

# Smith School Annual Education Results Report 2022-23



**Aspen View**  
PUBLIC SCHOOLS

**Engage Learning. Ignite Potential. Inspire Success.**

*“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”*

# Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

## **Student Growth & Achievement**

The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

## **Teaching & Leading**

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

## **Learning Supports**

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## **Governance**

Processes that determine strategic direction, establish policy and manage fiscal resources.

## **Local & Societal Context**

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2021-22 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2021-24 Education Plan.

<b>Priority One</b>	<b>Student Success and Completion</b>
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts</p> <p>More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Metis &amp; Inuit student success</p>

<b>Provincial Achievement Tests (Standards Demonstrated by All Students)</b>				
Subject	Smith School Acceptable (%)	Alberta Acceptable (%)	Smith School Excellent (%)	Alberta Excellent (%)
English Language Arts 6 (n=11)	69.2	76.1	15.4	18.9
English Language Arts 9 (n=6)	33.3	69.6	0	12.9
Math 6 (n=11)	38.5	63	0	12.4
Math 9 (n=6)	0	51.6	0	16.1
Science 6 (n=11)	53.8	71.4	15.4	24.3
Science 9 (n=6)	50	67.2	0	22.7
Social Studies 6 (n=11)	69.2	67.9	7.7	20.8

Social Studies 9 (n=6)	33.3	60	0	17
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Fountas and Pinnell Literacy Assessment							
Grade	# of students	# Below Grade	% Below Grade	# At Grade	% At Grade	# Above Grade	% Above Grade
1	5	4	80	1	20	0	0
2	4	2	50	2	50	0	0
3	5	2	40	2	40	1	20
4	7	6	86	1	14	0	0
5	4	2	50	2	50	0	0
6	12	4	33	4	33	4	33
7	5	1	20	2	40	2	40
8	6	2	33	1	17	3	50
Gr.1-8	48	23	48	15	31	10	21
January 2022 Percentages Gr. 1-8 below grade level at grade level above grade level							

<b>Numeracy Benchmarking: MIPI (Math Intervention Programming Instrument)</b>				
	Insufficient	Basic	Proficient	Excellent
Grade 4/5/6 (n=16)	3	3	7	3
Grade 7/8/9 (n=20)	10	5	3	2

<b>Alberta Education Literacy and Numeracy Screens September 2022</b>	
	At Risk (%)
Gr 1 English Letter-Name Sound Assessments (LeNS)	
Gr 2 English Letter-Name Sound Assessments (LeNS)	83.3
Gr 2 English Irregular Words	100
Gr 2 English Non-Words	66.7
Gr 2 English Regular Words	83.3
Gr 3 English Irregular Words	33.3
Gr 3 English Non-Words	33.3
Gr 3 English Regular Words	50
Gr 1 English Numeracy	
Gr 2 English Numeracy	83.3
Gr 3 English Numeracy	50

<b>Student Learning Engagement</b>					
	Smith School 2022	Smith School Comparison to 2021 (+/-)	Smith School Comparison to Alberta 2022 (+/-)	Smith School 3 Year Average (2020 2022)	Alberta 3 Year Average (2020 2022)
Overall	81.9	-2	-3.2	81.9	85.1
Parent	*	*	*	*	88.7
Student	69.4	-4	-1.9	69.4	71.3
Teacher	94.4	0	-1.1	94.4	95.5

\*Data suppressed due to less than 6 participants answered.

<b>Citizenship</b>					
	Smith School 2022	Smith School Comparison to 2021 (+/-)	Smith School Comparison to Alberta 2022 (+/-)	Smith School 3 Year Average (2020 2022)	Alberta 3 Year Average (2020 2022)
Overall	91.8	-0.8	+10.4	90.4	81.4
Parent	*	*	*	80	80.4
Student	90.4	-4.9	+18.3	93.7	72.1
Teacher	93.3	+3.3	+1.6	91.7	91.7

\*Data suppressed due to less than 6 participants answered.

**Reflections and Next Steps**

Upon investigation of the literacy results students are consistently below grade level. Reading has an impact on all of the Provincial Achievement tests. This could be one of the explanations as to why results are low in other subjects such as Science and Social Studies. An improvement in basic literacy skills such as decoding, phonetic awareness, and comprehension is essential to student success. To help facilitate an improvement at the Junior High levels we have removed the last recess for Grade 6/7 students to provide an additional 15 minutes of instructional reading time. We are also making groups in Grade 2/3 and 6/7 to focus on basic phonological awareness. Students in Grades 2 to 7 will be broken into small groups focusing on phonological awareness, and phonics. Students will engage in targeted interventions at their level during this group time.

Teachers in Kindergarten to Grade 5 are also implementing phonological awareness

instruction through small groups using Heggerty resources. This will help students develop stronger decoding skills and move away from basic memorization of sight words. Students in Kindergarten to Grade 5 also participate in weekly Drama classes. This exposes them to a variety of genres and literature representations. It also encourages self confidence, creativity, and deeper meaning of texts.

Teachers are also expected to implement an at-home reading program for their students. We will be looking at implementing school-wide reading goals with a reward if we meet them to encourage at home reading. Smith School also has a group of community volunteers who are coming in to read with the students. Smith School will also be looking for a way to partner with the Smith Community Library to encourage literacy in the community. Smith School will also be celebrating literacy week with a variety of activities to help engage families in literacy at home.

The Grades 2 to 6 MIPI results show there is a group of students who are proficient in Math. Based on this information it is expected to see our Math PAT results improve throughout the next 5 years. At this time the group of students in Grade 7 to 9 are at a concerning level in Numeracy. Students in Kindergarten to Grade 5 are working with *Jump Math* and *Mathology*. In previous years there was not a consistent program used throughout the Elementary level and teachers were left to find or create their own resources. Having a consistent program will help students retain skills and strategies learnt in previous years. Grades 6 to 9 students will be focusing on improving their basic math facts throughout the year. We are hoping this will help decrease the difficulty of math concepts taught at Grade level.

Last year students struggled with accountability. To help students focus on completing their work on time and to the best of their capability we have implemented a procedure to deal with incomplete assignments which involves communication with students, teachers, parents and the principal.

Student engagement has also decreased this year compared to last year. The difference between the teacher and student perception of engagement is alarming. This year we have a Student Council consisting of students from Grades 6 to 9. The student council will be creating school wide activities; they will also be in charge of advocating for the students. STEAM activities have been implemented school wide to help engage students. Last year's Robotics Competition was well attended by students in Grades 1-6. Students consistently requested robotics, coding and STEAM type activities as recess clubs last year. To expose Kindergarten to Grade 5 students to a variety of different arts and activities we have added Drama, Art, Music, and STEAM classes to the weekly timetable. These classes are run by the classroom teachers and/or an expert teacher in the school. The goal of these courses is to increase teacher confidence in using technology and different types of learning activities in the classroom and also expose students to different ways to represent their knowledge and understanding. By showing what they know in different ways it helps reinforce knowledge and provides a deeper understanding as per Bloom's Taxonomy.



COVID-19 has also created a decrease in attendance in the past few years which may have impacted results. Students who completed PAT testing last year were experiencing their first full year back in school, but still struggling with higher than normal absence due to being sick. This year we are encouraging students to stay caught up on their school work even on days they have missed. Teachers have posted times they are available to help students outside the regular class time in their classroom. Students in Grades 6-9 also have a block at the end of the day on Friday where they can get caught up on any homework from the week.

Smith School also experienced a drastic change in staffing this year. A change in teachers and administration may also result in a change in the Accountability Pillar Results due to different teaching styles, vision, expectations and priorities.

Since there were less than 6 parents who completed the Assurance Measures Survey it would be beneficial to conduct a parent survey using a Google Form at the school level to have parent input. Parents play an important role in a child's education, and will be important to the future educational success of our students.

<b>Priority Two</b>	<b>Wellbeing</b>
<b>Alberta Education Assurance Area</b>	Teaching and Leading Learning Supports
<b>Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.</b>	
<b>Outcomes</b>	Greater success and well-being for all  Provide quality instruction and learning opportunities for all students  Provide appropriate supports to ensure student success for all

<b>Education Quality:</b> Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Smith School 2022	Smith School Comparison to 2021 (+/-)	Smith School Comparison to Alberta 2022 (+/-)	Smith School 3 Year Average (2020 2022)	Alberta 3 Year Average (2020 2022)
Overall	46	95.3	-0.7	+6.3	95.7	89.7
Parent	3	*	*	*	90.9	86.4
Student	40	93.4	-3.8	+7.5	95.3	86.9
Teacher	6	97.2	-2.8	+2.2	98.6	95.7

\*Data suppressed due to less than 6 participants answered.

**Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)** Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Smith School 2022	Smith School Comparison to 2021 (+/-)	Smith School Comparison to Alberta 2022 (+/-)	Smith School 3 Year Average (2020 2022)	Alberta 3 Year Average (2020 2022)
Overall	46	96.8	+0.4	+10.7	96.8	86.1
Parent	3	*	*	*	*	86.9
Student	40	93.7	-3.9	+16	93.7	77.7
Teacher	6	100	+4.8	+6.4	100	93.6

\*Data suppressed due to less than 6 participants answered.

**Access to Supports and Services:** Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Smith School 2022	Smith School Comparison to 2021 (+/-)	Smith School Comparison to Alberta 2022 (+/-)	Smith School 3 Year Average (2020 2022)	Alberta 3 Year Average (2020 2022)
Overall	46	88.6	-10.1	+7	88.6	81.6
Parent	3	*	*	*	*	77.4
Student	40	97.1	-2.9	+17	97.1	80.1
Teacher	6	80.0	-13.3	-7.3	80	87.3

\*Data suppressed due to less than 6 participants answered.

### Smith Professional Development 2021 2022

Smith School's results are significantly higher compared to the Alberta average for both Education Quality and Welcoming, Caring, Respectful and Safe Learning Environments. Smith School has created a positive learning environment for students. As well, a greater percentage of students at Smith School felt they had access to Supports and Services than the Alberta average. However, there has been a decrease in results in the past two years. Although the decrease is small it is something to monitor.

According to the results, teachers are not happy with the availability of support and services for their students. This is an area of concern which needs to be addressed. This year all

teachers and staff members are being trained in Supporting Individuals through Valued Attachments (SIVA) in order to ensure they can protect themselves and students in higher risk situations.

This year our PD plan was generated from the ideas, and requests from teachers, and support staff. Our PD plan reflects areas staff members felt they struggled in and needed more support.

In October Staff members participated in a PD on Classroom Management to help incorporate strategies in the classroom to reduce the time spent on redirecting negative behaviors and increase time spent on quality instruction and learning. Another PD session will focus on incorporating First Nations, Métis and Inuit teachings and activities into daily lessons to help increase the quality of Indigenous Education in our classrooms.

We will also be learning about the Seven Grandfather teachings. Last year remaining staff expressed the need to have consistent language when encouraging positive behaviors throughout the school. Starting in the 2023/2024 school year we will be teaching and implementing the Seven Grandfather Teachings throughout the school. As a staff, we acknowledge with the change in staffing it was best to focus on learning about the Seven Grandfather teachings this year to have the knowledge to properly implement them next year. In March 2023 we will spend the morning learning about the teachings in greater depth and developing a plan on implementing them throughout the school.

We also have a new Family School Liaison Worker who has a specific outline of the roles and responsibilities in the school. This will help the focus remain on Student Wellness. The students have been very receptive of her and enjoy interacting with her. She is also working hard on connecting with families to provide information on different programs available for them to provide support and services in the school and at home.

A goal of Smith School's is to create genuine connections between the students, and the community. In the past Smith School has ordered Orange Shirts for National Truth and Reconciliation day from a non-local company. This year we reached out to a previous Indigenous student, Tara Cardinal and had her design the shirt. The final result was beautiful and rooted in Indigenous culture and expression. Tara Cardinal also spent time in each class encouraging students to explore their artistic abilities and design their own Orange Shirt protocols. Proceeds from the shirts were donated to the Athabasca Native Friendship Center. This has created connections and strengthened relationships between the School and supports for our students. It has also highlighted resources for our families.

Other initiatives started in the school this year include the Tree of Hope, and inviting Seniors in to play games or read. Both of these initiatives are aimed at improving the wellness of our students and community members.

Smith School is also an Apple School and part of the Breakfast for Learning program. We are

working on ensuring students are offered a variety of choices for morning snacks. Students get to experience a variety of food they may not have the opportunity to at home, along with different preparation methods of food they have at home. We are also working with the Breakfast for Learning program to incorporate foods from a variety of cultures into our meal rotation.

Through the Nutrition Grants we are able to offer monthly homemade student hot lunches and family lunches at a minimal cost.

<b>Priority Three</b>	<b>Engagement</b>
<b>Alberta Education Assurance Area</b>	Governance Local and Societal Context
<b>Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication</b>	
<b>Outcomes</b>	Educational partners contribute towards student success  Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all  The district is grounded in effective, transparent, equitable and evidence-based practices.

<b>Parental Involvement:</b> Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Smith School 2022	Smith School Comparison to 2021 (+/-)	Smith School Comparison to Alberta 2022 (+/-)	Smith School 3 Year Average (2020 2022)	Alberta 3 Year Average (2020 2022)
Overall	6	93.3	+13.3	+13	85.1	80.3
Parent	3	*	*	*	53.8	73.1
Teacher	6	93.3	+13.3	+5.9	96.7	87.4

\*Data suppressed due to less than 6 participants answered.

<b>Engagement Opportunities and Learnings</b>
In June 2022, conversations were had with staff, students and some parents in regards to positive aspects and challenges from the 2021/2022 school year. From these conversations, changes such as limiting which Grade levels and which days students have permission to leave school property at lunch, along with student expectations around extracurricular participation were implemented.

Parents have also been invited back into the school for events such as school supply drop off, pancake breakfast, Halloween carnival, family lunches, Christmas concert and other events. At these events, staff interact with parents and other community members. This provides the opportunities for parent and community member feedback and also encourages the growth in the parent/community and school relationship.

Smith School Parent and Community Council meetings will be held after Family lunches to encourage the increase in attendance by Parents and community members. Babysitting will also be provided to allow the participation of individuals with younger children. This will be crucial in allowing parents and community members to have a voice in the activities occurring at the school level.

Smith School also has a Student Council, which can bring ideas forward to the principal in relation to changes they would like to be made.

School Administration will also reach out to organizations in the community. The hope is that this will help build and foster relationships to encourage future presentations, and sponsors. Parents will also be provided the opportunity to voice their opinions on Google Forms regarding their child's education.