# School Education Plan and Results Report

# 2018-22

**Year 1**



**Motto:**

Striving for Excellence - Nous visons l'excellence

**Vision:**

At Campbelltown School, we nurture a compassionate, conscientious school community based on demonstrations of respect, kindness and acceptance.

À l'École Campbelltown, nous visons à développer dans notre communauté scolaire la compassion et la conscience morale qui seront démontrées par le respect, la gentillesse et la considération.

**Philosophy**

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| * There is an understanding, awareness and appreciation for French language and culture.
* The school develops the whole child—physically, emotionally, socially and intellectually.
* There are strong expectations for students--every child can and will succeed.
* There is a strong emphasis on the Fine Arts including art, music, drama and dance.
* Communication among all educational stakeholders is open and honest.
* The school is a joyful place and students are actively engaged in learning.
* Students are lifelong learners who are prepared to meet future challenges.
* High quality teaching is a prime factor for student achievement and success.
 | * *Nous encourageons une compréhension, une appréciation de la langue française et de sa culture.*
* *L’ensemble de notre école développe l’enfant sous tous ses aspects: physique, émotionnel, social et intellectuel.*
* *Nous attendons beaucoup de nos élèves. Chaque enfant a la capacité de réussir.*
* *Les Beaux-Arts – l’art, la musique, le théâtre et la danse ont une place importante au sein de notre communauté scolaire.*
* *La communication entre les parents, les élèves, le corps enseignant et le personnel de soutien est honnête et ouverte.*
* *Nos élèves évoluent dans un climat jovial, propice à l’apprentissage.*
* *Les enfants sont toujours désireux d’apprendre et seront prêts à surmonter des futurs défis.*
* *Le calibre d’enseignement du corps enseignant est primordial pour la réussite de l’élève.*
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**SECTION ONE: School and Division Goals**

**School Goals:**

**GOAL 1:** Students at École Campbelltown will achieve one year’s growth in their reading and writing ability by the end of the school year in French and English (in grades 3 to 6).

 **GOAL 2:** Students at École Campbelltown will demonstrate one year’s growth in numeracy.

**GOAL 3:** Students at École Campbelltown are respectful citizens who are responsible and who strive to do their best at school, at home and in the community.

**Elk Island Public Schools Goals:**
**Priority 1: Promote growth and success for all students.**

**GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

**GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis and Inuit students and all other students is reduced.

**GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

**Priority 2: Enhance high quality learning and working environments.**

**GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe**.**

**GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

**GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

**GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

**Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

**GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

**GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

**GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

**SECTION TWO: School Profile and Foundation Statements**

**Principal:** Lisa Sauder

**Assistant Principal:** Annie Garneau

**Counsellors:** Shelley Boswell

**École Campbelltown Quick Facts:**

* For the 2018-2019 school year, École Campbelltown has a student population of approximately 570 students.
* École Campbelltown students are served by 40 certificated and classified staff.
* École Campbelltown was the first school to open in Sherwood Park in 1956.
* The total school budget: $3,361,130 which includes 97% of total budget dedicated to staffing.

**Programming Highlights**:

* École Campbelltown is a single track French Immersion program.
* Character education and global citizenship are two focal points at École Campbelltown.
* Technology includes video streaming, laptops, iPads, Chromebooks and online media.
* Learning assistance is offered in French. We also have a 0.2 full time equivalent (FTE) literacy lead who helps support teachers and students in English and French.
* École Campbelltown has a full time counselor. The counselor facilitates several special programs and projects such as RécréAmis, ZONES of Regulation, First Nations, Métis & Inuit Lead and different social groups.
* We have a cultural focus to supplement our French Immersion program. Students will participate in events such as Galala, Unithéâtre, CinéMagine, Canoé Volant, Épluchette de blé d’Inde, Grade 6 Camp in French, Semaine de la francophonie and Carnaval.
* Extra-Curricular activities include: Lego Robotics, Leadership Opportunities, Intramurals, Track Club, Recycling Club, Choir, Handbells, Tech Club, AMA safety patrollers, daily announcements done by Grade 6 students and options for grades 5 & 6.

**SECTION THREE: School Education Results Report (2017-18)**

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| **What were the greatest successes/challenges faced in 2017-18?****Successes:*** We continued to work with staff, parents and other community members to promote success and inclusion for all students in the French Immersion program.
* Our school parent council was involved in leadership opportunities in the community (Farm to Table, Mental Health Day, Christmas Bureau and Road Side Clean Up).
* Students were supported by our teachers with support from our counsellor in literacy and numeracy.
* The whole school was involved with developing a writing continuum for French Immersion.
* We continued to work on our First Nations, Métis and Inuit culture within the school. Elder Wilson worked with our music teacher to integrate his First Nations perspective into our music instruction. Blanket exercises were provided for all Grade 5 students. Elder Wilson supported and met with self-identified students as needed.
* Literacy was supported through a cross graded reading program where older students were meeting regularly with younger students to support their literacy.
* The French Immersion program continues to grow at École Campbelltown. We continue to ensure that the community of Sherwood Park knows that the possibility of French Immersion exists.
* Teachers worked with Renée Michaud who is a French math consultant. Teachers were inspired to include more manipulatives and centres into their math classes. Many of our teachers observed math centres at Brentwood school and started to implement them in their classes, especially in Division 1.
* We had great collaboration between the French Immersion schools both within Elk Island Public Schools (EIPS) and other school districts.
* All students participated in an Artist in Residence program called “Hoop it up” which was presented in French by Kacie Beluse-Knight.
* Provincial Achievement Test results were maintained and improved.
* Accountability Pillar results were maintained or improved.
* The staff engagement and accountability survey yielded positive results.

**Challenges:*** We continued to have new staff members, including several first year teachers, join the École Campbelltown team. It is difficult to find mentors for new teachers as well as lead teachers in different areas.
* The recruitment of quality French Immersion teachers and support staff is very challenging.
* The promotion of the program within Elk Island Public Schools and the community is ongoing.
* Selecting quality French resources and appropriate support and professional development for our staff is difficult and can be very expensive.
* Continued teacher involvement in offering and increasing the participation of students in leadership roles.
* First Nations, Métis and Inuit Edukits were not in French so teachers were unable to use them.

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| **How, and to what degree, did those successes/challenges impact planning for 2018-19?*** It will be important to continue to work with and receive support from Support for Students and Human Resources in order to be able to overcome the challenges that come with teaching and learning in French as well as hiring quality teachers and staff.
* Our French Immersion consultant is working with the First Nations, Métis and Inuit consultants to find French resources for the Edukits.
* Staffing took place in early 2018 and we continued to work with Human Resources to ensure that we were able to find quality staff.
* We were able to increase our literacy support in order to better support students and teachers.
* We purchased Mathology in French for our Grade 1 classes as well as all of the books for kindergarten (ECS) to Grade 3.
* We are looking for screening tools to assess our students’ reading levels in French as well as intervention that supports students who are learning to read in a second language.
* We are bringing in Isabelle Robert from Quebec to work with our teachers and educational assistants on Writer’s Workshop in French which is based on Lucy Caulkins’ work.

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**SECTION FOUR: School Goals, Strategies and Performance Measures**

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| **School Goal 1:** Students at École Campbelltown will achieve one year’s growth in their reading and writing ability by the end of the school year in French and English (in grades 3 to 6).**Division Outcome:** More students achieve a minimum of one year's growth in literacy and numeracy. **Strategies:** * All grade 3 to 6 teachers will use the results of the STAR reading assessment to guide their differentiated instruction for students. Teachers will administer the STAR at least 3 times per year.
* Teachers in Division 2 will look at implementing Levelled Literacy Intervention (LLI).
* Students who are below grade level will receive additional support in French and/or English. This could include pullout with a teacher, small group instruction or the Precision Reading Program.
* All teachers will receive professional development on how to implement Writer’s Workshop in French. We have lead teachers to support all teachers as they begin to implement this program.
* We are looking at a screening tool to assess our students’ reading levels in French as well as intervention that supports students who are learning to read in a second language.

**Performance Measures:** * Students in grades 3 to 6, will demonstrate one year's growth in English based on the STAR reading assessment.
* Students in grades 1 to 6, will demonstrate one year’s growth in French based on GB+ reading assessment tool and/or guided reading levels.
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| **School Goal 2:** Students at École Campbelltown will demonstrate one year’s growth in numeracy.**Division Outcome:** More students achieve a minimum of one year's growth in literacy and numeracy.**Strategies:** * Teachers will assess all students’ foundational mathematical skills using the Math Intervention Programing Instrument (MIPI).
* We will invite our math consultant to work with our teachers to use the math benchmarking tool to further investigate students who are struggling.
* Teachers will collaborate on creating math centres and activities for guided math.
* Grade 1 teachers will be implementing Mathology in their class. ECS to Grade 3 teachers will be using the Mathology books to enhance their teaching in math.
* Teachers will explore Daily Number Talks with the guidance and support of our district’s numeracy consultant. This will allow students to expand their mathematical thinking and reasoning.
* We will target professional development for staff.
* Our Division 2 teachers will collaborate to find strategies to help students with their mental math skills.

**Performance Measures:** * Students will demonstrate one full year’s growth in foundational math skills (based on report cards).
* All teachers will be using a variety of numeracy teaching strategies to differentiate instruction for their students.
* More students will meet the acceptable standard in Part A of the Grade 6 Provincial Achievement tests.
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| **School Goal 3:** Students at École Campbelltown are respectful citizens who are responsible, and who strive to do their best at school, at home and in the community.**Division Outcome:** Our learning and working environments are welcoming, caring, respectful and safe.**Strategies:** * Administration will use Restorative Justice Practices in the office.  Teachers will have regular class circles as well as class circles when issues arise. All teachers will receive resources on restorative circles to enhance their class circles.
* Grades 5 and 6 will work with Elder Wilson to learn about the history and significance of restorative circles. Students in grades 1 to 4 will learn about sharing circles and talking sticks.
* Broaden opportunities within the school and community to involve a wider variety of students.
* Staff will use ZONES of Regulation so students increase their self-regulation abilities.
* Increase staff involvement to facilitate extracurricular activities with our students.
* Facilitate collaboration between grade groups within the school so that students are able to develop their leadership skills.
* Staff will work with students to develop their digital citizenship knowledge and skills so students can become informed, ethical and active online citizens.

**Performance Measures:** * Accountability pillar results and data from the district survey will show that more parents, students and teachers believe that École Campbelltown is a safe and caring school where students are respectful and do their best.
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**SECTION FIVE: Summary of Performance Measures Student**

Learning Measures

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| PAT Course by Course Results by Number Enrolled. |
|  | **Results (in percentages)** | **Target** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Language Arts 6 | CBN | 92.7 | 21.8 | 98.3 | 36.7 | 97.9 | 38.3 | 98.6 | 34.8 | 97.8 | 26.1 | 98 | 28 |
| EIPS | 91.1 | 24.2 | 90.9 | 25.1 | 90.7 | 26.1 | 92.2 | 24.1 | 92.2 | 24.1 |  |  |
| Province | 81.9 | 17.6 | 82.8 | 19.5 | 82.9 | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 |  |  |
| French Language Arts 6 | CBN | 85.5 | 18.2 | 98.3 | 23.3 | 95.7 | 12.8 | 95.7 | 20.3 | 97.8 | 17.4 | 98 | 20 |
| EIPS | 84.8 | 12.4 | 93.0 | 15.0 | 83.3 | 7.8 | 90.1 | 13.9 | 90.1 | 13.9 |  |  |
| Province | 88.0 | 15.6 | 87.5 | 13.6 | 87.7 | 14.2 | 85.1 | 13.5 | 85.2 | 12.3 |  |  |
| Mathematics 6 | CBN | 80.0 | 14.5 | 88.3 | 18.3 | 91.5 | 23.4 | 89.9 | 13.0 | 97.8 | 23.9 | 98 | 25 |
| EIPS | 83.6 | 19.1 | 83.3 | 19.0 | 81.6 | 16.9 | 80.7 | 17.8 | 80.7 | 17.8 |  |  |
| Province | 73.5 | 15.4 | 73.2 | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | 85.3 | 19.4 |  |  |
| Science 6 | CBN | 80.0 | 14.5 | 88.3 | 25.0 | 89.4 | 23.4 | 88.4 | 21.7 | 91.3 | 15.2 | 94 | 18 |
| EIPS | 87.2 | 35.3 | 87.0 | 34.3 | 88.7 | 39.7 | 88.4 | 42.0 | 88.4 | 42 |  |  |
| Province | 75.9 | 24.9 | 76.3 | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | 83.7 | 22.7 |  |  |
| Social Studies 6 | CBN | 69.1 | 1.8 | 81.7 | 6.7 | 91.5 | 10.6 | 84.1 | 10.1 | 89.1 | 17.4 | 90 | 19 |
| EIPS | 80.2 | 22.7 | 80.1 | 24.6 | 80.5 | 28.6 | 85.3 | 32.3 | 85.3 | 32.3 |  |  |
| Province | 70.4 | 16.6 | 69.8 | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | 77.8 | 16.9 |  |  |

Student Engagement Measures

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| 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 school. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 92.4 | 93.6 | 92.4 | 90.3 | 95.3 | 88.1 | 88.0 | 87.7 | 88.1 | 88.1 | 89.1 | 89.2 | 89.5 | 89.5 | 89.0 |
| Teacher | 98.7 | 98.8 | 98.4 | 97.8 | 99.0 | 95.9 | 95.6 | 94.8 | 95.1 | 95.8 | 95.3 | 95.4 | 95.4 | 95.3 | 95.0 |
| Parent | 94.9 | 94.4 | 89.2 | 88.6 | 94.3 | 87.2 | 87.7 | 87.4 | 87.3 | 86.9 | 88.9 | 89.3 | 89.8 | 89.9 | 89.4 |
| Student | 83.7 | 87.7 | 89.7 | 84.7 | 92.5 | 81.1 | 80.7 | 81.0 | 81.8 | 81.6 | 83.1 | 83.0 | 83.4 | 83.3 | 82.5 |

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| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 89.8 | 85.9 | 90.1 | 91.6 | 92.6 | 80.4 | 79.8 | 79.8 | 80.1 | 80.5 | 83.4 | 83.5 | 83.9 | 83.7 | 83.0 |
| Teacher | 98.7 | 98.8 | 100.0 | 98.5 | 98.0 | 94.2 | 94.1 | 94.1 | 94.1 | 94.1 | 93.8 | 94.2 | 94.5 | 94.0 | 93.4 |
| Parent | 92.3 | 83.9 | 85.3 | 87.1 | 89.5 | 76.9 | 76.5 | 75.0 | 75.4 | 75.4 | 81.9 | 82.1 | 82.9 | 82.7 | 81.7 |
| Student | 78.5 | 75.0 | 84.9 | 89.3 | 90.4 | 70.0 | 68.8 | 70.3 | 70.6 | 72.0 | 74.5 | 74.2 | 74.5 | 74.4 | 73.9 |

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| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 74.6 | 78.6 | 94.4 | 82.0 | 89.6 | 76.4 | 79.0 | 77.8 | 79.0 | 77.8 | 81.2 | 82.0 | 82.6 | 82.7 | 82.4 |
| Teacher | 86.7 | 100.0 | 96.0 | 100.0 | 95.0 | 86.3 | 89.8 | 89.0 | 90.7 | 89.4 | 89.3 | 89.7 | 90.5 | 90.4 | 90.3 |
| Parent | 62.5 | 57.1 | 92.9 | 64.0 | 84.2 | 66.4 | 68.1 | 66.6 | 67.3 | 66.2 | 73.1 | 74.2 | 74.8 | 75.1 | 74.6 |

Overall School Culture Performance Measures

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| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 90.1 | 92.9 | 93.0 | 94.9 | 97.1 | 87.1 | 88.5 | 88.5 | 89.3 | 88.9 | 89.2 | 89.5 | 90.1 | 90.1 | 90.0 |
| Teacher | 97.8 | 99.0 | 96.7 | 98.1 | 99.2 | 95.5 | 96.3 | 95.9 | 96.4 | 96.2 | 95.5 | 95.9 | 96.0 | 95.9 | 95.8 |
| Parent | 80.9 | 82.6 | 84.4 | 89.3 | 92.8 | 81.6 | 84.5 | 84.1 | 85.7 | 83.6 | 84.7 | 85.4 | 86.1 | 86.4 | 86.0 |
| Student | 91.7 | 97.0 | 97.8 | 97.4 | 99.3 | 84.3 | 84.6 | 85.4 | 85.8 | 86.8 | 87.3 | 87.4 | 88.0 | 88.1 | 88.2 |

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| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 88.6 | 91.0 | 94.5 | 90.3 | 87.1 | 82.0 | 82.8 | 83.4 | 83.3 | 82.7 | 81.3 | 81.3 | 81.9 | 81.9 | 81.8 |
| Teacher | 96.6 | 97.7 | 96.4 | 94.9 | 86.8 | 90.5 | 91.2 | 91.0 | 90.4 | 90 | 87.5 | 87.2 | 88.1 | 88.0 | 88.4 |
| Parent | 80.6 | 84.3 | 92.5 | 85.8 | 87.4 | 79.9 | 79.8 | 81.0 | 80.0 | 79 | 79.9 | 79.9 | 80.1 | 80.1 | 79.9 |
| Student | n/a | n/a | n/a | n/a | n/a | 75.7 | 77.6 | 78.3 | 79.5 | 79.2 | 76.6 | 76.9 | 77.5 | 77.7 | 77.2 |

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| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 79.4 | 83.4 | 93.1 | 93.3 | 93.6 | 77.9 | 79.1 | 80.0 | 80.2 | 79.5 | 79.8 | 79.6 | 81.2 | 81.4 | 80.3 |
| Teacher | 86.7 | 88.2 | 88.0 | 92.6 | 90.0 | 80.6 | 83.1 | 82.9 | 84.3 | 81.8 | 81.3 | 79.8 | 82.3 | 82.2 | 81.5 |
| Parent | 62.5 | 68.0 | 93.3 | 96.4 | 95.0 | 73.7 | 74.6 | 77.5 | 76.7 | 76.1 | 77.0 | 78.5 | 79.7 | 80.8 | 79.3 |
| Student | 88.9 | 94.0 | 97.9 | 90.9 | 95.7 | 79.4 | 79.5 | 79.5 | 79.5 | 80.7 | 81.2 | 80.7 | 81.5 | 81.1 | 80.2 |

**SECTION SIX: Additional Information**

Parent Involvement and Communication of Plan

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| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |
|  | **CBN** | **EIPS** | **Province** |
|  | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Overall | 79.8 | 80.1 | 91.7 | 85.2 | 86.8 | 76.9 | 77.1 | 78.1 | 78.1 | 74.8 | 80.6 | 80.7 | 80.9 | 81.2 | 81.2 |
| Teacher | 94.7 | 96.4 | 98.4 | 99.3 | 95.0 | 87.2 | 88.0 | 88.2 | 89.2 | 89.7 | 88.0 | 88.1 | 88.4 | 88.5 | 88.9 |
| Parent | 65.0 | 63.7 | 84.9 | 71.2 | 78.6 | 66.5 | 66.2 | 67.9 | 67.0 | 67.2 | 73.1 | 73.4 | 73.5 | 73.9 | 73.4 |

**Communication of Plan:**

Our staff identified successes and challenges from our last School Education Plan (SEP) in order to create new goals and strategies for our SEP. In October 2018, we held a special meeting with our parent council executive to discuss our SEP in order to provide opportunities for input. We then shared our SEP with our parents at the October parent council meeting. Parents were able to provide feedback and recommendations. Our SEP will be posted on the school website. We will update our parent council about our progress during our monthly Parent Council meetings throughout the year.