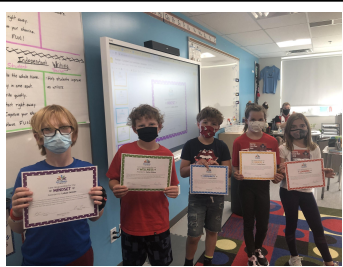


School Results Report

2020/2021



Don Campbell Elementary



The Year in Review

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: **61**
- Grade 1: **74**
- Grade 2: **77**
- Grade 3: **74**
- Grade 4: **80**
- Grade 5: **52**
- Total Student Population: **418**
- ESL Students: **28**
- First Nations; Métis; Inuit Students: **13**

Staff Profile:

- Classified Staff: 15
- Facility Services Staff: 3
- Total Staff: 42

New Directions:

In the 2021/22 year, teachers will focus on familiarizing themselves with the structure, content, and learning outcomes of the new curriculum in order to prepare for the implementation of this curriculum the following year. Staff Learning Days will provide staff the opportunity to collaborate with colleagues to identify key learning outcomes, prepare instructional resources, and develop effective assessment tools. While this requires extensive time and planning, any opportunity to grow and improve instructional practice is welcomed by teachers. Additionally, DCE, in partnership with the District, will work with students and families to address any needs arising as a result of the pandemic. We recognize the mental health and learning of some of our students may have suffered in the past year and we will continually refine our school-based plan to address these concerns.

Opportunities and Challenges:

The pandemic continues to challenge the day-to-day operations of Alberta schools. We are tasked with creating meaningful and engaging lessons for students within the guidelines put forward by Alberta Health Services. Heading into the 2021-22 school year, this will be a challenge for all staff and students. We also see this as our biggest opportunity. Our school division has outlined a Recovery and Resurgence plan for the school year. This will include many strategies to support learners who have gaps in their literacy and numeracy skills as a result of challenging learning environments arising from the pandemic. Wellness for staff and students is also at the forefront of the plan. We look forward to implementing a plan to support all of our families.

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."

Division 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.

Division Performance Measures

- **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
68	59	86.76

- **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
74	68	91.89

- **Percentage of Grade 3 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
81	72	88.89

- **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
50	42	84

- **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
67	57	85.07

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

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to read and write what is expected in school.	100	82.0	N/A	76.72
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	92.39
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4	N/A	100

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

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	82.4	84.4	N/A	87.93
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.4	86.9	N/A	84.78
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4	N/A	100

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis

We are pleased with these results. We have sustained or increased in the majority of performance measures. Our school uses a pyramid of support model to provide targeted literacy and numeracy intervention to address the needs of our struggling students.

Action

The varied instructional strategies employed by teachers helps to ensure all students' needs are met in the classroom. Simultaneously, we are able to intervene and support students with gaps in their foundational literacy & numeracy skills. The District has also added extra literacy and numeracy support by hiring six teachers to be part of the Literacy Recovery Team. These teachers are scheduled in our school throughout the year and will be working with our students who are two to three levels behind in their reading.

Classroom teachers will continue to explore new and different strategies to address student literacy and numeracy. We will continue to provide targeted support in the form of Levelled Literacy Support (LLI) to all students who are one grade level behind in their reading comprehension. We will also build time into our EA schedules to provide small group math support in classrooms. We had excellent success with both of these programs over the past two years.

Division 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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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	92.8	89.1	90.1	89.6

- **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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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	73.3	83.4	85.7	84

Division Performance Measures

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

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	97.7	96.9	N/A	95.69
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	98.2	95.4	N/A	100
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	87.0	94.4	N/A	95

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	100	99.2	N/A	98.28
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	90.9	87.8	N/A	92.39
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	N/A	100

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	96.5	97.7	N/A	92.24
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	95.5	88.5	N/A	96.74
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	100

Anecdotal Results, Analysis and Action

Anecdotal Results and Analysis

We have sustained achievement in all but one of the performance measures. We recognize that a sense of belonging to a school community has been severely impacted by the pandemic. DCE prides itself on connecting to families and developing meaningful relationships with all of our stakeholders. We are proud of our work in this area. We believe the more stakeholders are invested in our school, the better we will be as a community of learners. Our hope this year is that our parents can once again become more actively involved in our school as we continue to move out of the pandemic. We look forward to welcoming our parents back into the building.

Action

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. All students are taught to be responsible for the five pillars of our school: Mindset, Choices, Learning, Community, and Wellness. In light of the ongoing pandemic, building capacity in each of these five pillars is critical for the well being of all students. We will continue to explore ways to promote and teach our five pillars with the focus on good classroom instruction, supporting all staff and students, and reducing barriers that inhibit children from individual success. We will monitor our students' emotional well being and teach them how to look after their own mental health.

Division 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 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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	N/A	94.2	85.0	88.4	83.7

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

Performance Measure	Results (in percentages)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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	83.3	89.2	86.8	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)				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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	95.0	90.5	90.9	83.9

Division 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).	29
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will be prepared for the next grade level.	87.1	90.6	N/A	91.38
Overall percentage of students who feel they will be prepared for the next grade level.	98.2	88.5	N/A	95.65
Overall percentage of teachers who feel the students will be prepared for the next grade level.	91.3	83.3	N/A	95

Performance Measure	Results (in percentages)			
	2017-2018	2018-2019	2019-2020	2020-2021
Overall percentage of parents who feel their children will complete high school.	98.8	97.7	N/A	96.55
Overall percentage of students who feel they will complete high school.	97.3	91.5	N/A	96.74
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	95.7	100	N/A	100

● **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)
	2020-2021
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	80.17
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	73.91
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	95

Anecdotal Results, Analysis and Action

Analysis

We are pleased with the results in this section as we have sustained our achievement in most of the areas. We did note a decrease in a few categories. We offer many opportunities for students to be actively engaged in our school and to be leaders. Traditionally, students participate in many extracurricular activities in the school. Some of these opportunities include: Health Action Team, Green Team, Running Club, Choir, Office Helpers, School Patrols, robotics club, Morning Announcers, buddy classes, and classroom leadership roles. Over the past year, the pandemic and the ensuing restrictions, have impacted many of these extracurricular activities as well as some of the popular learning activities (Robotics, FLEX, Buddy reading..etc.).

Actions

This year, our staff is once again committed to providing opportunities for all children to explore their interests and cultivate a strong growth mindset. We see this as being crucial to future success at all grade levels.

By June 2022, our school will develop a plan to communicate the Division's six core values for learning and life to stakeholders, particularly the values in addition from the school's existing pillars. We believe these core values will complement the five pillars of Don Campbell School. Our goal will be to plan instruction activities to communicate these core values to our students.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- Our school includes an FNMI Learning Team. The goal of the team is 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, whole school performances, and field trips.
- Last year, we had planned to have performances in our school. Hoop dancer, Teddy Anderson, was booked for our school last spring. Unfortunately, we had to cancel all of our performances as well as any visitors to our school. Our hope is that the current school year brings more opportunities to have some of these whole school activities and performances back at DCE. We find great learning in these opportunities and look forward to a more “personal” year with visitors to our school.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Don Campbell 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 12, 2021** meeting of the School Council
- The School Results Report is posted on the school website at:
<http://doncampbell.rdpsd.ab.ca/view.php?action=documents&id=1693>



Red Deer Public Schools
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