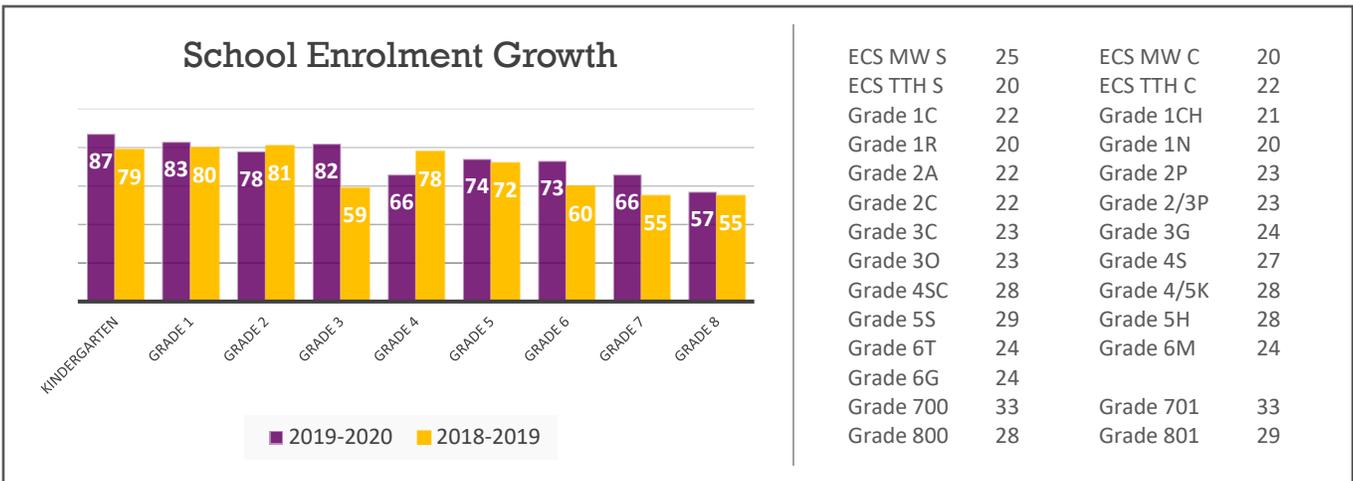




OVERVIEW

Isabel Campbell Public School is a kindergarten to grade eight school located in the Pinnacle Ridge neighborhood. Isabel Campbell’s catchment area includes the neighborhoods of Westpointe, Pinnacle Ridge and O’Brien Lake. With a diverse school population of 667 students, our focus remains on developing strong community minded students. We offer a number of programs for our population including a variety of student clubs and interschool athletic opportunities. With focused, student lead elementary assemblies, middle level leadership opportunities and junior high leadership classes, students in our school have many opportunities to engage both with the school and extended school community.



Our instructional staff includes 33 full time educators, with an additional 3 teachers who provide district music opportunities in band, orchestra, and guitar to our middle level students. In addition to our teaching staff we have an additional 15 support staff who provide several services to the school including administrative assistants, counselors, custodians, education assistants and library technicians

We are proud to work with a number of community partners on a daily basis. Isabel Campbell students have access to a full-service menu, complete with healthy food choices through our contract with Citrus Catering. Our school houses Stepping Stones Day Care Society who provides, before, during and afterschool care for Isabel Campbell families. We are also home to the Ronald McDonald House of Northern Alberta, for whom their regional office is located within our building.

Isabel Campbell is proud to have an active School Council which meets on the second Wednesday of each month. This council has been instrumental in providing services which improve the climate in the school. Some of their endeavors have resulted in a winter warm up project which provides students without proper winter tuques and mittens the opportunity to take or borrow what is needed. They also have organized and provide our community with a school wide nutrition program, providing apples to anyone in our school community who may be hungry or need an additional snack.

In addition to our School Council, we are proud to partner with the South West 40 Playground Society which is made up of parent and school staff who work diligently to support our school and community. Bimonthly

meetings take place on the second Wednesday of the month. South West 40 Playground Society is actively involved in our school running fun lunches, school dances and other community events.

SCHOOL MISSION AND VISION

Isabel Campbell Public School believes in the four tenets of Innovation, Collaboration, Perseverance, and Success.

PLANNING AND ASSURANCE AT ISABEL CAMPBELL PUBLIC SCHOOL

Isabel Campbell uses a variety of information sources to identify school priorities encompassing both student, staff and parent feedback. The annual APORI surveys, Tell Them From Me Surveys, and District Satisfaction Surveys provide some tangible data sources. We also rely heavily on the feedback and discussion that takes place at our monthly School Council meetings.

ACCOUNTABILITY PILLAR – HOW WE ARE DOING ACCORDING TO PARENTS, STUDENTS AND TEACHERS

2017-2019 Results Report

| Measures | | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|-------------------------------|------|------|------|------|------|
| | | | | IC | IC | IC |
| Safe & Caring Schools | | | | 90.0 | 90.9 | 93.3 |
| Student Learning Opportunities | Program of Study | | | 79.8 | 89.1 | 90.3 |
| | Education Quality | | | 90.4 | 92.5 | 93.2 |
| | Drop Out Rate | | | n/a | n/a | n/a |
| | HS Completion Rate | | | n/a | n/a | n/a |
| Student Learning Achievement (K-9) | PAT Accept. | | | 78.4 | 91.1 | 87.7 |
| | PAT Excellence | | | 13.1 | 17.4 | 24.2 |
| Student Learning Achievement (10-12) | Diploma Accept. | | | n/a | n/a | n/a |
| | Diploma Excellence | | | n/a | n/a | n/a |
| | Diploma Part. Rate (4+ exams) | | | n/a | n/a | n/a |
| | Rutherford Eligibility | | | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate | | | n/a | n/a | n/a |
| | Work Preparation | | | 95.7 | 86.7 | 84.0 |
| | Citizenship | | | 84.5 | 85.6 | 89.1 |
| Parental Involvement | | | 86 | 83.6 | 86.3 | |
| Continuous Improvement | School Improvement | | | 68.5 | 93.4 | 91.1 |

2018-2019 School Results Summary

School Priority One - Continued Focus on 2017-2018 Priorities:

- Our school continued to focus on the priorities established during the 2017-2018 school year. Specifically, we focused on Numeracy and Writing as these priorities were created after careful consideration and the thorough examination of student data at the classroom, district and provincial levels.

- We used targeted opportunities during professional learning time, and collaboration time to focus on this priority in grade level groups. Professional development opportunities were shared with staff. Our district numeracy expert also worked closely with teachers in our school who were provided release time to better support their math instruction.
- Our evidence of success was demonstrated on provincial achievement tests where our grade six students scored better than both the district and provincial averages in our number of students who demonstrated an acceptable level. Our Kindergarten through grade three counting principles data continued to highlight areas of focus which need be targeted in the new school year. Teachers took advantage of professional development opportunities as they related to both writing and numeracy. Many cross graded professional learning groups emerged in which the continuum of writing was a major focus.
- Support for this priority remains in terms of the school's ability to support professional development opportunities targeting both math and numeracy instruction. Several teachers continue to have writing and numeracy as a personal focus and have established larger, more structured working and learning groups for the 2019-2020 school year.

School Priority Two – Teacher Professional Knowledge

- This priority focused on building a culture of professional learning that supported the instructional practices of all teachers.
- This priority was important to our school because it ensured all teachers were better prepared for the implementation of the upcoming Teacher Quality Standards.
- Evidence of this goal was our teacher's ability to engage in professional dialogue which focused on targeted areas of their instructional practice. Our teachers learned how to question colleagues on specific practices used in their classrooms and gained a better understanding of strategies that can be used to improve classroom instruction.
- This focus remains a priority for the 2019-2020 school year. Teachers will select larger groups with an increased focus on the professional understandings and conversations, and less focus on establishing a process that best supports these discussions.

2019-2020 School Priorities

School Priority One – Continued focus on Teacher Professional Knowledge

- Our focus continues to be on building teacher professional knowledge.
- This priority is important as it is an extension of the work that we began last year in which teacher's identified specific areas of focus, worked through generative dialogue to target priorities as they relate to the Teacher Quality Standards and improve classroom instruction. This priority has evolved to include both last years foci on numeracy and writing in addition to the increased professional knowledge of teachers.
- Our priorities include frequent meetings with individual teachers and administrators to discuss personal progress and classroom impact supported through observations and feedback.
- Teachers will continue to work collaboratively in groups to explore professional growth as it relates to student achievement with the support of their colleagues.
- Evidence of success would be that curriculum results continue to show improvement, teachers are able discuss specific pedagogy used, and all staff have an improved sense of collegiality.

School Priority Two – Trauma Informed Practice

- Our second focus is on increasing staff understanding of trauma and how to best support students who have experienced trauma.
- This priority is important as it will allow staff to gain a better understanding of the numbers of children statistically affected by trauma in our school and provide all teachers, education assistants, administrators and counselors with tools to work with all students.
- Our desired outcome is that staff will become trauma aware and be able to offer supports and strategies in their day to day work that would have a positive impact on student wellbeing and mental health in a classroom environment.
- Staff will gain strategies through monthly professional development sessions during their designated learning time, release time and through one on one meetings with the instructors.
- Evidence of success would be that our staff understands the statistical prevalence of trauma in our school setting.
- Indicators of the success should appear in our yearly statistical reports such as, the Our School survey, and parent satisfaction survey results as it pertains to questions on safe and caring schools, having trustworthy teachers and prevalence of anxiety levels reported.