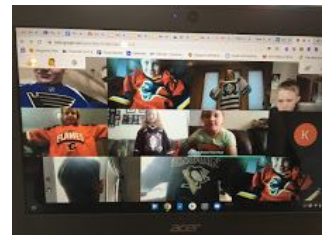




School Results Report

2019/2020

Annie L Gaetz Elementary School



The Year in Review

Fast Facts:

Annie L. Gaetz

32 Mitchell Ave.
Red Deer, Alberta, T4N 0L6
Phone: 403-347-5660
Fax: 403-342-5706
Website: algaetz.rdpsd.ab.ca

School Administration:
Principal: Larry Hartel
Vice Principal: Deanne Good

School Profile:

Annie L. Gaetz is a K-5 school with a school population of about 250 students. Our population includes students from Morrisroe as well as Deer Park. Our school focus is on increasing academics through dedicated literacy and math focused support blocks as well as Fine Arts.

Student Enrolment 2019-20: 260

Anticipated Staff Profile:

- 19 Teaching staff members (13 FTE)
- 6 Classified Staff (5 FTE)
- 2 Facility Services Staff (1.5 FTE)
- **27 Total Staff**

Vision, Mission, Beliefs:

In a place where children count, we will develop responsibility, self-esteem and academic excellence. Annie L. Gaetz is committed to providing the best possible education to all students.

Alberta Education Accountability Pillar Overall Summary



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 4436 Annie L Gaetz School

Measure Category	Measure	Annie L Gaetz School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.6	87.9	91.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.1	82.4	89.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.9	93.4	94.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	86.7	78.1	84.5	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.9	81.5	88.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.4	78.0	78.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.5	80.0	84.3	81.5	81.0	80.9	Very High	Maintained	Excellent

District Goal

Literacy and Numeracy

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

Outcomes

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

District Performance Measures

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
160	139	86.9

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to read and write what is expected in school.	84.2	89.3	77.4	80.4	N/A
Overall percentage of students who feel they are able to read and write what is expected of them in school.	85.9	83.2	97.0	94.1	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	92.3	100	100	N/A

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	89.5	92.9	84.9	87.0	N/A
Overall percentage of students who feel they are able to understand and work with numbers in school.	90.9	78.5	94.0	94.1	N/A
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	92.3	89.5	100	N/A

Comment on Results: Analysis and Action

Analysis

- **Up until the students went online we were progressing very well with the numeracy and literacy work at ALG. We have analysed the benchmarking and MIPI data and started a program to support all students while focusing on those below level in all areas with added literacy / numeracy interventions.**

Action

- **ALG will continue implementation of the District's Literacy Framework, with a focus on Fountas & Pinnell Benchmarking and responding appropriately through strategies**

involving: fluency, vocabulary, background knowledge, word recognition, and comprehension.

- **Continue to build staff capacity and consistency in the use of literacy resources available in the school.**
- **Explore the use of guided reading resources containing First Nations, Métis and Inuit perspectives.**
- **Further integrate the Arts within all curriculum areas including Art Learning Journals.**
- **Continue to support school wide math and literacy blocks to support all learners.**
- **Explore and implement opportunities for increased parental involvement to support literacy in the home.**
- **Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset.**
- **Refine and continue the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-5 are benchmarked and the data is individually recorded for instructional planning purposes.**
- **Explore and implement opportunities for increased parental involvement to support literacy and numeracy in the home.**

District Goal

Equity

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

Outcomes

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

Alberta Education Performance Measures

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	92.5	93.5	93.8	87.9	91.6

- **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)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	91.4	81.9	90.9	80.0	86.5

District Performance Measures

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	92.1	96.4	98.1	92.4	N/A
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	96.0	92.5	98.0	96.0	N/A
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	75	84.6	94.7	95.2	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	97.4	92.9	90.6	95.7	N/A
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	96.0	89.7	93.0	97.0	N/A
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	100	100	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	97.4	92.3	90.6	94.6	N/A
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	96.0	89.7	97.0	95.1	N/A
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- **Up until the students went online we were progressing very well in all areas. We have analysed all data and set up learning team time to review students' needs and set up plans to support them.**

Action

- **Continue to ensure that we have equitably allocated staff and resources.**
- **Enhance and support ease of access for families, to school CLW and resources needed.**
- **Use our learning team time to identify and track at risk students using the "Valuing Mental Health" plan.**
- **Ensure there is a universal approach to the delivery of the Health and Life Skills curriculum.**
- **Continue to implement the district-wide Comprehensive School Health model.**
- **Continue the Supports for Students model using the school based learning team.**
- **Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners.**

District Goal

Student Success And Completion

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

Outcomes

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

Alberta Education Performance Measures

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.7	90.4	93.1	81.5	87.9

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

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	85.7	85	90.5	78.1	86.7

- **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)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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.	95.9	87.5	97	82.4	92.1

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	X
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will be prepared for the next grade level.	86.8	91.1	88.7	88.0	N/A

Overall percentage of students who feel they will be prepared for the next grade level.	95.0	89.7	97.0	98.0	N/A
Overall percentage of teachers who feel the students will be prepared for the next grade level.	93.8	92.3	89.5	100	N/A

Performance Measure	Results (in percentages)				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall percentage of parents who feel their children will complete high school.	100	100	100	98.9	N/A
Overall percentage of students who feel they will complete high school.	95.0	89.7	100	98.0	N/A
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	93.8	92.3	100	100	N/A

Comment on Results: Analysis and Action

Analysis

- **Up until the students went online we were progressing very well in all areas. We have analysed all data and used the learning team time to review students at need and set up plans to support them.**

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Action

- **Utilize the Pyramid of Support model to focus on improving attendance for identified students, work with Mrs. Ruston and CLW to support families and students.**
- **Refine school wide practices for successful transitions between grades.**
- **Monitor and respond to student progress throughout each reporting period.**
- **Develop common practices to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness.**
- **Highlight and promote the character education programming in the school, moving from the 7 Teachings of the Grandfathers and Gator values program to the 6 values established by the board.**

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- Provide transition support for First Nations, Métis, and Inuit students, by meeting with Eastview and Westpark in May/June.
- Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners, by working with our Network circle and FNMI frontline staff to ensure curriculum content is being taught.
- Explore the use of guided reading resources containing First Nations, Métis and Inuit perspectives.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Annie L. Gaetz**.

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 24, 2020** meeting of the School Council
- The Annie L Gaetz School School Results Report is posted on our website at: <http://algaetz.rdpsd.ab.ca>



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