



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------|-------------|
| Normalized | 588.000 | Custodial | 3.250000 | Salaries | \$3,577,920 | 95% |
| Weighted | 679.968 | Exempt | 0.000000 | Supplies, Equip., Services | \$205,510 | 05% |
| Regular | 588 | Support | 8.800000 | | | |
| | | Teacher | <u>25.714000</u> | | | |
| Year Opened | 1991 | Total | 37.764000 | Total | \$3,783,430 | 100% |

School Philosophy

S. Bruce Smith School is dedicated to engaging students in a caring and supportive learning environment. We strive to provide quality instruction and programming to meet the needs of all S. Bruce Smith students. At the heart of being our best selves is an abiding commitment to kindness and a sense of accountability, equity and integrity both for oneself and for others in our school community. These efforts are nurtured through collaborative processes. It is from this lens that our staff strive to enhance the pathways for our students' success through high-quality learning opportunities in our core and complementary courses where every student knows they are cared for and capable of contributing to our community. As a school community, we are committed to engaging all stakeholders to support our students in becoming confident, responsible and productive global citizens and demonstrating the spirit of S. Bruce Smith as their way of being.

Community Profile

Our school, situated in southwest Edmonton, encompasses several neighbourhoods including Dechene, Jamieson, Garipey, Ormsby, Donsdale, Stillwater, White Birch, The Uplands, Edgemont SE, Wedgewood Heights, Cameron Heights and Keswick. S. Bruce Smith has an optimal enrollment limit of 585 students and currently serve approximately 590 students and their families.

Programs and Organization

S. Bruce Smith School provides inclusive regular and specialized programming. As a Division site, we provide Opportunity, Strategies and our Division's Academic Enrichment (AEP) programming. In addition to core courses, we endeavour to offer complementary courses that may include Instrumental Music, Drama, Art, Leadership and a variety of courses under our Career and Technology Foundations. All students participate in a Guidance and Support Group (GSG) where they have opportunities to develop leadership skills, respectful peer relationships, social awareness and a strong sense of community. S. Bruce Smith School works in partnership with the Jasper Place Catchment Cohort Schools on focused professional development to support enhanced student learning opportunities and successful transitions.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

The Family Centre

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

We will continue to work in partnership with our Jasper Place Catchment colleagues and collaboratively as a team within S. Bruce Smith School in an effort to support continued growth of our students' literacy and numeracy skills. Specifically, we will leverage sound assessment practices, and grow our skills to differentiate for our students, within our cohorts and using our Collaborative Response framework in an effort to:

- increase the number of students reading and writing at or above grade level in each grade by 3%
- increase the number of students achieving numeracy success in math at or above grade level in each grade by 3%
- increase our students' belief and understanding that all core subjects are relevant through meaningful learning experiences, with an emphasis on Math.
- increase achievement in literacy and numeracy for our self-identified First Nation, Metis and Inuit students by 5% on all measures.
- maintain or increase literacy and numeracy skills by a minimum of 2% for our students with special needs.

Evidence of growth will be measured by student success demonstrated on our Division's HLAT, STAR reading assessment, the CAT4, Provincial Achievement Tests for English Language Arts and Math, and our provincial Assurance Survey.

Results Achieved:

S. Bruce Smith Staff worked collaboratively throughout the year with Jasper Place Catchment colleagues within a Community of Practice (CoP) model as well as with their grade-level colleagues at S. Bruce Smith in an effort to best support students and one another. With respect to CoP, all staff participated in or facilitated a CoP ranging from mental health supports, assessment practices, leveraging technology and numeracy or literacy teaching practices. Within our school, 100% of teachers and EAs leveraged the cohort model to engage in collaborative conversations to guide the differentiation of instructional strategies to support our students and one another throughout the school year. As a result of this engaging partnership and collaboration, we have both reasons to celebrate and to recalibrate:

- As measured by HLAT and our Reading Levels, our grade 7 and 9 students continue to demonstrate improvement, although we saw a decline in our grade 8 HLAT results. With respect to our reading levels, we used two tools to measure our growth: the CAT4 and our Reading Achievement Data. Our Reading Achievement Data showed demonstrable improvement in our grade 7s and 8s, although we saw a slight decline in our grade 9 reading levels. However, our CAT4 results showed students at all grade levels reading at or above grade level and sustaining this achievement from the fall to spring measure. Despite the continuity of instruction provided throughout the year being compromised due to measures beyond our control such as the impact of COVID-19 and numerous teaching staff on long-term leaves of absence, we embrace our overall results as a reason to celebrate success and as an opportunity for improvement moving forward.
- As measured by the MIPI, our grade 8 numeracy skills showed consistency and growth although we saw a slight decline in students' achievement at grade 7 and 9. As the MIPI is a formative assessment tool provided to students at the beginning of the year, this drop may be explained by the decline in math skills over the summer holidays, alongside the impact of COVID-19. However, this data showed our students demonstrating significant growth throughout the year at all grade levels in Mathematics and Computation and Estimation (Math: grade 7s moved from 7.8 to 8.1; 8s from 8.1 to 8.9; and 9s from 9.1 to 10.3. Computation and Estimation: grade 7s moved from 7 to 8.8; 8s from 8.7 to 8.9; and 9s from 9.9 to 10.6).
- With respect to meaningful learning experiences, even with an increase in our "n" value from 334 to 432 students, there was a 5% increase in students who agreed or strongly agreed that they received a high-quality teaching and learning experience as a student at S. Bruce Smith.
- Increasing achievement in literacy and numeracy for our self-identified First Nation, Metis and Inuit students remains a priority. Our grade 9 students demonstrated a 4% increase in the number of students reading at or above grade level, whereas our grade 7 students sustained their level at 33%, and our grade 8 students demonstrated a decrease of 5% in the number of students reading at or above grade level. Although there is reason to celebrate, collectively as a team, we understand there is more work to be done to support our First Nation, Metis and Inuit student community.
- As the majority of our students with special needs are either not working on the graded curriculum, or were exempt from a number of the assessment tools, specific indicators of success are limited. This being said, all students demonstrated growth within their grade level of reading and in relation to their math and writing skills.

Overall, we saw a 5% increase in the number of students who felt they received the help they needed for their learning. Considering the context and external factors impacting our students' success, we believe we are implementing the right strategies and have the right people in place to support growth in all areas in the coming years.

We will continue to focus on student and staff wellness by nurturing a healthy school community culture where all stakeholders feel valued, cared for and capable. By modeling the S. Bruce Smith values of striving to be your best self through an abided commitment to kindness, our team will continue to nurture an inclusive culture where every student and staff member know they belong. During the school year, we will engage in creative supervision and engagement strategies allowing students to safely participate in extra-curricular events including athletics, guitar, game play, music, fitness and the outdoors to better support student and staff connections with one another and our school. We will leverage our community partnership with the Family Centre, our Success Coach, and other agencies to support student mental health by addressing individual needs and collective needs by working not only with students, but with our entire staff supporting our relationships with students. We will also endeavour to build upon our current shared leadership practices to support staff engagement and voice. We will measure the success of these efforts through the Assurance and Youth Resilience Survey results. Specifically, we will see 100% of our students indicate that S. Bruce Smith is a welcoming, caring, respectful and safe learning environment. We will also see a 10% increase in our students' satisfaction that SBS students model active citizenship, follow rules, help each other and encourage each other to be involved. Finally, we will see a 5% increase in our school's overall youth resilience data.

Results Achieved:

We were excited to have more students attend in-person this past school year. With an increase of almost 100 more students participating in our Division's Assurance Survey, data shows that despite the challenges students faced, including varying restrictions throughout the school year, 11% more students felt they were doing "well" or "very well" and there was a 5% decrease in the number of students indicating that they were "not well" or "not well at all" than the previous year within the pandemic. Also, approximately three-quarters of SBS students recognized our school's efforts to support their mental health. We believe this is because we were very intentional investing resources in our students' mental health as we provided students access to a full-time on site Success Coach through the Family Centre where students, staff and families benefited from our Success Coaches expertise and trauma-informed skills. As well, we provided students who have experienced loss support through our Group Awareness Program (GAP).

We also celebrate that 82% of our students agreed or strongly agreed that they felt safe at S. Bruce Smith while demonstrating a 3% increase in the number of students who agreed or strongly agreed that they feel included in school and that they can access help from someone at school. As well, we saw a 13% increase in the number of students who believed they are better able to stay connected with other students at school. This being said, we did note an overall decline in our students' belief that the measures put in place to help in-person learners feel safe at school were beneficial.

With respect to our staff, although 100% of our staff felt supported in their work, we noted a 17% increase in staff who indicated that they were "not well" or "not well at all" as a general check-in. As a result, we believe that this negatively impacted our overall students' achievement as we saw an increase in staff requiring longer-term leaves of absence, particularly at the grade 7 and 8 levels.

At S. Bruce Smith, we are proud that our students who identify as First Nations, Metis and Inuit feel connected to their teachers and attend school regularly. These are indicators of our students' sense of belonging here at S. Bruce Smith. This provides a strong base to improve the academic success of our First Nations, Metis and Inuit students. Through our Collaborative Response framework and by engaging our partners, parents and our Division's Diversity team, and by increasing our staff's own foundational knowledge about First Nations, Metis and Inuit, we will support our First Nation, Metis and Inuit students' academic success in both literacy and numeracy. Specifically, we will engage in professional learning opportunities to grow our staff's foundational knowledge and provide school-wide student experiences to support learning and understanding. We will gauge our success through a number of specific measures relative to the provincial Assurance Survey including student growth within learning supports, student growth and achievement, and parental involvement. Further, we will see at least a 5% increase in our First Nation, Matis and Inuit students' success at each grade level on our MIPI, STAR and CAT4 assessments.

Results Achieved:

We were very excited to see our entire staff embrace learning and professional development opportunities supporting the growth of our collective foundational knowledge about First Nations, Metis and Inuit. 100% of our staff participated in a full-day learning experience at the Indigenous People's Experience at Fort Edmonton where staff began addressing their learning and knowledge according to the following outcomes:

1. To understand, explore and continue our journey of reconciliation in relation to ourselves and our students
2. To establish empathy in our classrooms
3. To embrace Indigenous knowledge and ways of knowing
4. To recognize our own perceptions and influences, and to identify points of growth throughout our learning

5. To advocate for land-based learning through foundational understandings of allyship

As the horror of residential schools became more clear to all of us, a sense of urgency toward understanding and reconciliation gripped our school community. As a result, we saw all students and staff embrace opportunities to connect with elders, participate in a PowWow and experience the power of Indigenous drumming. We also worked with our Division's diversity consultants supporting opportunities for students to learn about and lead smudging ceremonies formally and informally in our school. And, although we continue to strive to improve our Indigenous families and students' sense of belonging and connectedness to S. Bruce Smith, we acknowledge that we have more work to do because without these efforts, our ability to support an increase in student achievement and resiliency among our First Nation, Metis and Inuit students will be challenged.

What were the biggest challenges encountered in 2021/22?

There were a number of challenges that we faced throughout the 2021/22 school year. Of course, as with all of our school communities, we faced the uncertainty of COVID-19 which we believe impacted the rigour to which we hold ourselves accountable in our work. Yet, with the loosening of restrictions as the school year came to a close, our opportunity to support student connections, including student and staff connections grew, and as a result nurtured those seeds important to growing the positive relationships and connections underpinning student success at school. This being said, we noted other major challenges, including:

- An increase in our enrollment over the school year greatly impacted class sizes, particularly in our grade 7 and 8 cohorts where we saw student numbers increase to 36 or more students in a classroom.
- With an increase in our enrollment and the growing complexity of our students' needs, funding to support our students created restrictions on our ability to fully support students in order for them to be successful, feel cared for and feel capable.
- We saw a decrease in the percentage of staff who felt they were "doing well" to "very well" in the pandemic resulting in a greater number of staff leaves of absences as well as a more challenging environment to support positive relationships and nurture our students' sense of safety and well-being while at school.
- Two of our grade 9 students took their own lives which challenges us to continue to not be complacent in our efforts to support students, their families and our collective school community's mental health and well-being.

What are the implications from 2021/22 that will impact your current year plan?

The challenges we faced and the results we achieved, whether those that we celebrate or those that give us a sense of disappointment, all provide us with opportunities to grow and improve as a school community. This growth and improvement is not only specific to our students' learning but in how we nurture and support our students' learning and success with high-quality teaching and learning opportunities in a school environment where all students feel safe, cared for and capable. Specifically, the implication from 2021/22 that will impact our 2022/23 year plan include:

- managing our human resources to address our increasing school enrollment and leveraging teacher skill sets to support the return of CTF option opportunities, Music, Art and Drama, as well as a number of other options affording our students a variety of experiences and leadership opportunities.
- working closely with our Division's Student Learning Supports to ensure we are providing high-quality programming for our students with special needs, whether within our specific Strategies and Opportunity programs, or for those students with more complex needs challenging the curriculum in our regular classrooms.
- manage our time to support teachers in their efforts not only to nurture relationships, but to implement the routines, expectations and quality teaching practices leading students to achieve rigour in their learning that will support their efforts and their confidence as they transition from one grade level to the next and into high school.
- supporting connections for our First Nations, Metis and Inuit students and families with our school so S. Bruce Smith is a school where they see themselves and where they know and feel they belong.
- efforts to positively address student and staff mental health and wellbeing by providing healthy opportunities for students to connect and grow with one another not only in our classrooms, but in our hallways and in our school community - this will have us continue to leverage our community partnerships not only with our School Council, but with the Family Centre and through our GAP initiative for students who have experienced loss.
- to ensure we intentionally nurture the spirit of S. Bruce Smith in becoming our way of being - that is, we continually and with ease demonstrate our character of kindness, empathy and compassion so that our students know S. Bruce Smith is a safe environment to be oneself and learn.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7571 S Bruce Smith School

| Assurance Domain | Measure | S Bruce 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 | 85.7 | 85.4 | n/a | 85.1 | 85.6 | n/a | n/a | n/a | n/a |
| | Citizenship | 74.2 | 81.2 | 72.2 | 81.4 | 83.2 | 83.1 | Intermediate | Maintained | Acceptable |
| | 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 | 63.3 | n/a | 75.7 | 67.3 | n/a | 73.8 | n/a | n/a | n/a |
| | PAT: Excellence | 15.9 | n/a | 22.7 | 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 | 84.3 | 84.8 | 85.8 | 89.0 | 89.6 | 90.3 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 82.0 | 85.1 | n/a | 86.1 | 87.8 | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 76.0 | 85.3 | n/a | 81.6 | 82.6 | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 69.6 | 81.7 | 79.1 | 78.8 | 79.5 | 81.5 | Very Low | Declined | 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 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.
- 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.
- 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).
- 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.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

We will continue to work in partnership with our Jasper Place Catchment colleagues and collaboratively as a team within S. Bruce Smith School in an effort to support continued growth of our students' literacy and numeracy skills. Specifically, we will use strategies such as rapid feedback, formative assessment and targeted interventions identified through our Collaborative Response framework to support our students' achievement. Indicators of success will include, but not be limited to:

- increase the number of students reading and writing at or above grade level in each grade by 3%.
- increase the number of students achieving numeracy success in math at or above grade level in each grade by 3%.
- increase our students' belief and understanding that all core subjects are relevant through meaningful learning experiences.
- increase achievement in literacy and numeracy for our self-identified First Nation, Metis and Inuit students by 3% on all measures.
- Increase achievement in literacy among our English Language Learning students by 3%.
- maintain or increase literacy and numeracy skills for our students with special needs working on the graded curriculum.

Evidence of growth will be measured by student success demonstrated on our Division's HLAT, STAR reading assessment, the CAT4, Provincial Achievement Tests for English Language Arts and Math, and our provincial Assurance Survey.

Division Priority 1

At S. Bruce Smith, we support our students who identify as First Nations, Metis and Inuit in an effort to support their connections within their school community including feeling connected to their teachers, having a strong sense of belonging and demonstrating academic success. Through our Collaborative Response framework and by engaging our partners, parents and our Division's Diversity team, and building upon our staff's own foundational knowledge about First Nations, Metis and Inuit, we will enhance our First Nation, Metis and Inuit students' academic success in both literacy and numeracy. Specifically, we will engage in professional learning opportunities to continue to grow our staff's foundational knowledge and provide school-wide student experiences to support learning and understanding in the spirit of reconciliation. These experiences will foster meaningful relationships within our school community and we believe, support improved attendance and academic results in our First Nations, Metis and Inuit students. Further, we will continue to develop our understanding and actioning of anti-racism strategies and learning such as allyship by advancing our Division's Anti-racism and Equity Action Plan by continuing to work with our students, staff and families and through a high degree of participation in Division initiatives and professional learning. Finally, we will gauge our success through a number of specific measures relative to the provincial Assurance Survey including student growth within learning supports, student growth and achievement, and parental involvement as well as through qualitative screeners such as the STAR, HLAT and CAT4.

Division Priority 2

We will continue to focus on student and staff well-being by nurturing a healthy school community culture where all stakeholders feel valued, cared for and capable. By modelling the spirit of S. Bruce Smith, character defined by one's efforts to strive to be their best self through an abided commitment to kindness, our team will continue to nurture an inclusive culture where every student and staff member knows they belong. During the school year, we will encourage student participation in extracurricular events including athletics, music, art, leadership, game play, fitness and the outdoors to better support student and staff connections with one another and our school. We will leverage our community partnership with the Family Centre, our Success Coach, and other agencies to support student and staff mental health by addressing individual needs and collective needs. We will build upon our current shared leadership practices to support staff engagement and voice. We will measure the success of these efforts through the Assurance Survey and by a comparative analysis of our Youth Resilience Survey results among a selection of our current grade 8 and 9 students. Specifically, our goal is for 100% of our students to indicate that S. Bruce Smith is a welcoming, caring, respectful and safe learning environment. If we, however, fall short, we will see a sustained increase over time in the percentage of our students' satisfaction that SBS students model active citizenship, follow rules, help each other and encourage each other to be involved. Finally, we will see 5% of our student population move from areas of 0 or below to 0 and above when it comes to Overall Engagement and Overall Resilience.

Division Priority 3

Budget Summary Report

| | 2022-23 Spring Proposed | | 2022-23 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 3,567,741 | | 3,783,430 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 3,567,741 | | 3,783,430 |
| Classroom | 22.334000 | 2,296,650 | 22.714000 | 2,335,726 |
| Leadership | 3.000000 | 379,955 | 3.000000 | 382,656 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 100,000 | .000000 | 113,801 |
| TOTAL TEACHER | 25.334000 | 2,776,605 | 25.714001 | 2,832,183 |
| (% of Budget) | | 77.83% | | 74.86% |
| Support | 7.000000 | 403,567 | 8.800000 | 511,130 |
| Support (Supply/OT) | .000000 | 12,500 | .000000 | 12,500 |
| Custodial | 3.250000 | 207,107 | 3.250000 | 207,107 |
| Custodial (Supply/OT) | .000000 | 9,000 | .000000 | 15,000 |
| TOTAL NON-TEACHER | 10.250000 | 632,174 | 12.050000 | 745,737 |
| (% of Budget) | | 17.72% | | 19.71% |
| TOTAL STAFF | 35.584000 | 3,408,779 | 37.764001 | 3,577,920 |
| (% of Budget) | | 95.54% | | 94.57% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 128,864 | | 158,050 |
| INTERNAL SERVICES | | 30,100 | | 46,260 |
| OTHER INTEREST AND CHARGES | | 0 | | 1,200 |
| TOTAL SES | | 158,964 | | 205,510 |
| (% of Budget) | | 4.46% | | 5.43% |
| TOTAL AMOUNT BUDGETED | | 3,567,743 | | 3,783,430 |
| Carry Forward Included | | 0 | | -42,775 |
| Carry Forward to Future | | 0 | | 0 |