

Summitview P. S. eBulletin



Sing a song of praise for Summitview
How we love the green and white
Proving to the world that we'll be true
Shout it out with all our might.

Standing hand in hand, right to the
end
Never will we let her down
The Honour of our school we will
defend
Summitview's the best in town!



October 2016

6551 Main Street (905) 640-1102
<http://www.yrdsb.ca/schools/summitview.ps>

Winter Fair: Save the Date! December 8th 2016 5-8 pm

Note our website has the most up to date calendar information:
<http://www.yrdsb.ca/schools/summitview.ps/NewsEvents/Pages/School-Calendar.aspx>



CAN A STINGER TWEET? :)

Did you know we have an official Summitview Twitter account? Our official Summitview Twitter account posts event and activity news and some announcements. This doesn't replace the online calendar, eblitz or ebulletins. It is a complement for those who might prefer this alternative.

Twitter is a completely free resource available to anyone with access online. Access to our Summitview "tweets" can be gained without having or registering for a Twitter account. Simply type our twitter user name @SummitviewPS1 into any search engine and our page will come up for you to explore. More information on YRDSB Twitter protocol can be found at: <http://www.yrdsb.ca/AboutUs/Departments/PACS/Pages/Twitter-Protocol.aspx>

Due to the fact that we are keeping our page open for public viewing, we will not be displaying names or faces of any students within our learning community.

For those who are new to Twitter and wish to learn more, below are some useful links for learning:
<http://www.youtube.com/watch?v=J0xbjE8cPM>
<http://computer.howstuffworks.com/internet/tips/how-to-use-twitter.htm>

<http://mashable.com/guidebook/twitter/>

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* **Responsibility:** "There is an expiry date on blaming your parents for steering you in the
* wrong direction; the moment you are old enough to take the wheel, responsibility lies with you."
* — [J.K. Rowling](#)
*

Principal: M. Duckett-Wilson Superintendent: P. Carew Trustee: L. Carruthers
Office Admin. : S. Allum / N. George Lead Caretaker: B. Blundell



Summitview's Challenge of Practice that continues to drive our learning this year:
While our EQAO scores continue to be on a par with YRDSB results and above those of the province, we strive for improvement, notably in the area of mathematics.

Students do:

Our students are beginning to be more collaborative and are excited to learn, and have strength in basic math skills (previous EQAO and report card data as well as anecdotal teacher observations)

Student challenge:

Our students struggle with persevering independently and knowing how to apply prior learning in problem solving **and articulate that in words, pictures and numbers** ((previous EQAO and report card data as well as anecdotal teacher observations).

What they need to get there:

They need to gain more prior knowledge of problem solving strategies so that they can use a critical independent selection process in order to be more resilient when challenged by a word problem.

What we are doing:

We are incorporating the components of a comprehensive math program that will strengthen student prior knowledge; meaningful direct instruction, practice with real life examples, and game reinforcement on mathematical concepts with manipulatives (mini-lesson, reinforcement games, independent learning), and opportunities to work through the key steps to problem solving (3 part inquiry lesson).

What does it look like when it is successful?

Student

- Selecting strategies and scrutinizing which strategy works best for the scenario
- Accessing prior knowledge and manipulatives
- Using the 7 Math processing skills
- Students trust that the others can give back in group/partner tasks
- Able to articulate their thinking both orally and in written word, pictures and numbers

Teacher

- Providing manipulatives and the components of a comprehensive math program
- Questioning to promote perseverance, prompt prior knowledge and extend critical thinking
- Facilitating and guiding students through the 7 math processes with goals and success criteria
- Formatively assessing using success criteria, and conferencing giving timely, constructive feedback
- Role modeling multiple strategies to problem-solve and guide student learning

Content

- Component/s of comprehensive math program
- Gradual release – students being moved to independent thinking
- 7 math processes – activities to address each process
- Real life, engaging problems and relevant experiences
- Achievement chart alignment – a balance of application, thinking, knowledge & communication skills

What we accomplished last year:

- * **teacher** capacity on math components and 7 thinking processes; exposure to resources
- * Understanding IEPs & program modifications for LD/Sp Ed
- * Release time for staff for differentiated professional learning (smart board skills, math stations, inquiry)
- * Planning template to ensure alignment of achievement chart
- * Manipulatives - \$3000 dedicated to high yield topic specific specialty manipulatives for sign out; manipulatives for French immersion classes

What we accomplished year previous:

- * 3-4 reinforcement higher thinking games per classroom through school council funding \$3500;
- * Organized spaces – math resources allocated to classrooms and sign out
- * steps to problem solving school wide as a **student** learning tool
- * \$3000 for high yield, high frequency math manipulatives in each classroom
- * Awareness at School Council meetings and community through eBulletins

Summitview's Challenge of Practice that continues to drive our learning this year:

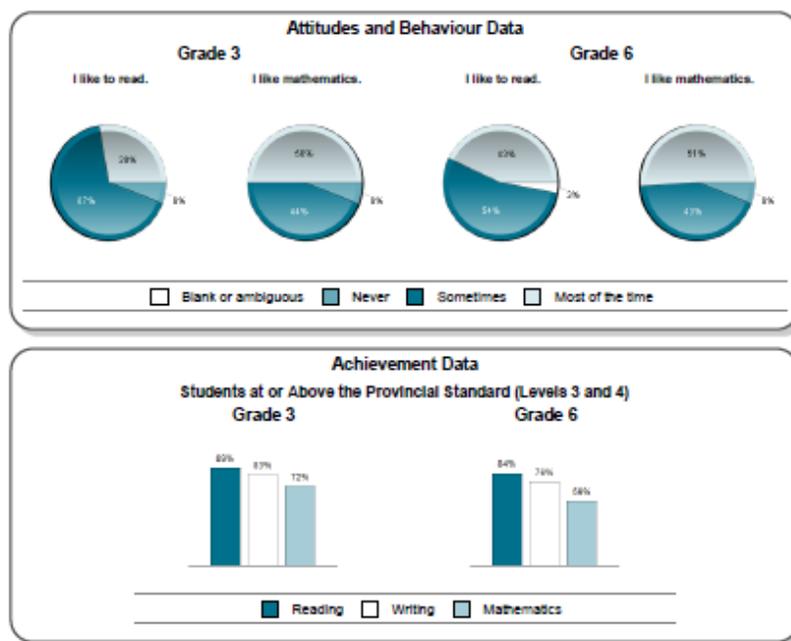
How do we share this learning with students:

- ⇒ Continue explicit instruction of learning goals and co-created success criteria for summative tasks, with daily referral to them for formative tasks;
- ⇒ Continue to build the use of manipulatives into tasks so all students gain better conceptual understanding;
- ⇒ Continue to share the achievement chart categories (Knowledge/Understanding, Application, Communication, and Thinking) where age appropriate

Staff:

- ⇒ Continue increased capacity building for the use of technology (smart board and online tools) for mathematical learning, processes and real life examples
- ⇒ Continue to understand how to use manipulatives effectively for concept attainment

EQAO 2015-16 Achievement and Attitude Surveys (see next page also)



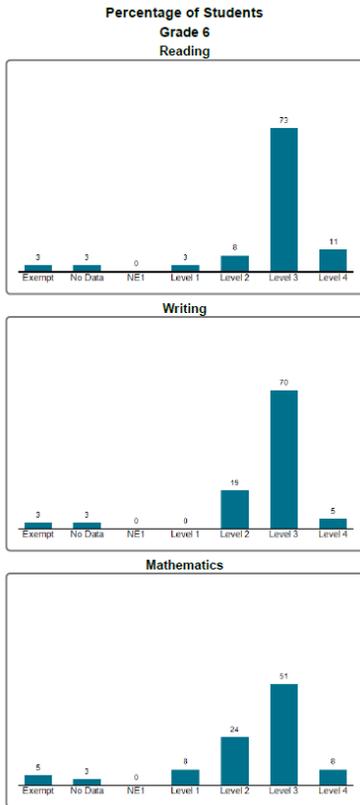
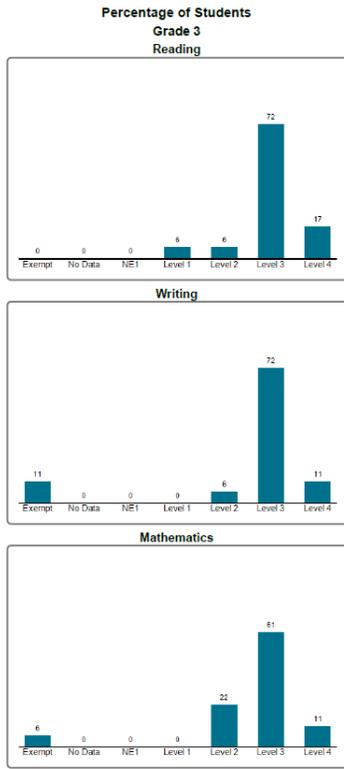
More details can be found at:

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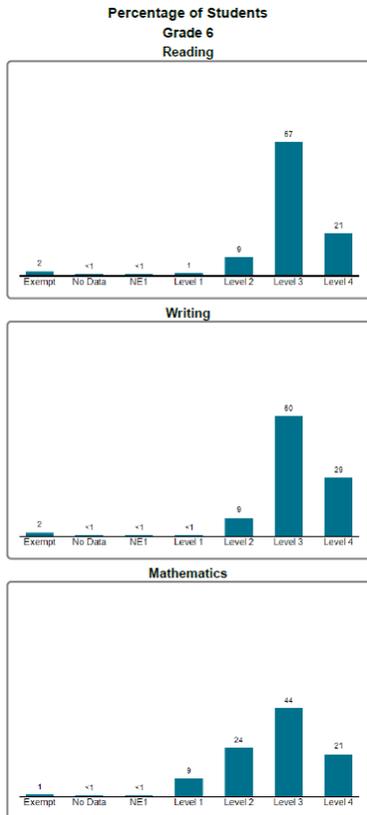
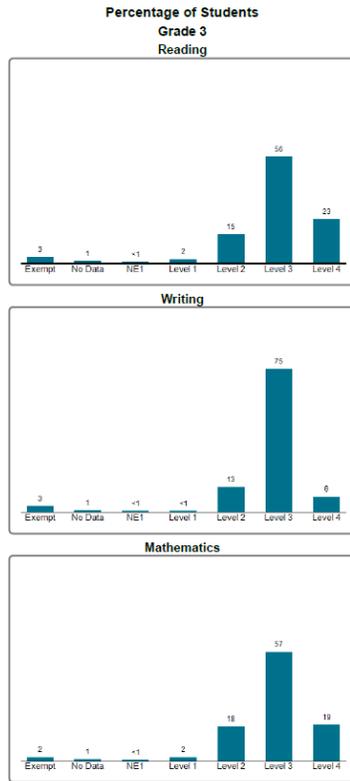
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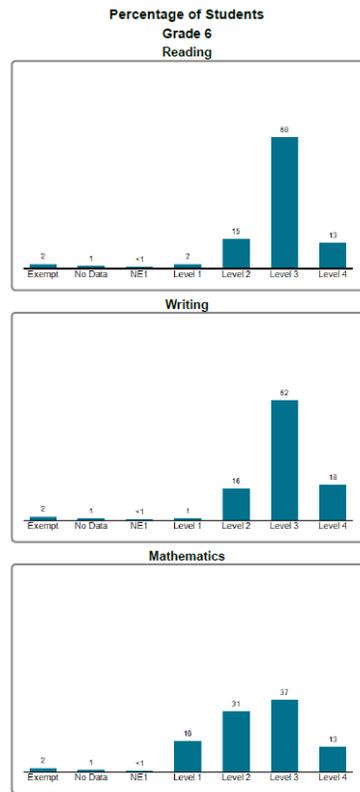
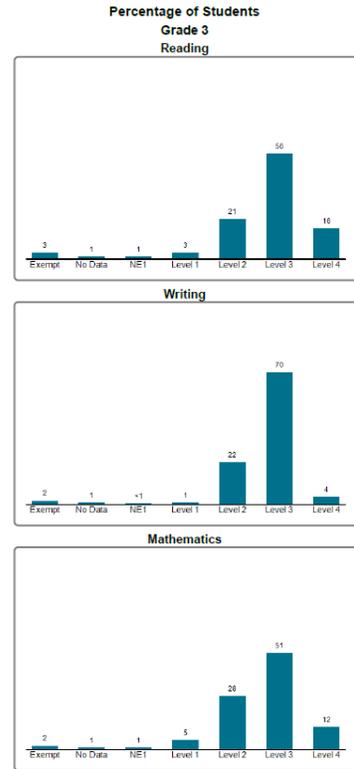
Achievement Results, All Levels
School, 2015–2016



Achievement Results, All Levels
Board, 2015–2016



Achievement Results, All Levels
Province, 2015–2016



SOSS

Stop

Make a better choice early - Neo Cortex stays in charge.



Oxygenate

It takes 18 minutes for Amygdala (cortisol) to fully settle back down;
3 really deep breathes helps this.



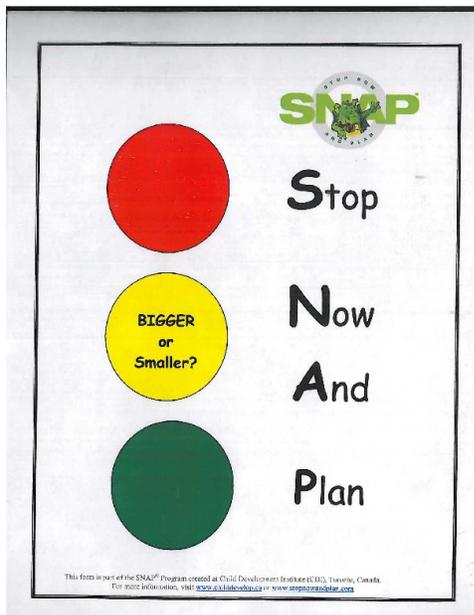
Strengthen gratitude/Smile

Start each day saying what you are thankful for;
When frustrated, smile to yourself remembering this; it will help
produce endorphins (feeling of calm or happiness), giving you the time to make a better
choice



Seek information

Do I have all the information? ASK 'Why' or "what's going on?"
Be assertive—make your point but avoid mean language or aggression.
Can there be a way we both get some of what we want?



SOSS and SNAP

As part of our School Improvement Plan, to increase student ownership for their learning, and give them more ‘voice’, presentations will be happening from grades 1-8 to provide students with strategies and terminology to better interact with their peers, especially under challenging circumstances.

The hope is that each student will adopt one or both of the two process tools in order to improve how he/she handles frustrating situations, but also how they might adjust their own interactions with peers and new acquaintances. Two are being offered for individual choice.

During the presentations, students will be exposed to how the brain works when under emotional stress, how our personalities and invisible challenges such as mental health, can often impact our decisions, and also how we can avoid making assumptions or ‘judgments’ about our peers when we might not have all the information.

More detail about the presentation and tools will be presented at School Council and to staff in October.

Please see the next page for more detail on SOSS and SNAP.

Students are also learning to better identify their emotional state at various times during the day, and what strategies and tools can be used to regulate themselves back into the green zone for learning.

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>



Student Voice - Student leadership positions:
Character traits: reliability, trust, responsibility, optimism, perseverance, respect, initiative, courage, patience, outgoing, friendly, positive and cooperative

- ⇒ **Ambassadors:** greeting guests to the school, acting as guides or ushers and possibly being announcers at assemblies/evening events and out of class as needed; (gr. 6-8)
- ⇒ **Announcers:** prepare reading in advance: strong, articulate speaking voice with good intonation & enthusiastic; courage; perseverance (may have to audition); enjoy and able to read/speak some simple phrases in French: courage, optimistic, risk-taker; find interesting cultural & current event information: self-motivated (do tasks without being told); be on time every day: punctual; good time management; missing several minutes of class time each morning (at office by 8:20): good time management; self-motivated; Use school system for anthem & announcements (training provided): good media/technology skills; problem solver; organized; good memory skills; (gr. 7 & 8)
- ⇒ **A/V technicians:** Understanding of technology and good memory for setting up equipment; time out of class several times a term: reliable; perseverance; committed to the task; to set up for assemblies, special presentations and assist with office requests: cooperative; organized; self-motivated (can do things without being told); keep up with any work missed and organized (gr 6-8)
- ⇒ **Display team:** understanding of space & design: creative; measurement skills; spatial awareness (good use of space); perseverance; optimism; posters around the school; update display boards with new flyers etc.: self-motivated (able to do things without being reminded); literacy skills; display new artwork/photos etc.. in main foyer and lower display cases); organization skills; neat; spatial awareness; work on a team: communication skills; cooperation; respectful and assist with office requests: cooperative; organized; self-motivated; some time out of class several times a term; committed to the task; keep up with any work missed & organized (gr 6-8)
- ⇒ **Door Monitor:** politely opening the east entry door for known staff and students (when a staff member has said it is ok); indicating to parents/visitors by pointing to the sign on the window that they must come through the front door; this does not involve handling student conflicts and deciding whether students can come in. (gr 4-8)
- ⇒ **Green team:** reporting to the caretaker on duty to assist in bringing classroom compost to big containers; commitment weekly (usually during morning recess) for the whole term; team oriented, reliable & organized (with times and dates); short presentations to P/J classes, supporting reduce, reuse, recycle initiatives and gardens; (gr. 4-8)
- ⇒ **Library monitor:** support Resource Librarian with various tasks in library including book sign out, tidy up, start up and shut down of desktops; (gr 6-8)
- ⇒ **Lunch or recess helper in K & gr 1 classrooms (where possible)** Must have already demonstrated excellent get ready behaviour in past & positive role model in school; help younger students fasten coats, put on mitts/boots in winter; line students up and wait for adult to dismiss to go out; let the staff or lay assistant know if there is a request to leave the room or a concern; good communication skills; understand that only the adult will handle inappropriate behaviours once told; student choice to assist during indoor recess or kindergarten outdoor recess time; a special commitment – all term (minimum of 2 times/wk): usually work with a partner; good communication skills; (gr 4-8)
- ⇒ **I Walk monitor:** support healthy and active living; help tally I walk laps for students at recess; have accuracy and basic numeracy tally skills; (gr 5-6)
- ⇒ **Office helper:** calmly and politely greeting guests to the school, answering the telephone, taking messages, handing out band aids and ice and alerting the staff member on duty about any injuries or concerns; his does not involve handling student conflicts; a special commitment that is a very important role and requires some training; (gr 6-8)
- ⇒ **Photographer and journalist** (twitter feed and yearbook input): all year commitment, requires time out of class 2-3 times a term; reliable; organized; good time management (able to keep up with school work & timelines); take special event pictures (assemblies, spirit days, clubs and teams) and keep organized on usb for yearbook committee: organized; good time management; self-motivated (can do things without being told); type out twitter feed report and hand in usb right after the event; time management; good literacy/editing skills; media & communication skills; delete old pictures from cameras/memory stick & ensure batteries are exchanged/charged; (gr. 7-8)
- ⇒ **Snack basket helpers:** team oriented; organizing and replenishing class snack baskets: reliable; organized; cooperation; good time management & self-motivated (can do things without being told); work quietly and quickly in classrooms with a little adult supervision; (gr 5-6)

These positions were advertized and filled the first couple weeks of school (except library and office help); students who would still like an opportunity to be considered should speak with Mrs. D.W. :)