learning and student assessment*

APPENDIX E: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

PROVINCIAL RESULTS LANGUAGE ARTS:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6:											
Acceptable Standard:	91.4	82.7	97.3	82.5	94.7	81.9	97.4	82.8	92.6	82.9	95%
Standard of Excellence:	33.8	17.8	18.8	16.3	27.2	17.6	15.9	19.5	21.3	20.4	25%

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6 FI:											
Acceptable Standard:	85.7	89.3	85.2	88.6	85.1	88.0	81.3	87.5	73.9	87.7	80%
Standard of Excellence:	25.0	17.3	18.5	16.3	4.3	15.6	0.0	13.6	6.5	14.2	15%

PROVINCIAL RESULTS MATHEMATICS:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6:											
Acceptable Standard:	92.1	74.7	89.3	73.0	89.4	73.5	85.4	73.3	86.0	72.2	87%
Standard of Excellence:	25.2	16.6	22.3	16.4	17.9	15.4	20.5	14.1	14.0	14.0	18%

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6 FI:											
Acceptable Standard:	85.7	83.8	100	85.2	88.9	83.9	82.6	82.4	71.7	82.0	81%
Standard of Excellence:	32.1	19.2	25.9	18.5	8.9	16.7	8.7	17.9	8.7	16.8	15%

PROVINCIAL RESULTS SCIENCE:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GRADE 6:											
Acceptable Standard:	92.1	77.8	87.5	77.5	91.4	75.9	80.8	76.3	86.0	78.0	86%
Standard of Excellence:	38.8	28.2	34.8	25.9	29.8	24.9	21.2	25.3	33.1	27.1	30%

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GR. 6 FI:											
Acceptable Standard:	85.7	83.3	96.3	82.6	86.7	82.7	69.6	80.3	65.2	83.8	80%
Standard of Excellence:	28.6	24.2	33.3	21.0	11.1	19.4	6.5	18.4	8.7	19.1	15%

PROVINCIAL RESULTS SOCIAL STUDIES:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	92.8	73.2	85.7	72.7	80.1	70.4	75.5	69.8	77.2	71.4	80%
Standard of Excellence:	33.8	19.5	21.4	19.0	15.2	16.6	23.2	18.1	25.0	22.0	25%

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6 FI:											
Acceptable Standard:	89.3	76.5	88.9	78.7	71.1	73.8	60.5	72.1	52.5	75.1	75%
Standard of Excellence:	39.3	10.3	3.7	15.1	2.2	10.9	2.3	9.9	6.5	13.7	10%

Generally, targets were determined by calculating the 3-year average (including 2015-16 results); if 2015-16 results are lower than the 3-year average, the average will be used in setting the target. If results are lower than 80% for acceptable and 15% for standard of excellence, those will be used as the targets, where reasonable.

Areas of Strength:

- Exceed provincial averages for students meeting the acceptable standard in all courses with English Language instruction.
- Both mathematics and language arts exceeded provincial averages by a significant margin for students meeting the acceptable standard.
- Approximately one-third of SMS students achieved the standard of excellence in science.

Future Priorities:

- French Immersion results are lower than provincial averages in all subjects.
- Continue to focus on sound instructional practices (inquiry and design-based teaching and learning); work with the school community to maintain a focus on both student achievement (perhaps measured by PATs and report card marks) and learning (actual artifacts of student learning, including portfolios, student blogs, performances, etc.)

ANNUAL RESULTS REPORT (2015/16) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	October 19 – 25 th , 2016
School Council	<input checked="" type="checkbox"/>	October 20 th , 2016

I, *Darrell Lonsberry*, certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

Darrell L.

OCT. 25, 2016

Principal Signature

Date

Judith Samin

OCT. 25, 2016

School Council Chair Signature

Date

Subject to monitoring and review, I approve in principle the proposed School Annual Results Report based on the certification above.

Superintendent of Schools

Date