



School Results Report

2018/2019

Don Campbell Elementary School



The Year in Review

Don Campbell Elementary
99 Irving Crescent
Red Deer, Alberta T4R 3S3
Phone: 403-346-2611
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Website: www.doncampbell.rdpsd.ab.ca

Principal: Cam Pizzey
Vice Principal: Edie Heavin

Student Profile:

- Kindergarten = 76
- Grade 1 = 78
- Grade 2 = 88
- Grade 3 = 58
- Grade 4 = 73
- Grade 5 = 48

Total Students = 421

- ESL Students = 35
- FNMI Students = 22

Staff Profile

- 2 Administrators = 2.0 FTE
- 21 Teachers = 21.92 FTE
- 10 Classified Staff = 9.72 FTE
- 2 Facility Services Staff = 2.0 FTE
- 1 Community Liaison Worker = 0.5 FTE

32 Total Staff

Programs: Regular English Program K-5

Direction:

Student success through engaging learning opportunities is our primary focus at Don Campbell Elementary. Our staff spends numerous hours learning engaging teaching strategies in the areas of numeracy and literacy. This year, we will continue to build our collaborative school environment as well as seek out professional development opportunities to build our bank of teaching strategies. Student success in learning is always at the forefront.

Opportunities:

Our staff will focus on the implementation of a whole school writing program. We will use our collaboration time to investigate, learn, and put into practice the Lucy Calkins writing program. Most of our time this year will be used to provide feedback on this program and to increase our competence and confidence in using the program. At the end of the year the staff will decide whether we would like to continue to use the program or continue to investigate other writing programs. It should be noted that several staff members are using the Barbara Mariconda writing program and we will continue to explore its use within our school. We look forward to a year of learning and growth in writing instruction for all students.

Alberta Education Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
 3-Year Plan - May 2019
 School: 2143 Don Campbell Elementary School



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	89.1	92.8	92.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.5	95.0	95.0	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	94.2	92.7	92.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	EAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	EAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	89.2	83.3	83.3	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	85.0	94.2	94.2	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	86.6	84.0	84.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.4	73.3	73.3	81.0	80.3	81.0	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 5 who are reading/literate within 1 year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
309	258	83.5

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

Performance Measure	Results (in percentages)	
	2017-2018	2018-2019
Overall percentage of parents who feel their children are able to read and write what is expected in school.	100	82.0
Overall percentage of students who feel they are able to read and write what is expected of them in school.	98.5	88.5
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	94.4

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

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

Comment on Results: Analysis and Action

- Again this year, we are pleased with these results. Our school has dropped in a few of the Literacy categories which will give our staff further motivation to explore instruction techniques to help address students who are struggling in the areas of literacy and numeracy. We did a substantial amount of work last year exploring best practices for numeracy and as a staff we developed a lesson plan template for math which includes 5 key areas. While we will continue to support staff in their personal growth, as a staff will be exploring a school wide writing program. We look forward to a year of personal and professional growth in the area of literacy and numeracy.

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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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	N/A	92.8	89.1

- **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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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	N/A	73.3	83.4

District Performance Measures

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

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

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

Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100
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Performance Measure	Results (in percentages)	
	2017-2018	2018-2019
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	96.5	97.7
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	95.5	88.5
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

Comment on Results: Analysis and Action

- Positive Behaviour Interventions and Supports for Don Campbell students continues to be a daily focus at DCE. This is a school-wide system of positively stated expectations for student behaviour. Staff teach and support students daily in the five pillars of our school. They are taught to be responsible for their Mindset, Choices, Learning, Community, and Wellness. Teachers nominate students who display these expected behaviours by using our Don Campbell Coupons. Every Wednesday, we recognize some of these students with our weekly draw. As well, many students are recognized at our monthly assembly and are awarded certificates.
- We are proud of our relationship with our parents and our School Council. Our School Council actively supports our school in many ways including: subsidizing special events, organizing/running school events, organizing hot lunches, and providing feedback for the direction of the school in terms of positive learning opportunities for all students. We will continue to build this relationship over the next few years.

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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	N/A	N/A	N/A	94.2	85.0

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

Performance Measure	Results (in percentages)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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	N/A	83.3	89.2

- **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)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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	N/A	95.0	90.5

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).	9
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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
Overall percentage of parents who feel their children will be prepared for the next grade level.	87.1	90.6
Overall percentage of students who feel they will be prepared for the next grade level.	98.2	88.5
Overall percentage of teachers who feel the students will be prepared for the next grade level.	91.3	83.3

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

Comment on Results: Analysis and Action

We are proud of the results in this area but do realize that we need to continue to find ways to challenge students to become engaged citizens and lifelong learners. At DCE we offer:

- many opportunities to be leaders and participate in extracurricular activities. Some of these include:), Health Action Team, Green Team, Running Club, Choir, Office Helpers, School Patrols, Field Day leaders, Grade 5 Camp, Indoor Supervisors, Library Assistants, etc.
- FLEX time each week to all grade levels. The focus of this time is to challenge students in the areas of math, science, technology, and literacy. 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.
- whole group health lessons where the primary focus is teaching the five pillars of our school. This occurs twice a month and a positive growth mindset is infused into all lessons.
- grade 5 students visited Eastview/Westpark Middle Schools to prepare themselves for their transition.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- First Nation, Metis and Inuit Students are engaged in learning.

Comment on Results: Analysis and Action

- Don Campbell's FNMI learning team continues to play an integral role in planning and the implementation of FNMI strategies and goals. Our learning team plays 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.
- Last year we opened DCE's medicine garden. An Elder visited our school to bless the opening and to teach our kids about the garden and its significance to the First Nations culture. Other learning opportunities included; Orange Shirt Day activities and an assembly, FNMI games presented by Central Services coordinators, cultural groups for students, and field trips.
- We will continue to look for ways to infuse FNMI culture into our school.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Don Campbell Elementary. 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 16th, 2019 meeting of the School Council
- The School Results Report is posted on the school website at: <http://doncampbell.rdpsd.ab.ca/>



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