**SCHOOL: \_\_\_\_École Campbelltown\_\_\_ PRINCIPAL: \_\_\_Greg Probert\_\_**

**ELK ISLAND PUBLIC SCHOOLS’ MISSION STATEMENT:**

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| **STAFF FTE** |  | **BUDGET** |  |
| Certificated | 17.0 | Salaries | $2 239 609 |
| Classified | 4.50 | SES | $85 377 |
|  |  | Total | $2 348 574 |
|  |  | surplus/deficit | $23 594 |

To teach students how to learn, to prepare each student to achieve his/her best and to assist

students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS*’* PRIORITIES:**

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

**SCHOOL PROFILE AND CONTEXT**

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| **École Campbelltown Quick Facts:**   * École Campbelltown currently has a student population of approximately 371 students. * École Campbelltown students are currently served by approximately 21.5 certificated and classified staff. * École Campbelltown was the first school to open in Sherwood Park in 1956. * The total school budget is $ 2 239 609   **Programming Highlights**:   * École Campbelltown is a **single-track** **French Immersion program**. * Character education and citizenship are two focal points at École Campbelltown. * Technology includes video streaming, Robotics, Coding, 3D creation and various online programs. * École Campbelltown has a half time counselor. The counselor facilitates several special programs and projects such as; Character Education, Social Groups, Student Leadership, Referrals for special needs, Helping students and families navigate various situations, and helping teachers with prosocial resources and teachings. * We have a cultural focus to supplement our French Immersion program. Students participate in events such as: Galala, Unithéâtre, CinéMagine, Semaine de la francophonie (March), Celebration de Noel (music traditions and French story telling), Activites through Canadian Parents for French and Carnaval. * Extra-Curricular activities include: Lego Robotics, Leadership Opportunities, Intramurals, Run Club, Track Club, Recycling Club, Volleyball, Basketball, Speech club, Choir, Handbells, Tech Club / Mindcraft challenges, AMA safety patroller and Cricut club.   **EIPS PRIORITY:**  Promote growth and success for all students.  **SCHOOL GOAL:**  To implement guided reading every day in all French and English Language Arts classes, achieving a minimum of one year’s growth in literacy. |
| **STRATEGIES:**  Establish an Instructional leadership team composed of the principal, assistant principal, teacher librarian, literacy lead, numeracy lead, counselor and a minimum of teacher from division 1 and 2.  To establish a targeted Professional learning plan and build capacity in guided reading using best practices and establish a school wide home reading program.  The professional learning plan will involve the teacher librarian and other experts modelling and coaching teachers with less experience around universal strategies inside of guided reading.  Establish collaborative time among grade level teachers to share, observe and analyze data on an ongoing basis and use this data to help guide the planning that will be required for individual students or small groups.  Schedule and plan for bi-weekly collaborative time inside and outside the daily schedule.  Teachers to schedule their guided reading in their timetable at the same time every day.  Purchase leveled reading books for classroom libraries and home reading in both English and French.  Purchase online reading program “Je lis Je lis” for our division 1 students.  The teacher librarian to develop videos and / or sessions for parents that will help support home reading and literacy at home.  Develop a school wide home reading program that is parent friendly.  Grade 1 and 2 teachers will use the data from Lalilo, premium phonics, word recognition and comprehension to guide their reading lesson.  Teachers will be keeping a reading log with ongoing reading levels for each of their students. The reading level will be entered in CBN Data or Power School Data in November, February and June. |
| **MEASURES:**  All teachers will implement guided reading daily in their Language Arts Classes as observed by the Principal and AP.  100% of students will demonstrate a minimum of one year’s growth. This will be measured by the levelled books chart for French and by STAR for English Language Arts. Data to be recorded in September, February and June from results.  90% of parents report on the EIPS parent survey that their child is demonstrating growth in literacy.  90% of the parent’s report on the Alberta Education assurance survey that teachers at our school are available to help their child.  A school wide home reading program is implemented in every class for FLA and ELA. |
| **RESULTS:**   * In house literacy expert spent at least three periods a week each, with grades 1-3. * Literacy expert helped teachers identify and give strategies to help kids during guided reading. * Literacy expert started using book study method which involved oral reading, questioning with back-and-forth dialogue to promote oral speaking and confidence with it. * School wide Home Reading program began in October. * Home reading bins were put in each class and purchased by School Council so children can take home books with their monthly reading log. * A schedule was created where teachers could go and observe various literacy and numeracy teaching strategies in different classes and grades around the building. * We were unable to hold reading sessions for parents of lower elementary kids, on “how to” help with home reading. * Collaboration with grade partners and non-grade partners started to occur.   **DATA:**   * See attachment for **STAR average grade equivalency.** (Grade 3-5 ELA only).   Overall, STAR data showed +0.9 grade equivalency growth across the grades.   * See attachment for **FLA and ELA results for grade 6 PAT**. * According to our **Assurance Survey from AB Education**, in 2021, 66% of students “like learning Language Arts”   and in 2022, 94% of students “like learning Language Arts”.   * According to our **Assurance Survey from AB Education** for 2022, 93% of parents “believe the literacy skills learned at school are useful”. * According to our **EIPS Parent Survey**, 92.7% of our parents strongly agree or agree their children are demonstrating growth in literacy. * According to our **Assurance Survey from AB Education**, only 71% of parents believe “teachers are available to help their child with learning”. This is something we need to look at, but it is interesting to note: 98% of students believe “teachers are available to help them”. |
| **EIPS PRIORITY:** Enhance high-quality learning and working environments. **SCHOOL GOAL:**  Staff will continue to collaborate in the development of common literacy teaching practices across curricula for all students from K to 6. |
| **STRATEGIES:**  The Instructional Leadership team will continue to ensure the CBN Google Slide document called: “la progression en littératie à travers les niveaux" is always updated.  The Leadership Team will develop a school wide professional development plan that includes collaboration.  Staff will collaborate and continue working on guided reading and literacy strategies amongst staff.  Staff will collaborate and keep looking for any other “red flag” areas that may arise or need to be dealt with in the school community.  Certain resources and strategies were identified in the 20/21 school year   * The Kindergarten teacher will start to use “Raconte-moi l’Alphabet” to teach the alphabet in French. * Every teacher in the school must be informed and follow the CBN Progression en littératie. * Grade 1 to 3 use “Raconte-moi les sons” to teach the sounds in French. * All teachers will be integrating the five components of teaching reading daily.   (fluency, phonetic awareness, phonological awareness, vocabulary and comprehension)   * Every teacher from K to 6 will be using the document “Pratique phonologique” and focus on the six key skills: identifying, blending, segmenting, adding, deleting, and substituting to help students along the path to phonemic proficiency. * Every teacher from K to 6 will be displaying subject oriented word walls in their classroom: literacy, numeracy, science, SS * Re-establish the precision reading program with the grade 6 students helping younger students. * Establish a buddy reading program between grade levels.   Each one of these strategies will be revisited and retooled through regular collaboration of staff.  Assign time to teachers inside their schedules for collaboration time. When this is not possible, have sub assigned time.  Teachers will become more aware and have a plan for individualized or small group instruction to support students’ needs in literacy– this will be led by the counselor.  The counselor will help teachers understand the trends and patterns of common learning gaps between grades and then train teachers on different strategies to meet individual student needs.  Access the division consultant / counselor and staff experts to further build a strategies bank on instruction and assessment at all grade levels. |
| **MEASURES:**  Assigned time in teachers schedules for collaboration.  Formation of an Instructional Leadership team that will monitor and develop plans in collaboration with staff.  100% of staff will feel positive about the overall education at their school as per the Assurance Survey  100% of staff will feel students at their school are receiving the help they need with their work as per the Assurance Survey.  100% of staff will feel proud of their school as per the AB Education assurance survey.    70% of staff will feel their school has improved as per AB Education assurance survey.  80% of staff will feel students can access assessment services as per the AB Education assurance survey.  Continued development and carry through of a school wide professional development plan as observed by Principal and AP. |
| **RESULTS:**   * Teachers in K-2 use “Raconte-moi les sons” on a regular basis. It is used periodically for new vocabulary in grade 3. * Teachers are aware of the document “CBN Progression en littératie” but we continue to modify and determine how we will use it. * We have three new teachers in the school this year and have been intentional about setting them up with mentors and have given them mentorship time for things such as class observations, modeling, and planning. * Administration had given teachers scheduled time for mandatory visits to a minimum of two colleagues classes for observation and discussion. * Teachers have been focusing on integrating the five components of teaching reading daily.   (fluency, phonetic awareness, phonological awareness (speaking), vocabulary and comprehension). Our in-class literacy mentor helps  with this in grades 1-4. Our Assistant Principal also gave professional development sessions to help with this.   * Teachers in grade 1-3 used AB Educations standardized tests to see how advanced / or not student vocabulary is. We also did a cross section of students in grade 4 and could see some gaps with high frequency words from previous years. * We have established scheduled buddy reading once a week for all students in K-6 for the 2022-23 school year. This will also be used for Technology (scratch / mindcraft challenge) and maker space related projects. * Our counsellor helped teachers with AB Ed assessments and in class literacy help on a regular scheduled basis. * Our literacy expert and counselor helped teachers with differentiation of programming and directing more attention to helping students with needs in all classrooms. * All classes in grade K-6 now have sound walls that are subject related. A few teachers are still working on this.   **DATA:**   * According to our **AB Education Assurance survey** results, 95.2% of teachers feel their “students are engaged in their learning at school”. * According to our **AB Education Assurance survey** results, 100% of teachers feel “satisfied with the quality of teaching at their school”. * According to our **AB Education Assurance survey** results, 71%of teachers feel,“Students can easily access programs and services at your school to get help with schoolwork”. * According to our **AB Education Assurance survey** results, 100%of teachers feel, “When students need it, teachers at the school are available to help them”. * According to our **AB Education Assurance survey** results69% of teachers feel, “school has stayed the same or improved”. * According to our **AB Education Assurance survey** results50% of teachers feel, “they can accessStudent assessment services for students with learning difficulties”. * According to our **AB Education Assurance survey** results67% of teachers feel, “there are services (beyond regular instruction) that help students to read and write”.   \*Staff, student, and teacher results on each of the areas are always very interesting. In many cases they can be drastically different as pointed out in one category as noted with the first goal. But when they are similar, it is an area we really need to look at more carefully.  We have had some growth in the areas above, but I believe we need to continue to work on our Professional Development plan and be more deliberate and have regularly scheduled times for small group meetings. Ie. Using the “Collaborative Response Model”. This model will be added to our 22 / 23 and 23 / 24 plan. We will start in Jan of 2023.   **EIPS PRIORITY:** Enhance high-quality learning and working environments. **SCHOOL GOAL:**  To rebuilt school culture and mental health capacity in students and staff. |
| **STRATEGIES:**  The counsellor along with the teacher will track students social / emotional needs that were on out-of-school Learning.  All staff will extend grace and empathy for students who have not been learning in-school.  Staff will avoid statements such as, *“If you were in school last year, you would have learned this.”*  Staff will Acknowledge that there will be gaps in the learning, skills and understandings of out-of-school students. Students will be behind in their French Language skills in addition to not being familiar with routines and common conversational French language. For example, our early elementary students may not know how to ask to use the bathroom in French as those routines were not a part of the OSL program.  Staff will be aware that there will be gaps in understanding and skills for OSL students in the non-core classes  (Art, Music, Health or PE classes).  Staff will meet all students where they are at. Staff will work on differentiation over the next few years. There is no“quick fix.”Teachers will be using universal instructional, environmental and assessment accommodation and where necessary targeted or individualized instruction to support students' needs.  Staff will use resources to support inclusion and differentiation.  Our counselor will offer some mental health support to OSL students to deal with the stress of moving back to in-school learning and increasing their workload significantly at the same time.  Staff will allow some time to adjust to the surroundings (classroom routine and expectations)  before launching into the business of the school year students will be involved in Welcome back activities the first week.  At the start of the school year, avoid work that is expected to be completed outside of class time in order to prevent overwhelming the students.  Start-up clubs and extracurricular activities that students can be a part of to integrate back into the school community.  Start-up French cultural activities once again.  Investigate PD in strategies for occupational therapy with [Académie JCSI](https://s3.amazonaws.com/kajabi-storefronts-production/sites/21391/themes/657374/downloads/zhhIcPMwTeocScDatv0d_Formation-Strate_gies-Ergothe_rapie-4-5-6-ans-JCSI-mars-2020.pdf) so children can have fun while learning basic skills. |
| **MEASURES:**  All teachers will be implementing school cultural, instructional and assessment accommodations to alleviate stress, measured by principal and AP observations.  Various cultural activities, sports and extracurricular activities will once again be in place, measured by Principal and AP observaitons.  90% of parents report on the EIPS parent survey that their child's individual needs are met.  100% of parents report on the EIPS parent survey that school staff care about their child.  100% of parents report on the Alberta Education assurance survey that teachers at our school are available to help their child  100% of parents report on the Alberta Education assurance survey that teachers care about their child.  100% of parents report on the Alberta Education assurance survey that their child is treated fairly by adults at school. |
| **RESULTS:** All truth be told, last year was both covid survival for half a year and then get down to “full” business from March until the end of the school year. Culture, mental health and wellbeing of students, staff and families is so critical. The reality is … when culture and mental health suffer, so will academics. I feel fortunate to have staff that worked incredibly hard during covid, switched on a dime (too many times to count) and were always present.  September – April:   * Student attendance improved everyday prior to the previous year. * Student enrolment seems to have leveled out. * To help with staff morale, we had a monthly minimum of; donuts, a meal or beverage for everyone. When things “opened up” parents would also send in treats and cards of gratitude. * Our staff received a wellness grant for a staff activity. * Families donated to Christmas hampers for families in need, these were put together by our counselor and student leadership. * We collected enough food for the Food Bank and fill a 3 ton van. * School wide cereal challenge, the Principal dyed his hair blue and yellow when goal was met. * We slowly moved away from single class cohorts. * Invited a minimum of 12 student teachers into the school, throughout the year. * We had increased our counselors time to 1.0 for this year only, helped with AB Ed. Assessments and reporting / learning gap / social emotional support and family support. * We moved away from three staff rooms, down to one again. This has really pulled people together again.   March – June:   * Career Week / Day with Math focus * Kindergarten Information night was in person. * Started student hot lunch. * Brought in Fit Set Ninja and a European Soccer group. * Were able to have in person Kindergarten and grade 6 celebrations with families. * Started to actively request volunteers be back in the building. * In person events for Mothers and Father’s Day. * Francophonie Month Activities – Carnaval, Tintamare (raising of Acadian flag), Francophone fiddler and Francophone story teller. * Volunteer Tea * Wide range of curricular field trips (Space and Science center, Farm visits, Ukrainian Village, Elk Island Park…) * International Day – special guests and presentations   \* School Council became very active in our last three months of the school year. Many of our activities and initiatives would not have been possible without their support. A full revamp of School Council regarding roles, responsibilities, and involvement started. Started discussions around parent leads that could work with staff leads in: Literacy, Numeracy, Physical Literacy, Social Literacy and STEM related literacy.  **CBN STAR RESULTS ELA – Grade 3-5**   |  |  |  |  | | --- | --- | --- | --- | | **Grade 3A** | **September-2021**  **2.5** | **June-2022**  **3.7** | **Change**  **+1.2** | | **Grade 3B** | **2.3** | **3.7** | **+1.4** | | **Grade 3C** | **2.3** | **3.7** | **+1.4** | | **Grade 4A** | **4.4** | **5.2** | **+0.8** | | **Grade 4B** | **4.1** | **4.7** | **+0.6** | | **Grade 5A** | **5.4** | **6.2** | **+0.8** | | **Grade 5B** | **5.2** | **5.9** | **+0.7** | | **Average** | **3.8** | **4.8** | **+0.9** |   **PAT RESULTS – Grade 6 - Standards Demonstrated by All Students (44 enrolled)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **ELA** | **FLA** | **MATH** | **SOCIAL ST.** | **SCIENCE** | | **Acceptable** | **95.5** | **84.1** | **84.1** | **63.6** | **86.4** | | **Excellence** | **34.1** | **27.3** | **29.5** | **6.8** | **20.5** | | **Below** | **2.3** | **15.9** | **15.9** | **34.1** | **13.6** |   **\*It is interesting to note with our grade 6 results that all areas are above provincial averages except for Social Studies. The method of teaching Social Studies will be significantly changing this year. Minecraft was used to teach the whole curriculum. Their clearly needs to be a hybrid approach.**    **\*You will also notice the similarity in the results between FLA and Mathematics. This points directly to fact that when literacy is successful, other subjects will follow.**  **CBN MIPI RESULTS – Taken in September of each school year**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2018-19** | **2019-20** | **2020-21** | **2021-22** | | **Grade 2** | **80.7** | **81.3** | **78.2** | **82.3** | | **Grade 3** | **73.2** | **72.8** | **65.6** | **72.8** | | **Grade 4** | **67.3** | **73.1** | **71.7** | **76.8** | | **Grade 5** | **69.8** | **67.7** | **69.3** | **72** | | **Grade 6** | **70.6** | **65.9** | **66** | **69.8** | |