

Smith School Education Plan 2023-2026



Principal's Message

Smith School is a small but mighty school. Smith School focuses on including the community in School events. This year community members have attended numerous events such as Family Lunches, Terry Fox Runs, Halloween and Spring Carnivals and the Christmas Concert. Students also get to go out in the community and engage in different services provided such as going to the Smith Library. The focus this year has been bringing the Community into the school. We are on a path of creating a united front between the services provided in the Community and the School. Smith School acknowledges the positive impact community members have on a student's education.

This year our Parent Advisory Group has shifted to focus on working together to improve our School's library, and playground facilities. We are also brainstorming ways to improve access to transportation for extra-curricular activities. Parent Advisory Group meetings are used as an opportunity to inform participants about the struggles and successes throughout the Division and School, along with working together to actively improve Smith School.

Smith School's focus is improving academic performance of all students. At Smith School we know our students are capable of high academic success. Students are provided numerous opportunities to meet with teachers or other staff members to encourage the proper completion of assignments. Students are also expected to have all of their assignments completed before attending extracurricular activities.

To help improve student's literacy skills, struggling students in Grades 1 to 9 are provided with small group intervention. During small group intervention, students are engaged in lessons focused on phonics, and phonological awareness to improve decoding skills. Students who need help with language comprehension focus on vocabulary development, text structure and comprehension skills.

Smith School has been working on a proactive approach for improving resiliency, conflict management and problem solving. Students are currently being taught different strategies using programs such as Go Zen, 7 Grandfather Teachings, and Mental Health Curriculum. Students are encouraged to follow the Stop, Walk, and Talk technique to help overcome mean



behaviors such as name calling, rude comments, or situations which make them feel uncomfortable. Students are also provided opportunities to problem solve with the help of an adult in the building. During these problem solving sessions students are encouraged to use strategies previously taught, and listen to each other's words.

Students participate in a variety of different sports including archery, badminton, basketball and volleyball. Junior High students are all encouraged to participate in Sports teams, and invited to practice with the teams in the event of having too many players for one team to help improve their skills. Students are allowed to participate in after school archery starting in Grade 4 and attend tournaments as well.



Aspen View Public Schools Foundational Statements

Vision: 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.

Mission: Engage Learning. Ignite Potential. Inspire Success.

Commitments:

Student Learning: Inspire to engage in relevant learning experiences in an inclusive environment that leads to academic student success.

Staff Learning: Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Communication: Engage in open, active, ongoing and honest communication with students, staff, parents and community.

Culture and Climate: Promote teamwork and model welcoming, caring, respectful, safe and inclusive schools that demonstrate diversity.

Social Emotional Needs: Encourage all students to develop self awareness and decision-making skills to achieve personal and interpersonal fulfillment.

Physical Needs: Promote and model active and healthy lifestyle choices.

Entrepreneurial Spirit: Equip students with skills in areas of innovation, technology, literacy and numeracy enabling them to adapt and thrive in an ever-changing world-



Smith School's Foundational Statements

Smith School's Vision: Smith School develops and recognizes respectful, responsible, highly motivated individuals who enjoy life-long learning. Our role is to provide diverse learning experiences which engage students in developing confidence.

Smith School's Mission: Believe in yourself. Lead others. Achieve your goals.

Smith School believes:

- It is important that learning and behavior are held to high expectations by the students, staff members, parents and community.
- Communication between parents, students, staff, and community is vital for school success.
- Students engaged in a variety of academic programming, fine arts, sports and extracurricular activities results in well rounded character development.
- Properly utilized technology provides enriched learning experiences.
- Events which engage community and families are important for developing lasting memories and community history.
- Parental and community involvement contributes to the identity of the School.



Planning and Priorities

The Aspen View Public Schools Education Plan is based on three key priorities

- **Student Success and Completion**
- **Wellness**
- **Engagement**

Schools will develop their own plans that align and are consistent with Divisional and Provincial priorities. As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007).

Our Context

Located in Smith, Alberta, Smith School offers Kindergarten to Grade 9 programming, as well as high school courses through Aspen View Public Schools' Centre for Alternative & Virtual Education. As a community of learners, we are dedicated to academic achievement and the positive personal development of children. The staff are compassionate and love helping kids achieve their personal best. Opportunities are provided to encourage students to believe in themselves and remind them learning is fun! Options are offered to students in Grades 6-9 which include music (band), art, foods, technology and coding, sports performance and archery. Students in Kindergarten to Grade 5 are provided opportunities to problem solve, and be creative in Drama, Music, and STEAM classes. In 2023 class configurations were K/1, 2/3, 4/5, 6/7, & 8/9.

Students can join or apply for many different school-wide clubs and leadership roles. Some examples include Shrub Club, the Junior High Student Council, Morning DJ, Run Club, Student Photographers, and Concession Clerk.

Even though we are small in numbers, our sports program is alive and well. We offer after-school archery for students in Grades 4-9, cross-country running, track and field and soccer for students in K-9, as well as junior high volleyball and basketball.

We would love to have you join our school community!



Alberta Education Assurance Measures

Overall Summary Fall 2022

Assurance Domain	Measure	Smith School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.9	83.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	91.8	92.6	82.3	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	48.7	n/a	57.4	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.6	n/a	1.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	93.1	92.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.8	96.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.6	96.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.3	80.0	71.0	78.8	79.5	81.5	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Social Studies 30-1, Social Studies 30-2.



Reflection on Results

According to the Alberta Education Assurance Measures Survey, Smith School continues to provide a safe and caring environment for students to learn. In the survey responses, students and teachers state there is a high quality of education, but the Provincial Achievement tests are showing a very low rate of acceptable and excellent achievement. In order to improve the results in the upcoming year, students are encouraged to focus on properly completing assignments, and ensuring they are asking for help when needed. All teachers have posted the times they are available for extra support in their classrooms. All teachers also have a missed work, and homework policy which has been shared with students and parents. Students are also expected to complete all class work before going on extra curricular activities.

Through careful evaluation of reading scores, it is apparent students need extra support in decoding and language comprehension skills, which will also have an impact on Provincial Achievement test results. Teachers are using programs such as Heggerty to teach students at a younger grade phonological awareness, along with Guided Reading to help with comprehension and fluency skills. Students who need additional support are part of small group intervention.

Numeracy skills have also been a focus this year. Teachers are using *Jump Math*, and *Mathology* in Kindergarten to Grade 5. Using a consistent program across grades will help students retain skills, and strategies learnt in previous years. Students in Grades 1 to 4 who need additional support are also receiving small group math intervention focusing on basic fact fluency, and understanding numbers. In Junior High, students are working on learning Math concepts four days a week, and reviewing the concepts one day a week on *Mathletics*.

To improve student's problem solving skills and resiliency to solve a problem, students in Kindergarten to Grade 5 all participate in STEAM activities once a week. These activities provide challenges for students to solve through making a plan and trial and error. STEAM activities also help develop a Growth Mindset which helps to improve student self confidence, and mental health.



PRIORITY ONE: Student Success and Completion

Students are successful from the time they enter school until high school completion, and beyond.

Alberta Assurance Domains: Student Growth and Achievement & Teaching and Leading

Outcome	Students are able to read fluently for meaning and enjoyment
Strategies	<ul style="list-style-type: none"> ● Comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, and independent reading ● Small group instruction that occurs during regular classroom instruction as well as during pull-out intervention programming ● Structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies ● Direct instruction in secondary reading comprehension skills categories: Identify and Interpret Ideas and Details, Interpret Text Organization, Associate Meaning, Make Connections & Evaluate ● Focus on developing strong literacy pedagogy ● Literacy instruction taught in all courses ● Focus on Morphology of words
Measures	<ul style="list-style-type: none"> ● Fountas and Pinnell reading levels ● Phonological Awareness screening and progress monitoring tools ● Phonics screening and progress monitoring tools ● Reading Readiness Screening Tool ● Grades 6 & 9 Provincial Assessment Test Part B results in English Language Arts ● Assurance measure results in the area of student engagement and interest in Language Arts



Outcome	Students are able to express clear and interesting ideas through writing
Strategies	<ul style="list-style-type: none"> ● Professional development around Writing Structures ● Daily writing activities ● Words Their Way instruction ● Spelling practice using a variety of different developmentally appropriate multi-sensory techniques ● Use of assistive technology to help overcome writing barriers for students ● Science of Reading spelling instruction
Measures	<ul style="list-style-type: none"> ● Highest Level of Achievement Test results (HLAT) ● Words Their Way spelling inventory ● Grades 6 & 9 Provincial Assessment Test Part A results in English Language Arts



PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Alberta Assurance Domains: Teaching and Leading & Learning Supports

Outcome	Students and staff are able to resolve conflicts in a healthy manner
Strategies	<ul style="list-style-type: none"> ● Continue to provide Supporting Individuals through Valued Attachments (SIVA) training ● Implementation of Stop, Walk, Talk Anti-Bullying Program School Wide ● Family Liason Worker teaching conflict resolution strategies to students in Kindergarten to Grade 9 ● Education around bullying including presentations from experts such as Police Officers ● Presentations on boundaries and Healthy Relationships ● Use of Zones of Regulation ● Seven Grandfather Teachings
Measures	<ul style="list-style-type: none"> ● Reduction in Suspension Rates ● Reduction in Office Referrals ● Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments ● Student Reflections

Outcome	Students and staff are well-regulated
Strategies	<ul style="list-style-type: none"> ● Daily opportunities for exercise ● Access to healthy food choices ● Soft Start for all students involving movement break ● Self Regulation Education programs such as Go Zen and Mental



	<p>Health Curriculum</p> <ul style="list-style-type: none"> • Small group and one on one support from Family School Liaison Worker
Measures	<ul style="list-style-type: none"> • Numbers of suspensions and office referrals • Student and staff survey • Assurance Measure Survey results on Welcoming, Caring, Respectful and Safe Learning Environments

Outcome	Schools implement collaborative support processes to effectively address diverse learning needs
Strategies	<ul style="list-style-type: none"> • Continue to provide time for collaborative planning and team meetings • Continue to receive support from Jigsaw Learning
Measures	<ul style="list-style-type: none"> • Staff feedback on confidence in the Collaborative Response approach • Staff feedback on the new IPP module



PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context

Outcome	Positive community relations contribute towards student success
Strategies	<ul style="list-style-type: none"> ● Monthly Family Lunches followed by Parent Advisory Council Meeting ● Field trips to local companies and organizations ● Continue to utilize parent volunteers, and seek out additional parent volunteers ● Connect with local businesses to build partnerships ● Work with the Smith Community Group to develop plans to promote the School and Community
Measures	<ul style="list-style-type: none"> ● Assurance Measure Survey on Parent Involvement ● Parent engagement in communication and school events ● Increase in Parent Volunteers ● Increase in Social Media Engagement

Outcome	Staff and students have a sense of belonging
Strategies	<ul style="list-style-type: none"> ● Access to student citizenship and leadership programming ● Students have access to a variety of extra-curricular programs and complementary courses
Measures	<ul style="list-style-type: none"> ● Assurance Measure Survey results on Citizenship ● School-based student survey data



Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity
Strategies	<ul style="list-style-type: none"> ● Indigenous students have opportunity to learn about traditions and engage in cultural practices at school (eg. smudging, talking circles, stewardship of a tipi, installation and maintenance of healing gardens, etc.) ● Teachings around the importance of the Land Recognition, and days in Recognition of Cultural Hardships ● Access to Elders and Knowledge Keepers in residence to support Indigenous student success and wellness ● Use of outdoor learning spaces such as local Forests and Nature.
Measures	<ul style="list-style-type: none"> ● First Nations, Métis and Inuit students attend school regularly ● Increase in First Nation, Metis, and Inuit teachings and experiences

Outcome	All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives.
Strategies	<ul style="list-style-type: none"> ● All students have the opportunity to learn about Indigenous cultural practices and traditions ● School-based leads continue to collaborate, build their capacity and connect with Elders and Knowledge Keepers to bring cultural teachings into the school ● Indigenous land-based learning experiences ● Professional Development provided for all staff members
Measures	<ul style="list-style-type: none"> ● Students and staff report an increased understanding of Indigenous foundational knowledge ● Staff report increased confidence in addressing the curricular outcomes



	related to First Nations, Métis and Inuit history, knowledge and cultural practices
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Stakeholder Engagement

Decision-making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Opportunities for Engagement	<ul style="list-style-type: none"> ● Parent Advisory Council Meetings ● Parent Teacher Interviews ● Family Lunches and other community events such as Carnivals ● Meetings with Smith Community Development Council
What We Heard	<ul style="list-style-type: none"> ● During the Parent Advisory Council Meeting there was a discussion on how to improve Parent and Community Engagement. Here are the suggestions provided: <ul style="list-style-type: none"> ○ continue to host family lunches ○ making sure the calendar gets posted at the beginning of the month at the post office and store - ● having a crib/game tournament with community members ● talking to individuals one on one ● continuing to post on social media ● posting highlights of the Parent advisory meeting on Facebook along with the link to the meeting minutes



