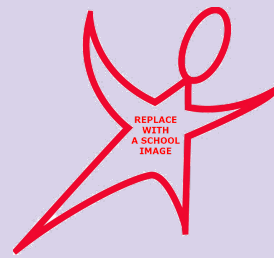
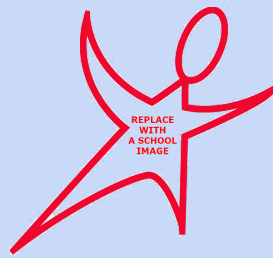
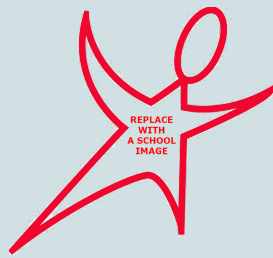
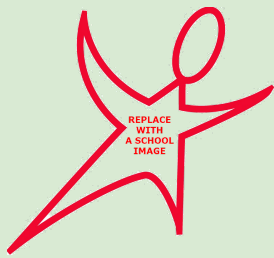


# School Education Plan 2017-2018 to 2019-2020

Don Campbell Elementary School



## Don Campbell Elementary

99 Irving Cres  
Red Deer, Alberta, T4R 3S3  
Phone: 403-346-2611  
Fax: 403-346-2799  
Website: <http://doncampbell.rdpsd.ab.ca/>

School Administration:  
Principal: Cam Pizzey  
Vice Principal: Edie Heavin

### School Profile:

Don Campbell Elementary is located in the Inglewood community and serves kindergarten to grade five students in the areas of Inglewood, Vanier, and Vanier East. We anticipate a kindergarten to grade five student population of 360. Don Campbell will offer a school age program which offers before and after school care.

Anticipated Student Enrolment: 360

Anticipated Staff Profile:

- 21 Teachers (18 FTE)
  - 10 Classified Staff (10 FTE)
  - 2 Facility Services Staff (1.5 FTE)
- 32 Total Staff**

### Vision, Mission, Beliefs:

#### **Our Vision**

A safe and caring environment where every child maximizes their potential.

#### **Our Mission**

Striving for excellence in academic achievement and interpersonal relationships to positively enhance life-long success of students.

#### **At Don Campbell Elementary, we value:**

- Respect, responsibility, and caring for all members of our school community.
- Input and involvement of our parents as they join us to form a strong partnership.
- Support and participation of our community partners in meeting the needs of our students.

#### **At Don Campbell Elementary, we believe that:**

- Education of children is the shared responsibility of the home, school, and community.
- Each child is unique with an individual learning rate, style, potential, and motivation.
- Successful learners are those who are dedicated, exert personal effort, and establish good work habits and study skills.
- Success at school is significant in developing a healthy self-concept, self-esteem, and good citizenship.

### **Opportunities and Challenges:**

This is the the first year for Don Campbell Elementary School. We will take this opportunity to build a positive school culture where student success through engaged learning is our primary goal. We will build a growth mindset culture where students will see the integral relationship between hard work and success.

### **School Education Plan Development and Communication:**

The Don Campbell Elementary School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Don Campbell Elementary School Education Plan is available at the school and is posted on our website at:<http://doncampbell.rdpsd.ab.ca/>.

## Alberta Education: School Accountability Pillar Report Card:

Priority	<h3 style="text-align: center;">Literacy And Numeracy</h3> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<b>Outcomes and Strategies</b>	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <ul style="list-style-type: none"> <li>● Using the data from Benchmarking and the MIPI, develop the DCE Pyramid of Supports and implement strategies for all students to achieve to their full potential in literacy and mathematics</li> <li>● Provide information for parents to help support the literacy and numeracy needs for their child</li> <li>● Expand the use of guided reading resources containing local First Nations and Métis perspectives.</li> </ul> <p><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Provide numeracy Professional Development to all staff to enhance daily math instruction.</li> <li>● Refine the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Percentage of students in Grades 1 to 5 who are reading/literate within one year of grade level. (RDP)</li> <li>● Percentage of teachers who use the Pyramid of Supports to guide their instructional practices for vulnerable learners in math and Literacy. (Teacher Survey)</li> <li>● Percentage of teachers who viewed PD and collaboration time as an opportunity to implement math for success methodologies into their daily teaching (Teacher Survey)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff. (RDP)</li> <li>● Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>● Percentage of students in Grades 2-5 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity</b></p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>Each staff member has the ability to meet the diverse needs of all students through excellent instruction.</i></b></p> <ul style="list-style-type: none"> <li>● Schedule time for teachers to collaborate with other staff members to co-plan, co-teach and co-assess for all children</li> <li>● Schedule activities during PD days to support staff working with children with diverse needs</li> <li>● Build capacity with staff to incorporate First Nations’ perspectives into their practice.</li> <li>● Develop the learning team model to support the social, academic and behavioral needs of all students</li> </ul> <p><b><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● Offer a variety of noon hour clubs and extracurricular activities to engage and meet the needs of all students.</li> <li>● Continue to implement the district-wide Comprehensive School Health model.</li> <li>● Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Practitioners, School Counsellors, and Parents.</li> </ul> <p><b><i>Through the reduction of barriers each student is able to access the supports and services they need to achieve success.</i></b></p> <ul style="list-style-type: none"> <li>● Equitably allocate staff and resources.</li> <li>● Develop a District Equity Fund in collaboration with The Foundation for Red Deer Public Schools.</li> <li>● Continue to examine fees and fundraising in the school. .</li> </ul>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall agreement that students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>● Percentage of staff who believe that all high needs students are provided with the support that is needed for them to succeed (staff survey)</li> <li>● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)</li> <li>● Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)</li> </ul>

<p><b>Priority</b></p>	<p align="center"><b>Student Success And Completion</b></p> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p><b>Outcomes and Strategies</b></p>	<p><b><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></b></p> <ul style="list-style-type: none"> <li>• Develop common practices across the school to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness.</li> <li>• Develop common practices across within the grade team to create learning environments that focus on exploration, play, and inquiry.</li> </ul> <p><b><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></b></p> <ul style="list-style-type: none"> <li>• Strategies as outlined in the priority of Literacy &amp; Numeracy.</li> </ul> <p><b><i>Students experience effective transitions between grades and between schools.</i></b></p> <ul style="list-style-type: none"> <li>• Monitor and respond to student progress throughout each reporting period.</li> <li>• Continue, and refine, the district’s attendance tracking process and increase the focus of the school-based Learning Team to support improved attendance.</li> <li>• Provide transition support for First Nations, Métis, and Inuit students.</li> </ul> <p><b><i>Students experience character education programming in Grades 1-9.</i></b></p> <ul style="list-style-type: none"> <li>• Develop a system of positive behavior interventions and supports for all students.</li> <li>• Focused awareness and Professional development for staff on non-academic issues and strengths/skill sets that affect the capacity to complete high school such as social/emotional health and well-being; mindset, mental health concerns, stress and self-awareness.</li> </ul> <p><b><i>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</i></b></p> <ul style="list-style-type: none"> <li>• Offer a variety of extracurricular activities (Innovation studio, sports, music, arts, technology) so that students can get actively involved in the school as they strive to find what they are passionate about.</li> <li>• Promote healthy living by teaching students about proper nutrition as well as providing daily activity through PE and extracurricular activities</li> <li>• Track student academic progress and respond appropriately.</li> </ul>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>• Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA).</li> <li>• Overall satisfaction with the quality of basic education. (AE)</li> <li>• High school completion rate of students within three, four, and five years of entering Grade 10. (AE)</li> <li>• Survey students in grades 4 and 5 to gather data on student activity in extracurricular activities</li> <li>• Students identified with attendance issues. (RDP)</li> <li>• Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>• Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)</li> <li>• Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school. (RDP)</li> </ul>