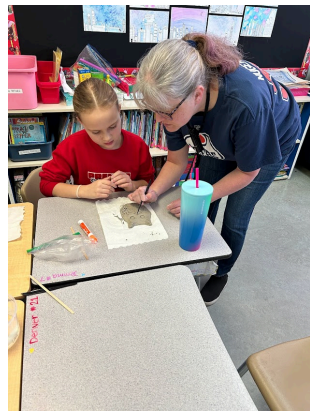




School Education Plan 2024-2025 to 2026-2027



Mattie McCullough Elementary School



Mattie McCullough Elementary School

26 Lawford Avenue
Red Deer, Alberta, T4R 3L6
Phone: 403-343-8958
Fax: 403-314-9437
Website:

<https://www.rdpsd.ab.ca/mattiemccullough>

School Administration:
Principal: Deanne Good
Vice Principal: Kati Ramsden

School Profile:

Mattie McCullough Elementary School is a K-5 school which serves the communities of Deer Park South, Lancaster and Laredo. We have an involved School Council which supports our goals and is an advisory group to our staff.

Anticipated Student Enrolment: 430 FTE

Anticipated Staff Profile:

- 27 Teachers (21.45 FTE)
- 13 Classified Staff (10 FTE)
- 2 Facility Services Staff (2.0 FTE)
- **42 Total Staff**

Vision, Mission, Beliefs:

We value the inclusion of all students, building caring relationships, developing kind and thoughtful citizens and providing excellent instruction. We teach and promote the 6 Mattie Values of: Respect, Responsibility, Resilience, Collaboration, Curiosity and Healthy living.

Opportunities and Challenges:

As with all schools, Mattie McCullough School faces and welcomes new opportunities and challenges. The shifting demographic at Mattie McCullough has brought in many new cultures and languages. With the support of Red Deer Public's Learning Services, we continue to explore ways in how to effectively support their learning needs and language development.

Mattie McCullough has embraced a growing population of students with exceptional needs. The school remains committed to finding creative and effective ways to meet the diverse needs of all students.

School Education Plan Development and Communication:

The Mattie McCullough 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 Mattie McCullough School Education Plan is available at the school and is posted on our website at:

<https://www.rdpsd.ab.ca/mattiemccullough/page/915/about-us>

Alberta Education Assurance Measures Overall Summary (Fall 2023):

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1063 Mattie McCullough Elementary School

Assurance Domain	Measure	Mattie McCullough Elem. Sch.			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	84.9	89.1	89.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.4	86.2	89.5	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	93.6	94.9	95.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	90.7	90.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.3	89.7	89.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	64.1	72.5	77.2	79.1	78.8	80.3	Very Low	Declined	Concern

Notes:

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.

Outcomes

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

Division Strategies

- 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.
- Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed.
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps.
- 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.
Alberta Education Measures	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. • Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. • 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.
School Strategies	<ul style="list-style-type: none"> • Continue to support teaching capacity in use of new curricula through staff learning day training sessions and job-embedded collaborative time. • Continue to support teachers in their efforts to weave FNMI worldviews, culture and information throughout their lessons. • Sending teachers each year (number allotted by division) to FNMI Culture Camp in June. • Continue to teach FNMI content within Character Education lessons (7 Grandfathers) • Teach division lessons on anti-bullying using the WITS program • Have teachers self-report (survey) how they incorporate FNMI content within their planning (google form) • Explore ways to include FNMI content within Music classes.
School Performance Measures	<ul style="list-style-type: none"> • Ability of students to tell an adult what they know about the WITS program, Mattie Values and Teachings of the 7 Grandfathers. • Results of teacher FNMI form.

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.

Outcomes	<ul style="list-style-type: none"> • Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. • Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. • University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
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<p>Division Strategies</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● 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"> ○ Student Growth & Achievement ○ Teaching & Leading ○ Learning Supports <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>
<p>Alberta Education Measures</p>	<ul style="list-style-type: none"> ● Percentage of teachers, parents and students satisfied with the overall quality of basic education.
<p>School Strategies</p>	<ul style="list-style-type: none"> ● Include PD on high leverage teaching strategies on Staff Learning Days. ● Continue giving teachers collaborative time during Character Ed time for students. ● Suggest that teachers include high leverage teaching strategies as part of their professional growth plan strategies.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> ● Collect feedback from teachers at the end of the year on which strategies they tried and how it went.

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>Outcomes</p>	<ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ● Students and their families work in collaboration with education partners to support learning. ● The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ● Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
<p>Division Strategies</p>	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
School Strategies	<ul style="list-style-type: none"> ● Continue to support LAT and Literacy/Numeracy teaching positions in the school budget. ● Provide PD for staff on Staff Learning Days on the topic of Restorative Practices. ● Communicate a new name for CLW (Family School Liaison Counsellor FSLC) and inform families about this role and how they can access support. ● Continue to apply for support through Jordan's Principle for indigenous students who qualify.
School Performance Measures	<ul style="list-style-type: none"> ● Student reading and numeracy levels. ● Data from CLW/FSLC connections with families. ● Data from SSR visits spreadsheet. ● Evidence of staff using Restorative Practice to help students resolve conflict and build connections with peers and staff.