

School Education Plan

Davidson Creek Elementary

2025-26



School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

SCHOOL GOAL 1

By providing training and resources to all staff to consistently implement brain-aligned mental health strategies throughout the day, all students will demonstrate increased regulation and readiness to learn. Student success will be measured by increased attendance, decreased referrals to the office or counsellor for minor challenges and classroom observations on the successful student use of brain-aligned mental health strategies.

Related Division Goals

- Priority 1, Goal 1: Promote Growth and Success for All Students; Excellent Start To Learning.
- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Strategy

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

All staff will engage in professional learning to build collective efficacy (effect size 1.57) through:

- The completion of our book study of Connections Over Compliance by Dr. Lori Desautels
- Professional learning sessions throughout the year including an Alberta Teachers' Association (ATA) session entitled: Executive Function—Essential Skills for Deep Learning and Emotional Regulation
- Monthly Collaborative Team Meetings to inform instruction, set collaborative goals, and discuss evidence-based instructional strategies
- Participation in lessons on mental health, brain playshop and social-emotional skills co-taught by our Mental Health Capacity Builder, consultants, counsellors and administration team.




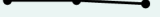

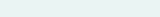
All staff will implement brain-aligned and evidence-based mental health strategies:

- Identifying which part of the brain requires support in the moment when students are dysregulated: brainstem, cortex or limbic system
- Teach and model strategies (cognitive task analysis -effect size 1.29) that help to regulate each part of the brain including:
 - o Sensations (brain stem), feelings (limbic system), words (cortex)
 - o Building an Amygdala Reset Station in each room
 - o Using tools from our Regulated Brain Toolkits in each room
 - o Implementing and refining our staff developed continuum of supports for regulation
- Fostering connections between staff and students (teacher-student relationships - effect size 0.72) through:
 - o Community building circles
 - o Classroom routines that build connection (morning greeting, Amygdala Reset Stations)
 - o Whole school connection challenges once per term (ex. Rock paper scissors challenge)
- Implement strategies that support direct instruction (effect size 0.59) of missing executive function skills identified by teachers following the ATA workshop in August 2025

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary




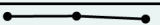
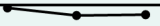

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M29	The percentage of teachers, families and students who agree learners have access to the appropriate supports and services at school.	83.70%	79.10%	82.50%	
P1	G2	M53	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	86.39%	82.22%	84.34%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	85.50%	82.50%	81.20%	
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	96.91%	96.90%	93.83%	
P2	G2	M84	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.	93.70%	93.50%	89.60%	
P2	G2	M85	The percentage of parents and caregivers who agree teachers care about their child.	96.30%	100.00%	95.80%	

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M86	The percentage of students who agree their teachers care about them.	94.50%	93.60%	90.80%	
P2	G2	M87	The percentage of EIPS staff who agree someone at work cares about me as a person.	100.00%	97.78%	97.44%	
P2	G2	M88	The percentage of EIPS stakeholders who agree staff care about students at their school.	96.89%	94.62%	93.17%	
P2	G2	M93	The percentage of students who agree they are safe at school.	91.20%	91.50%	88.80%	
P2	G2	M94	The percentage of EIPS stakeholders who agree their school is safe.	100.00%	93.08%	93.83%	
P3	G1	M129	The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.	69.20%	69.50%	80.90%	

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

Other Measures

Increased attendance for at-risk students

Decreased referrals to the office for minor disciplinary situations

Decreased repeat referrals to the counsellors for regulation challenges

Increased staff and student use of regulation strategies learned in class through the Mental Health Capacity Builder or in-class brain playshop sessions

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

SCHOOL GOAL 2

By providing professional development and ongoing support to all staff, we will ensure the regular implementation of evidence-based writing instructional practices. Student success will be measured through classroom observations and conversations, EIPS common grade level summative assessments in each term, and student progress reports in December 2025, March 2026, and June 2026.

Related Division Goals

- Priority 1, Goal 1: Promote Growth and Success for All Students; Excellent Start To Learning.
- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

Strategy

All staff will engage in professional learning to build collective efficacy (effect size 1.57) through:

- An in-depth review of the ELAL outcomes that relate to writing as a grade team
- Finding connections to writing in non ELAL subjects such as music and physical education
- Creating common grade-level long-range year plans for writing
- Creating common long-range assessment plans for writing that include a balance of conversation, observation and product
- Using gradebook pro for tracking Term 3 formative and summative writing assessments
- Collaboratively marking common EIPS writing assessments each term
- Reviewing materials, professional learning activities and available resources from the EIPS writing pilot

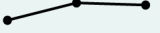

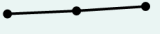
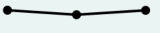

All staff will implement evidence-based instructional practices for teaching writing which include:

- Using the EIPS writing baseline assessments to identify gaps in skills and plan instruction
- Using EIPS developed one-point or five-point writing rubrics
- Implementing targeted writing practices such as mentor texts, modeling and guided practice (teacher clarity – effect size 0.84)
- Engaging students in metacognition, goal-setting and self-evaluation (self-reported grades – effect size 1.33)
- Providing timely, actionable and specific feedback (effect size 0.70) on writing tasks including direct instruction (effect size 0.60) on how to apply feedback to revise writing
- Providing frequent and varied writing opportunities across subject areas
- The use of voice and choice in writing tasks
- Regular opportunities to share writing with an audience (announcements, Mustang Memo, buddy classes, published works in the library, etc.)

School Education Plan for the 2025-26 School Year

Davidson Creek Elementary

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G1	M9	The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.	71.88%	87.50%	85.56%	
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	18.90%	No Result	No Result	
P1	G2	M37	The percentage of families who agree the literacy skills their child's learning at school are useful.	88.90%	91.70%	95.80%	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	92.31%	88.15%	92.22%	
P1	G2	M193	The percentage of students who achieved the acceptable standard in: Grade 6 Language Arts PAT.	100.00%	No Result	No Result	

Other Measures

All students demonstrate growth in writing using the EIPS baseline assessments and EIPS writing rubrics.
More students meet grade level standards on EIPS baseline writing assessment in September 2026.