



School Results Report

2019/2020



Don Campbell Elementary School



The Year in Review

Fast Facts:

Don Campbell Elementary School
99 Irving Cres.
403-392-8451
<http://doncampbell.rdpsd.ab.ca/>

Principal: Cam Pizzey
Vice-Principal(s): Edie Heavin

Student Profile:

- Kindergarten: **71**
- Grade 1: **72**
- Grade 2: **71**
- Grade 3: **85**
- Grade 4: **52**
- Grade 5: **70**
- Total Student Population: **421**
- ESL Students: **21**
- First Nations; Métis; Inuit Students: **13**

Staff Profile:

- Teachers: 24
- Classified Staff: 11
- Facility Services Staff: 2
- Total Staff: 37

New Directions:

We continue to refine how we deliver target supports to students in the areas of literacy and numeracy. We started Levelled Literacy Intervention (LLI) last year as a pull-out program for students below grade level expectations. This year, we hope to embed LLI in the classroom. This will require the training of additional EAs and teachers. Similarly, with math, we continue to provide targeted support outside of the classroom. In order to support differentiated instruction and enhance the learning experiences in the classroom, math bags have been created for every student. These math bags contain hands-on manipulatives and activities to support students' individual learning needs. Our professional development plan for the year includes time for teachers to collaboratively explore the possibilities the math bags provide for classroom instruction. We are excited about this hands on learning opportunity in the area of numeracy .

Opportunities and Challenges:

The global pandemic has challenged all areas of society, and our schools are no different. We are tasked with creating meaningful and engaging lessons for students within the guidelines put forward from Alberta Health Services. This will be a challenge for all staff and students. We also see this as our biggest opportunity. We will work together to create best practices for all classrooms and at all grade levels. This will include instructional practices as well as adhering to all safety protocols. We want our students to stay safe while they progress in their learning.

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."

Alberta Education Accountability Pillar Overall Summary

Measure Category	Measure	Don Campbell Elementary 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	Safe and Caring	90.1	89.1	91.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.9	90.5	92.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.0	94.2	93.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.6	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	86.8	89.2	86.3	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	88.4	85.0	89.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.0	86.6	85.3	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	85.7	83.4	78.4	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
205	187	91.2

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

Performance Measure	Results (in percentages)		
	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.	100	82.0	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	98.5	88.5	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4	N/A

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

Performance Measure	Results (in percentages)		
	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	82.4	84.4	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.4	86.9	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4	N/A

Comment on Results: Analysis and Action

Analysis

It looks as though we are settling into some more realistic numbers as we move into our fourth year. With that being said, we are pleased with these results. Our school uses the pyramid of support model to address the needs of our lower achieving students. We target areas in which they need support and we find strategies to help them succeed with words and numbers.

Action

Student achievement is tracked using an online program and we are able to see improvement as the year progresses. This year, we will continue to explore new and different strategies to address student literacy and numeracy. We will continue to provide targeted support this year within the guidelines as set out by Alberta Health Services. We recognize this will pose some challenges, but our goal is to ensure that our students who are at least one grade level behind in their reading comprehension will get Levelled Literacy Support (LLI). We had excellent success with this program last year. We hope to expand its use this year.

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.	N/A	N/A	92.8	89.1	90.1

- **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.	N/A	N/A	73.3	83.4	85.7

District Performance Measures

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

Performance Measure	Results (in percentages)		
	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	97.7	96.9	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	98.2	95.4	N/A
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	87.0	94.4	N/A

Performance Measure	Results (in percentages)		
	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	99.2	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	90.9	87.8	N/A
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	N/A

Performance Measure	Results (in percentages)		
	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	96.5	97.7	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	95.5	88.5	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	N/A

Comment on Results: Analysis and Action

Analysis

We have worked hard over the past several years to develop meaningful relationships with all of our stakeholders. We are proud of our work in this area. Our staff takes the time to ensure our students feel cared for and our building is a safe place where students can flourish in their learning. We believe the more stakeholders are invested in our school, the better we will be as a community of learners. Our parents are actively involved in our school and we value their input and their support. We work hard at this and are very proud of our results in this area.

Action

Positive Behaviour Interventions and Supports is a school-wide system of positively stated expectations for student behaviour. All students are taught to be responsible for the five pillars of our school: Mindset, Choices, Learning, Community, and Wellness. In light of the global pandemic, we see all of our pillars being very important to the well being of all students. We will continue to look for ways to promote and teach our five pillars with the focus on good classroom instruction, supporting all staff and students, and reducing those barriers that might inhibit children from individual success.

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.	N/A	N/A	94.2	85.0	88.4

- **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.	N/A	N/A	83.3	89.2	86.8

- **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.	N/A	N/A	95.0	90.5	90.9

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).	15
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will be prepared for the next grade level.	87.1	90.6	N/A

Overall percentage of students who feel they will be prepared for the next grade level.	98.2	88.5	N/A
Overall percentage of teachers who feel the students will be prepared for the next grade level.	91.3	83.3	N/A

Performance Measure	Results (in percentages)		
	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will complete high school.	98.8	97.7	N/A
Overall percentage of students who feel they will complete high school.	97.3	91.5	N/A
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	95.7	100	N/A

Comment on Results: Analysis and Action

Analysis

We are pleased with the results in this section. This past year we offered students many opportunities to be leaders and participate in extracurricular activities in the school. Some of these opportunities include: Health Action Team, Green Team, Running Club, Choir, Office Helpers, School Patrols, Field Day Leaders, Grade 5 Camp, Morning Announcers, buddy classes, and classroom leadership roles. Our staff is committed to finding activities and events for all children, to help them build upon their interests, and to begin the process of developing a strong growth mindset. We see this as being crucial to future success at all grade levels.

Actions

By January, 2021 all schools will develop a plan to communicate the Division's six core values for learning and life to their respective stakeholders, particularly the values that differ from the school's existing traits. We believe these core values will correlate nicely with the five pillars of Don Campbell School. Our goal will be to find activities and to create lessons to teach students these core values.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

Our school developed an FNMI Learning Team. The goal of the team was to help with the implementation of FNMI outcomes, as well as to support several other important initiatives. Our learning team played a crucial role in FNMI programming and we will, once again, use this model to find unique ways to teach and support all FNMI students, as well as all other students. Some of the initiatives included Orange Shirt Day activities and assembly, presentations from the Central Services coordinators, cultural groups for students, and field trips. We had planned to have a performance by a First Nations Hoop dance, Teddy Anderson, but we had to cancel due to the pandemic. We hope to bring him back when it is safe to do so.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Don Campbell 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 2nd School Council meeting
- The School Results Report is posted on the school website at: <http://doncampbell.rdpsd.ab.ca/>



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