



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	542.000	Custodial	3.250000	Salaries	\$3,296,591	93%
Weighted	638.739	Exempt	0.000000	Supplies, Equip., Services	\$229,847	07%
Regular	542	Support	7.000000			
		Teacher	<u>23.878000</u>			
Year Opened	1991	Total	34.128000	Total	\$3,526,438	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 provide success, one student at a time 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.

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 550 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 Pre-Advanced Placement programming. In addition to core courses, we endeavour to offer complementary courses that may include Instrumental Music, Drama, Art, Environmental Outdoor Education, Sports Performance, 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 2020-2021, 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.

In coordination with the other schools in the JP catchment, we have committed ourselves to supporting all students in developing foundational skills in literacy and mathematics. We will expect to see growth in the number of students achieving at or above grade level in reading and math. We will also continue to strive to have every student experience some level of growth and personal success. By the end of the school year, all students will show growth and development in their core and complementary courses, and where relevant, in their social emotional capacity. This will be measured by course grades and, where relevant, external measures such as - but not limited to - HLATs, and Star Reading Assessments. All staff have also committed to continuing to work in collaborative teams to track individual student growth and development and respond with timely interventions when necessary. Our ongoing work in our collaborative cohort teams remains our most robust means of measuring growth and providing timely intervention in the core areas of literacy and mathematics, as well social emotional development.

Results Achieved: (Relevant to Division Priority #1)

S. Bruce Smith staff continued to work through a Collaborative Response framework to support student growth in both numeracy and literacy. With respect to literacy, our CAT4 and STAR reading data demonstrates student growth from grade 7 through 9 at S. Bruce Smith. Specifically, 86% of our grade 7 students were at or above grade level in reading. This increased to 88% in grade 9. The CAT4 data indicated the same as our grade 7 students demonstrated 86% at or above grade level and our grade 9s achieved a 92% at or above grade level. Our HLAT results show that 88% of our students are achieving at or above grade level, and that 41% of our students reading below grade level are engaged in our special needs programming, or have IPPs and participate in our regular inclusive classrooms. Our ELL students demonstrate an increase in reading levels at all grade levels. With regard to mathematics, our students mirrored our literacy results. For example, 80% of our students in grade 7 met grade level expectations or above, where as in grade 9, 88% of our students met grade level expectations or above on the CAT4. Interestingly, there were only 77% of our grade 8 students achieving grade level or above on Math on their CAT4. We also identify the following trends in our data that will have implications moving forward: i) our HLAT and MIPI results have declined over the past three years overall, across all grade levels; ii) according to our Assurance Survey data, it appears that many students struggle seeing the relevance of mathematics, and; iii) only 60% of our First Nation, Metis and Inuit students are achieving at or above grade level in all measures.

In terms of growth in our students' social emotional development, our Assurance Survey data indicates an overall 85.3% belief that students have access to the supports they need at school, however, only 75.3% of our students believe they have the support they need at school. When looking at the engagement data in the Assurance Survey, our school's overall result is 85.4%, however, only 69.2% of students indicated they were engaged in their school work. Further, our Youth Resilience data indicates almost 50% of all students throughout all grade levels are struggling as they navigate the in and out of school contexts of junior high school. For example, when looking at the overall subscale data, only 54% of students feel connected to their teachers, only 52% feel they belong and only 53% feel academically engaged at school. There is much growth and opportunity here moving forward.

We will continue to build a learning environment that fosters meaningful collaboration and distributed leadership, with a particular emphasis on staff wellness. We would expect to see substantial growth (minimum 3%) in all relevant measures of the accountability pillar including (but not limited to) Safe and Caring Schools. In addition, we would expect notable growth (3-5%) in all relevant areas of the district survey. We will also look to develop our own internal measures that allow us to better understand both how our staff is responding to the structural changes necessitated by these uncertain times and also how best to build sustainable support systems to ensure our physical and emotional safety moving forward.

Results Achieved: (Relevant to Division Priorities 2 and 3)

A number of measures including our school and Division wellness surveys demonstrate success meeting this goal. We can celebrate that 100% of all staff indicated they felt supported last school year and that staff felt they were able to build and maintain positive relationships with colleagues. Staff attributed much of this success to the cohort

model derived from circumstances and as a result of our school's Collaborative Response framework and processes. Both the cohort model and CR framework foster real time conversations about the work and student success based on a foundation of support and curiosity. As well, 100% of staff indicated that they were aware of the many tools to support their wellness. When looking at the Division Survey, there were some challenges as 36% of staff indicated that their physical health became worse and 33% believed their mental health declined as a result of the pandemic. When looking at the specific tools available to staff to support their wellness, only 64% felt support from connections. No question, the implication of disconnectedness as a result of the pandemic impacted our work and our relationships. Moving forward, nurturing connections among colleagues and the entire school community will be our challenge and our opportunity.

We will continue with some of the work we did in previous years addressing student wellness through school culture. In particular, we will continue to focus attention on how our students treat each other, in the hopes of nurturing kindness and empathy as foundational attributes for all of our students. We will use our Homeroom/ GSG as a base for developing more focused discussion about the importance of kindness and empathy, but also look at other means of provoking complicated conversations in the service of the wellness of our larger school community, with continued focus on communicating with our families. We would expect to see substantial growth (minimum 3%) in all relevant measures of the accountability pillar including (but not limited to) Safe and Caring Schools and Citizenship. In addition, we would expect notable growth (3-5%) in all relevant areas of the district survey, with a particular eye towards those aspects dealing with kindness. We will also look to develop other internal measures to capture student, staff and community voice to better gauge the effectiveness of our current processes, and help us imagine new and better possibilities.

Results Achieved: (Relevant to Division Priority # 2 and 3)

Our school vision is based on two fundamental values - Striving to be your best and an abiding commitment to kindness. These two values, along with a strong message to students that they belong at S. Bruce Smith, will underpin our efforts to support student wellness and foster a healthy culture day in and day out moving forward. With respect to our results, data indicates some paradoxes as a result of the pandemic. For example, according to our Division Survey, although 29% of our students indicated that their health declined since the beginning of the pandemic, 23.6% of students indicated their health improved. Also, in terms of mental health, 42.8% of students indicated their mental health declined, yet 30.2% of students stated it improved. As well, only 76% of students indicated that they felt connected to S. Bruce Smith and included in school. Results from the Assurance Survey demonstrated similar results. For example, 42% of students indicated lower mental health and 35% of students indicated they didn't feel connected to their teachers and 33% of students voiced their belief that students don't respect one another at school. Although parent and teacher perceptions of student connection and citizenship are quite high (86.7% and 92.1% respective), students' perception is a concern. Important to note, even though we understand these results are influenced by the pandemic and the many pivots students had to navigate, we can still celebrate! For example, when looking at the three year rolling average in our Assurance Survey results, we see a 10% increase in the number of students who feel welcome, connected, respected and that S. Bruce Smith is a supportive learning environment. As well, our Youth Resilience Survey data indicated that our First Nation, Metis and Inuit students believed in their connections with teachers. Our goal moving forward is to have 100% of our students believe they are connected to SBS, and that they believe all students model active citizenship, follow rules and help each other.

What were the biggest challenges encountered in 2020/21?

S. Bruce Smith has a team committed to student success and to fostering a healthy and supportive school culture. After having opportunities to collect and review a variety of data and measures, from this lens, together we identified the following challenges encountered last school year:

- connecting with students and our parents were hindered due to the ebb and flow of operational pandemic expectations
- marrying our relationships with the rigor and relevance of curriculum expectations - with the return of in person learning for the majority of our students, it appears there is apathy toward learning and the rigor to achieve as school may be primarily viewed, due to the pandemic, as more of a place of social interaction as opposed to a place of learning
- a significant gap between parent/teacher perceptions of S. Bruce Smith as a welcoming, caring, respectful, safe learning environment and those of our students
- nurturing resilience in all subsets (for example, sense of belonging, student connections with teachers and other students, academic engagement and equity) in our student and overall school community when structures encouraged disconnection for our safety

What are the implications from 2020/21 that will impact your current year plan?

As a team, we at S. Bruce Smith appreciate the rich data afforded by the many survey and assessment opportunities including the CAT4, MIPI, STAR, Division Survey and our provincial Assurance Survey). We have reviewed these results as a team using our goals as our fence posts. From this collaborative review, our team has identified the following improvement opportunities that will impact our 2021-2022 plan:

- We see the positive impact our Collaborative Response framework has on our practice and more specifically, identifying strategies to support our students who need it most. As a result, the opportunity to deepen our collaborative practice through this framework is a priority.
- To support our efforts to strengthen our Collaborative Response framework and the rich data afforded to us, we will work with our Division TIPs team to identify how we can

Results and Implications

- capture all this data in a manner that will support our conversations and response to individual student needs.
- Student and Staff wellness is key to our success. Our results indicate opportunities for us to nurture connections and supports to ensure all students and staff know they are cared for and capable. This opportunity will foster our efforts to continue to grow a healthy school culture where we belong.
 - Data also indicates a strength in connection between our FNMI and ELL students with their teachers, however, there are improvement opportunities with respect to the academic needs of our students and better integrating our TQS competency of applying foundation knowledge about First Nation, Metis and Inuit in our practice across all curriculum to enhance our students' learning experiences.
 - With respect to our academic results specific to numeracy and literacy, as a school and as a catchment, there is opportunity to reconnect to our assessment practices collaboratively as a community in an effort to identify strategies and areas of practice that can support student achievement and an understanding of how their learning is relevant to the real world.
 - Our partnership with the Family Centre is an opportunity to enhance support for student success, feel connected to school and leverage partnerships with the community and home.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

S Bruce Smith School (7571)



Assurance Domain	Measure	S Bruce Smith School (7571)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.2	69.8	72.5	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	76.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	22.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.8	81.6	85.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.3	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.7	81.2	78.6	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

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.

Priority 1

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.

Priority 2

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.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,426,252		3,526,438
Internal Revenue		0		0
REVENUE TOTAL		3,426,252		3,526,438
Classroom	18.756000	1,928,717	20.584000	2,116,694
Leadership	4.000000	489,511	3.294000	418,835
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	105,000
TOTAL TEACHER	22.756001	2,518,228	23.878000	2,640,529
(% of Budget)		73.5%		74.88%
Support	7.000000	426,031	7.000000	424,057
Support (Supply/OT)	.000000	11,000	.000000	15,900
Custodial	3.250000	207,107	3.250000	207,107
Custodial (Supply/OT)	.000000	6,422	.000000	9,000
TOTAL NON-TEACHER	10.250000	650,560	10.250000	656,064
(% of Budget)		18.99%		18.6%
TOTAL STAFF	33.006001	3,168,788	34.128000	3,296,593
(% of Budget)		92.49%		93.48%
SUPPLIES, EQUIPMENT AND SERVICES		177,964		172,697
INTERNAL SERVICES		79,500		57,150
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		257,464		229,847
(% of Budget)		7.51%		6.52%
TOTAL AMOUNT BUDGETED		3,426,252		3,526,440
Carry Forward Included		0		0
Carry Forward to Future		0		0