



School Education Plan 2023-2024 to 2025-2026



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 the Red Deer Child Care Society.

Anticipated Student Enrolment: **440**

Anticipated Staff Profile:

- **30** Teachers (22.28 FTE)
- **11** Classified Staff (11.0 FTE)
- **2** Facility Services Staff (2.0 FTE)
- **43** Total Staff

Opportunities and Challenges:

The implementation of the new K-6 Alberta curriculum is on-going. All teachers have been provided with opportunities to familiarize themselves with the Language Arts, Math, and Wellness curriculums. Staff will continue to develop engaging learning activities and accurate assessment tools to reflect the new learning outcomes. This year, the new Science curriculum will be the focus. Our staff will work collaboratively, participate in many professional development opportunities, and devote individual planning time to ensuring the new curriculum is delivered effectively. As we move forward, we will look for ways to share best practices. We look forward to this opportunity and the many challenges along the way.

The UFLI (University of Florida Literacy Institute) program adopted by RPDSD in the fall of 2022 affords us another great opportunity this year. We have seen amazing growth in our teachers and gains in student reading skills. We look forward to collaborating with others, sharing best practices, and continued professional development to deepen our understanding of the science of reading and improve the delivery of the UFLI lessons.

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://don.campbell@rdpsd.ab.ca>

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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	Student Learning Engagement	85.2	85.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.5	83.7	86.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.1	93.5	93.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	88.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.4	81.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.7	77.8	83.8	78.8	79.5	81.5	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.

Outcomes, Strategies, and Performance Measures:

Priority	Throughline Priority (This outcome stretches across all three priority areas.)
Outcomes and Division Strategies	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
School-Based Performance Measures	<ul style="list-style-type: none"> ● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

Priority	<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>
Outcomes and Division Strategies	<p><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> • Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. • Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
Our School's Strategies	<ul style="list-style-type: none"> • Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums. • Working collaboratively, staff will continue to share and model best practices using the University of Florida Literacy Institute (UFLI) program. • Working collaboratively, staff will strive to share and model best practices in maths instruction and lesson planning. • Teachers will use the Brightspace platform to ensure all curricular objectives are being met. Brightspace houses many excellent resources for lesson planning. Together, we will continue to explore the use of this platform.
School-Based Performance Measures	<ul style="list-style-type: none"> • The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) • The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) • The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE) • Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) • Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) • Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

Priority	<p style="text-align: center;">Equity</p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
Outcomes and Division Strategies	<p><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> • Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. • Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. • Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
Our School’s Strategies	<ul style="list-style-type: none"> • Develop and implement action plans for 100% of students referred to the school-based learning teams, within 30 days of the referral. • Through directed professional learning and collaboration, school staff will explore Trauma-Informed Principles for Learning Environments • A “Campbell Core” team of staff will create monthly lessons and themes for the school. These lessons will strive to enhance a school culture of a safe and caring place where students grow to be responsible for their Wellness, Learning, Choices, Mindset and Community.
School-Based Performance Measures	<ul style="list-style-type: none"> • Overall agreement that our students are safe at school and learning the importance of caring. (AE) • Overall agreement that our students model the characteristics of active citizenship. (AE) • Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)

Priority	<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>
Outcomes And Division Strategies	<p><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></p> <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"> • All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.
Our School's Strategies	<ul style="list-style-type: none"> • Teachers will plan 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 the First Nations, Métis, and Inuit people. • Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. • Build capacity with staff to incorporate First Nations' perspectives into their practice and address the FNMI indicators within the Teaching Quality Standard. • Maximize collaboration time on staff learning days to share best practices and to establish common lessons for the six core RDPSD values for learning and life.
School-Based Performance Measures	<ul style="list-style-type: none"> • 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 (Target: 90%). (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). (Target: 100%). (RDP)