



Isabel Campbell Public School

Principal: Teresa Rawlyk

Annual Education Results Report

2023-2024



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



**Isabel
Campbell**
Public School

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   **GPPSD2357**

Isabel Campbell Public School


Fall 2024 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	83.6	81.0	85.3	83.7	84.4	84.8
	Citizenship	82.8	78.8	80.2	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	81.4	81.3	81.3	68.5	66.2	66.2
	PAT6: Excellence	20.9	34.7	34.7	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2
Teaching & Leading	Education Quality	89.4	86.0	90.0	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	85.7	87.5	84.0	84.7	85.4
	Access to Supports and Services	77.1	75.3	75.9	79.9	80.6	81.1
Governance	Parental Involvement	75.8	76.1	74.5	79.5	79.1	78.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

Fall 2024 AEA 5 Year Comparison

Alberta Education Assurance Measures Results						
Overall Multi Year Summary						
Assurance Domain	Measure	Isabel Campbell Public School				
		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	88.3	89.6	81	83.6
	Citizenship	91.6	83.5	81.7	78.8	82.8
	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
	PAT6: Acceptable	n/a	n/a	66	81.3	81.4
	PAT6: Excellence	n/a	n/a	11.2	34.7	20.9
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	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	94.7	92.0	94	86	89.4
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	90.2	89.2	85.7	89.3
	Access to Supports and Services	n/a	72.4	76.5	75.3	77.1
Governance	Parental Involvement	80.4	69.9	72.8	76.1	75.8

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, writing and numeracy.

At Isabel Campbell, we believe that literacy and numeracy form the essential foundation for learning and growth. Strengthening these skills is one of the most impactful ways to enhance students' academic success in all subjects.

We use a variety of division and classroom-based assessments to determine current levels of student achievement and inform effective school and teacher planning. As we moved into the final year of our three-year plan, we continued to see consistency in our reading scores with approximately three quarters of our students reading at or above grade level as noted in Table 1. We continued to use strategies of one on one and small group work with teachers as well as support from our learning support team and intervention.

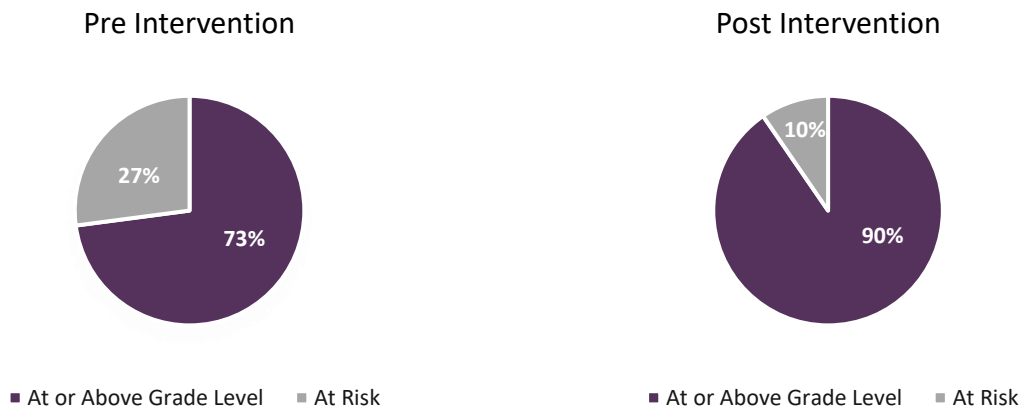
To further assist students in reading, we provided literacy intervention to grade 1-3 students. This intervention was very specific and focused on developing letter knowledge and phonemic awareness, which reinforced reading instruction occurring within grade 1-3 classrooms. The effectiveness of this targeted intervention is evident in Graphic #1.

Collaboration between home and school plays a crucial role in fostering strong readers. Our staff actively engages parents as partners in enhancing reading skills through the use of online tools like A-Z Reading and Raz Kids, at-home reading materials, and regular library checkouts. While scores offer valuable diagnostic data to evaluate student performance, we recognize that cultivating strong literacy habits and fostering a love for reading are essential for meeting this need. Reading and being read to, both at home and at school, plays a pivotal role in ensuring that all students can thrive and grow in this area. To support this work, we continue to dedicate a portion of our school based budget to ensure teachers have the resources they need to support their instruction and that there are multiple avenues for families to access physical books and online tools.

Fountas and Pinnell Reading Assessment – Table 1			
Independent Reading Levels	Term 3		
	Above Grade Level	At Grade Level	Below Grade Level
2023-2024*	46%	26%	28%
2022-2023	49%	26%	25%
2021-2022	46%	24%	29%
2020-2021	45%	29%	26%

* Grade 1 and 2 F&P data is not included for 2023-2024, as this is no longer a mandatory assessment for grades 1 and 2 in our division.

Literacy Intervention Profile (Grades 1-3) - Graphic 1



Our focus in 2024-2025 is to build teacher capacity in effective writing instruction, increasing our ability to be responsive to the learning needs of students. This area of focus came to our attention through teacher’s inquiry work as well as observational data. Working with writing specialist, Adrienne Gear, teachers have co-developed common writing rubrics across all grade levels to ensure common writing expectations. We are in the beginning stages of learning and applying new instructional writing strategies as well as introducing a School Wide Write.

Moving forward, students will participate in a School Wide Write assessment each term providing data about the components of writing – meaning, style, form and conventions. This school wide data will be collected and analyzed to inform instruction and to direct professional learning as we expand teaching strategies to further differentiate writing instruction based on students’ needs. It will also further enhance our use of a range of data sources to support student growth.

Currently, many of our Individualized Program Plans include specific, targeted goals aimed at improving students' writing skills. As a school, we embed assistive technology, including laptops and iPads, to help students achieve success. Students with diagnosed learning disabilities and challenges can enhance their writing conventions and fluency with the use of tools like voice dictation software, word processors, and online platforms that provide real-time feedback from teachers.

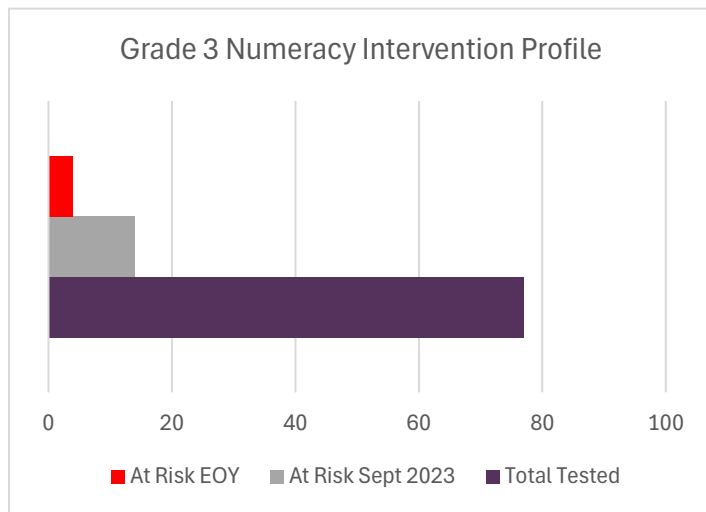
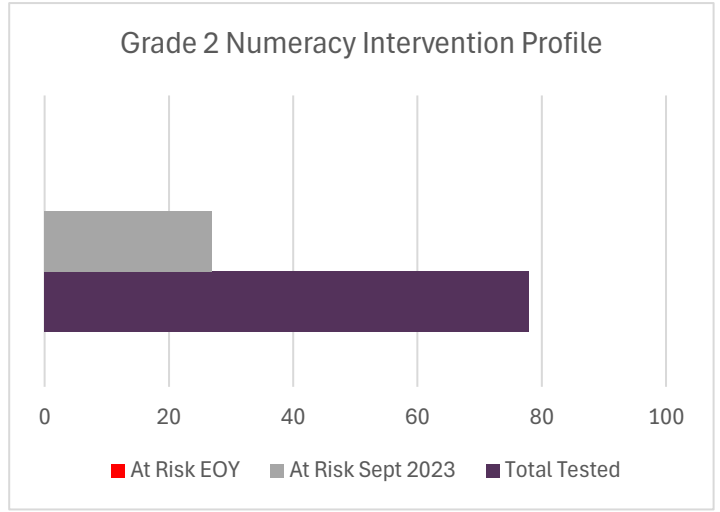
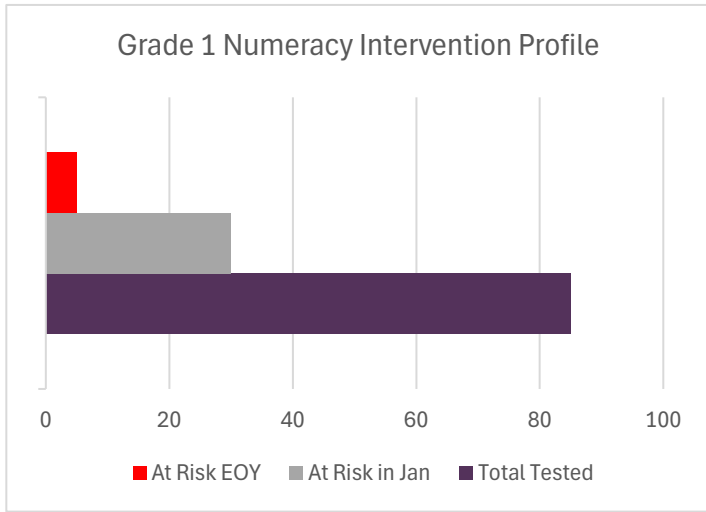
At Isabel Campbell, we align our professional learning directly with the priorities outlined in our Three-Year Education Plan. Our focus is on building the capacity of our teachers' instructional practices to sustain and enrich optimum learning for our students. Staff continue to explore their professional growth inquiry questions, motivated by curiosity and guided by student evidence and learning. Results in Table 2 indicate teachers are consistently satisfied in these areas. Moving forward, we will continue to build instructional capacity in writing through collaborative marking, class profiles, identifying next steps in instruction, use of exemplars and the purchase of anchor texts to support instruction. We anticipate that purchasing anchor texts with cross curricular content will support teachers to create more writing opportunities across the content areas.

One of the structures we use at Isabel Campbell to review student achievement and inform effective school and teaching planning are what we call "Data Days". Administration meets with individual grade levels, three times per year to review the achievement of their students using a variety of division and classroom-based assessments. It was through this work that teachers identified that we needed to build a shared understanding of critical vocabulary related to math operations. Our professional learning focus in 2023-2024 was driven by student data, teacher reflection and observation. Additionally, one of our teachers focused her Leadership for Tomorrow project on vertically aligning common math vocabulary as a result of conversations with her colleagues. To support her work, and to respond to the needs that teachers had identified, administration and that lead teacher worked with our Division Numeracy Coordinator to develop a series of professional learning sessions, to support a common understanding of critical vocabulary related to operations.

Teachers dove into the math curriculum and identified critical operational vocabulary for their grades. Working in groups they identified vocabulary words that overlapped in the grades above and below theirs. The whole group identified words that spanned the math curriculum from K-8 and then teachers co-constructed clear definitions for those words using Frayer models. They came to agreement about student friendly definitions, examples, non-examples and diagrams for those words. These were then saved onto the portal for teachers to access when teaching those concepts. During additional professional learning sessions, teachers were given various strategies for teaching those vocabulary words to students. Many teachers made commitments to incorporate one or two of the strategies they learned into their math pedagogy for the 2024-2025 school year.

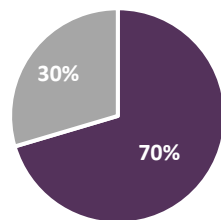
Numeracy intervention has played a key role in supporting our students' achievement. Improvement in achievement was most evident in our grade two students as noted in Graphic 2. Our data indicates that the intervention was very effective in supporting our 'at risk' students as captured in Graphic 3. We feel very fortunate that we can continue to offer similar intervention for the 2024-2025 school year.

Numeracy Intervention (Grades 1-3) - Graphic 2

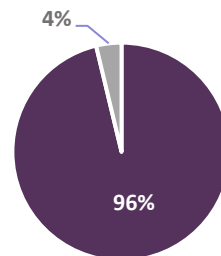


Numeracy Intervention (Grades 1-3) - Graphic 3

Pre Intervention



Post Intervention



■ At or Above Grade Level ■ At-risk

■ At or Above Grade Level ■ At-risk

Division Assurance Survey – Table 2

Percentage of teachers agree that:								
	IC				GPPSD			
	2021	2022	2023	2024	2021	2022	2023	2024
We use Professional Learning Fridays to support professional growth that focuses on student achievement	93	100	96	95	89	94	94	93
We use Professional Learning Fridays for collaboration related to our professional growth inquiry questions	89	100	100	95	90	94	96	90
Administration provides feedback to staff on instructional practices using multiple strategies	82	100	100	95	86	91	92	91
Our School uses a range of data sources to inform planning, instruction and assessment of students	96	100	96	95	97	98	99	97
Our school has high expectations for students about their academics and behaviour	82	100	100	100	93	90	89	88

Grade Six Provincial Achievement Exams – Table 3

	Language Arts		Math		Science		Social Studies	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2023-2024	NA	NA	NA	NA	NA	NA	84.3	21.7
2022-2023	NA	NA	NA	NA	NA	NA	83.6	35.6
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

While we continue to focus on addressing areas of need, it's important to recognize that we have historically been a school where students demonstrate strong academic success. Our PAT results have consistently met or exceeded the acceptable level compared to both division and provincial standards. Although our level of excellence may fluctuate and is an area for potential growth, the percentage of students achieving success remains at or above both the division and provincial averages. While we have seen some notable successes in terms of excellence, increasing the number of students who reach this standard remains a priority.

Priority: Inclusion

Outcome 2: Isabel Campbell is a safe, caring, and respectful environment that supports the social emotional learning needs of all.

Isabel Campbell School is committed to building a safe learning environment that respects diversity and fosters a sense of belonging for all. Supporting the emotional and physical well-being of students is an important focus for our school community as we believe students need to be mentally and physically prepared to take part in academic learning. We support this priority through leadership opportunities, social emotional instruction, and student recognition. Our progress is captured in Tables 4-7.

Offering leadership opportunities to students has been a key strategy in helping our large student population feel more connected to one another. For example, grade eight students lead a school wide shock drive for those in need within our community each year. After accomplishing our school goal, the grade eight cohort teaches our younger students fun dances such as the bunny hop and the twist and hosts a sock hop. Our younger and older students also partner on a weekly basis through reading or math buddies enjoying books and math games together. Many of our student leaders volunteer to hand out lunches, support supervision in younger classes during eating times and volunteer throughout the school such as our library helpers and junior coaches for our elementary teams. In 2024-2025, we welcomed our youngest students to kindergarten with a celebratory lunch with the theme “Hot Dogs with the Top Dogs”. This event was a hit and the beginning of a strong connection between grade eight students and our littlest Guardians. Moving forward, we will continue to intentionally provide leadership opportunities to engage our student population.

At Isabel Campbell, we strive to refine and enhance school-wide approaches to Social Emotional Learning. We use Slumberkins, Little Spot, PATHS and Emozi programs along with other resources to support students through free standing lessons, general teaching practices and the integration of skills through academic curriculum. We continue to partner with the division Wellness Team to support student and staff wellness. In grade six and seven, for example, our school’s Wellness coach worked alongside classroom teachers to present on Dialectical Behaviour Therapy (DBT). DBT is an evidence-based model that helps people learn and use new skills and strategies to increase their social emotional capacity. We will continue to design intentional instruction focused on social-emotional learning and utilize community resources to help students develop the skills needed to care for themselves and others.

Fostering a strong school culture is an integral component to supporting our priority. At Guardian Assemblies, students are individually recognized for demonstrating one or more of our four tenants, Innovation, Collaboration, Perseverance and Success. Teachers personally explain how each student demonstrates our core values. Our Guardian Assemblies clearly highlight the diversity of strengths

within our student population and brings an authentic and personalized approach to student recognition as we celebrate their learning. Our school culture is also further enhanced through activities such as Literacy Week, Christmas caroling, our student designed Haunted House, theme days and clubs. These activities provide opportunities for connections between students, as well as between students and a variety of adults.

Within our school culture, we acknowledge and embrace our collective responsibility to the reconciliation process. Partnering with our Indigenous Liaison, Loriann Gignac, we commit to building our Indigenous foundational knowledge and aspire to embed and apply our knowledge to our daily practice. One of the structures we use weekly to support this priority is Niyankisikaw (5th Day Teachings), which occurs every Friday. During this time a classroom teacher with the support of our Indigenous Liaison provides instruction and information about Indigenous teachings.

The partnership between home and school is important, knowing that most of our students and parents feel that teachers care about them, support them, and allow them to feel safe is imperative. In 2023-2024, we saw a decline in the satisfaction of parents, and this will be an area we will continue to investigate. We remain focused on being responsive to students' needs and continuing to build a safe learning environment that respects diversity and fosters a sense of belonging for all.

Provincial Assurance Survey-Table 4												
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.												
	School				Authority				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	92.1	91.6	89.0	91.7	89.5	86.1	86.0	85.7	90.0	88.8	87.5	87.1
Parent	91.2	88.4	88.7	88.6	90.8	84.9	85.3	85.9	90.5	89.5	88.1	88.0
Student	88.1	89.8	82.9	89.4	82.6	80.9	80.2	79.5	84.0	82.5	81.5	80.4
Teacher	97.0	96.6	95.4	97.0	95.1	92.5	92.6	91.6	95.4	94.3	93.0	92.9

Provincial Assurance Survey – Table 5									
Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.									
	School				Province				
	2021	2022	2023	2024	2021	2022	2023	2024	
Overall	90.2	89.2	85.7	89.3	87.8	86.1	84.7	84.0	
Parent	88.9	84.1	84.7	84.0	88.2	86.9	85.6	85.3	
Student	85.9	86.6	79.0	86.4	79.8	77.7	76.6	75.2	
Teacher	95.7	97.0	93.4	97.4	95.3	93.6	92.0	91.6	

Division Assurance Survey – Table 6									
Percentage of parents, students and staff who agree,									
	Parents			Students			Staff		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
School is Welcoming, Caring, Respectful and Safe Environment	97	98	91	83	86	83	97	92	99
Student emotional, physical well-being and mental health is supported	97	99	91	80	81	81	88	96	97
Teachers Care about me or my child	97	98	89	91	91	91			
I recommend my school to others	98	99	94	78	79	82	100	97	100
Students are involved in learning about Indigenous peoples, culture and history to enhance Reconciliation	93	96	93	95	97	96	100	100	97

Division Assurance Survey – Table 7						
Percentage of teachers who agree,						
	IC			GPPSD		
	2022	2023	2024	2022	2023	2024
The school uses consistent practices and structures to support diverse needs of students	100	91	97	95	92	91
Students are able to access programs and support to experience success with their learning	90	89	90	89	91	91
They have access to supports to effectively teach students with unique learning needs	90	91	86	97	88	89
Staff use a consistent approach to support the social/emotional learning needs of students	100	97	97	91	92	91
Students can get help with problems that are not related to academics at school	74	91	93	83	89	93

In 2023-2024, we saw a significant decrease in the percentage of parents who were satisfied with learner supports as captured in Table 8. To increase the number and quality of interactions between teachers and parents, we altered our in-house transition process. We began our transition process in May, utilizing the strength of established parental relationships to act as a bridge between parents and next year’s teacher. Receiving teachers began building relationships with students and families well in advance of the upcoming school year, listening to their hopes and goals for their child. To further support student transitions, families came for an individual meet and greet in August prior to the start of the school year and meetings were held with parents of students with Personal Care plans to update those plans. During these meetings, we learned of new developments with many of our complex students that were important for beginning of year transition, such as one student with new

mobility needs, using a wheelchair. Teachers and parents responded positively to these interventions. We anticipate that our intentional actions and shift in process will increase parental satisfaction with their involvement in their child’s programming.

Learner supports is an area that the division has also identified, collaborating with system leadership in 2024-2025, we will be engaging directly with parents of children with an IPP or IBSP to learn about their experiences and potential strategies moving forward.

Division Assurance Survey – Table 8						
Percentage of parents who agree,	IC			GPPSD		
	2022	2023	2024	2022	2023	2024
With the opportunity to participate in the development of IPP/IBSP	86	92	62	85	87	86
With staff’s ability to meet medical, behaviour and/or social/emotional needs	79	92	62	84	87	88

During our three-year cycle, a key focus was on staff dedication to fostering positive behavior expectations for all students, in the classroom, hallway, and during transitions. These expectations, known as the Guardian Guild, serve as the cornerstone of what it means to be a student at Isabel Campbell Public School. Our consistent expectations throughout the school support student wellbeing.



While the wellness of students is at the primacy of what we do, wellness initiatives extend past the classroom to our staff as well. During our monthly staff meetings, we provide the opportunity for staff to share appreciation for one another for things that have happened in the past month. In addition, we have added to our daily bulletin recognition of one staff member each week and finally we provide opportunities for connections through events such as our staff Christmas dinner and scavenger hunts. As a school we are responsive to the needs of all, including staff, and step in to support whenever a need arises.

Division Assurance Survey – Table 9						
Percentage of staff who agree,						
	IC			GPPSD		
	2022	2023	2024	2022	2023	2024
My workplace supports my wellness	97	94	97	88	91	89