School Education Plan
2025-2026 to 2027-2028

Mattie McCullough Elementary School

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Red Deer, Alberta, T4R 3L6
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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: 388 FTE

Anticipated Staff Profile:
- 23 Teachers (20.1 FTE)
- 14 Classified Staff (10 FTE)
- 2 Facility Services Staff (1.75 FTE)
- **39 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:

Mattie McCullough School faces and welcomes new opportunities and challenges. The shifting demographic at Mattie McCullough has brought in many new cultures and languages. We currently have a demographic that is declining. We are looking for creative ways to boost our school community. This will be the first year that we have a Kindercare program being offered in the school to increase the growth in kindergarten.

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 (Spring 2025):

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	88.5	86.4	86.8	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	95.0	84.4	84.3	79.8	79.4	80.4	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.4	92.1	93.6	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.9	90.0	89.7	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	95.9	79.0	82.7	80.1	79.9	80.7	Very High	Improved Significantly	Excellent
Governance	Parental Involvement	94.6	80.6	72.4	80.0	79.5	79.1	Very High	Improved Significantly	Excellent

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	• Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. • Continue to 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. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. ● 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
Division Performance Measures	● 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. ● Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) ● Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) ● The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
School Strategies	● Use the new district writing assessment to assess and build on student writing. ● Use the provincial testing to assess students and plans to support. ● Use the district MMA to inform teaching and planning. ● Continue to build on this year's healthy active living with sports and extracurricular events for students. ● Continue to use the language surrounding the WITS program. Build on this year's implementation. ● Continue with classroom champions to support student mental health, resiliency and goal setting. ● We will continue to celebrate aspects of traditional FNMI culture and knowledge across all areas of the curriculum. ● We will continue to involve Elders and traditional knowledge keepers to keep our teaching respectful and appropriate. ● We will champion Indigenous ways of knowing. ● We will use the .6 position to make sure we are supporting all learners. ● Use our support room and break out spaces during assessments to accommodate all learners. ● Utilize the expertise of our Learning Coordinators for staff learning days.
School Performance Measures	● Percentage of students who are achieving on the May Math Assessment. ● Percentage of students who are achieving on the district writing assessment. ● Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. ● Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. ● 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 on Provincial Testing.

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	- 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.
Division Strategies	- 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. - Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Division Performance Measures	- Percentage of teachers, parents and students satisfied with the overall quality of basic education. - The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) - Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies	- Develop a plan for staff collaboration with measurable goals each team will work towards. - Provide time during staff learning days for Educational Assistants and Teaching staff to conference and plan for student success. - Continue to build on the bank of high leverage teaching strategies that we have been working on. - Use the collaborative response model to create high teacher efficacy and make sure that students are achieving at a high level. - Use data from district assessments, provincial assessments and classroom assessments to inform practice and support students. - Communicate with parents the learning that is occurring on staff learning days through social media and weekly newsletter.
School Performance Measures	- Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. - Percentage of teachers who feel they have a high degree of teacher efficacy. - Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days.

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.

Outcomes	- 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.
Division Strategies	- Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. - 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.
Division Performance Measures	- 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. - Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) - Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
School Strategies	- Use the collaborative response model to create high teacher efficacy and make sure that students are achieving at a high level. - Continue to utilize the student support room to build strategies for students and classroom success. - Continue to offer students opportunities to be involved in aspects of school life. - Greet students and parents at the door in the mornings and at the end of the day. - Continue to work with community groups to offer connections for students. - Utilize the expertise of the Family School Liaison Worker to support students and families.
School Performance Measures	- We will utilise the data tracking system for the Student Support Room to inform practice. - The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. - Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)

Staff Learning Day Plan:

Date		Division Priorities	School Goals
	August 25	Tech- AI digital planning, Brightspace	Staff Meeting Collaborative Plan Team Building
	August 26	Optional Division PD *K to 12 - Learning Services* *Student Services - Student Support Room Training - 8:30 - 11 am* *Technology Services - Tech Lead Meeting - 1:00-3:00 pm*	2.5-hour period for teaching staff dedicated to the review of essential student data and digital platform preparation First Aid- optional
	August 27	FSLC training with Kevin Cameron	12 hours designated for self-directed activities
	August 28	FSLC training with Kevin Cameron	12 hours designated for self-directed activities
	August 29	Values-Common Language WITS, Classroom Champions, Mental Health Lessons Planning for Collaboration Hour Zero Review	Meet the teacher/supply drop off
September 19 **K-8 Only**			Staff Meeting CRM- behaviour PGP- groups and plans
October 9		K - 8 PT Conferences- Interview Prep Time	
October 10		**Student Services** - *Student Support Room Training - 8:30 - 11 am*	Staff Meeting CRM- literacy Creation of ISP/BSP Literacy Planning Long Range Plans/Sub Binder Update
November 7		**H.I.T.S.** - *Enhancing Learners'* <u>*SKILL*</u> Staff Meeting PGP- 30 min Collaborative Time Winter Concert prep Writing Plan School Results Report	Hour Zero Training
December 11 **K-8 Only**		**K - 8 PT Conferences**	

December 12	H.I.T.S. - *Enhancing Learners' WILL*	Staff Meeting CRM-math Creativity Project
January 16 **K-8 Only**	New Curriculum *K to 3 Social* *K to 6 - Math & ELAL Update* *Student Services - Student Support Room Training - 8:30 - 11 am* *H.I.T.S. - Enhancing Learners' WILL*	Staff Meeting Tech- AI digital planning, Brightspace
January 30 **High School Only**	Semester Start-Up	
March 19 **K-8 Only**	K - 8 PT Conferences	
March 20	*Student Services - Student Support Room Training - 8:30 - 11 am* *H.I.T.S. - Enhancing Learners' THRILL*	Staff Meeting CRM- Any other issues Field Studies
May 15	Collaborative Marking of writing assessments (Gr. 1-8) and MMA	Staff Meeting Class Lists School Results Report Staff Learning Day Plans
June 12 **(K to 8)**		Staff Meeting Planning for next year/report card time

School Council & School Generated Funds:

The School Council will be using funding to support classroom initiatives and field studies.

School Generated funds will be used to support field studies and to pay for Trickster Theatre and what is not covered by the applied Government grants.