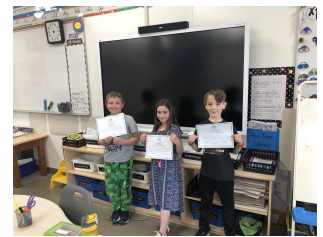




School Education Plan 2021-2022 to 2023-2024



Don Campbell Elementary School

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

School Administration:
Principal: Mr. Cam Pizzey
Vice Principal: Mrs. 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. The school is committed to providing students with opportunities to explore, innovate, and create. We provide core academic, music, and wellness programming. In addition, the school provides students with regular and unique opportunities to address STEM and ICT (Information and Communication Technology) outcomes and to develop digital literacy skills. Our Learning Commons and Innovation Studio play a central role in supporting technology-enhanced learning activities, promoting student collaboration, and developing critical thinking and problem-solving skills. Don Campbell School houses a before and after school care program administered by Red Deer Child Care Society.

Anticipated Student Enrolment: 425

Anticipated Staff Profile:

- 24 Teachers (22 FTE)
- 15 Classified Staff (13 FTE)
- 2 Facility Services Staff (2 FTE)
- **41 Total Staff**

Opportunities and Challenges:

In the 2021/22 year, teachers will focus on familiarizing themselves with the structure, content, and learning outcomes of the new curriculum in order to prepare for the implementation of this curriculum the following year. Staff Learning Days will provide staff the opportunity to collaborate with colleagues to identify key learning outcomes, prepare instructional resources, and develop effective assessment tools. While this requires extensive time and planning, any opportunity to grow and improve instructional practice is welcomed by teachers.

Additionally, DCE will work with the District and families to address any needs arising as a result of the pandemic. We recognize the mental health and learning of some of our students may have suffered in the past year and we will continually refine our school-based plan to address these concerns.

Vision

A safe and caring community where every child will grow to become a responsible citizen.

"If you want responsible students, you must give them responsibility"

Don Campbell

Mission

Through engaging learning environments, we foster students' responsibility for their choices, learning, mindset, wellness, and their community.

At Don Campbell Elementary we believe...

- ... in cultivating a supportive learning environment where students are willing to take risks and see challenges as learning opportunities.
- ...students can learn to value and accept one another, appreciate each individual's strengths, and celebrate our unique differences.
- ... in providing creative, learning environments that encompass collaboration, wellness, technology, and fine arts.
- ... strong relationships build confident learners. We nurture strong connections between the school, the community, and our families.
- ... in a growth mindset. Growth can be achieved through hard work, dedication, and persistence.

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](#) School Education Plan is available at the school and is posted on our website at: <http://doncampbell.rdpsd.ab.ca/>.

Outcomes, Strategies, and Performance Measures:

Priority	<p style="text-align: center;">Throughline Priority (This outcome stretches across all three priority areas.)</p>
<p style="text-align: center;">Outcomes and Goals/Strategies</p>	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan. ● Implement a protected timetable to optimize the infusion of targeted supports and support the regrouping of students both within and across grades ● Continue to use staff learning days to build capacity with writing, phonics and Levelled literacy programs. ● school staff collaborate with community partners to identify best, promising, and emerging practices related to workplace wellness considering staff and students. ● Plan and implement a dedicated position and role description related to workplace wellness. Define committee members' roles and responsibilities and terms of reference for the steering and working committees. ● Provide professional learning that creates awareness, understanding, and a commitment to action focused on self-care. Provide professional learning that is focused on supporting the wellness needs of the school community.
<p style="text-align: center;">Performance Measures</p>	<ul style="list-style-type: none"> ● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP) ● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP) ● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)

<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p>Outcomes and Goals/Strategies</p>	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i> <i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts and Mathematics K-6 Curriculum. ● 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. ● 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 ● Implement a protected timetable to optimize the infusion of targeted supports and support the regrouping of students both within and across grades ● Continue to refine the use of Lucy Calkins writing program through school-based PD and collaboration
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● Percentage of students who achieved the standard of excellence on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) ● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level. (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff. (RDP)

<p>Priority</p>	<p style="text-align: center;">Equity</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>Outcomes and Goals/Strategies</p>	<p><i>All learning and work environments within Red Deer Public Schools are inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <ul style="list-style-type: none"> ● By February 28th, 2022, Red Deer Public Schools will develop a Board Policy to address bullying, discrimination and harassment that will, in turn, be implemented into practice by all schools (Welcoming, safe, caring, inclusive and respectful learning environments). ● By January 31st, 2022, Red Deer Public Schools will compile data gathered by all schools, through their consultation with parents and students, regarding how students see themselves represented in the larger school context. ● By June 2021, all principals will develop a plan to utilize Staff Learning days in the 2021-2022 school year to teach staff members how to plan for inclusion and differentiate their instruction in order to meet the diverse needs of their students. ● Build capacity with staff to incorporate First Nations’ perspectives into their practice and to address the FNMI indicators within the Teaching Quality Standard. ● Develop and implement action plans for 100% of students referred to the school based learning teams, within 30 days of the referral. ● Provide time and/or Professional Development during staff learning days for staff to collaborate and to plan for the teaching of students with diverse needs <p><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></p> <ul style="list-style-type: none"> ● 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. ● Provide a common time for teaching the Comprehensive School Health lessons. ● Revisit the Campbell Core and how it is used to deliver our character education.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that students are safe at school and learning the importance of caring. (AE) ● Overall agreement that students model the characteristics of active citizenship. (AE) ● Overall compilation of student survey data gathered in order to determine the “base level” of student satisfaction.

<p>Priority</p>	<p style="text-align: center;">Student Success And Completion</p> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p>Outcomes and Goals/Strategies</p>	<p><i>Through an emphasis on inclusivity and differentiation, all staff have the ability to meet the learning needs of all students through excellent instruction.</i></p> <ul style="list-style-type: none"> ● By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health & Wellness K-6 Curriculum. ● By June 30th, 2022 all Kindergarten to Grade 6 teachers will be able to identify and implement universal and targeted differentiation, adaptation, and modification aligned with the new Kindergarten to Grade 6 curriculum in their lessons to support inclusion of all learner profiles in their classroom. ● By June 30th, 2022 Kindergarten to Grade 6 teachers will have spent time planning opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit. ● All homeroom teachers will meet with the learning team to outline the needs of the students in the classroom ● Continue, and refine, the district’s attendance tracking process and increase the focus of the school-based Learning Team to support improved attendance. ● Provide transition support for First Nations, Métis, and Inuit students. <p><i>Red Deer Public Schools will provide the best alternative programming for students.</i></p> <ul style="list-style-type: none"> ● By March 31st, 2022, Red Deer Public Schools will develop and implement a detailed plan regarding alternative pathways for middle school and high school programming. ● After stakeholder consultation on the alternative pathways summit recommendations, develop a detailed plan for implementation starting September 2021. <p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p> <ul style="list-style-type: none"> ● Promote healthy living by teaching students about proper nutrition as well as providing daily activity through PE and extracurricular activities ● Continue to work on aligning our Campbell Core system of positive behavior interventions and supports with our Districts values and beliefs.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) ● Overall percentage of students meeting grade level expectations in their core subject areas. (RDP) ● Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Overall satisfaction with the quality of basic education. (AE)

	<ul style="list-style-type: none">• High school completion rate of students within three, four, and five years of entering Grade 10. (AE)• Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)• 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)• Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (RDP)
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