



School Results Report

2019/2020

École Barrie Wilson School



The 2019/20 Year in Review

Fast Facts from 2019/20:

Barrie Wilson Elementary
300 Timothy Drive
Red Deer, Alberta
T4P 0L1
Phone: 403-348-0050 Fax: 403-352-2311
Website:
<http://barriewilson.rdpsd.ab.ca/>

Principal: Chris Good
Vice Principals: Rhonda Eidem & Sheila Engert

Student Profile:

- Kindergarten: 93
- Grade 1: 86
- Grade 2: 86
- Grade 3: 112
- Grade 4: 88
- Grade 5: 81
- Total Student Population: 550
- ESL Students: 76
- First Nations; Métis; Inuit Students: 17
- French Immersion Students: 192

Staff Profile:

- Teachers: 28
- Classified Staff: 15
- Facility Services Staff: 3
- Total Staff: 41

New Directions:

We have been using the Collaborative Response Model, a school framework that values collaborative, action focused responses, data-informed discussions, and timely intervention to ensure all students can experience success.

Our school focused on integration of Google Classroom as students develop their technology & problem solving skills. All students in the school have an eportfolio which allows them to document and reflect on their growth. We transitioned to the Google Slides eportfolio format from Google Sites. This allows for increased student ownership of showcasing their learning.

Opportunities and Challenges:

EBWS has a diverse and changing school population, with both English and French Immersion programs, as well as a high number of English Language Learners. Our school continues to work on developing strong literacy and numeracy skills in all students. We will also ensure that all students have a variety of classroom experiences that include Project Based Learning, regular use of technology and quality daily physical education.

In March, 2020 our students, parents and staff demonstrated great resilience as we transitioned to online learning. We are thrilled to be back in the school setting. We are being creative in maintaining culture, as best as we are able, as we navigate the newly implemented COVID protocols of social distancing. Focusing on overall health and wellness of students & staff continues to be a priority.

A Year of Success:

We are proud of the accomplishments of the students and staff at our school. Our focus on literacy has ensured that all students have the support they need to be successful at school. All students are assessed twice per year for reading levels and student results on these assessments are a sign of our 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."

The new Barrie Wilson administration team looks forward to maintaining the excellent programming that currently exists.

Colette Pedde
Principal, 2020-2021 School Year

Alberta Education: School Accountability Pillar Report Card:

Measure Category	Measure	Ecole Barrie Wilson Elementary			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	Safe and Caring	94.5	94.6	93.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	95.5	94.2	91.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.5	96.9	95.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Work Preparation	100.0	91.7	82.8	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
	Citizenship	90.6	89.6	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.6	89.1	84.9	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	94.0	87.0	87.7	81.5	81.0	80.9	Very High	Improved	Excellent

District Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

District Performance Measures

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

Number of Students	Students reading within one year of Grade Level	Percentage
256	214	83.6

- Survey result scores for literacy measurements by students, parents, and staff

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to read and write what is expected in school.	95.6	83.2	80.3	81.8	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	95.5	95.4	95.1	87.7	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	95.8	100	100	100	N/A

- Survey result scores for numeracy measurements by students, parents, and staff

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	91.9	91.1	89.3	85.1	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	91.7	93.9	90.1	95.9	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	91.7	100	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- Literacy** - We have seen a decline in the percentage of parents who feel their children are able to read and write what is expected.
- Numeracy** - We have seen a decline in the percentage of parents who feel their children are able to understand and work with numbers in school. However, we have seen an increase among the students.

Action

- Literacy** - To address this, we have implemented a school wide guided reading schedule where students will be reading in small groups with an adult daily. We are also implementing the Units of Study writing program to foster writing in four areas of writing:
- This is our second year of writing the HLAT (High Level of Achievement) writing assessments as a benchmark at the beginning of the year to focus our writing intervention.
- Numeracy** - Increased communication with parents re: numeracy strategies being implemented in the classroom.
- In consultation with our District Numeracy Specialist, we will build a repertoire of financial literacy lessons aligned to our Math curriculum.
- To expand Financial Literacy capacity among students we will explore My Classroom Economy and other resources

District Goal

Equity

*Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..*

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **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)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	90.3	91.5	93.3	94.6	94.5

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	88.8	86.1	89.8	87.0	94.0

District Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	97.3	94.1	95.9	95.3	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	97.7	99.2	93.1	97.3	N/A
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	100	100	96.2	94.7	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	100	97.0	92.6	96.0	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	87.2	88.5	86.1	94.5	N/A
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	100	100	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	100	93.1	90.2	94.6	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	86.5	93.9	92.1	89.0	N/A
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- There is a strong sense that students are supported in their academic, behavioural, social and emotional well-being.

Action

- To continue to support these goals, we have added a Student Support Room space to foster regulation and well-being.
- We are implementing the Focus on Self Regulation Program to targeted and universal groups.
- We are inviting guest speakers from various agencies ie; C.A.R.E to discuss a variety of diversity and inclusion topics.

District Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students at elementary and middle schools have a strong foundation in literacy and numeracy.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.8	84.7	88.2	89.6	90.6

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	85	73.7	83.1	91.7	100

- **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)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	90	88.9	90	94.2	95.5

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will be prepared for the next grade level.	94.6	93.1	87.7	91.2	N/A

Overall percentage of students who feel they will be prepared for the next grade level.	93.2	93.9	96.0	94.5	N/A
Overall percentage of teachers who feel the students will be prepared for the next grade level.	100	100	100	94.7	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will complete high school.	100	99.0	96.7	98.7	N/A
Overall percentage of students who feel they will complete high school.	98.5	100	98.0	98.6	N/A
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	100	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- Students, parents and teachers uniformly feel confident in the early learning, transitions, and supports in place to succeed at elementary, middle and high school.

Action

- Continue the excellent programming in place at École Barrie Wilson School with the new administration in place.

District Goal
<i>Success for First Nations, Métis and Inuit students</i>
Outcome
<ul style="list-style-type: none">FNMI Students are engaged in learning.
Comment on Results: Analysis and Action
<ul style="list-style-type: none">As a new administration, we are surveying the staff to determine the level of understanding and application of FNMI concepts.We aim to offer school wide celebrations, as well as promote individual teaching related to each grade's curriculum in every classroom.Move towards embedding First Nations, Métis, and Inuit cultural activities and learning in all subjects throughout the gradesPurchase FNMI guided reading resources to supplement our school wide literacy program.Schedule monthly professional development opportunities at our staff meetings. IE; First Contact Series, Learning Pebbles

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of École Barrie Wilson 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 October 19th, 2020 meeting of the School Council

The School Results Report is posted on the school website at: <http://barriewilson.rdpsd.ab.ca/>.



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