School Results Report

2019/2020

Mattie McCullough Elementary School

The Year in Review

Fast Facts:

Mattie McCullough Elementary School
26 Lawford Ave, Red Deer, AB T4R 3L6
403-343-8958
www.mattie.rdpsd.ab.ca/

Principal:Kim Kirkwood
Vice-Principal:Crystal Kjelsberg

Student Profile:

- Pre-Kindergarten: 16
- Kindergarten: 74
- Grade 1: 62
- Grade 2: 79
- Grade 3: 74
- Grade 4: 77
- Grade 5: 79
- Total Student Population: 461
- ESL Students: 61
- First Nations; Métis; Inuit Students: 26

Staff Profile:

- Teachers: 24
- Classified Staff: 17
- Facility Services Staff: 3
- Total Staff: 44

New Directions:

At Mattie McCullough Elementary this year we began researching different math and writing programs that we could use to support the concept areas that our MIPI data has shown students are below achieved in when assessed. We continued our goal of helping both students and parents with their understanding of the learning and assessment process in a clear manner. We also continued our focus of expanding the knowledge of FNMI culture with our staff, students, families, and community.

Opportunities and Challenges:

As we continue to lead the way with numeracy in our district, we continue to pilot new ideas and provide leadership to other schools in our district. In March, the delivery of our lessons took a drastic turn when we had to quickly figure out ways to meet the needs of our students through an online approach. Our teachers learned new ways to continue to support not only the students in their classes but their families as well who were now helping their children at home.

A Year of Success:

Mattie McCullough Elementary School continues to provide high quality learning opportunities for our students. We are so very proud of the achievements of our students and of the learning opportunities we provide 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.” Teachers had to become comfortable quickly teaching with technology as well as getting students and families comfortable using the technology. We lent out over 70 Chromebooks and mice to families and all were returned.

Alberta Education Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1063 Mattie McCullough Elementary School

Alberta Government

Measure Category	Measure	Mattie McCullough Elem. Sch.			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	94.9	92.4	93.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.6	94.7	92.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.4	96.8	96.4	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	58.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	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	92.9	87.5	88.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	92.9	88.1	91.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.9	83.3	85.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.4	87.9	90.9	81.6	81.0	80.9	Very High	Declined	Good

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
244	201	84.9

- **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.	95.2	91.8	86.8	77.4	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	92.1	95.9	93.6	93.3	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	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.	95.2	91.8	94.7	83.6	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	89.2	96.0	92.9	88.6	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	100	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- We used 3 years worth of MIPI data to help program for the students at our school with support of the learning services coordinator for math
- Teachers looked at their current class, as well as the students in the following years to adapt their instruction for the current children as well as to address any gaps in their teaching. This was based on trends they saw in their data.

Action

- Focused district-wide Literacy professional development using the Lucy Calkins writing program
- Focused district-wide Numeracy professional development using JUMP math
- Pilot concept areas below achieved using JUMP math
- Teachers learned how to deliver lessons using Google Classroom, Google Meets and document cameras

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.	96.5	95.3	94	92.4	94.9

- **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.	93.2	91.8	92.8	87.9	82.4

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.	95.2	95.9	96.1	96.6	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	96.4	98.4	97.9	96.2	N/A
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	100	100	100	96.6	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.	96.8	96.9	96.1	97.3	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	97.1	91.9	91.4	93.3	N/A
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	94.4	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.	96.8	98.0	97.4	96.6	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	91.4	93.5	94.3	94.3	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

- Our CLW continues to run many one on one and small groups to help students connect and feel a sense of belonging at school.
- We spend our PD days working to improve our ability to provide high quality, engaging learning opportunities for all of our students. We do this through different PD sessions with time built in to plan in their teams for the implementation of these research based best practices.
- We continue with the evolution of the Student Support Room (led by a certificated teacher) to support our students in areas of emotional regulation and academics.

Action

- Focus on “5 Moore Minutes” with Shelley Moore and looking at Carol-Ann Tomlinson for differentiation practices
- LAT teachers supported students in the approaching and beginning in reading during the pandemic through daily Goolge Meets
- Student Support room teacher continued to support families during the pandemic with articles and activities on regulation
- CLW continued to meet with families through Google meets and while socially distanced throughout the school year and over the summer supporting families mental health and helping to keep them aware of the supports that were available in the city.

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.	95	94.5	91.1	88.1	92.9

- **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.	86.5	88.1	88.3	87.5	92.9

- **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)				
	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.	93.6	91	91.4	94.7	90.6

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).	0

- **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.	98.4	92.9	97.4	93.2	N/A

Overall percentage of students who feel they will be prepared for the next grade level.	94.2	97.2	96.4	97.1	N/A
Overall percentage of teachers who feel the students will be prepared for the next grade level.	94.4	94.3	84.6	86.2	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.	96.4	96.8	98.7	96.6	N/A
Overall percentage of students who feel they will complete high school.	100	97.8	96.4	98.1	N/A
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	94.4	100	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- We continued to teach using the Mental Health lessons that were created district-wide.
- We have streamlined our Character Education program to align with the health lessons. Our goal is for all of our students to be healthy, connected, and resilient young people.
- Our Music teacher wrote our Christmas pageant to provide a performing arts opportunity for all students who wanted to participate.
- We had numerous opportunities to expand on the curriculum, including Artist in Residency, Alien Inline, Rugby, Rocks and Rings

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- We continued to use the expertise of FNMI Learning Services and the Native Friendship Center.
- We provided opportunities for our Indigenous students to participate in smudging and storytelling lessons.
- We have continued to build our library collection and continue to highlight them throughout the year.
- We have supported students with help of the Native Friendship center and learning services coordinator.
- We created games and activities that were used during indoor recesses.
- Students will become more familiar with Reconciliation through lessons in the classroom.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Mattie McCullough Elementary 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 21st meeting of the School Council
- The School Results Report is posted on the school website at: **mattie.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