

Smith School

Annual Education

Results Report

2023-24



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 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.

Alberta Education Assurance Measures Overall Summary Fall 2024

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	72.4	68.3	75.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.5	66.1	79.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	55.6	*	n/a	68.5	66.2	66.2	Very Low	n/a	n/a
	PAT6: Excellence	0.0	*	n/a	19.8	18.0	18.0	Very Low	n/a	n/a
	PAT9: Acceptable	*	58.3	58.3	62.5	62.6	62.6	*	*	*
	PAT9: Excellence	*	8.3	8.3	15.4	15.5	15.5	*	*	*
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.7	79.2	87.2	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	74.0	85.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.0	64.4	76.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	66.7	63.3	78.3	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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.
- 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, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Smith School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	83.9	81.9	68.3	72.4	na	85.6	85.1	84.4	83.7
	Citizenship	89.0	92.6	91.8	66.1	82.5	83.3	83.2	81.4	80.3	79.4
	PAT6: Acceptable	n/a	n/a	43.2	*	55.6	na	na	64.3	66.2	68.5
	PAT6: Excellent	n/a	n/a	2.7	7.1	0	na	na	17.7	18	19.8
	PAT9: Acceptable	n/a	n/a	*	58.3	*	na	na		62.6	62.5
	PAT9: Excellent	n/a	n/a	*	8.3	*	na	na		15.5	15.4
Teaching & Leading	Education Quality	96	93.1	95.3	79.2	78.7	90.3	89.6	89.0	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	96.4	96.8	74.0	84.2	na	87.8	86.1	84.7	85.4
	Access to Supports and Services	n/a	96.7	88.6	64.4	79	na	82.6	81.6	80.6	81.1
Governance	Parental Involvement	76.9	80.0	93.3	63.3	66.7	81.8	79.5	78.8	79.1	78.9

Priority One	Student Success and Completion
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>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p> <p>Students complete a high school program and are connected to future career and post-secondary pathways.</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Smith School Acceptable (%)	Alberta Acceptable (%)	Smith School Excellent (%)	Alberta Excellent (%)
PAT Overall	9	55.6	65.5	0	17.6
English Language Arts 6	Not administered				
English Language Arts 9	2	*	69.5	*	11.8
Math 6	Not administered				
Math 9	2	*	51.4	*	13.7
Science 6	8	66.7	68.8	11.1	25.6
Science 9	2	*	66.8	*	20.9
Social Studies 6	9	55.6	68.7	0	20.4
Social Studies 9	2	*	60	*	15.9
K&E ELA 9	1	*	49.6	*	5.6
K&E Math 9	1	*	52	*	9.9
K&E Sci 9	1	*	52.3	*	9
K&E Social 9	1	*	50.4	*	11.3

*Data values have been suppressed where the number of students is fewer than 6

Provincial Achievement Tests: Observations and Next Steps
<p>Based on the provided data and interventions, here's an analysis of the current educational situation:</p> <p>Math, Reading and Writing Levels</p> <ul style="list-style-type: none"> • Provincial Average: The students are below the provincial average in reading and writing, indicating a need for targeted support. • Suppressed Data: Some class data is suppressed due to low student numbers, which can mask trends and insights. It's essential to consider this when interpreting overall performance. • Growth in Reading Levels: Despite being below the average, there is evidence of growth in reading levels. This suggests that interventions are beginning to have a positive impact, and ongoing efforts may further enhance student performance. <p>ELA Interventions and Collaboration</p> <ul style="list-style-type: none"> • Grade 1 to 9 Interventions: The sustained intervention efforts from early grades through to grade 9 provide a continuous support system, which is crucial for developing literacy skills. • Weekly ELA Collaboration Meetings: The focus on collaborative response and instructional rounds promotes a culture of shared responsibility and professional growth among teachers. This

collaboration allows for the exchange of strategies and insights, fostering a unified approach to instruction.

- **Weekly Math Collaboration Meetings:** Similar to reading, the weekly collaboration for math emphasizes a cohesive approach to teaching. The use of Building Math Minds professional development aligns with modern pedagogical strategies that prioritize understanding over rote memorization. Collaborative Response meetings are also being held once a month. During the Collaborative Response meetings teachers work together to help come up with solutions for areas of concern.
- **Monthly Common Writes:** By analyzing common writing samples, teachers can identify trends and specific areas needing attention, enabling them to tailor their instruction effectively.

Mathematics Instruction

- **Concrete to Abstract Learning:** This method of gradually shifting from concrete representations to abstract concepts helps solidify foundational knowledge, making it easier for students to grasp complex ideas later on. Teachers will be utilizing the Division Numeracy Framework to help improve numeracy skills.
- **Use of Division Assessments:** Utilizing assessments designed by the Division ensures that evaluations are aligned with curriculum goals and standards.
- **Daily Math Homework:** Students in Grades 7-9 receive 5 math questions based on previously learned concepts. This will spiral learning and help ensure students have a strong understanding of solving problems with and without a calculator.

Support Mechanisms

- **Access to Resources:** Ensuring that students who require additional support have access to readers, scribes, and extended time for assessments demonstrates a commitment to inclusive education and equity.
- **Ongoing Assessment Adjustments:** The commitment to adjusting assessments based on student needs indicates a responsive teaching approach, which is crucial for addressing diverse learning profiles.

Conclusion and Next Steps

While students are currently performing below provincial averages in reading and writing, the observed growth in reading levels is promising. Structured interventions and collaborative practices in literacy and mathematics are essential components that can lead to further improvements.

Moving forward, it may be beneficial to:

- Continue monitoring and analyzing suppressed data as more students engage in assessments.
- Increase targeted interventions in writing, particularly in areas identified through common writes.
- Gather feedback from teachers on the effectiveness of collaboration meetings and adjust the focus as needed while ensuring teachers have access to weekly collaboration time.
- Strengthen home-school connections to support students' learning outside of the classroom.

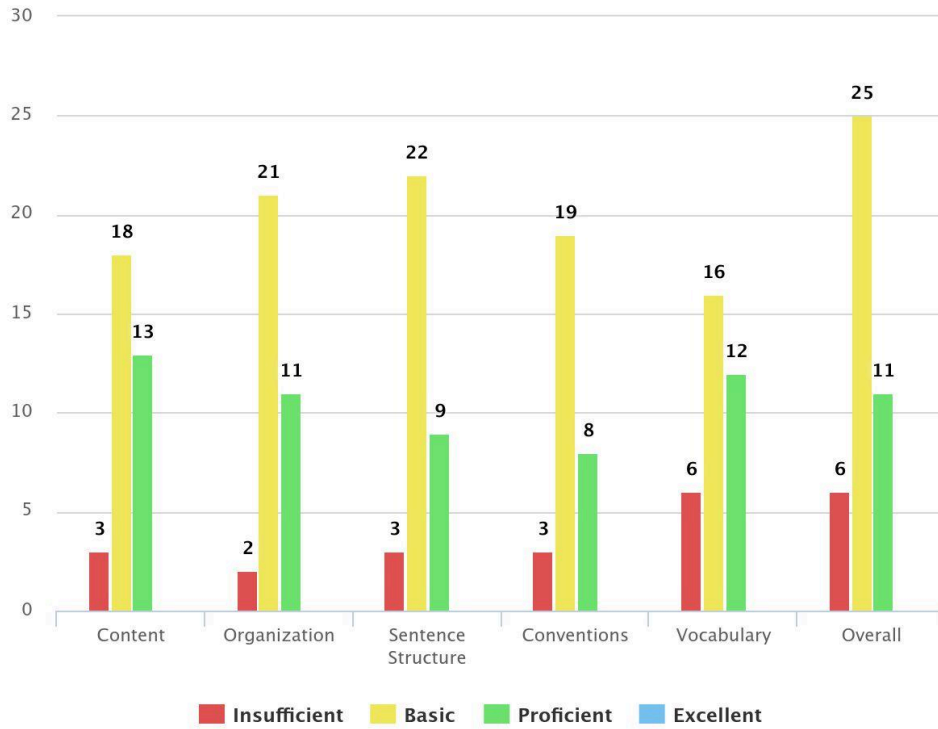
Overall, the data and interventions suggest a proactive approach to enhancing student literacy and numeracy. With continued focus, more students are likely to achieve and exceed expected learning outcomes.

Fountas and Pinnell Literacy Assessment June 2024				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	14	22	33	14
2	67	0	0	33
3	67	0	0	33
4	50	0	0	50
5	33	0	33	33
6	0	0	0	100
Gr.1-6	39	4	11	44

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
K	25	63	13	0
1	0	71	29	0
2	67	33	0	0
3	33	67	0	0
4	0	75	25	0
5	0	75	25	0
6	0	0	100	0
7	50	50	0	0
8	0	86	17	0

CWA Results

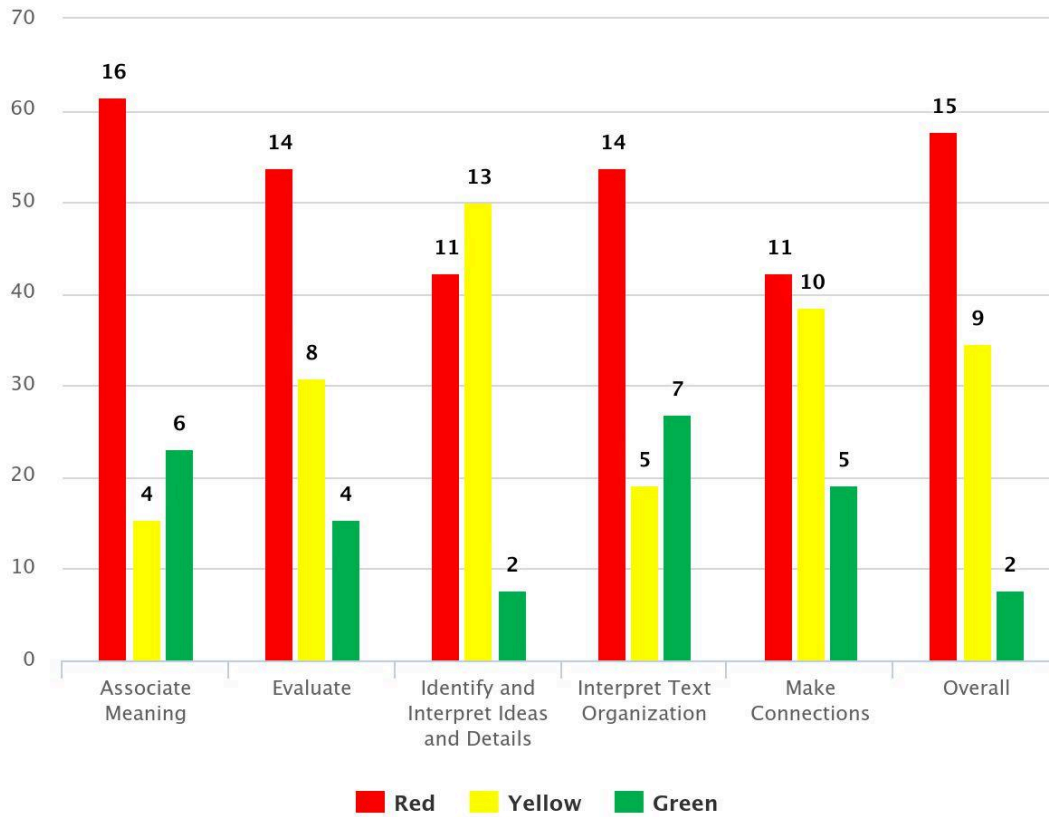
Count of Students – 44 Students. School Year: 2023 – 2024; School: Smith School; Period:
June



RCAT Overall Level of Achievement June 2024	Percent
Insufficient	58
Satisfactory/Proficient	35
Excellent	8

RCAT Percentage of Students: Category Performance

Count of Students – 26 Students. School Year: 2023 – 2024; Schools: Smith School; Period: End of Year; Genre: Overall



Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	7	0	0
Grade 2	3	2	2

CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	7	0	0
Grade 2	3	2	2
Grade 3	5	2	1
Grade 4	3	1	1

Numeracy Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	7	0	0
Grade 2	3	2	2
Grade 3	5	3	1
Grade 4	3	0	1

Literacy and Numeracy: Observations and Next Steps

Data on Grade 1-3 numeracy and literacy assessments reveals that early interventions are critical to addressing learning gaps. However, it is common to see students continue to test "at risk" despite receiving interventions, especially if they have underlying learning disabilities.

The results show that students in small classes have participated in targeted, small-group pull-out interventions throughout the year. While these interventions have shown some progress, they have not yet been sufficient to move students out of the at-risk category. As such, students will continue to receive ongoing support and additional interventions to further encourage their academic growth.

Data analysis reveals that students continue to face challenges in incorporating rich vocabulary into their writing. To address this, teachers will collaborate to develop routines that expose students to new vocabulary. These routines may include engaging with rich texts, exploring synonyms, modelling varied vocabulary in conversations, playing interactive word games like Scrabble, using morphology, and engaging in peer review focused on vocabulary development.

To enhance students' ability to associate meaning with words in reading, they will participate in read-aloud sessions followed by think-aloud, where teachers model how to link words with their meanings and use context clues to decipher unfamiliar words. Students will also be taught to identify and understand

different types of context clues within texts. Additionally, using morphology will further support the process of associating meaning.

In numeracy, students are struggling with basic math facts, particularly subtraction. Continued work on building number sense through daily routines focusing on subitizing, choral counting, number lines, comparing numbers, number talks, and counting collections will help improve their ability to recall facts.

To improve subtraction skills, students will practice with concrete objects, use number lines for visual support, and engage with word problems to strengthen their understanding of subtraction concepts. Methods such as counting up and making ten will also be incorporated to enhance their subtraction abilities. To keep students engaged and help improve fluency, subtraction recall can be practiced through card games, dice games, and other interactive activities.

Smith School is utilizing a tiered intervention model for literacy and numeracy for students in Grades 1-9.

Tiered Intervention Model

Tier 1: Small Group Work for ELA

- **Grouping by Level:** Students are grouped based on their reading and writing levels, allowing for differentiated instruction tailored to their specific needs. This approach promotes engagement and ensures that students receive appropriate challenges.
- **Teacher Involvement:** Direct teacher interaction in small groups fosters a supportive learning environment where students can receive immediate feedback and personalized instruction.

Tier 2: Push-In Intervention

- **In-Class Support:** Teachers working one-on-one or in small groups within the classroom context allow for seamless integration of intervention strategies without removing students from their learning environment.
- **Targeted Lessons:** This model enables targeted intervention lessons that address individual student needs, promoting skill development in real time alongside peers.

Tier 3: Pull-Out Intervention

- **Certified Staff Involvement:** Utilizing certified staff for pull-out interventions ensures that students receive specialized instruction from trained professionals, which can enhance the quality of support.
- **Grade-Specific Interventions:**
 - **Grades 1-6:** Small group literacy and numeracy interventions can provide intensive support for younger students and address foundational skills.
 - **Grades 7-9:** The combination of pull-out ELA interventions and push-in support helps maintain a balance between focused instruction and classroom engagement. Weekly pull-out math intervention allows for targeted skill enhancement in numeracy.

Teachers collaborate around interventions to ensure they know where their students are and how to help the pull-out students when they are in the classroom.

The next steps will involve having another Literacy session so parents can learn strategies to support their child at home and continuing to provide professional development for teachers regarding intervention.

Student Learning Engagement						
	Number of Responses	Smith School 2024	Smith School Comparison to 2023 (+/-)	Smith School Comparison to Alberta 2024 (+/-)	Smith School 3 Year Average	Alberta 3 Year Average
Overall	35	72.4	+4.4	-11.3	74.2	84.4
Parent	6	55.6	-11.1	-31.1	61.1	87.6
Student	23	72.7	+2.8	+3.4	70.7	70.5
Teacher	6	88.9	*	-6.2	91.7	95.2

Citizenship						
	Number of Responses	Smith School 2024	Smith School Comparison to 2023 (+/-)	Smith School Comparison to Alberta 2024 (+/-)	Smith School 3 Year Average	Alberta 3 Year Average
Overall	35	82.5	+16.4	+3.1	80.1	80.4
Parent	6	63.6	-3.4	-15.1	65	79.5
Student	23	94.1	+28.6	+24.5	83.3	71.0
Teacher	6	90	*	+0.2	91.7	90.6

Observations and Next Steps
<p>Reflections on recent data reveal positive growth in student engagement and citizenship among both students and staff. There has been a notable improvement in students' sense of responsibility, as they increasingly feel encouraged to put forth their best effort. Most students follow school rules and show respect toward one another, reflecting a positive citizenship culture.</p> <p>On a closer review of the data, most parents feel that their children are encouraged to be good citizens. However, one out of six parents expressed uncertainty about this, which impacts the overall percentage. To strengthen parent confidence in the school's commitment to citizenship, additional communication efforts will be implemented. Updates and insights on student citizenship and engagement will be shared via Facebook, emails, and one-on-one conversations with parents.</p> <p>Smith School is enhancing student citizenship and engagement through several targeted initiatives. By</p>

integrating the Heroes Social Skills program and Kelso’s Choice social-emotional skills framework, we are equipping students with essential interpersonal skills and conflict-resolution strategies. The Tree of Hope initiative continues this Christmas, fostering a sense of community and support among students. Grade 1-9 students also participate in No Stone Left Alone to honour veterans.

Additionally, our Student Council has been challenged to create a community event, encouraging leadership and collaboration. For our junior high students, an exciting trip to the Maritimes offers experiential learning opportunities that broaden their horizons.

We also prioritize student agency in learning by allowing them to choose assignment options and engage in project-based learning. This hands-on approach, coupled with clear rubrics, ensures students understand expectations and can take ownership of their work.

Finally, we maintain open lines of communication with parents regarding their children's performance, celebrating successes and addressing challenges to create a supportive educational environment. These combined efforts foster a vibrant, engaged, and responsible student body.

Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	<p>Students and staff are able to resolve conflicts in a healthy manner and feel safe.</p> <p>Staff and students are well-regulated.</p> <p>Staff and students have equitable access to support.</p> <p>Schools implement collaborative support processes to effectively address diverse learning needs.</p>

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Number of Responses	Smith School 2024	Smith School Comparison to 2023 (+/-)	Smith School Comparison to Alberta 2024 (+/-)	Smith School 3 Year Average	Alberta 3 Year Average
Overall	35	78.7	-0.5	-8.9	84.4	88.2
Parent	6	63.9	-4.7	-19.9	66.2	84.8
Student	23	91.4	+2	+6.8	91.6	85.5
Teacher	6	80.6	*	-13.3	88.9	94.5

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 2024	Smith School Comparison to 2023 (+/-)	Smith School Comparison to Alberta 2024 (+/-)	Smith School 3 Year Average	Alberta 3 Year Average
Overall	35	84.2	+10.2	+0.2	85	84.9
Parent	6	66.7	-5.6	-18.6	69.5	85.9
Student	23	93.1	+17.5	+17.9	87.5	76.5
Teacher	6	92.7	*	+1.1	96.3	92.4

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 2024	Smith School Comparison to 2023 (+/-)	Smith School Comparison to Alberta 2024 (+/-)	Smith School 3 Year Average	Alberta 3 Year Average
Overall	35	79	+14.6	-0.9	77.3	80.7
Parent	6	48.3	+5	-43.8	45.8	76.2
Student	23	98.6	+13.1	+19.9	93.7	79.6
Teacher	6	90.0	*	+4.4	85.0	86.4

Wellness Observations and Next Steps

There has been significant growth in students feeling safe and welcomed at Smith School. According to recent results, students feel they are treated fairly by adults in the building and have a strong sense of belonging. Last year, we made major changes to how we celebrate student successes and revamped our Eagle Pride system. Previously, an Eagle Pride was awarded for positive behaviour, giving students a chance to win a prize. Now, every student who receives an Eagle Pride gets a small reward and still has an opportunity to earn a larger reward. We also celebrate students individually through our Star Students program. Additionally, communication with parents now includes positive remarks about their child's behaviour and academic progress.

We are still working on ensuring students respect one another. To support this goal, we have implemented *Kelso's Choices* for K-4 students, *Go Zen* for Grades 5-6, and *Heroes* for Grades 7-9.

During our wellness professional development, staff learned about the importance of self-care, such as getting enough sleep and setting aside phones earlier in the evening. As a staff, we are focusing on improving our own wellness so we can give 100% to our students.

Smith School Professional Development 2023 2024

During the 2023-2024 school year, staff professional development focused on enhancing collaboration, classroom management, individualized goal setting, cultural awareness, and digital safety. Key initiatives included:

- **Collaboration Time:** Teachers were allocated 30 minutes each for collaboration in English Language Arts (ELA) and math to share strategies, analyze student data, and align instruction for improved outcomes.

- **Classroom Management:** At the beginning of the year, staff engaged in Classroom Management training through Responsive Classroom webinars, which aimed to foster a positive and productive learning environment.
- **Individual Program Plans (IPP):** In September, teachers and Educational Assistants (EAs) collaborated to develop strong, meaningful IPP goals, ensuring that student learning targets were tailored and achievable.
- **Cultural Awareness and FNMI Development:** Staff participated in a Division-wide Professional Development Day focused on First Nations, Métis, and Inuit (FNMI) perspectives, promoting cultural understanding and inclusive practices in the classroom.
- **Digital Citizenship and Online Safety:** Teachers received professional development on digital citizenship to help students safely navigate the online world. Additionally, staff attended a session led by Madison Cameron, who addressed online safety, particularly around social media use.

These professional development efforts were designed to support staff in creating a safe, inclusive, and effective learning environment that meets diverse student needs. One key practice that has emerged is the continued restriction on cell phone use during class time and recess. This policy has helped students stay focused in class and interact positively with one another during recess, resulting in fewer complaints about disrespectful behaviour. Professional development also provided staff with useful talking points and resources to discuss digital citizenship with students.

Collaboration time has evolved into a valuable resource for teachers. It enhances their knowledge and reduces their workload by allowing them to share resources, lesson plans, and ideas. Teachers who are currently taking courses or have recently completed courses use this time to share their insights and expertise.

Smith School Wellness Continuum of Supports

Description of the Wellness Continuum of Supports

1. **Universal Supports (Tier 1):** These are proactive, school-wide initiatives that benefit all students and staff, creating a foundational culture of wellness.
 - **Social-Emotional Learning:** Programs like daily mindfulness practices, Social-Emotional learning programs for students such as Heroes, GoZen, and Kelso programming, and classroom activities focus on developing self-awareness, self-regulation, and social skills for all students.
 - **Positive School Climate Initiatives:** Regular activities, like morning circles or assemblies, foster a sense of belonging and community. Encouraging student voice and recognition programs also enhance positive interactions. Smith School provides a soft start each day for all students, allowing them to ease into their learning with engaging activities like music, art, physical movement, and reading.
 - **Physical Wellness Programs:** Daily physical activities, nutrition education, and healthy snacks encourage healthy lifestyles and model positive choices.
 - **Mental Health Awareness:** Basic mental health education, posters with positive messaging.
2. **Targeted Supports (Tier 2):** For students and staff who need more specific support, targeted

interventions are provided to address early signs of difficulty or specific challenges.

- **Small Group Work with our Family School Liaison Worker:** For students needing social-emotional or peer support, small groups led by the Family School Liaison Worker focus on issues such as anxiety management, conflict resolution, or coping skills.
- **Behavioural Interventions:** Structured behavioural plans and supports, such as time in the multi-sensory room

3. **Intensive Supports (Tier 3):**

- **Individual Counselling and Mental Health Services:** Students identified with more acute mental health needs receive one-on-one counselling or are connected to outside counselling services.
- **Individualized Behavior Plans:** For students with intensive behavioural needs, detailed plans developed with input from teachers, parents, and specialists help support the student's development and provide clear strategies for teachers.

Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	<p>Positive community relations contribute to student success</p> <p>Staff and students have a sense of belonging and are engaged in their learning.</p> <p>Students and staff attend regularly.</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.</p>

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Smith School 2024	Smith School Comparison to 2023 (+/-)	Smith School Comparison to Alberta 2024 (+/-)	Smith School 3 Year Average	Alberta 3 Year Average
Overall	12	66.7	+3.4	-12.8	74.4	79.1
Parent	6	53.3	-10	-21.1	58.3	73.1
Teacher	6	80.0	*	+4.6	86.7	85.2

Student Attendance Rates 2023 2024 (%)	90+	80 - 89	70 - 79	<70
Percentage of Students	42.6	40.4	14.9	2.1

Engagement Observations and Next Steps

To strengthen parent involvement in their children’s education, a Parent Council has been established for the 2024-2025 school year. The goal is to create a welcoming space where parents feel comfortable engaging in open discussions, sharing concerns, providing positive feedback, and offering suggestions on ways to enhance their child’s educational experience.

The Parent Council meetings aim to help parents understand the various ways they can actively participate in school activities and decision-making. Additionally, staff are reaching out to each parent via email or phone once a month, sharing either positive messages or specific growth areas for their child. This regular communication fosters a consistent connection between the school and home, helping parents stay informed and engaged in their child’s progress.

Together, these initiatives will hopefully build a strong partnership between parents and the school, encouraging parents to play an active role in supporting their child’s learning journey.

We’re beginning to see a positive trend, an increase from 89% to 91% this school year in student attendance, thanks in large part to proactive communication with parents. Staff members reach out to families whenever a child has missed more than two days in a month, checking in to ensure everything is okay and offering support if needed. This consistent communication has made a noticeable difference, helping parents feel connected and supported in addressing attendance. Students who struggle with attendance are also given school-wide jobs such as secretary at lunchtime. This sense of responsibility has increased student attendance.

Looking ahead, we plan to maintain these check-ins and introduce positive reinforcement for strong attendance, including awards and recognition. This combination of support and positive reinforcement will continue to build a culture of regular attendance, helping students stay engaged and connected to their learning.

Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	<p>All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives</p> <p>First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity</p>

First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	Smith School Acceptable (%)	Alberta Acceptable (%)	Smith School Excellent (%)	Alberta Excellent (%)
PAT Overall	n/a	n/a	45.1	n/a	6.7
English Language Arts 9	n/a	n/a	49.5	n/a	4.7
Math 9	n/a	n/a	28.7	n/a	4.8
Science 6	4	*	51.4	*	12.3
Science 9	n/a	n/a	46.0	n/a	8.5
Social Studies 6	4	*	48.7	*	7.3
Social Studies 9	n/a	n/a	39.0	n/a	6.3

First Nations, Métis and Inuit Student Success Observations and Next Steps

Smith School actively promotes Indigenous cultural identity and incorporates Indigenous perspectives into its programming and community engagement in a variety of ways:

1. **Land Acknowledgments:** A land acknowledgment is shared every Monday and before school gatherings to honour the traditional territories and respect Indigenous lands.
2. **Métis Week Activities:** The school celebrates Métis Week with activities such as traditional Métis games and bannock-making, helping students connect with Métis culture.
3. **Student-Led Initiatives:** Students created a unique orange shirt design, reflecting their commitment to honouring Indigenous culture and raising awareness about residential schools.
4. **Community Support:** The school organizes a food bank drive to support the Slave Lake Friendship Center, fostering a strong sense of community partnership and support.
5. **Red Dress Day:** Red Dress Day is observed to raise awareness of Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S), creating a respectful space for reflection and honouring lives lost.
6. **Indigenous Teachings in Curriculum:** Indigenous teachings are thoughtfully integrated into classroom lessons, exposing students to Indigenous knowledge, values, and history.
7. **Inviting Indigenous Knowledge Keepers:** Knowledge keepers are regularly invited to the school to share their wisdom, stories, and cultural teachings, providing students with authentic learning experiences.
8. **Professional Development for Staff:** Staff participate in professional development focused on Indigenous culture and history to ensure respectful, informed teaching that incorporates

Indigenous perspectives.

9. **Indigenous Peoples Atlas of Canada:** This resource was brought into the school for a day, offering a unique learning opportunity on Indigenous history, culture, and geography.
10. **Cultural Support and Smudging:** The Family School Liaison Worker offers smudging for students who wish to participate, supporting spiritual wellness and cultural practices.
11. **Outdoor Learning and Use of a Tipi:** The school conducts lessons outside in a tipi and integrates outdoor learning, where students explore Indigenous traditions connected to land and nature.
12. **Medicinal Plant Education:** Students learn about local medicinal plants, connecting them to traditional Indigenous knowledge of the land and natural healing.
13. **Indigenous Day Community Event:** The school hosts an event for Indigenous Day that includes a free meal with Indigenous cuisine, a showcase of Indigenous talent, and cultural presentations.
14. **Indigenous Dance, Song, and Fashion Presentations:** For Indigenous Day, students are introduced to various Indigenous dances, songs, and fashion styles, enriching their understanding of Indigenous cultural expression.

These initiatives create a respectful, inclusive environment at Smith School, fostering appreciation for Indigenous culture and perspectives among students, staff, and the broader school community.

Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

Stakeholder engagement is central to our mission of strengthening student citizenship and learning. Our Parent Council serves as a key partner, fostering collaboration between parents and the school and providing a platform for shared ideas, concerns, and feedback.

We prioritize one-on-one conversations with parents and students to address individual needs and build meaningful relationships. Regular discussions with staff ensure a cohesive, unified approach, allowing us to align our strategies and support one another in achieving our goals.

To gather valuable insights, we conduct parent surveys that help inform our practices and identify areas for improvement. This continuous feedback loop reinforces our connection with families and guides us in tailoring our programs to better meet students' needs.

Our commitment to open communication extends to the broader community as well. By welcoming input and involvement from community members, we create a more inclusive and supportive environment that enriches students' educational experiences. Collectively, these efforts enhance our engagement strategy, ensuring all voices contribute to our shared mission and that everyone feels valued.