



School Education Results Report

2015/2016

G.W. Smith Elementary School



G. W. Smith School



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 = 16
- Kindergarten = 41
- Grade 1 = 55
- Grade 2 = 49
- Grade 3 = 52
- Grade 4 = 68
- Grade 5 = 42
- Total Students = 323
- ESL Students = 23
- FNMI Students = 16

Staff Profile:

- 18 Teachers = 16.5 FTE
- 14 Classified Staff = 10.29 FTE
- 2 Facility Services Staff = 1.25 FTE
- 34 Total Staff

Programs:

- Pre-Kindergarten

New Directions:

As we venture into the second year of implementation of our Pyramid of Support program, our focus will be expansion and support of literacy groups at all levels as well as developing growth mindsets and independent skills. At the beginning of the school year, daily time was built into the timetable for small group literacy support and collaborative team meetings.

Opportunities and Challenges:

With technology ever-greening scheduled for this year, our focus will be developing more effective and efficient ways to help support staff growth and effective technology integration with emphasis on implementation of digital citizenship lessons at all levels. Utilizing technology to better communicate and work in partnership with parents and our community will also be an important opportunity.

A Year of Success:

We celebrate the success of our Learning Team, Pyramid of Support structure and opportunities for staff collaboration. This is helping to meet the needs of all students by building capacity in all staff through sharing effective strategies and building efficacy.

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

3-Year Plan - May 2016

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 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.1	96.7	93.5	89.5	89.2	89.1	Very High	Maintained	Excellent
		Program of Studies	89.9	89.9	89.1	81.9	81.3	81.4	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Education Quality	94.8	94.0	93.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
		PAT: Acceptable	n/a	n/a	n/a	73.0	73.1	73.9	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Excellence	n/a	n/a	n/a	18.8	8.4	8.9	n/a	n/a	n/a
		Diploma Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	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	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	84.7	91.2	80.3	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	94.1	90.4	87.8	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Acceptable	Parental Involvement	77.8	83.7	82.7	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	83.1	84.9	84.0	81.2	79.6	80.0	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

Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment

Source/Process: School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate

● 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
265	249	94%

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	93.10%	83.33%	100%
	Numeracy	90.80%	88.89%	100%
	Use	91.95%	83.33%	100%

Comment on Results: Analysis and Action

- All teachers used Fountas and Pinnell for reading benchmarking in the Fall and Spring.
- Our Pyramid of Support and grade team collaborative time provided extra support for students and teachers. Grades 1 and 3 piloted literacy groups which, we felt, were highly effective. Both POS and literacy groups are supported by LAT, VP, Principal, EA's and volunteers. Literacy groups will be implemented in all grades in 2016-17.
- Daily 5/CAFE structure and strategies, as well as thoughtful integration of technology, were also a focus.
- Our third annual literacy week celebrated literacy at school and home. Our theme **For the Love of Reading**, encouraged all to celebrate their favourite books and authors. Our Read-A-Thon was supported by School Council and had very good participation numbers.
- Students and staff are confident in students' ability to read, write and be numerate. Parents are less confident. We will continue to discuss this difference as a staff and communicate/involve parents more effectively with regarding student programming and areas of needed support & growth.

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)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.2	84.0	80.5	83.7	77.8

- **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)				
	2012	2013	2014	2015	2016
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.	90.1	88.7	89.7	94.2	89.6

District Performance Measures

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

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Equity Rubric			
Source/Processes	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	96.55%	83.33%	92.59%
	Support	94.25%	83.33%	96.30%
	Well-Being	96.55%	83.33%	100%

		Connections	95.40%	94.44%	100%
--	--	--------------------	--------	--------	------

Comment on Results: Analysis and Action

- Students and staff were very positive towards learning, support, well-being and connections while parent ratings were not as strong. Relationship building, being more responsive to concerns and effective communication with parents will continue to be our focus.
- The Learning Team, with the new addition of our Community Liaison Worker met weekly to discuss students that required targeted support or access to services. These meetings were also attended/supported by Central Services Coordinators. This team also included classroom teachers occasionally. We will include classroom teachers more frequently this year.
- Developing a growth mindset was introduced to students and staff. This program /philosophy works well with The Zones of Regulation and our focus on fostering self-regulation/understanding and independence.
- Grade group instruction and support from administration or LAT during grade team meetings provided support and opportunities to teach essential concepts.
- Collaboration / professional development time for support staff was provided occasionally. Due to very positive feedback, this has been built into this year's schedule in order to do it on a regular basis.

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)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.4	77.2	88.7	85.0	90.9

- **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)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including	85.6	91.9	85.6	89.9	89.9

fine arts, career, technology, and health and physical education.					
---	--	--	--	--	--

● **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	3
---	---

● **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey Data – Students, Parents, Staff			
Data	Item	Students	Parents	Staff
	Competencies	98.85%	72.22%	88.89%
	Transitions	94.25%	88.89%	96.30%
	High School Completion	98.85%	94.44%	92.59%
	Successful Transitions (High School Only)			

● **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)
265	0	0	0	0

Comment on Results: Analysis and Action

- We noted that our largest gap between students and parents responses was the question regarding competencies. Students responded that they are developing the knowledge and skills for success while parents were less confident. Competencies were also the area scored lowest by staff. Almost all students and staff responded that students were ready for the next grade as did most parents.
- Our plan is to increase the opportunities for students to participate in interest activities, such as leadership, community service, and Lion’s Pride Clubs. Continued exploration of instructional design to develop capacity of teachers to effectively integrate competencies.
- Leadership opportunities for students through many various roles and responsibilities for students in

grade 3-5 involved more than 80 students. This year with the creation of class representatives, there will be leadership opportunities at all grades. Playground supervisors, tech support, reading buddies, classroom helpers, facility support are some of the new roles for student leadership.

- The school Health Action Team participated in the HASS and district symposiums.

District Goal

Throughline Outcomes

Alberta Education Performance Measure

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

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.5	98.2	93.4	95.2	99.2

- **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)				
	2012	2013	2014	2015	2016
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.	87.3	96.4	90.6	95.1	93.8

Comment on Results: Analysis and Action

- Although stakeholders report satisfaction with overall quality of education. We will continue to explore ways to meet the learning needs of all students using the Pyramid of Support structure and team collaboration.
- Learning and sharing instructional strategies for supporting the program of studies with a particular focus on literacy groups at all grade levels will be a focus.
- Support for increasing student self-understanding as well as developing growth mindsets and independent learning skills.
- Continued weekly Learning Support Team Meetings with Administration, LAT, and CLW with increased involvement of classroom teachers.
- We will explore ways for more staff to share their skills, strategies and facilitate professional development.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- We had 16 students identified as FNMI.
- Grade 2-5 FNMI students participated in small Cultural Groups
- Almost all teachers invited FNMI staff to provide sessions for the whole class.
- Our FNMI Point Person (Mrs. Wheeler) and Community Liaison Worker provided special cultural activities during our Lions Pride Clubs and recess breaks with a focus on building positive relationships.
- FNMI presentations/information was presented to all staff on staff learning days. Brian St. Germain facilitated two sessions on Residential Schools.
- Hoop Dance Teddy Anderson was scheduled to perform but was cancelled. We look forward to inviting him again this year.
- Continued 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 and a quality learning experience.

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 meeting of the School Council
- the School Results Report is posted on the school website at: gwsmith.rdpsd.ab.ca/view.php

School Council Involvement and Activities:

G.W. Smith Elementary School 2015/2016 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 - Rachel Geistlinger
City Wide School Council Reps - Candice Bowie/Krista Neidert

Throughout the year we had the opportunity to discuss:

- School Results Report
- Education Plan
- Spring Hop
- Christmas Social
- Teacher Torture
- City Wide Council Meetings
- Hot Lunch Program
- Money for Classroom Incentives
- School Start Supplies
- School Photos and Yearbook
- Large Fundraising Projects
- Direction for Council
- Skate night
- Unique learning aids for the classroom
- Town Hall Meeting
- School Planters
- Flowerbed clean up
- Teacher Appreciation Week
- Mabel's Labels
- Farm to School for 2016/17

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 reevaluate the direction the council wanted to take with a large project. This year the funds raised were earmarked for the following possible programs:

- Outdoor classroom
- School community gardens

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



Red Deer Public School District No. 104
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca