

## 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 2017

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

### Winter Fair: Save the Date! November 30th 2017 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>



**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](#)

From the Desk of Ms. Calvert, your Librarian.

Dear Family and Friends of Summitview,

We had another successful Book Fair this fall thanks to you our Summitview community. It is a joy to see the children so excited about books and reading, and it was a pleasure to meet the families of our Stingers both tall and small.

We raised enough funds to purchase over \$600.00 in books for our library and your child's classroom. I was pleased to see our "Teacher's Wish List" corner was quite a hit. We also raised \$600.00 in cash that we will use for the Forest of Reading®, reading program. This is an initiative of the Ontario Library Association (OLA), which celebrates Canadian books, publishers, authors and illustrators.

We could not hold such events like this without our community and teacher volunteers. A heartfelt thanks to all of you, for your assistance!

Sincerely yours,  
Connie Calvert  
Teacher Librarian/TLT

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Principal: M. Duckett-Wilson Superintendent: S. Bredin Trustee: L. Carruthers  
Office Admin. : N. George/ D. Dimovski 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. EQAO scores will be discussed at the November School Council meeting. Go to : [www.eqao.com](http://www.eqao.com)

### **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 and application 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 continue to incorporate the components of a comprehensive math program that will strengthen student prior knowledge; give meaningful direct instruction, practice with real life examples and game reinforcement on mathematical concepts with manipulatives (mini-lesson, reinforcement games, independent learning). Specific class time is also devoted to opportunities to work through the key steps to problem solving (3 part inquiry lesson). We have also purchased a 3 yr. school wide and home license to IXL Math for individual reinforcement practice at any grade level.

### **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
- Displaying & 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 & problem-solving strategies – activities to address each process
- Real life, engaging problems and relevant experiences
- Achievement chart alignment – a balance of application, thinking, knowledge & communication skills
- Learning Goals and co-created success criteria with exemplars for formative assessment

**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:**

- ⇒ Division partnering on planning and assessment of math tasks
- ⇒ Continue to understand how to use manipulatives effectively for concept attainment
- ⇒ Continued differentiated learning to build capacity in math

**What we accomplished last year:**

- ⇒ teacher capacity through Stanford University/Jo Boaler professional learning (Staff mtgs., PA days and release time)
- ⇒ Further understanding IEPs & program modifications for special needs students
- ⇒ co-planning templates, tasks and assessment tools
- ⇒
- ⇒ greater access and use of manipulatives

**What we want to accomplish this year:**

- ⇒ greater student articulation of their learning and where they need to improve (individual learning goals, math journals as examples)
- ⇒ incorporate real life examples to explicitly show the importance and value of math (100 yr photo & art contests as examples)
- ⇒ increase accessibility to reinforcement tools to remediate, consolidate and extend student learning (IXL Math)

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# 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.



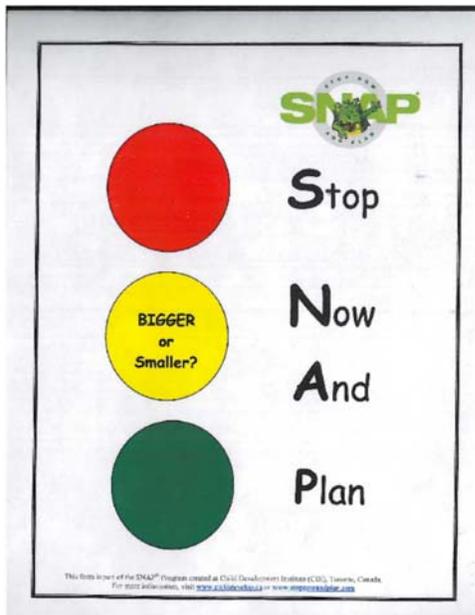
## Strengthen gratitude/Smile

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’, we provide students with strategies and terminology to better interact with their peers, especially under challenging circumstances.

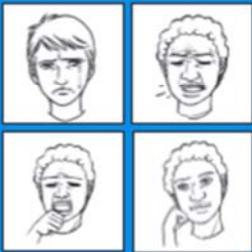
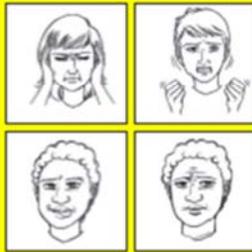
The hope is that each student will adopt one or both of the two process tools as well as Zones of Regulation, in order to improve how they handle situations, but also how they might adjust their own interactions with peers and new acquaintances. Two are being offered for individual choice.

Students have had exposure previously 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.

Please see the previous 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><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></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. : )

## Student Learning Goal

Initially, some students may have selected a goal like ‘ get a better report card’, with the criteria of ‘work harder’, ‘ do my homework’ and ‘study for tests’

This is an admirable goal, but a lofty one that is so far reaching on the surface the student may not know where to begin, even with each criteria.

The student, with support and reflection, will learn to understand that a more specific, realistic, time-oriented goal will see better results:

Goal: improve my test scores for numeracy strand

- Criteria:
- \* ask peers/teacher for help every day when I don’t understand
  - \* see the teacher once a week for extra help - Wednesday
  - \* practice my math facts for 20 minutes 3 times a week at home (M, W, Th)
  - \* review math questions that I got stuck on the week before the test
  - \* make sure I double check my answers on the test before I hand in

The criteria is clear and can be measured over time for evidence that it is happening. Teachers will be helping students to refine their goal and criteria as they meet with them to check in for the ongoing progress and provide feedback. Additionally, students are compiling portfolios that also provide ongoing evidence of their efforts and this can also, for some, demonstrate progress over time.

Sample:

 **Name:** \_\_\_\_\_ **class:** \_\_\_\_\_

**My GOAL (what):** \_\_\_\_\_

 **Success Criteria (How will I know I am achieving it?):**

≡  
≡  
≡  
≡

 **Who/Where can I get help if I need it?**

≡  
≡  
≡

 **When do I plan to have met this goal?** \_\_\_\_\_

 **Check in 1: Date:** \_\_\_\_\_

 **Reflections**

**What I am doing well:**

◆  
◆  
◆ 

**What I need to do next:**

◆

**How:**

≡  
≡

**Next check in: Date:** \_\_\_\_\_ 