



Isabel Campbell Public School

Principal: Matthew Pepper

Annual Education Results Report

2022-2023



**Grande Prairie
Public School
Division**
Every Student Succeeds



**Isabel
Campbell**
Public School

www.gppsd.ab.ca/school/isabelcampbell



GPPSD2357

Isabel Campbell Public School

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain | Measure | Isabel Campbell Public School | | | Alberta | | |
|--------------------------------|---|-------------------------------|------------------|---------------------|----------------|------------------|---------------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average |
| Student Growth and Achievement | Student Learning Engagement | 81.0 | 81.0 | 81.0 | 81.0 | 81.0 | 81.0 |
| | Citizenship | 78.8 | 78.8 | 78.8 | 78.8 | 78.8 | 78.8 |
| | 3-year High School Completion | n/a | n/a | n/a | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | n/a | n/a | n/a |
| | PAT: Acceptable | 81.3 | 62.7 | n/a | 63.3 | 64.3 | n/a |
| | PAT: Excellence | 34.7 | 13.4 | n/a | 16.0 | 17.7 | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a | n/a |
| Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | n/a | |
| Teaching & Leading | Education Quality | 86.0 | 86.0 | 86.0 | 86.0 | 86.0 | 86.0 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 85.7 | 85.7 | 85.7 | 85.7 | 85.7 | 85.7 |
| | Access to Supports and Services | 75.3 | 75.3 | 75.3 | 75.3 | 75.3 | 75.3 |
| Governance | Parental Involvement | 76.1 | 76.1 | 76.1 | 76.1 | 76.1 | 76.1 |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

| Alberta Education Assurance Measures Results | | | | | | |
|--|---|-------------------------------|------|------|------|------|
| Overall Multi Year Summary | | | | | | |
| Assurance Domain | Measure | Isabel Campbell Public School | | | | |
| | | 2019 | 2020 | 2021 | 2022 | 2023 |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | 88.3 | 89.6 | 81 |
| | Citizenship | 89.1 | 91.6 | 83.5 | 81.7 | 78.8 |
| | 3-year High School Completion | n/a | n/a | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | n/a | n/a |
| | PAT: Acceptable | 87.7 | n/a | n/a | 66 | 81.3 |
| | PAT: Excellence | 24.2 | n/a | n/a | 11.2 | 34.7 |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a |
| Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | |
| Teaching & Leading | Education Quality | 93.2 | 94.7 | 92.0 | 94 | 86 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | 90.2 | 89.2 | 85.7 |
| | Access to Supports and Services | n/a | n/a | 72.4 | 76.5 | 75.3 |
| Governance | Parental Involvement | 86.3 | 80.4 | 69.9 | 72.8 | 76.1 |

| Improvement | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome 1: Classroom instruction supports the diverse learning needs of all students in reading.

Outcome 2: Classroom instruction supports the diverse learning needs of all students in writing.

Outcome 3: Classroom instruction supports the diverse learning needs of all students in numeracy.

Reading, Writing and Arithmetic, the basic skills taught in school for generations remain critically important for students to acquire. While the methods and manner in which these have been taught have changed and evolved over the years, the long-term success of students on any career or life path involves having strong foundational skills in these areas. The importance of these skills remains our top priority and forms the basis of our schools' primary academic goals.

Reading

When we examine reading, we look specifically at targeted daily instruction. One way we address this in the school is through the Fountas and Pinnell literacy assessment. This assessment begins at our earliest grades and follows students through to junior high. Using this diagnostic tool teachers are able to accurately and reliably identify each child's instructional and independent reading level, which provides them the data to plan for effective small group and whole group instruction.

Pre and post pandemic scores have shown to be relatively consistent, which is both encouraging as it provides us some data to demonstrate that the impact as it relates to reading has been less affected than other academic areas. Approximately one in four of our students is struggling to attain grade level independence in reading. One on one and small group work with teachers, in addition to push in support from our learning support team and pull-out support with the division intervention support team are all methods we are currently using in school to address this need in our classrooms. The division support team worked with students in grade 1-3 in 2021-2022 and has been extended to students in grade 1-4 for both the 2022-2023 and 2023-2024 school years.

As we moved in to our second year of our three-year plan we continued to see consistency in our scores, with some slight improvement noted overall in our attainment mastery in reading. While our results continued to be consistent with those of the division, it is our hope that continued focus on daily reading, targeted early intervention and flexibility in cross classroom reading opportunities will lead to student improvement. Additionally, our primary level teachers have made good use of new resources supporting phonemic and phonological awareness embedding those practices in their instruction.

Results in our third year remained relatively consistent with some slight improvements noted in our indigenous students, and some slight decreases in our students for whom English is not their first language. It should be noted that in years 1 to 3 of this plan, our ELL student numbers have increased significantly as a school, while our percentage of Indigenous students remained relatively stable.

Isabel Campbell Fountas and Pinnell Results - All numbers are % of students

| Fountas & Pinnell Literacy 1-8 | All Students | | | First Nations, Metis, Inuit Students | | | English Language Learner Students | | |
|--------------------------------|--------------|----|-------|--------------------------------------|----|-------|-----------------------------------|-----|-------|
| | Above | At | Below | Above | At | Below | Above | At | Below |
| 2022-2023 | 46 | 27 | 27 | 37 | 33 | 30 | 25 | 30 | 45 |
| 2021-2022 | 42 | 27 | 32 | 25 | 25 | 50 | 30 | 26 | 44 |
| 2020-2021 | 41 | 30 | 29 | 33 | 32 | 36 | 32 | 29 | 39 |
| 2019-2020 | 41 | 34 | 25 | 29 | 41 | 31 | 30 | 26 | 43 |
| 2018-2019 | 44 | 29 | 27 | 34 | 32 | 34 | 32 | 23 | 45 |
| 2017-2018 | 43 | 31 | 26 | 43 | 24 | 33 | n/a | n/a | n/a |
| 2016-2017 | 26 | 50 | 24 | 12 | 53 | 35 | n/a | n/a | n/a |

* Data collection for 2016-2017 and 2017-2018 are reflective of students' instructional level at Isabel Campbell. Effective the 2018-2019 school year, teachers report on students' independent levels.

The partnership between the home and school is critically important in this area and teachers are working diligently to provide our families with opportunities to engage in at home reading. The use of online tools such as A-Z Reading and Raz Kids, at home readers and consistent library sign out blocks are all ways in which our staff work to engage our community partners in improving our reading ability. While the scores provide us some diagnostic data to assess student performance, we know that developing strong literacy habits and discovering the joy reading is crucial in addressing this need. The importance of reading and being read to both at home, and in school is of vital importance to ensure all students can grow and develop in this area.

Grande Prairie Public School Division Fountas and Pinnell Results - All numbers are % of students

| Fountas & Pinnell Literacy 1-8 | All Students | | | First Nations, Metis, Inuit Students | | | English Language Learner Students | | |
|--------------------------------|--------------|----|-------|--------------------------------------|----|-------|-----------------------------------|-----|-------|
| | Above | At | Below | Above | At | Below | Above | At | Below |
| 2022-2023 | 42 | 26 | 31 | 33 | 27 | 41 | 38 | 25 | 37 |
| 2021-2022 | 44 | 27 | 29 | 31 | 27 | 42 | 42 | 24 | 34 |
| 2020-2021 | 37 | 30 | 33 | 26 | 28 | 47 | 35 | 30 | 37 |
| 2019-2020 | 40 | 33 | 28 | 29 | 31 | 41 | 32 | 32 | 36 |
| 2018-2019 | 45 | 28 | 28 | 37 | 25 | 39 | 35 | 28 | 38 |
| 2017-2018 | 6 | 47 | 47 | 32 | 28 | 40 | n/a | n/a | n/a |
| 2016-2017 | 36 | 40 | 23 | 25 | 37 | 38 | n/a | n/a | n/a |

* Data collection for 2016-2017 and 2017-2018 are reflective of students' instructional level as a Division. Effective the 2018-2019 school year, teachers report on students' independent levels.

Reading scores for students at Isabel Campbell, are overall very similar to those seen in large scale data collection on a division level apart from the performance of our Indigenous students who are consistently performing above their same age peers in other schools. Despite these consistent

positive results, school leadership remains focused on seeing this group of students improve and achieve parity with other demographic subsets.

Coordinated Classroom Assessments

CC3

| CC3 | All Students Students | | First Nations, Metis, Inuit | | English Language Learner Students | |
|---------|-----------------------|---------|-----------------------------|---------|-----------------------------------|---------|
| | Not at Risk | At Risk | Not at Risk | At Risk | Not at Risk | At Risk |
| Grade 2 | 67.5% | 32.5% | 50% | 50% | 16.7% | 83.3% |
| Grade 3 | 67.7% | 32.3% | 75% | 25% | 60% | 40% |

Data is the percentage of students in each category.

LeNS

| LeNS | All Students Students | | First Nations, Metis, Inuit | | English Language Learner Students | |
|---------|-----------------------|---------|-----------------------------|---------|-----------------------------------|---------|
| | Not at Risk | At Risk | Not at Risk | At Risk | Not at Risk | At Risk |
| Grade 1 | 78.3% | 21.7% | 100% | 0% | 0% | 100% |
| Grade 2 | 79.5% | 20.5% | 66.7% | 33.3% | 50% | 50% |

Data is the percentage of students in each category.

The division and provinces focus on both the LeNS and CC3 assessment tools have proved to be valuable tools used by our teachers and interventionists. The data we are seeing is being used to target specific instructional strategies and lagging skills in our student population. We are encourage with the results and the data obtained from these tools and the ongoing support students struggling to meet expectations receive.

Writing

As a division and school we have not implemented a standardized writing assessment that quantifies student results in this area. Students in grade 6 do complete a written portion on their Provincial Achievement Test. Our 2021-2022 results show that 80.3% of our students in grade 6 achieved an acceptable standard on this English Language Arts test, with 13.1% of our students achieving a standard of excellence. It is important to note, that this information reflects a single day, and that this data set is tough to measure reliably as compared to other years as there was no tests administered during the pandemic and we are in the process of implementing a new curriculum.

The connection between reading and writing cannot be understated. We know through an examination of report card results that there is a strong correlation between reading and writing skills of the students attending Isabel Campbell. Our students who have well developed reading habits, are generally the students where we see a transference of success into their writing skills.

One of the ways we look at this is through individualized programming. While the program of studies is very clear on what writing expectations are for students, and teachers have developed thorough, thoughtful, and engaging lessons, we remain focused on improving this area. Many of our Individualized Program Plans have specific and targeted goals related to improving a student’s ability to write. As a school we have maximized the use of our assistive technology laptops and iPads so that we can increase our student’s ability to experience success, providing students with diagnosed learning disabilities and learning challenges the opportunity to improve writing conventions and fluency using voice dictation software, word processors and online tools in which they can receive live feedback from their teachers.

Anecdotal evidence through teacher discussion, tells us that foundational skills that are being achieved with success in the younger grades are reemerging as areas of concern in our older populations at an alarming rate. We recognize that writing skills transcend subject matter, as such capitalization, proper punctuation, basic spelling conventions and sentence fluency are areas that teachers in all grade levels have provided focused attention.

| 2021-2022 Report Cards | Writes text that communicates ideas and information. | | | | Writes text with the proper use of conventions. | | | |
|------------------------|--|----|----|----|---|----|----|----|
| | 1/NYD | 2 | 3 | 4 | 1/NYD | 2 | 3 | 4 |
| Grade 1 | 17 | 29 | 54 | 0 | NA | NA | NA | NA |
| Grade 2 | 5 | 47 | 35 | 12 | 11 | 59 | 20 | 9 |
| Grade 3 | 21 | 49 | 27 | 3 | 28 | 43 | 26 | 3 |
| Grade 4 | 4 | 36 | 46 | 15 | 10 | 52 | 35 | 2 |
| Grade 5 | 0 | 35 | 48 | 17 | 4 | 36 | 50 | 10 |
| Grade 6 | 7 | 52 | 33 | 8 | 13 | 48 | 27 | 12 |

Percentage of students who received the following scores for the meeting grade level expectations on the 2021-2022 R1 Report Card.

| 2021-2022 Report Cards | Enhance the clarity and artistry of communication. | | | | Manage ideas and information: Organization | | | |
|------------------------|--|----|----|---|--|----|----|----|
| | 1/NYD | 2 | 3 | 4 | 1/NYD | 2 | 3 | 4 |
| Grade 7 | 13 | 40 | 34 | 9 | 13 | 30 | 43 | 10 |
| Grade 8 | 8 | 30 | 51 | 9 | 8 | 39 | 45 | 5 |

Percentage of students who received the following scores for the meeting grade level expectations on the 2021-2022 R1 Report Card.

An analysis of report card data from term one shows some clear inconsistencies between grade levels, especially as it relates to students who are not meeting grade level expectations. More work is needed as we explore this goal to address both the specific outcomes being assessed, as well as some work on ensuring that our grading practices and expectations remain consistent. In addition, writing is a skill that must transcend language arts class and be addressed in all classes consistently. As we work through this goal during the school year, we will establish consistent practices and expectations in all classes, to address these emerging challenges in written communication.

As we move through the third year of our plan, and increased level of attention to the task of writing is required. Beginning next year, all teachers at Isabel Campbell will be taking part in targeted writing professional development to better support our collective ability to improve student skills as it pertains to writing.

Numeracy

Mathematics remains critically important and is one of our most significant areas of concern this year. As we look at our results, mathematics is an area where we have seen some concerning trends emerge since the onset of the pandemic. While we know that many students experienced disruptions in their learning, arguably the subject where we have seen the greatest learning challenges emerge is in Mathematics.

In year one, an examination of student skills using the Math Intervention Programing Instrument (MIPI) in the fall of this year highlighted some very concerning trends, with more than half of our students demonstrating below grade level expectations on the curriculum covered the previous year. This means that students in grade 8 were assessed against outcomes taught in grade 7, students in grade 7 were assessed against outcome in grade 6 and so on. The test contains low complexity questions, focuses on procedures and skills and relates directly to the Alberta Education Math Curriculum. After initial MIPI tests were delivered, the results were analyzed by staff and targeted instruction for missed concepts began.

As we examine data in our second year, we were pleased to see that our Math scores on the MIPI assessments show consistent student improvement. While we have still not achieved mastery with this goal, we are pleased to see that growth is happening, especially with students who have identified as First Nations, Metis or Inuit.

As the Mipi was no longer a supported tool in our third year we adopted the EICS numeracy Assessment for students in grade 4-7. This tool while similar has a very heavy emphasis on the most challenging skills taught, and very little emphasis on routine or basic skills that were measured in as part of the MIPI. The results while shocking initially, have provided teachers with valuable insights into the areas where our students struggle. While we do not have normed results with other jurisdictions at the time of this review, our administration, our division numeracy coordinator did meet with each grade level team to examine the results of these tests in detail, and outline next steps for improvement and to make immediate changes to the instruction and the strategies used in the classroom.

| EICS Numeracy Assessment Gr 4-7 | All Students | | First Nations, Metis, Inuit Students | | English Language Learner Students | |
|------------------------------------|--------------|-------|--------------------------------------|-------|-----------------------------------|-------|
| | At | Below | At | Below | At | Below |
| 2023 (Sept)* | 5% | 95% | 2% | 98% | 0% | 100% |

| MIPI Numeracy Gr 2-8 | All Students | | First Nations, Metis, Inuit Students | | English Language Learner Students | |
|----------------------|--------------|-------|--------------------------------------|-------|-----------------------------------|-------|
| | At | Below | At | Below | At | Below |
| 2022 (Sept)* | 64% | 46% | 50% | 50% | 56% | 44% |
| 2021 (Oct) | 47% | 53% | 17% | 73% | 58% | 42% |

* Current MIPI data reflects student the previous year's learning. At is reflected by 80%> based on previous grade outcomes.

As we prepared for the 2021-2022 school year, many teachers have registered and have taken part in targeted professional development for math instruction. Using the Math Up Program a number of teachers ranging from kindergarten to grade 8 have dedicated their focus to improving their self-efficacy in math instruction. Working collaboratively throughout the school year, these educators and administrators are working closely with the division's math specialist to further their understanding and improve their ability to deliver math content.

As of 2022, we still had several teachers using the Math Up platform, in addition to new resources purchased that coincide with the new curriculum. In addition, strategies such as our continued focus on teacher efficacy and professional development, as well as structural changes to how we are delivering math content to our grade levels who struggle the most should help us see these numbers continue to improve. It should be noted that all students in kindergarten through grade six are working with the Province's updated mathematics curriculum. This curriculum has a much heavier emphasis on procedural knowledge, with the grade level expectations and learning outcomes being different than years past.

As a school, we have done additional work with our students who have struggled the most in math. In grade seven this involved adding an addition teacher to regroup students into fluid classes where students are reorganized into smaller homogeneous learning groups based on outcome specific pre-assessments. Professional learning and time for collaborative work happens with all grade level teams both independently and is supported by the division numeracy coordinator. In addition, the monthly elementary and middle level meetings provide opportunities for our teachers to discuss ongoing strategies and support that is required.

| MIPI Numeracy Gr 8 | All Students | | First Nations, Metis, Inuit Students | | English Language Learner Students | |
|--------------------|--------------|-------|--------------------------------------|-------|-----------------------------------|-------|
| | At | Below | At | Below | At | Below |
| 2023 (Sept)* | 6% | 84% | 0% | 100% | 67% | 33% |

MIPI results in September of 2023 showed a decline however these results are the of a smaller sample size that we are accustomed to. Classroom teachers have reviewed the data and continue to implement review of basic facts and strategies to help improve student comprehension. Multiplication facts, and rigour continue to be areas of focus, in our grade eight classrooms.

| Provincial Numeracy | All Students Students | | First Nations, Metis, Inuit | | English Language Learner Students | |
|---------------------|-----------------------|---------|-----------------------------|---------|-----------------------------------|---------|
| | Not at Risk | At Risk | Not at Risk | At Risk | Not at Risk | At Risk |
| Grade 1 | 59 | 29 | 2 | 2 | 1 | 1 |
| Grade 2 | 51 | 28 | 4 | 5 | 3 | 3 |
| Grade 3 | 61 | 19 | 11 | 3 | 3 | 2 |

Data is number of students in each category.

Professional Learning

Non instructional days provide great opportunities for staff to work collaboratively to address these needs. All of the work that occurs on these days is tied directly to the goals outlined in our 3 year education plan. In addition to targeted professional learning opportunities focused on reading, writing and numeracy all teachers have developed their own professional inquiry questions in which they work to improve their practice as it related to student achievement. Much of our staff have created specific goals for themselves which are dedicated to improving student understanding in math and language arts.

| Division Assurance Survey – Percentage of teachers agree that | IC | GPPSD |
|---|-----|-------|
| At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement | | |
| 2021 | 93 | 89 |
| 2022 | 100 | 94 |
| 2023 | 96 | 94 |
| At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions | | |
| 2021 | 89 | 90 |
| 2022 | 100 | 94 |
| 2023 | 100 | 96 |
| Administration provides feedback to staff on instructional practices using multiple strategies | | |
| 2021 | 82 | 86 |
| 2022 | 100 | 91 |
| 2023 | 100 | 92 |

| Provincial Achievement Tests | Language Arts | | Math | | Science | | Social Studies | |
|------------------------------|---------------|------------|------------|------------|------------|------------|----------------|------------|
| | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence |
| 2022-2023 | NA | NA | NA | NA | 83.6% | 35.6% | NA | NA |
| 2021-2022 | 78.7 | 11.5 | 65.6 | 8.2 | 78.3 | 15 | 70 | 15 |
| 2020-2021 | NA | NA | NA | NA | NA | NA | NA | NA |
| 2019-2020 | NA | NA | NA | NA | NA | NA | NA | NA |
| 2018-2019 | 86.9 | 14.8 | 86.9 | 26.2 | 90.2 | 29.5 | 86.9 | 26.2 |

| | | | | | | | | |
|-----------|------|------|------|-----|------|------|------|------|
| 2017-2018 | 94.6 | 14.3 | 85.7 | 8.9 | 94.6 | 21.4 | 89.3 | 25.0 |
| 2016-2017 | 86.4 | 6.8 | 72.9 | 1.7 | 81.4 | 28.8 | 72.9 | 15.3 |

| Provincial Achievement Tests | All Students | | | First Nations, Metis, Inuit Students | | | English Language Learner Students | | |
|------------------------------|--------------|-------|-------|--------------------------------------|-------|------|-----------------------------------|-------|-------|
| | ICPS | GPPSD | Prov | ICPS | GPPSD | Prov | ICPS | GPPSD | Prov |
| 2022-2023 | 81/35 | 57/10 | 63/16 | 86/43 | 36/5 | 41/6 | * | 69/9 | 58/12 |
| 2021-2022 | | 62/11 | 67/18 | | 47/6 | 46/6 | * | 75/12 | 66/15 |
| 2020-2021 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2019-2020 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2018-2019 | 88/24 | 70/15 | 74/21 | 75/14 | 59/7 | 54/7 | * | 60/8 | 70/16 |
| 2017-2018 | 92/17 | 68/13 | 74/20 | 82/0 | 52/7 | 52/7 | * | 65/11 | 70/16 |
| 2016-2017 | 78/13 | 69/14 | 73/20 | 79/4 | 54/8 | 52/7 | * | 64/14 | 70/15 |

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

While we continue to focus on supporting our areas of need, it is important to remember that we have traditionally been a school whose students have demonstrated strong academic success. The results on provincial achievement tests from our pre pandemic years illustrates some very favorable results in how students have performed at Isabel Campbell. Our results have consistently met or surpassed the acceptable level demonstrated by both division and provincial counterparts. While our level of excellence fluctuates and remains an area where we would like to see growth, our level of students attaining success remains at or above both the division and provincial averages consistently. Though we have had some bright spots as it relates to excellence, seeing more of our students attain this standard remains a priority.

In year two, we did see some significant struggles as it pertains to Provincial Achievement Results. As a division, we saw a decrease and Isabel Campbell was no different in this regard. While we made some structural changes to address math challenges specifically, we have much work to do.

A continued focus on strong instructional leadership practices with teachers as well as additional support from division and content experts is critical in ensuring that we use evidence to guide our instruction. This work is evident on professional learning Fridays, and during professional development. New curriculum, assessments and resources are being used this year; however, our main focus remains on building teacher capacity through their professional learning and providing responsive and timely support.

| AEA Survey | | Parents | Staff |
|---|------|---------|-------|
| Child engaged in learning | | | |
| | 2021 | 97 | 97 |
| | 2022 | 91 | 100 |
| | 2023 | 93 | 100 |
| Satisfied with the quality of education | | | |
| | 2021 | 95 | 89 |
| | 2022 | 89.1 | 96.5 |
| | 2023 | 97 | 100 |
| Quality of education continues to improve | | | |
| | 2021 | 95 | 89 |
| | 2022 | 92 | 71 |
| | 2023 | 95 | 89 |
| Learning success for life after school | | | |
| | 2021 | 94 | 92 |
| | 2022 | 88 | 97 |
| | 2023 | 94 | 100 |
| School has high academic expectations | | | |
| | 2021 | 95 | 86 |
| | 2022 | 98 | 100 |
| | 2023 | 98 | 100 |

While achievement data is important and guides much of our school improvement, the influence of our Parent, Student and Teacher community is crucial in helping us gauge how we are doing as a school. When asked through division surveys, both the parent community and our staff have consistently reported that students are engaged in their learning, have high standards to achieve and are gaining the foundational skills needed to have success in future endeavors.

Priority: Inclusion

Outcome 4: Isabel Campbell is a safe, caring, and respectful environment that supports the social emotional learning needs of all.

The emotional well-being of our students has long been an area of focus. Over the last few years much of our professional learning time has been dedicated to work that has a direct impact on creating safe and caring environments for all. With dedicated professional development focused on trauma informed practice, our teachers have gained valuable information which has allowed them to build safety in the classroom through consistency, structure, compassion and understanding. These environments benefit all students, especially those who have experienced adverse childhood experiences (ACEs). It is estimated that anywhere between 30-45 percent of students have experienced at least one ACE.

These challenges create complex classrooms which can create extremely complex environments for our students to navigate. These challenges often overshadow the academic expectations we have for our students. Having done this work as a staff just prior to the beginning of the pandemic has been instrumental in providing our employees the skills necessary to persevere and support all students despite the changing public health regulations, and challenging learning environments that emerged through pandemic teaching. The investments made in ourselves has paid dividends, and the results from our satisfaction surveys by parents, students and staff further supports that we have been doing the right work.

We continue to be responsive to our student population, and advocate for support to ensure all students can be successful. This includes additional supervision to ensure student safety, pull out groups for English language learners, support during structured and unstructured time as well as additional in class academic support.

Monthly assemblies celebrate our four tenets, Innovation, Collaboration, Perseverance and Success. In addition, each month we promote the Seven Sacred Teachings which are embedded throughout the school. Each Friday, Niyanankisikaw (5th Day Teachings) occurs with a grade level. During this time a classroom teacher with the support of our indigenous liaison provide supporting instruction and information about indigenous teachings.

Students at Isabel Campbell have a voice. Through their advocacy we have created our first GSA and participated in fundraising activities to support organizations like the Education Foundation. These student lead initiatives are celebrated and supported by the entire school community.

We have continued to engage with our students and are fortunate to have two students representing our school as part of the division’s Student Advisory Council this year. Having the voice of our school in these discussions is important to our school community.

In addition, our school leadership class works to promote school community initiatives helping throughout our building. We have a number of student leaders who volunteer to hand out lunches, support supervision in younger classes during eating times and volunteer in a number of different capacities. We remained focused on being responsive to students needs, and continue to create and support student learning and leadership opportunities.

Number and Percentage of Parents, Students and Staff agree:

| | Parents | | Students | | Staff | |
|---|---------|----|----------|----|-------|-----|
| | # | % | # | % | # | % |
| School is Welcoming, Caring, Respectful and Safe Environment | | | | | | |
| 2021 | 281 | 98 | 315 | 86 | 39 | 92 |
| 2022 | 119 | 97 | 307 | 83 | 37 | 97 |
| 2023 | 123 | 98 | 314 | 86 | 36 | 92 |
| Student emotional, physical well-being and mental health is supported | | | | | | |
| 2021 | 281 | 98 | 315 | 86 | 39 | 82 |
| 2022 | 119 | 97 | 307 | 84 | 37 | 88 |
| 2023 | 123 | 99 | 314 | 78 | 36 | 91 |
| Teachers Care about me. | | | | | | |
| 2021 | 281 | 98 | 315 | 92 | 39 | 97 |
| 2022 | 119 | 97 | 307 | 91 | 37 | 100 |
| 2023 | 123 | 98 | 314 | 91 | 36 | 100 |
| I feel safe at school | | | | | | |
| 2021 | 281 | 99 | 315 | 92 | 39 | 100 |
| 2022 | 119 | 97 | 307 | 86 | 37 | 100 |
| 2023 | 123 | 98 | 314 | 84 | 36 | 100 |
| I recommend my school to others | | | | | | |
| 2021 | 281 | 99 | 315 | 89 | 39 | 97 |
| 2022 | 119 | 98 | 307 | 78 | 37 | 100 |
| 2023 | 123 | 99 | 314 | 79 | 36 | 97 |

The partnership between home and school is important, and we are thrilled that our parent community has instilled so much confidence in the work we do as a school. Knowing that the vast majority of our students and parents feel that teachers care for them, support them, and allow them to feel safe while here is imperative.

| Division Assurance Survey – Percentage of teachers agree that | Teachers | |
|--|----------|-------|
| | IC | GPPSD |
| The school uses consistent practices and structures to support diverse needs of students | | |
| 2021 | 83 | 93 |
| 2022 | 100 | 95 |
| 2023 | 91 | 92 |
| Students are able to access programs and support to experience success with their learning | | |
| 2021 | 74 | 89 |
| 2022 | 90 | 89 |
| 2023 | 89 | 91 |
| They have access to supports to effectively teach students with unique learning needs | | |
| 2021 | 80 | 85 |
| 2022 | 90 | 87 |
| 2023 | 91 | 88 |
| Staff use a consistent approach to support the social/emotional learning needs of students | | |
| 2021 | 83 | 93 |
| 2022 | 100 | 91 |
| 2023 | 97 | 92 |
| Students can get help with problems that are not related to academics at school | | |
| 2021 | 66 | 83 |
| 2022 | 74 | 83 |
| 2023 | 91 | 89 |

While the mental and physical wellbeing is critically important, access to programs and supports is an area where we have faced some challenges. Compared to our division colleagues, teachers at Isabel Campbell expressed concern with the access to supports available to students. Much of this is attributed to changes that were made at both the provincial level in terms of grants funding and division level in terms of supports which saw the school-based counsellors who had worked onsite previously shift into division roles as mental health leads.

Having been a school that relied heavily on the support of a school-based counsellor for one-on-one student intervention, whole class support with complex issues and group sessions with students we felt the loss in a large way.

New this school year is the addition of a site based social worker who works with students as part of our mental health support team. We are fortunate to have her services weekly, or as needed if deemed necessary to support individual needs. We also work closely with our indigenous liaison to support families and students. Both our liaisons, and social workers are critical in supporting students and families with short and long term needs. They play a vital role in bridging gaps between the school and home, and in connecting families with supports in our community.

Despite these changes it is important to note that our school continues to work closely with the division’s mental health leads, having already booked several meetings with our division supports to assist with classroom presentations, specific student needs, classroom observations and family supports. In addition, we have programming in place for the new year through the tri-district wellness team with their Dialectical Behavioral Therapy (DBT) program for students in grade 7.

As a staff we have also worked closely with the division’s Multidisciplinary Team to address academic, psychological, behavioral, and cognitive challenges in our classrooms. This team does classroom observations, helps create action plans and supports students, parents and teachers with the complexities that exist in all classrooms.

Attendance:

One of the measures we use to best understand how our students are doing is whole school student attendance. Traditionally, attendance at Isabel Campbell has been one of our strengths. While changing health regulations and mandatory isolation periods have had an impact on the number of days missed by students, we are pleased that we have continued to have relatively strong numbers of students in attendance daily.

| Isabel Campbell Historical Attendance | | | | | | |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Overall | 92% | 91% | 95% | 89% | 86% | 88% |

Does not include absences due to Covid close contact isolation.

It is our belief that our attendance results remain strong because kids enjoy being in our school. Our staff has worked extremely hard to ensure that this is an engaging learning environment where everyone can experience success. Our admin assistants work on the front lines daily, communicating with families and helping them understand the importance of being in school. Through clear direction and support, families at our school are given timely information and provided with the steps necessary to expediate student absences and return to school in a timely manner.

The heart of our success does lie with the classroom teachers and support staff who have created engaging opportunities for our students to succeed at school. Monthly celebrations which highlight student achievement in relation to our tenets of Innovation, Collaboration, Perseverance and

Success, focused attention on the Seven Scared Teachings, Fields Trips, special presentations, fun classroom activities and our 5th Day Teachings (Niyankisikaw), and extracurricular activities are at the centre of creating a collaborative culture that students and staff enjoy.



Focused work by staff in creating positive behavior expectations for all students in the classroom, hallway and during transition times has been an area of focus since the beginning of this plan. These positive behaviour expectations, called the Guardian Guild form the foundation of what it means to be a student at Isabel Campbell Public School. As we returned from interrupted teaching over the last few years, staff wanted to help students refocus and remember what it means to attend in person.

Wellness

While the wellness of students is at the primacy of what we do, the wellness initiatives extend past the classroom to our staff as well. Dedicated time monthly in staff meetings, as well as a division committees for both safety and wellness oversee global division concerns and staff wellbeing. As a school we are responsive to the needs of everyone, and step in to support whenever a need arises.

| Division Assurance Survey – Percentage of parents, students and staff agree that | Parents | | Staff | |
|--|---------|-------|-------|-------|
| | IC | GPPSD | IC | GPPSD |
| Students are supported at school to be active, healthy, and well | | | | |
| 2021 | 98 | 95 | 97 | 97 |
| 2022 | 97 | 96 | 100 | 96 |
| 2023 | 99 | 94 | 100 | 97 |
| My workplace supports my wellness | | | | |
| 2021 | n/a | n/a | 87 | 86 |
| 2022 | n/a | n/a | 97 | 88 |
| 2023 | n/a | n/a | 94 | 91 |