



# School Education Plan 2024-2025 to 2026-2027

Don Campbell Elementary



## Don Campbell Elementary School

99 Irving Crescent  
Red Deer, Alberta, T4R 3S3  
Phone: 403 346 2611  
Website: [www.rdpsd.ab.ca/doncampbell](http://www.rdpsd.ab.ca/doncampbell)

School Administration:  
Principal: Crystal Kjelsberg  
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. The school is committed to providing students with opportunities to explore, innovate, and create. We provide a core academic, music, and physical education program. 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.

Anticipated Student Enrolment:

Anticipated Staff Profile:

- 23 Teachers
- 14 Classified Staff
- 2 Facility Services Staff
- **39 Total Staff**

## 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 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.

## **Opportunities and Challenges:**

Working with specialized learners on the autism spectrum presents a unique combination of opportunities and challenges for staff members. On one hand, it offers the chance to make a profound impact on the lives of these individuals by providing tailored support that fosters growth and development. Staff members have the privilege of witnessing remarkable progress, celebrating small victories, and building meaningful connections with their students. However, this work also brings its own set of challenges. Understanding and addressing the diverse needs of individuals on the spectrum requires patience, flexibility, and specialized training. Communication barriers, sensory sensitivities, and behavioural differences may create obstacles in the learning environment. Additionally, balancing the creation of inclusive and accommodating spaces with the need to meet educational standards can be demanding. Despite these challenges, the rewards of supporting specialized learners on the autism spectrum are immeasurable, making it a deeply fulfilling journey for dedicated staff members.

DCE prioritizes the well-being of all our learners, persistently striving to cultivate a nurturing community where students are appreciated and embraced for their unique identities.

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

The [Don Campbell Elementary](#) School Education Plan has been developed in consultation with school staff and stakeholders. The Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Council Regulation. The Don Campbell Elementary School Education Plan is available at the school and is posted on our website at: [/www.rdpsd.ab.ca/doncampbell/page/727/about-us](http://www.rdpsd.ab.ca/doncampbell/page/727/about-us)

# Alberta Education Assurance Measures



## Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 2143 Don Campbell Elementary School

Assurance Domain	Measure	Don Campbell Elementary 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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.6	86.7	85.9	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	83.2	90.4	86.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	93.0	96.6	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.8	91.9	90.1	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	78.1	90.0	85.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	88.2	91.6	85.7	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Apr 27, 2024  
Locked with Suppression for May 2024

Report Version 1.0  
Data Current as of Mar 28, 2024

## Alberta Education Assurance Measures First Nations, Métis, Inuit (FNMI) Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division (FNMI)			Alberta (FNMI)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	66.2	67.1	64.6	57.0	59.5	59.1	Low	Maintained	Issue
	<a href="#">5-year High School Completion</a>	74.7	64.8	69.0	71.3	68.0	67.0	Low	Maintained	Issue
	<a href="#">PAT: Acceptable</a>	42.5	44.9	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	7.2	6.2	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	79.4	75.0	n/a	74.8	68.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Excellence</a>	11.3	9.3	n/a	11.3	8.5	n/a	Low	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Fall 2023):

Assurance Domain	Measure	Red Deer School Division (EAL)			Alberta (EAL)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	59.7	71.9	68.1	72.8	78.5	77.1	Very Low	Maintained	Concern
	<a href="#">5-year High School Completion</a>	93.1	89.1	90.6	88.7	86.1	86.0	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	59.3	57.1	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	14.2	13.1	n/a	12.2	13.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	63.5	56.7	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	14.5	11.3	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Strategies and Performance Measures:

**Student Growth and Achievement**

***Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests, and aspirations.***

<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.</li> <li>● Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>● Students are active, healthy and well.</li> <li>● Students apply knowledge, understanding and skills in real-life contexts and situations.</li> <li>● Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</li> <li>● Students demonstrate understanding and respect for the uniqueness of all learners.</li> </ul>
<p><b>Division Strategies</b></p>	<ul style="list-style-type: none"> <li>● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high-quality instruction for student growth and achievement.</li> <li>● Implement a comprehensive anti-bullying program to ensure that our students’ safety and well-being are addressed.</li> <li>● Grow community, industry, and educational partnerships that provide students access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps.</li> <li>● Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.</li> </ul>
<p><b>Alberta Education Measures</b></p>	<ul style="list-style-type: none"> <li>● The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.</li> <li>● Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.</li> <li>● Percentage of students who complete high school in three years, and in five years, after beginning Grade 10.</li> <li>● Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.</li> <li>● Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams.</li> <li>● Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.</li> </ul>
<p><b>School Strategies</b></p>	<ul style="list-style-type: none"> <li>● Teachers will collaborate to develop best practices in the field of fine arts, ensuring comprehensive and engaging programming.</li> <li>● Encourage wellness and engagement through school-wide events like Wellness Wednesdays and student conventions, incorporating Move Your Mood activities into the classroom and hosting family fun days to promote these strategies.</li> <li>● Teachers will utilize the tipi, traditional garden, and the School literacy resources. These unique learning spaces can serve to enhance students’ knowledge, understanding, and respect for the histories, cultures, languages, contributions, perspectives, experiences, and current contexts of First Nations, Métis, and Inuit peoples.</li> <li>● Collaborate with grade teams to identify and organize curriculum-related field trips, recognizing their significance in enriching the educational experience.</li> </ul>



<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>• Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.</li> <li>• Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP)</li> <li>• Survey result scores for literacy satisfaction by students, parents, and staff (Target 90%). (RDP)</li> <li>• Survey result scores for numeracy satisfaction by students, parents, and staff (Target: 90%). (RDP)</li> </ul>
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## Teaching and Leading

***Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and optimum learning for all.***

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.</li> <li>• Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.</li> <li>• Collaboration among teachers, leaders, students, their families, and other professionals enables optimum learning.</li> <li>• All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> <li>• University teacher education, university leadership education, and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.</li> <li>• Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</li> </ul>
<b>Division Strategies</b>	<ul style="list-style-type: none"> <li>• Identify, develop, and implement high-leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.</li> <li>• Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time to develop, plan, and apply high-quality instruction for student growth and achievement.</li> <li>• Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains:             <ul style="list-style-type: none"> <li>○ Student Growth &amp; Achievement</li> <li>○ Teaching &amp; Leading</li> <li>○ Learning Supports</li> </ul> <p>Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis, and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.</p> </li> </ul>
<b>Alberta Education Measures</b>	<ul style="list-style-type: none"> <li>• Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li> </ul>



<p style="text-align: center;"><b>School Strategies</b></p>	<ul style="list-style-type: none"> <li>● Enhance staff capacity to integrate First Nations' perspectives into their teaching and address the indicators related to First Nations, Métis, and Inuit education within the Teaching Quality Standard.</li> <li>● Utilise district assessments and their data to guide and inform best instructional practices.</li> <li>● Foster collaboration among staff to share and model best practices by utilising and making the University of Florida Literacy Institute (UFLI) program and resources available for all grades.</li> <li>● Improve Mathematics and Language Arts curriculum implementation through high-leverage instructional and assessment practices, and foster collaboration among teachers to share best practices and plan together with a focus on improving instructional strategies.</li> <li>● Teachers will utilize the Brightspace platform to meet curricular objectives, accessing its wealth of resources for lesson planning.</li> </ul>
<p style="text-align: center;"><b>School Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Collect feedback from teachers at the end of the year on which strategies they tried and how it went.</li> <li>● Examine year-over-year data from government testing to see improvements in scores.</li> <li>● Analyze data from the MMA May Math Assessment year over year.</li> </ul>

## Learning Supports

***Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.***

<p style="text-align: center;"><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Learning environments are welcoming, caring, respectful, and safe.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</li> <li>● Students and their families work in collaboration with education partners to support learning.</li> <li>● The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.</li> <li>● Cross-ministry initiatives and wraparound services enhance the conditions required for optimal learning.</li> <li>● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff, and communities.</li> </ul>
<p style="text-align: center;"><b>Division Strategies</b></p>	<ul style="list-style-type: none"> <li>● Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced.</li> <li>● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures to promote healthy relationships, reduce conflict, and enhance student well-being, thereby creating a safer and more inclusive learning environment for all.</li> </ul>
<p style="text-align: center;"><b>Alberta Education Measures</b></p>	<ul style="list-style-type: none"> <li>● The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.</li> <li>● The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.</li> </ul>

<p style="text-align: center;"><b>School Strategies</b></p>	<ul style="list-style-type: none"> <li>● A "Campbell Core" team comprising of staff and students will design monthly lessons and themes aimed at fostering a school culture that prioritizes safety, care, and student responsibility for their wellness, learning, choices, mindset, and community.</li> <li>● The student support room teacher will collaborate closely with classroom teachers to create personalized behaviour support plans that cater to the individual needs of students requiring assistance.</li> <li>● Provide training and programming for staff to enhance their ability to support students with unique learning needs.</li> <li>● Implement school-wide emotional and social learning programs with intentional teaching, integrating these lessons into the weekly curriculum.</li> </ul>
<p style="text-align: center;"><b>School Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Data from the Student support room referrals</li> <li>● Learning team meeting referrals and Data</li> <li>● Staff and student surveys</li> </ul>