

**School Education Plan and Results Report  
2015-2018  
Year 2**



**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.

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

**Philosophy**

<ul style="list-style-type: none"> <li>• There is an understanding, awareness and appreciation for French language and culture.</li> <li>• The school develops the whole child— physically, emotionally, socially and intellectually.</li> <li>• There are strong expectations for students--every child can and will succeed.</li> <li>• There is a strong influence on the Fine Arts including art, music, drama and dance.</li> <li>• Communication among all educational stakeholders is open and honest.</li> <li>• The school is a joyful place and students are actively engaged in learning.</li> <li>• Students are lifelong learners who are prepared to meet future challenges.</li> <li>• High quality teaching is a prime factor for student achievement and success.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Nous encourageons une compréhension, une appréciation de la langue française et de sa culture.</i></li> <li>• <i>L'ensemble de notre école développe l'enfant sous tous ses aspects: physique, émotionnel, social et intellectuel.</i></li> <li>• <i>Nous attendons beaucoup de nos élèves. Chaque enfant à la possibilité de réussir.</i></li> <li>• <i>Les Beaux-Arts – l'art, la musique, le théâtre et la danse ont une place importante au sein de notre communauté scolaire.</i></li> <li>• <i>La communication entre les parents, les élèves, le corps enseignant et le personnel de soutien est honnête et ouverte.</i></li> <li>• <i>Nos élèves évoluent dans un climat jovial, propice à l'apprentissage.</i></li> <li>• <i>Les enfants sont toujours désireux d'apprendre et seront prêts à surmonter les futurs défis.</i></li> <li>• <i>Le calibre d'enseignement du corps enseignant est primordial pour la réussite de l'élève.</i></li> </ul>
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## **SECTION ONE – School and Division Goals**

### ***School Goals:***

**GOAL 1: To enhance the teaching of literacy through engaging learning environments.**

**(EIPS priority 1 / Goal 2)**

**GOAL 2: More students demonstrate measurable growth in both French and English Literacy.**

**(EIPS priority 2 / Goal 4)**

**GOAL 3: To increase the opportunities for students to participate in leadership activities.**

**(Priority 2 / Goal 1)**

### ***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.

##### **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:** Elissa Corsi  
**Assistant Principals:** Annie Garneau  
**Counsellors:** Shelley Boswell

### **École Campbelltown Quick Facts:**

- For the 2016-2017 school year, École Campbelltown has a student population of approximately 525 students.
- École Campbelltown Students are served by 33 certificated and classified staff.
- École Campbelltown was the first school to open in Sherwood Park.
- The total school budget: \$3,217,130 which includes 94% of total budget dedicated to staffing.

### **Programming highlights:**

- École Campbelltown is a single track French Immersion program
- École Campbelltown offers a French Fine Arts 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
- Extra- Curricular activities include: Leadership Opportunities, intramurals, Track Club, CBN TV team, Art Club, Recycling Club, Choirs, Handbells, Tech Club, Gardening Club and AMA safety patrollers.

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- *Programme d'immersion française de 1<sup>e</sup> à la 6<sup>e</sup> année*
- *Beaux-Arts en français*
- *Leadership des élèves*
- *Assistance aux élèves en difficulté*
- *Clubs et activités varies*

## **SECTION THREE: School Education Results Report (2015-2016)**

What were the greatest challenges faced in 2015-2016?

- Numerous new staff members, including several first year teachers joined the École Campbelltown team.
- The recruitment of quality French Immersion teacher and support staff
- The promotion of the program within Elk Island Public Schools and the Community
- Quality French Resources and appropriate support and professional development for our staff
- For the 2015-16 school year, our school counselor was shared with another school.
- An initiative continued on the part of teachers to increase the participation of students in leadership roles.

How, and to what degree, did those challenges impact planning for 2015-2018?

- These challenges guided us in the decision making around staffing early in the year so that we were able to find quality staff.
- The development of a CTF program for grade 5 and 6 students was designed in order to increase student and teacher engagement and leadership.
- The need for central support of Language Programs was identified and communicated.

### **Successes in 2015 - 2016**

- Increase in number and age range of students participating in Leadership opportunities in the school and community
- School council was involved in leadership opportunities in the community
- First Nations, Métis and Inuit initiative was successful. The Project of Heart was introduced to all students at École Campbelltown and the Blanket Activity to grade 5 and 6 students, staff and school council.
- A cross grade literacy project was introduced and students showed great growth as seen in GB+ testing
- The French Immersion program continues to grow at École Campbelltown.
- There was a focus on numeracy and manipulative use in Kindergarten to Grade 3 classes. Each class now has access to various teaching tools for numeracy.
- Great collaboration between the French Immersion schools both within EIPS and other School Districts
- A very successful Fine Arts program was held in three rotations with a sculpture, dance and improv artists and finally a circus artist.
- PAT results were maintained and improved.
- Accountability Pillar results were maintained or improved.

## **SECTION FOUR – School Goals, Strategies and Performance Measures**

### **School Goal 1:**

To enhance the teaching of literacy through engaging learning environments.

#### **Division Outcome:**

The division uses evidence based practice to improve students' engagement and achievement.

#### **Strategies:**

- Targeted professional learning in Literacy Centres / Guided Reading
- Teacher collaborative work focusing on engaging literacy environments
- Flexible learning time embedded in timetable

#### **Performance Measures:**

- 2 % Increase Accountability Pillar – D.6 – Inservice jurisdiction needs
- 1 % Increase in excellence attained in PAT and SLA results

### **School Goal 2**

More students demonstrate measurable growth in both French and English literacy.

#### **Division Outcome:**

More students achieve a minimum of one year's growth in literacy.

#### **Strategies**

- Implementation of a school wide assessment tool in French and English
- Targeted Professional Development for staff in literacy assessment tools
- Targeted small group support to students struggling with literacy

#### **Performance Measures**

- Student reading levels increase in GB+ / Fountas and Pinell
- 2% increase in Children at Risk Accountability Pillar Survey results

### **School Goal 3**

To increase opportunities for students to participate in leadership activities.

#### **Division Outcome:**

Our learning and working environments are caring, respectful and safe.

#### **Strategies**

- Broaden leadership opportunities within the school and community to involve a wider variety of students
- Increase staff involvement in facilitating leadership groups
- Facilitate collaboration between grade groups within the school

#### **Performance Measures**

- 2% increases Active Citizenships Accountability Pillar Results
- Higher percentage of student involvement in leadership groups

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Targets	
		2012		2013		2014		2015		2016			
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	CBN	95.1	29.3	89.4	6.4	92.6	22.2	98.3	36.2	97.9	38.3	95	35
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	CBN	90.2	14.6	85.1	14.9	85.2	18.5	98.3	22.4	95.7	12.8	95	15
	EIPS	89.3	14.3	85.5	13.3	84.6	12.5	92.8	14.4	83.3	7.8		
	Province	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Mathematics 6	CBN	90.2	19.5	72.3	10.6	79.6	13.0	87.9	19.0	91.5	23.4	92	23
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	80.2	14.3		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	82	16.8		
Science 6	CBN	85.4	29.3	72.3	6.4	79.6	13.0	87.9	24.1	89.4	23.4	90	23
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	76.9	18.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	83.8	19.1		
Social Studies 6	CBN	85.4	14.6	72.3	2.1	68.5	1.9	81.0	6.9	91.5	10.6	92	14
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	72.5	6.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	75.1	13.7		

\*M=Maintain

### Student Engagement Measures

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.0	89.6	92.4	93.6	92.4	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.9	89.5
Teacher	97.9	98.0	98.7	98.8	98.4	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.9	95.4
Parent	93.3	89.3	94.9	94.4	89.2	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.9	89.8
Student	81.8	81.4	83.7	87.7	89.7	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.9	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	CBN					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.0	86.8	89.8	85.9	90.1	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	98.9	98.1	98.7	98.8	100.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	93.2	88.2	92.3	83.9	85.3	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	71.9	74.1	78.5	75.0	84.9	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	70.7	71.0	74.6	78.6	94.4	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	94.7	85.7	86.7	100.0	96.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	46.7	56.3	62.5	57.1	92.9	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	CBN					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	93.3	87.5	90.1	92.9	93.0	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
<b>Teacher</b>	98.2	93.7	97.8	99.0	96.7	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
<b>Parent</b>	87.8	74.5	80.9	82.6	84.4	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
<b>Student</b>	93.9	94.4	91.7	97.0	97.8	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	91.5	88.8	88.6	91.0	94.5	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
<b>Teacher</b>	91.3	95.2	96.6	97.7	96.4	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
<b>Parent</b>	91.7	82.4	80.6	84.3	92.5	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	86.9	81.0	79.4	83.4	93.1	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
<b>Teacher</b>	94.4	73.7	86.7	88.2	88.0	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
<b>Parent</b>	73.3	82.4	62.5	68.0	93.3	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
<b>Student</b>	93.0	87.0	88.9	94.0	97.9	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	CBN					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	85.0	79.7	79.8	80.1	91.7	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
<b>Teacher</b>	93.7	92.3	94.7	96.4	98.4	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
<b>Parent</b>	76.4	67.1	65.0	63.7	84.9	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

Information regarding the School Education Plan was shared with parents at the October school council meeting. A PDF attachment in the weekly email that the principal sends out to the entire school community was included as well. In addition the SEP will be posted on the school web page.

In February 2016, the teachers called each grade 4 parent and asked them to take a few minutes to fill out the survey. We shared with them how important the information is and that it lets the school know where they are doing well and where there is room for growth.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.