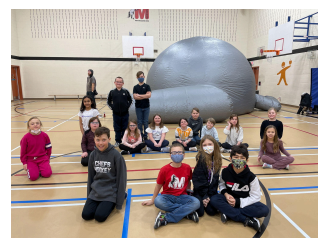




School Results Report

2022/2023

Mattie McCullough Elementary School



The Year in Review

Fast Facts:

Mattie McCullough Elementary School
26 Lawford Ave, Red Deer, AB T4R 3L6
403-343-8958
www.mattie.rdpsd.ab.ca/

Principal: Diane Wade
Vice-Principal: Crystal Kjelsberg

Student Profile:

- Kindergarten: 62
- Grade 1: 57
- Grade 2: 71
- Grade 3: 61
- Grade 4: 87
- Grade 5: 79
- Total Student Population: 417
- ESL Students: 66
- First Nations; Métis; Inuit Students: 20
- French Immersion Students: 0

Staff Profile:

- Teachers: 24 total (20.4 Full Time Equivalent)
- Classified Staff: 13 (8.97 FTE)
- Facility Services Staff: 2
- Total Staff: 39

New Directions:

As the province's new curriculum remains in effect, our grade four and five teachers are dedicated to its successful execution through the application of best practices and exemplary instruction, with a particular emphasis on promoting literacy and numeracy skills. Concurrently, our Kindergarten to grade three teachers will introduce the new Science curriculum this year while further building upon the foundations laid in the curriculum introduced last year. Our dedicated teachers and support staff remain committed to ongoing learning and enhancing their instructional approaches to ensure the delivery of a high-quality education for all students, along with tailored support for those who require it.

The primary emphasis for this year centers on customized assistance, with a particular focus on student regulation. Throughout the year, our staff will undergo training in student regulation, facilitated by our Student Support Room Teacher and Administration, alongside comprehensive SIVA training for all staff members. In order to offer tailored educational support, we will maintain an intervention team comprising our LAT teachers and a part-time Educational Assistant (EA). This team will collaborate with students in small groups, concentrating on systematic, research-driven programs designed to enhance literacy and numeracy skills, ultimately working toward bringing students up to their grade level standards.

Opportunities and Challenges:

In recent years, Mattie McCullough School has had an increased enrollment in the number of new English Language Learners from various countries, creating a diverse linguistic landscape within the school. The school community and staff have embraced this diversity as an opportunity for cultural exchange and enrichment. Teachers have worked together to support each other, enabling these students to begin to bridge the language gap and feel welcomed.

Furthermore, the school also recognized the evolving needs of its students, particularly in the realm of social and emotional well-being. We have noticed a steady increase in students with heightened social and emotional needs. In order to be proactive, staff are focusing professional development time next year to dive into supporting kids socially and emotionally.

With the lifting of restrictions, Mattie McCullough School has seized some wonderful opportunities, from rekindling holiday spirit with our first Christmas concert in years to enjoying the invaluable support of numerous parent volunteers back in the building. The return of field trips has not only broadened students' horizons, but has also added a new dimension to their learning experiences, making it a remarkable time at our school.

A Year of Success:

Mattie McCullough School is truly an amazing place to attend and work. The school has a dedicated and caring staff who go above and beyond to ensure a nurturing and supportive learning environment. Their commitment to the students' well-being and growth is evident in every interaction, fostering a sense of trust and belonging. One of the most important features of this school is its emphasis on building connections; here, every individual is valued, and the strong sense of community allows students and educators to create strong bonds. As a result, students genuinely love coming to school and are eager to engage in the vibrant, welcoming atmosphere that awaits them. Mattie McCullough School's unique blend of caring staff, community connections, and a love for learning makes it an exceptional place for both students and staff.

Throughout the academic year, the students at Mattie McCullough School demonstrated remarkable progress in both reading and math. Their dedication and hard work paid off as they saw substantial growth in these fundamental subjects, with many reaching new heights in their academic abilities. This remarkable achievement wasn't limited to academic excellence alone; they also learned more about the Mattie Values that lie at the heart of their school's philosophy.

Alberta Education Assurance Measures: Overall Summary

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1063 Mattie McCullough Elementary School

Assurance Domain	Measure	Mattie McCullough Elem. Sch.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	89.1	89.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.4	86.2	89.5	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	93.6	94.9	95.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	90.7	90.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.3	89.7	89.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	64.1	72.5	77.2	79.1	78.8	80.3	Very Low	Declined	Concern

Alberta Education Assurance Measures: FNMI Summary

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

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

Number of Students	Students reading within one year of Grade Level	Percentage
68	56	82.35

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

Number of Students	Students reading within one year of Grade Level	Percentage
61	53	86.89

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

Number of Students	Students reading within one year of Grade Level	Percentage
81	69	85.19

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

Number of Students	Students reading within one year of Grade Level	Percentage
71	59	83.1

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

Number of Students	Students reading within one year of Grade Level	Percentage
87	79	90.8

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	77.4	N/A	100	90.91	84.81
Overall percentage of students who feel they are able to read and write what is expected of them in school.	93.3	N/A	N/A	91.89	89.6
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	100	100	96.88

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	83.6	N/A	100	100	87.34
Overall percentage of students who feel they are able to understand and work with numbers in school.	88.6	N/A	N/A	89.19	92
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	N/A	100	100	93.75

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Our Learning Assistant Teacher remained committed to implementing the Levelled Literacy Intervention (LLI) for our grade 4 and grade 5 students. Simultaneously, our students in grades 1, 2, and 3 actively engaged in the Alberta Education Intervention program for Numeracy and Literacy with our Literacy Intervention Assistant. Kindergarten to grade 3 were in our second year of using the systematic phonics program, From Sounds to Spelling. Through this precise instructional approach, we successfully witnessed 86% of our students reading at or above their grade level. The efficacy of this targeted strategy is evident as it has enabled 90% of our grade 5 students to read proficiently within a single grade level by the time they reach that milestone.

Analysis:

- While we've noticed a slight dip in parents' perception of their children's reading, writing, and numeracy skills, it's important to highlight that our student data clearly indicates that students are making substantial progress in these areas. To bridge this gap, we are increasing our efforts to effectively communicate these successes with parents, ensuring they are well-informed and confident in their child's abilities.
- It is great to see students feeling more confident in their math skills this year.

Action:

- Continue to participate in focused district-wide Literacy and Numeracy professional development PD days from our central services department .
- Participate in the district year end math assessments on a voluntary basis. Teachers will use this data to plan and target concept areas below achieving in the month of June.
- Kindergarten to grade 3, as well as the learning assistance teachers used and will continue to use a consistent phonemic awareness program (Sounds to Spelling) with a scope and sequence to follow. Check-ins with grade partners and the learning assistance team were done throughout the year to determine pace and next steps. The Scope and Sequence was used and adjusted for this upcoming year.
- Utilizing the Alberta Education Assessment Data, we established specialized intervention groups for reading and mathematics. We look forward to having the intervention groups continue once government funding is received.
- The school staff participated in Professional Growth Plan activities and reflective discussions, utilizing district templates designed for teachers, educational assistants, and school administration. Staff will participate in Professional Growth Plan meetings again this year.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	92.4	94.9	93.9	92.6	89.5

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	87.9	82.4	89.1	83.2	82.9

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	96.6	N/A	33.33	100	93
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	96.2	N/A	N/A	100	94
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	96.6	N/A	100	96.97	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	97.3	N/A	83.33	100	87.34
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	93.3	N/A	N/A	91.89	91.46
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	N/A	90	100	100

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	96.6	N/A	83.33	100	87.34
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	94.3	N/A	N/A	86.49	92.07
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	N/A	100	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The genuine impact of the pandemic on students' social and emotional abilities is becoming increasingly evident. Last year and this year, we are prioritizing equipping students with the skills to interact calmly and effectively with their peers. Teachers, administrators, and other staff members work and continue to work collaboratively to provide comprehensive instruction in this crucial area, recognizing the importance of nurturing students' social and emotional development.

Analysis:

- While there has been a slight decrease in the number of parents who reported positive feelings regarding their child's sense of belonging, well-being, and care at school, we are sure that this trend will be addressed this year. This optimism is based on the introduction of a full-time Student Support Room teacher who will collaborate with the administration and our committed teachers, emphasizing the support and well-being of our students. We are committed to maintaining open lines of communication with parents and students, encouraging them to reach out for support whenever they feel the need.

Action:

- We expanded access to time with our Community Liaison Worker, continued to have a student support room teacher in the morning, and administration in the afternoon, all of whom were readily available to address the ongoing social and emotional needs within the school community.
- We continued to provide a breakfast program in our student support room, offering essential nutrition and a gentle start to the day for our diverse learners, ensuring they had the foundation for a successful day ahead. Additionally, we continued to supply snacks and lunches to those in need, guaranteeing that our students remained nourished and prepared for effective learning throughout the day. These nutrition elements will continue to be available to all students in the upcoming year as well.
- During Thanksgiving and Christmas, we provided essential support to many families by supplying them with food, gifts, and gift cards tailored to their unique family needs. We are already in the planning stages to meet the needs of families this year for Thanksgiving, Christmas and additionally Easter this year.
- Additionally, the school council and staff organized the inaugural Mattie Market, with proceeds dedicated to supporting families during the Christmas season. The second Mattie Market has been scheduled to run in December 2023.

- This year, the library was able to deliver books directly to classrooms, thanks to the funds generated from book fair sales. The selection of books was made by teachers to ensure that students had access to a diverse range of books easily accessible in their classroom libraries. We look forward to another book sale in December and plan to provide teachers with the opportunities to select books for their diverse learners again.
- The School Spirit Team introduced a range of spirit days and competitions to actively involve and foster a sense of connection and community among the students. The Spirit Team will continue to look for ways to build community and a sense of belonging.
- We were able to bring back the Bike Rodeo this year which ensures all students have access to bike safety and practice.
- All staff are participating in SIVA training to support students with greater social emotional needs.
- Staff will receive monthly tips, articles, and professional development at staff meetings from our Student Support Room Teacher.
- Educational assistants will be supported in their professional development by our student support room teacher and administration to continue to build their skills set when working with such diverse populations of students.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.1	92.9	89.7	86.2	82.4

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	87.5	92.9	87.9	97.6	80.5

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	94.7	90.6	90.7	92.7	84.3

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	3
---	----------

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	93.2	N/A	83.33	100	93
Overall percentage of students who feel they will be prepared for the next grade level.	97.1	N/A	N/A	89.19	90.24
Overall percentage of teachers who feel the students will be prepared for the next grade level.	86.2	N/A	80	93.94	84.38

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	96.6	N/A	33.33	100	97
Overall percentage of students who feel they will complete high school.	98.1	N/A	N/A	94.59	97.56
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	N/A	100	96.97	90.63

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

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	50	100	93.67
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A	97.3	92.07
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	90	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- We successfully reinstated various leadership roles across the school. Older students were paired with younger ones to offer mentorship and assistance. Additionally, Grade 5 students took part in patrols and served as library assistants, gaining valuable leadership skills for the future. Grade 4 students continued their involvement in the lunch recycling program, showcasing their sense of responsibility. Teachers also continued to provide students of all ages with opportunities to demonstrate leadership within the classroom.
- Throughout the year, kindergarten students were given numerous chances to explore various community occupations through field trips and guest speakers. This enabled them to initiate their exploration of future possibilities from an early age. Students were provided with opportunities to acquire lifelong skills by collaborating with teachers and leadership students from Hunting Hills High School. Kindergarten students visited many programs at Hunting Hills High School, including the cosmetology department, art classes, music, foods and drama classes.

Analysis:

- Many times, social-emotional and regulation concerns were seen by teachers as being given greater importance when it came to preparing students for the next grade. Students facing challenges with social-emotional needs were identified more frequently and sought additional assistance. This adds the extra yet critically important task of readying students for the next grade and their future. Numerous teachers sought support from our recently established Critical Intervention Team from Central Services to assist students with more profound social-emotional needs. We will continue to use this team and their knowledge to learn ways to support student transitioning with higher social emotional needs.

Action:

- We are looking at expanding the leadership opportunities for grades 3, 4 and 5 students, to include phone secretaries, door monitors, breakfast program helpers, additional library assistants, and indoor recess supervisors.
- Last year proved to be another successful year in terms of upholding our Mattie Values. This year, we are in the process of revamping the ticket system to provide students with more frequent opportunities to earn tickets. Students will have the

chance to earn tickets and enter them into a monthly draw for a chance to have Pizza with the Principal. Additionally, tickets collected throughout the year will be included in a year-end draw, where students can win prizes. The more we can motivate students to earn tickets and engage in discussions about why they earned them, the better their understanding of these values will become, ultimately instilling them as lifelong traits.

- Seamless transitions between grades are crucial for students' overall success. Fortunately, this year, we had the privilege of continuing our "Moving Up" day. Towards the end of the school year, students from each grade were grouped into their class lists for the following year and spent the morning engaging in enjoyable activities in their upcoming grade. This provided teachers with the chance to establish connections with their future students and allowed students to meet the teachers they may be working with in the next academic year.
- Emotional intelligence (the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.) are an important skill for students to learn and use in their future. We will look at emotional intelligence and how we as educators can support our students' success in this area.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

Anecdotal Results

- Year by year, we witness our students growing increasingly at ease with the language and concepts surrounding Reconciliation and FNMI culture. Our older students, having benefited from years of knowledge-building, now possess a deeper understanding of FNMI cultures. Simultaneously, our younger students are starting their educational journey by immersing themselves in new FNMI concepts introduced through lessons and stories. This ongoing expansion of teachings and understandings serves to support our FNMI students in meaningful and engaging ways.

Analysis

- The administration team and FNMI coordinator put in dedicated effort to facilitate teachers with FNMI knowledge and lessons throughout the school. What was even more inspiring to witness was the proactive approach taken by all of our classroom teachers, who independently led their own lessons and shared their new knowledge of FNMI cultures. It is heartening to observe this becoming a more integrated and commonplace practice in our school community.

Action

- This year students will enjoy listening to a variety of playlists featuring Canadian Indigenous music, immersing themselves in the vibrant sounds of Indigenous artists. Additionally, during the morning announcements, "O Canada" will be sung in different Indigenous languages, showcasing the diverse linguistic heritage of our nation.
- We will introduce the celebration of Metis Week and a variety of associated activities.
- Teachers implementing the new curriculums are dedicated to the ongoing effort of weaving FNMI content throughout their curriculum lessons. This commitment to cultural inclusion remains a key focus for them.
- We are proud to announce that our school now boasts two FNMI leaders and contacts. These individuals will serve as invaluable resources for ongoing professional development opportunities. Additionally, they will offer assistance to teachers in acquiring the necessary resources to effectively implement the new curriculum and maintain a strong focus on FNMI throughout our educational programs.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of [Mattie McCullough Elementary School](#).

As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 8, 2023** meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/mattiemccullough/page/915/about-us>



Red Deer Public Schools
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca