



School Education Plan 2009-2010

Mr. Mark Jones, Principal
Mr. Sean Grainger, Vice Principal
Ms. Judy Mentz, Vice Principal

Our School Profile

Who is Mattie McCullough?

Mattie McCullough was a resident of Red Deer for fifty-four years. She was born in 1909, one of seven children in a farming family from Fort McLeod, Alberta. She attended a rural school and, being academically inclined, advanced to grade eight by the age of ten, a rather daunting experience for a timid little girl. After completing grade eleven, she attended Normal School, and received her teaching certificate at seventeen years of age.

Her active involvement in education was a contribution of keen interest and love for over fifty years. She was president of the Alberta Federation of Home and School Associations from 1959 to 1961, and was its ambassador throughout Alberta and Canada. Besides the Home and School Associations, she was also president of councils and organizations such as the Alberta Education Council, Library Board, and the Alberta Angus Auxiliary. She was a member of the Board of Governors for the University of Alberta, the Provincial Council Banff School of Fine Arts, the Board of Governors for Red Deer College, and was program chairman of the University of Alberta Senate.

Some of her awards included:

- The Centennial Medal in 1967
- A Government of Alberta Achievement Service Award in 1976
- The Canadian Association of Exhibitions – Distinguished Service Award in 1980
- A Member of the Order of Canada in 1980
- An Honorary Member of Delta Kappa Gamma International, Zeta Chi in 1981
- An Honorary Doctor of Laws degree from the University of Alberta in 1983
- The Alberta Teachers' Association School Administrators' Award for "distinguished service to education through leadership as a citizen"

Mattie McCullough Elementary School is entering its seventh year of operation. The school features classroom pods with project centers, flex spaces and a community center. Design features also include enlarged bootroom areas.

Staff Profile (September 30, 2009)

Teachers	23.7 FTE
Support Staff	9
Caretakers	2

Student Profile

Student Population (September 30, 2009)

Kindergarten:	78 students
Grades 1-5:	362 students

School Council Chair for 2009-2010

Kirsten Barschel

Vision, Mission, Values and Beliefs

Vision Statement

“Shaping Tomorrow’s Future Today”

Mission Statement

To create a caring, cooperative community of learners and nurture the highest standards of behaviour and achievement.

Values and Beliefs

At MMES we:

- Foster and instill a love of lifelong learning by encouraging children to achieve to the best of their abilities.
- Provide quality instruction in a safe and caring environment by fostering independence, responsibility, and respect.
- Have clear expectations, philosophies and policies which are implemented and embraced by the entire school community.
- Have developed a sense of community and belonging.
- Provide a welcoming atmosphere.

At MMES our:

- Students are motivated, respectful, responsible, inquisitive and therefore, empowered to learn. They feel safe and have a sense of belonging in the school community. The students are active participants, striving to meet their full potential.
- Staff members are positive role models who continue to learn and implement new strategies. The staff is a team of dedicated professionals, committed to providing excellent learning experiences that foster success.
- Parents are informed, responsible and supportive partners in their child’s education. They feel welcome and have a sense of belonging in the school community.

At MMES:

- Classrooms are an environment that is welcoming, safe, productive and organized.
- The students walk in the hallways in a quiet, orderly fashion, keeping hands to themselves, not disturbing other classes. The hallways are clean with decorated walls and are an extension of classrooms where student learning and consideration for a positive, safe, and caring learning environment is paramount.
- Assemblies are a celebration of student learning and accomplishments. They build school community and school spirit and are a display of attentive and respectful behaviour.
- The playground is a place where students are engaged in active play within a safe, caring and respectful environment. Students are respectful of rules and others. They are dressed appropriately and exit and enter in an orderly fashion.

Goals for 2009-2010

“*Striving for Excellence*” is the motto of the Red Deer Public School District. Clearly articulated goals are a prerequisite for excellence. The staff at Mattie McCullough Elementary School and the School Council have collaboratively set goals for the 2009-2010 school year.

Alberta Education has identified major priority areas for improvement for 2009 and 2010. These priorities, along with the strategies and tasks Mattie McCullough Elementary School and the Red Deer Public School District plan to undertake are listed in the pages to follow. Copies of the Red Deer Public School District Education Plan for 2009-2010 and the Alberta Learning Education Plans for 2009-2010 are available at our office.

The following pages highlight goals, outcomes, performance measures and strategies for the following:

Goal One: High Quality Learning Opportunities for All

- Schools provide a safe and caring environment for all students.
- The education system meets the needs of all K-12 students, society and the economy.
- Children at risk have their needs addressed through effective programs and supports
- Students complete programs.

Goal Two: Excellence in Student Learning Outcomes

- Students demonstrate high standards.
- Students are well prepared for lifelong learning.
- Students are well prepared for employment.
- Students model the characteristics of active citizenship.

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

- FNMI students are well prepared for citizenship, the workplace and post-secondary education and training
- Key outcomes for FNMI students improve

Goal Four: Highly Responsive and Responsible Jurisdiction

- The jurisdiction demonstrates effective working relationships with partners and stakeholders.
- The jurisdiction demonstrates leadership and continuous improvement.

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	95.4	95.7	Very High	Maintained	Excellent

Strategies

- Support/facilitate school initiatives that enhance social skills and promote citizenship (e.g. Second Step, Swainson, Intergenerational program with Club Sierra, Lori Snider).
- Provide opportunity for staff to receive training in the use of threat assessment procedures.
- Collaborate with the RCMP in the continued implementation of the School Resource Officer Program.
- Continue to have our monthly social skill focus.
- Practice Emergency Response Plan.
- Continue Roots of Empathy in four grade 1 classrooms.
- Clearly articulate all behaviour expectations.
- Maintain a visible staff and administrative presence.
- Continue to develop grade 5 leadership skills.
- Continue to develop and implement our character education/citizenship program. Pill 2 and 3 – Trust, Friendship.
- Implement the District Pandemic Response Plan.

Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	88.0	90.0	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	96.0	97.7	Very High	Maintained	Excellent

Strategies

- Expand/enhance psychological services to improve supports for students.
- Address the leaning needs of students as they transition from elementary to middle school.
- Implement new or revised programs of study in the following subject area in accordance with the Implementation Schedule for Programs of Study and Related Activities (Alberta Education, September, 2008). Participation in field validation is optional, but the District participates whenever possible.
 - Kindergarten to Grade 6*
 - Mandatory Daily Physical Activity
 - Mathematics, Grades 2-5
- Continue to maintain high expectations for teaching and learning.
- Continue to implement ICT outcomes.
- Continue emphasis on problem solving and critical thinking in all curricular areas.
- Continue teaching the application of learning to life situations.
- Provide parent in-services on computer instruction.
- Provide teacher in-service in technology and use of PC's.
- Address average class sizes where possible in accordance with the revised requirements for the provincial Class Size Initiative.
- Develop, implement, and refine comprehensive school-based counselling plans/programs.
- Support District practices regarding enrolment of non-resident students so as to be more inclusive, to be more responsive to the needs of the community, and to reflect the foundational beliefs of public education.
- Participate in the Alberta Education I.C.T. Computer Focus Group Study.
- Implement Year 1 of the new AISI cycle. Focus on technology and the 21st century learner.

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Annual dropout rate of students aged 14 to 18.	n/a	n/a	n/a	n/a	n/a

Strategies

- Continue kindergarten screening program to identify children with literacy needs and provide appropriate interventions as follow-up.
- Continue to access the Family School Wellness Program.
- Assist staff in the planning/coordination of appropriate learning opportunities for students with special education needs and in the establishment of school-based learning teams.
- Utilize supports available through the Student Health Initiative Partnership (SHIP) to provide necessary assistance to students.
- Continue to develop leadership capacity in special education to support implementation of the provincial Standards for Special Education and Board policy.
- Offer an effective Resource Program and provide Individualized Program Plans for identified students.
- Continue the position of special education liaison.
- Continue participation in the District's Capacity for Leadership Program.
- Continue to offer small group instruction to our students who are perceived as highest risk.

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a

Strategies

- Continue to promote the District pre-kindergarten screening.
- Maintain our Early Literacy and Resource programs.
- Maintain communication with parents through phone calls, newsletters, and conferences.
- Access appropriate placements for students needing special programs from Intervention Services.
- Identify students requiring coding by Alberta Education and complete IPP's for these students.

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	91.9	93.9	Very High	Maintained	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	29.1	31.4	Very High	Maintained	Excellent
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a

Strategies

- Continue Early Literacy Program.
- Organize math manipulatives within the school.
- Develop greater math literacy for students.
- Provide necessary support and assistance to kindergarten children with mild/moderate special needs.
- Offer an effective Resource Program for students in Grade 1-3.
- Provide time to teachers for one on one testing at all grade levels.
- As part of the Alberta Initiative for School Improvement (AIS), implement a project on "21st Century Learner" with the intent of improving instruction in order to increase student technology.
- Continue to support effective teaching and learning practices developed during the Cycle 3 of the Alberta Initiative for School Improvement.
- Identify and share successful practices regarding student achievement.
- Review the extent to which students are prepared to write Provincial Achievement Test.
- Review the extent to which item analysis of tests is being used to identify teaching/learning weaknesses.
- Continue the school wide Barbara Mariconda writing program.

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.1	82.1	Intermediate	Maintained	Acceptable

Strategies

- Develop initiatives which recognize excellence in school activities and participation in service work and volunteer efforts.
- Improve the extent to which students are provided with timely, comprehensive information regarding post-high school learning opportunities.
- Work with School Council to explore initiatives that we all feel will prepare our students for post school life.

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	91.5	94.1	Very High	Maintained	Excellent

Strategies

- Promote and recognize student participation in community service (i.e. UNICEF, Angels Anonymous, Candy Grams).
- Encourage responsibility and care for school and classroom, bootroom, playground.
- Continue excellent community relations (i.e. Put school newsletters in neighbourhood store, Christmas Cards, invitations to performances.)
- Examine the principles, policies and procedures associated with student discipline and create a policy that best meets the needs of our students.
- Promote initiatives which enhance social skill development and citizenship. "Mattie McCullough students, Pillars of the Community."
- Continue to promote involvement in School Council.
- Involve outside specialists to assist in serving special needs students.
- Collaborate with the Foundation for Red Deer Public Schools in implementing activities to support the development of citizenship attitudes and skills among students.
- Offer a comprehensive extra curricular program.

Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
Strategies
<ul style="list-style-type: none"> Collaborate with our district's Aboriginal Family and School Frontline Program to focus on academic achievement with our FNMI students. Improve tracking and monitoring system for our school's FNMI population. Foster an inclusive atmosphere in the school.

Outcome: Key outcomes for FNMI students improve.

Performance Measures
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
Strategies
<ul style="list-style-type: none"> Highlight the value of FNMI contributions to Canadian history and culture through their role in Canada's past, present and future. Focus on respect for the creativeness, inventiveness and resourcefulness of FNMI people. Collaborate with our district's Aboriginal Family and School Frontline Program to support community and parental engagement strategies toward further success for FNMI students. Implement teacher professional development on the knowledge, skills and attitudes needed to assist FNMI students in achieving success. Assist FNMI students with the transition to middle school.

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	79.6	86.9	High	Maintained	Good

Strategies

- Develop effective communication strategies with members of the community who do not have children in school.
- Continue to update school web site.
- Participate in initiatives including, but not limited to, the following:
 - Central Alberta Regional Consortium
 - Family School Wellness Program
 - Aboriginal Family and School Frontline Program
 - Foundation for Red Deer Public Schools
 - School/Business Partnerships
- Invite community members to special events.
- Advocate for public education and enlist community leaders to become advocates for public education.
- Support city-wide meetings of School Council representatives.
- Provide inservice opportunities for School Council members.
- Continue to operate an effective lunch program.
- Continue our pod group activities.
- Continue to encourage participation in District stakeholder events.
- Continue to work with the Deerpark and Lancaster community associations.

Outcome: The education system at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	92.6	95.2	Very High	Maintained	Excellent

Strategies

- Meet with teachers regarding professional growth plans.
- Provide professional development opportunities for staff.
- Implement the first year of AISI.
- Continue to grow as a professional learning community.
- Maintain our pod activities.
- Encourage staff to attend conferences and seminars offered by RDPSD as well as Specialist Councils.
- Provide opportunities for children to have leadership roles at our school.
 - Assemblies
 - Public Performances
 - Pod Activities
- Encourage the development of individual professional growth plans that are consistent with the principles and practices of professional learning communities and that are aligned with provincial, District and school priorities.
- Continue implementation of the District's plan to utilize PC technology and related software where appropriate.
- Continue the initiative to build the District's leadership capacity in special education.
- Maintain the Fee Waiver Program.
- Develop/implement strategies to ensure the alignment of School Improvement Plans and the District Education Plan.
- Continue to work with Deerpark and Lancaster Community Association.
- Implement the District's Occupational Health and Safety Plan.

Budget Plan

Red Deer Public Schools – Budget Report			
For the period from September 1, 2009 to August 31, 2010			
School	Mattie McCullough Elementary		
REVENUE	Program Allocations (includes all totals from Basic Programs and Miscellaneous Add-backs, excluding AISI)	2,057,476.00	
	AISI (includes prior year surplus (if applicable) and current yr amount)	45,000.00	
	Other Revenue	129,779.00	
	Program Fee Revenue	0.00	
	Transfers from Other Sites	<u>420,281.00</u>	
	TOTAL REVENUE		2,652,527.00
EXPENSES			
	Certificated Staffing (excluding AISI)	2,173,620.00	
	Classified Staffing	230,486.00	
	AISI (includes total AISI expenditures)	45,000.00	
	Miscellaneous Personnel	0.00	
	Contracted and General	66,726.00	
	Supplies	61,196.00	
	Furniture & Equipment	9,000.00	
	School Generated Expenses	<u>66,500.00</u>	
	TOTAL EXPENSES		<u>2,652,527.00</u>
NET SURPLUS (DEFICIT)			<u>0.00</u>