



School Education Results Report

2014/2015

GW Smith Elementary



The Year in Review

Fast Facts:

GW Smith Elementary
17 Springfield Ave
Red Deer, Alberta T4N 0C6
Phone: 403-346-3838
Fax: 403-343-1855
Website: <http://gwsmith.rdpsd.ab.ca/>

Principal: Kelley Lund
Vice Principal: Audra Garnett

Student Profile:

- Pre-kindergarten = 15
- Kindergarten = 52
- Grade 1 = 48
- Grade 2 = 50
- Grade 3 = 62
- Grade 4 = 43
- Grade 5 = 55
- Total Students = 325
- ESL Students = 27
- FNMI Students = 14

Staff Profile:

- 19 Teachers = 17.5 FTE
- 11 Classified Staff = 9.25 FTE
- 2 Facility Services Staff = 1.25 FTE
- 32 Total Staff

Programs:

- Pre-Kindergarten

New directions:

Our new initiative and focus this year has been on creating a pyramid of support structure that is sustainable and meets the needs of all students. Grade teams meet weekly with the support of administration and the learning assistance / instructional design teacher. Meeting and collaborative time are focused on developing common assessments, sharing effective universal and targeted strategies, prioritizing essential outcomes, teacher efficacy, and developing a growth mindset. At the beginning of the school year, daily time was built into the timetable for collaborative team meetings, re-teaching concepts, and providing small group and individual support.

We continue into the second year of implementation of the Zones of Regulation program. This program supports our goal of developing students' self-understanding and independent skills. Students learn to recognize when they are in different states, or zones, as well as develop strategies or tools to stay in a zone or move from one to another. Along with implementing the program with students, we are also providing our parents with information about the program so that they can use it and support their child's learning at home.

Opportunities and challenges:

With our focus on better meeting the needs of all students, we have formed a technology committee to help support staff growth and effective technology integration. We are developing common strategies to better support the classroom. With technology ever-greening scheduled for next year, we are planning for future changes and needs. This includes development of our Learning Commons and digital citizenship lessons. Through technology, we also have the opportunity for working more closely with our families and community. We are utilizing more effective and efficient ways to communicate and work in partnership with parents.

A year of success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Accountability Pillar Overall Summary
School: 4442 George Wilbert Smith
School

Measure Category	Measure Category Evaluation	Measure	George Wilbert Smith School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	96.7	89.5	92.1	89.2	89.1	88.9	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.9	85.6	87.7	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	94.0	91.0	92.9	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.0	73.1	73.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	18.8	18.4	18.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	91.2	72.5	75.5	82.0	81.2	80.4	Very High	Improved	Excellent
		Citizenship	90.4	86.7	86.7	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	83.7	80.5	82.9	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.9	78.1	83.0	79.6	79.8	80.1	Very High	Maintained	Excellent

District Goal

Literacy

Outcome

- Each learner is a proficient reader and writer across the curriculum.
- Each learner is numerate.
- Each learner will discover, develop and apply, competencies across the curriculum.

District Performance Measures

- **Percentage of teachers who employ benchmarking as a strategy to measure student growth in literacy.**

Number of Classrooms	Classrooms using benchmarking	Percentage
12	12	100

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)**

Number of students	Students who are reading/writing within one year	Percentage
256	219	86

Comment on Results: Analysis and Action

- This year we hosted our second annual Literacy Week to celebrate literacy in a variety of ways: physical literacy, musical literacy, and the exposure to a variety of literature by Sigmund Brower. He spent the day with the students, sharing his love of Rock & Roll Literacy as well as presenting to a parent group of 100+. This event will continue each year with a new and exciting theme to capture the interest of the students.
- All teachers used Fountas and Pinnell for reading benchmarking in March.
- The school literacy committee focused on writing. They will continue to work on developing continuity in writing expectations through the creation of writing skills guidelines and exemplars at each grade level.
- Teachers worked on differentiating instruction in reading and writing using strategies such as guided reading and writing, adapting assignments, and implementation of Daily 5 and Literacy CAFE.
- Through our pyramid of support structure, we will continue to focus on differentiating strategies, cross-curricular competencies and creating a growth mindset in order to develop student independence and self-understanding. We are not only focused on having all students reading, writing, and numerate within a year of grade level but also moving more students towards excellence.

District Goal

Equity For All Students

Outcome

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Teacher and parent satisfaction with parental involvement in decisions about their child's education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.7	84.2	84.0	80.5	83.7

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.5	92.3	94.4	89.5	96.7

District Performance Measures

- **Survey results specific to inclusion for all students.** Percentage of satisfied/very satisfied

Students	Parents	Staff	Overall
96	91	97	94.6

- **Number of students identified and monitored by LAT model.**

Number of targeted and specialized students (Tier 2 & 3) who are directly identified and monitored by the Learning Team through: assistive technology, ISP development, facilitating assessments, coordination of services, etc.	103
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- **Percentage of staff engaged with the LAT.**

Staff who are meaningfully, actively and frequently collaborating with the Learning Assistance Team (grades K to 8) or Curriculum Leader/Counselling Staff (grades 9 to 12) toward increased achievement of students.	100
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- **Percentage of teachers self-reporting they incorporate strategies to differentiate instruction to meet the needs of students in their classrooms.**

Percentage of staff who strongly agree that they incorporate differentiated instruction in their teaching.	95
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Comment on Results: Analysis and Action

- The Learning Team, with the new addition of our student services liaison and FSW worker, met weekly to discuss students that required targeted support or access to services. This team also met with grade groups of teachers to support with behavior issues and programming for students with diverse needs.
- The implementation of The Zones of Regulation has been highly successful. Common language pertaining to the Zones of Regulation program is being used throughout the school and students are able to identify in others when various strategies may be beneficial to an individual to get back into the green zone. We look forward to the continuation of this program and to watch the level of independence and ability to self-regulate become part of our everyday practices.
- Large Group Health or ABC (Assembly to Build Community) has provided opportunities for the counsellor and administration to teach essential concepts while providing teachers an opportunity to collaborate. Although this structure has been effective for several years, staff felt it was time for change. This year these changes include grade group instruction and support from administration or LAT during grade team collaboration.

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.1	86.8	86.5	86.7	90.4

- **Overall agreement that students are taught attitudes and behaviour that will make them successful at work when they finish school.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.0	76.7	77.2	72.5	91.2

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.3	85.6	91.9	85.6	89.9

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	5
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- **Survey results specific to high school completion and transitions. Percentage of satisfied/very satisfied**

Students	Parents	Staff	Overall
96	93	99	96

- **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
256	0	0	0	0

- **Expulsion rates.**

Number of students expelled from school	0
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Comment on Results: Analysis and Action

- A student leadership group, known as LOT2 continued that was offered to grade 3-5 students. With a group of 75+students, they took on roles and responsibilities that demonstrated leadership within the school. This included selling milk, acting as student secretaries, supporting the library with shelving books, running fundraisers to support the local community (Food raiser and Gifts for Grandparents), to also creating and planning theme days to enable all students to feel part of the school community. Our plan is for leadership opportunities for all students to continue to grow.
- A new activity was tried, known as PRIDE Clubs. This was where teachers offered different options for students to choose from. We had everything from cooking to yoga to technology clubs. Students were able to try 2 different clubs over 2 week intervals. This was received very positively and we plan to continue this again.
- The Health Action Team took on a leadership role by organizing healthy activities for all staff and students including a movement break at each assembly. They also attended various conferences and upon returning to the school shared that information with the school community.

District Goal

Throughline Outcomes

Alberta Education Performance Measure

- **Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.4	93.0	94.6	91.0	94.0

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2011	2012	2013	2014	2015
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.3	82.1	88.9	78.1	84.9

Comment on Results: Analysis and Action

- There was a dip in 2014 in the area of school improvement. The results in 2015 are up and encouraging. Staff continues to work hard to ensure that all students have a quality education with a focus on utilizing effective universal classroom strategies and differentiating instruction.
- We will continue to focus on effectively working and communicating with parents to ensure they feel supported and can celebrate all that their child is learning and accomplishing.
- We are inspired by having the benefit of a community liaison worker as part of our staff. Many families need assistance outside of school and support with outside services.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- There was success with our FNMI students this year with a team of supports. This included a lunch of various foods that celebrated different cultures, as well as presentations from the FNMI Learning Services.
- Our Community Liaison Worker has joined the FNMI committee which continues to support our FNMI students and families.
- Brian St. Germain will be giving his Residential Schools presentation at our January staff learning day. He will also provide small group cultural sessions to our grade 2-5 students.
- We will focus on fostering a school-wide practice of celebrating differences and promoting tolerance and explore ways to ensure that FNMI students develop a sense of belonging, through guest speakers, performances, development of positive relationships and ensuring a quality learning experience.

Summary of Financial Results for G.W. Smith Elementary School 2014-2015

REVENUE			
	District Allocation	\$2,300,512.00	
	School Generated Revenue	\$ 27,485.00	
	Other	\$ -	
	TOTAL REVENUE		\$ 2,327,997.00
EXPENSES			
	Staffing – Certificated	\$1,787,696.00	
	Staffing – Non Certificated	\$ 417,965.00	
	Supplies	\$ 19,911.00	
	Contracted Services	\$ -	
	Furniture and Equipment	\$ 8,573.00	
	School Generated Expenses	\$ 19,678.00	
	Other	\$ -	
	TOTAL EXPENSES		\$ 2,253,823.00
NET INCOME			\$ 74,174.00

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of G. W. Smith School. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- the School Results Report was reviewed and discussed at the November & January meetings of the School Council
- the School Results Report is posted on the school website at: http://gwsmith.rdpsd.ab.ca/Documents.php?df_id=376

School Council Involvement and Activities:

G.W. Smith Elementary School 2014/2015 School Council Summary

Parents and community members have had 8 opportunities to attend council meetings this year. They had the opportunity to share their input and to help make decisions about some of the aspects that can affect the students at G.W. Smith. All parents are encouraged to attend our meetings. This year the following people volunteered and were elected as our Council Executive:

Chairperson - Loraie Couchman
Vice-Chair - Shelley Odishaw
Secretary - Jennifer Howe
Treasurer - Chantelle Sabasch
City Wide School Council Reps - Krista Neidert and Jackie Kobsar

Throughout the year we had the opportunity to discuss:

- School Results Report
- Education Plan
- Spring Hop
- Christmas Social
- Labels for Education
- Direction for Council
- Teacher Torture
- City Wide Council Meetings
- Town Hall Meeting
- Nutrition Policy
- Hot Lunch Program
- Money for Classroom Incentives
- School Start Supplies
- School Photos and Yearbook
- Large Fundraising Projects
- Technology at the school
- Skate night
- Unique learning aids for the classroom

Each year our fundraising dollars are used to provide funding to extra-curricular activities and supplies, as well as teacher incentives. This year we cut back on our fundraising to re-evaluate the direction the council wanted to take with a large project. This year the funds raised were earmarked for the following programs:

- Sigmund Brouwer - Artist in Residents
- Classroom Incentive Fund

I would like to thank all of the volunteers at G.W. Smith School for their contributions. Their time and support is invaluable to the students, teachers and school.

Loraie Couchman
School Council Chair
G.W. Smith School

Summary of Financial Results for G.W. Smith Elementary School Council 2014-2015

REVENUE			
	Fundraising	\$ 9,001.00	
	Hot Lunch	\$ 3,645.00	
	TOTAL REVENUE		\$ 12,646.00
EXPENSES			
	Field Trips	\$ 2,997.00	
	Hot Lunch Expenses	\$ 2,525.00	
	TOTAL EXPENSES		\$ 5,522.00
NET INCOME			\$ 7,124.00



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