



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: École Campbelltown

PRINCIPAL: Greg Probert

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

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:

École Campbelltown Quick Facts:

- École Campbelltown currently has a student population of approximately 370 students.
- École Campbelltown students are currently served by approximately 26 certificated and classified staff.
- École Campbelltown was the first school to open in Sherwood Park in 1956.
- The total school budget is \$ 2 348 326 which includes 95% of the total budget is dedicated to staffing.

Programming Highlights:

- École Campbelltown is a single-track French Immersion program.
- Technology has become a regular part of everyday teaching.
- École Campbelltown has a Counselor. The counselor provides additional learning supports in classrooms. She facilitates projects such as playground safety, character education and leadership activities.
- The school hosts several cultural events during the year to promote La Francophonie: Carnaval, la Tintamarre, la Semaine internationale de la Francophonie, a Canadian Parents for French presentation by Roger Dallaire, Daniel Gervais.
- Extra-Curricular activities include Leadership Opportunities, Recycling Club, Cricut Craft Club, AMA safety patrollers, student photographers, school sports teams that participate in division events, and school announcements done by students.
- The school has a lead teacher who fosters a deeper understanding of First Nations, Métis and Inuit culture and peoples. The teacher regularly organizes events with the district First Nations, Métis and Inuit consultants and other knowledge keepers/artists. She also brings in Indigenous resources that align with curriculum and classroom projects on the go.

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SCHOOL GOAL 1:

To provide targeted, enriched reading and writing opportunities to students to ensure all students achieve a minimum of one year's growth in literacy.

EIPS PRIORITIES AND 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.

STRATEGIES:

- Teachers will use data to inform their instruction. Tools such as screeners, word lists, STAR, GB+, AB Ed CC3, AB Ed NSle and prior grade 6 PAT results will be used to identify strengths and skills to target. Teachers will track student progress across the year and will design lessons based on areas of student need. The teacher will also use this data to assess or change teaching practice when necessary. Progress and / or difficulties will be communicated to parents prior to all reporting periods.
- Teachers will provide students with diverse reading materials during their lessons: decodable books, informational texts, news articles, functional writing (letters, emails, thank you cards, etc.), recipes, infographics, digital texts, BIPOC books (Black, Indigenous and Peoples of Colour), subject related word / sound walls will be kept current, etc.
- Teachers will seek out increased one-on-one reading opportunities for students in French and in English: Buddy reading pairing, younger grades with older students will be worked into every schedule; Grade 6s will be trained to do "Precision Reading" where they listen to younger students and track their errors across repeated readings; volunteers will be invited to come read with students.
- Teachers will implement best practices in reading that best fit each grade and context: phonological awareness such as Raconte-moi les sons and the daily Pratique phonétique, Readers' and Writers' Workshops (Lucy Calkins), guided reading, literature circles, book clubs, word walls, mandatory home reading, weekly home review packages, etc.
- Teachers will provide targeted intervention support to students who are below grade level; this will include centers, small group instruction, use of online literacy software, in class literacy expert will continue to mentor, teachers will develop ISP's for students that require one, etc.
- The teacher librarian will help match books to students and expand the home reading collection of books (Year 3 of Home Reading).
- The teacher librarian will provide sessions for parents on how to read French books at home.
- Support Grades 3-6 English Language Arts teachers as they implement the new ELAL curriculum (PD sessions, collaborative time, new resources, etc.) - year 2.
- Division English and French writing continuum to be used as a regular assessment tool in all classrooms.
- Administration will revisit and revise non-negotiables re: many of the strategies provided.
- Literacy committee will give monthly reports, brief presentations, planning, Literacy events, etc. at staff meetings.

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MEASURES:

- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- Home Reading program to occur in 100% of classes.
- Subject related word walls to be posted and up to date in 90% of the classrooms.

SCHOOL GOAL 2:

Students will demonstrate a deeper understanding of key mathematical skills and basic facts.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

STRATEGIES:

- Teachers will use data from STAR data, screeners and the Benchmarking Kit to help plan their numeracy instruction. This will aid in identification of potential learning gaps that need to be addressed.
- Teachers will use the “Building Fact Fluency” kits (+-x/) to enhance fact fluency. Math vocabulary be built into fact fluency and posted on Math word walls for regular use.
- Teachers will continue to attend PD sessions to familiarize themselves with the new Math curriculum. Teachers will have to be very cognizant of timelines and added content.
- Teachers will implement hands-on activities, use new activities and methods learned at professional development, use manipulatives and facilitate learning conversations (e.g., using vertical non-permanent surfaces) to deepen understanding. To continue working on building hands on activities and have more of a Math center approach (differentiation).
- The district consultants will model and then observe strategies and provide tips for improvement.
- Numeracy will be a focus of school-wide initiatives: monthly themes, Math-a-thon event hosted by School Council, bulletin board displays, STEAM activities (shifting more to student presented vs adult presenters), parent tips, tricks and game night, etc.
- Numeracy committee will give monthly reports, brief presentations, planning Math events, etc. at staff meetings.

MEASURES:

- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child’s learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.



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- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- During classroom visits, administration will see evidence of more hands-on activities during numeracy activities.

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SCHOOL GOAL 3:

Continue post-Covid relaunch. Continue working on making this a thriving school community with high levels of student and parent engagement where students are excited to be at school and parents choose French Immersion in increasing numbers and are keen contributors and our greatest advocates for the program.

EIPS PRIORITIES AND GOALS:

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.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:

- The school counselor, along with administration and staff will start a division II leadership program.
- Foster hands-on learning, creativity, and exploration: Makerspace activities, coding, Minecraft, Robotics, science experiments, hatching chicks, etc.
- Provide rich extra-curricular and cross-grade activities for students: lunch-time clubs, field trips, leadership opportunities, French and Indigenous artists, musicians, athletic teams, International Day presenters, STEAM presenters / activities, French cultural activities and other special guests.
- Increase the physical literacy of students: swimming lessons, downhill ski lessons, yoga, Fitset Ninja, Alien Inline, French soccer camps, dances, develop sports teams in upper grades for division tournaments (volleyball, basketball, running events), etc.
- Seek out collaborative opportunities with Campus Saint Jean and student teachers: presentations, school-wide activities, projects, etc.
- Explore new ways to promote the French Immersion program in our community and foster an appreciation of bilingualism and being a part of la Francophonie.
- Host an open house for families with younger children to foster an interest in French Immersion at an earlier age.
- Engage with School Council to improve communications, implement and refine school-wide projects, and increase parent engagement, continue to refine parent committee roles and continue to encourage volunteerism.

MEASURES:

- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- 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.
- The percentage of students who agree their teachers care about them.
- The percentage of families who agree teachers care about their child.



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- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of students who agree they are safe at school.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS stakeholders who agree staff care about students at their school.