***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**

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| **École Campbelltown Quick Facts:**   * École Campbelltown currently has a student population of approximately 380 students. * École Campbelltown students are currently served by approximately 23 certificated and classified staff. * École Campbelltown was the first school to open in Sherwood Park in 1956. * The total school budget is $ 2 204 646 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 international de la Francophonie, a Canadian Parents for French presentation by Roger Dallaire, International Day highlighting numerous cultures, and a Bollywood Dance presentation to Grade 3s in French. * Extra-Curricular activities include Leadership Opportunities, Recycling Club, Cricut Craft Club, AMA safety patrollers, student photographers, 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. |
| ***EIPS’ PRIORITY*:** Promote growth and success for all students.  **SCHOOL GOAL 1:**  To provide targeted, enriched reading opportunities to students to ensure that all students achieve a minimum of one year’s growth in literacy. |
| **STRATEGIES:**  Teachers will use data to inform their instruction. Tools such as screeners, word lists, STAR and GB+ 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.  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), etc.  Teachers will seek out increased one-on-one reading opportunities for students in French and in English: buddy reading paring up younger grades with older students; 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, promoting home reading, 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, etc.  The teacher librarian will weed and update the library collection, help match books to students and expand the home reading collection of books (Year 2 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.) |
| **MEASURES:**  100% of students will demonstrate a minimum of one year’s growth. This will be measured by literacy assessments provided by AB Ed, GB+ testing and STAR results for English Language Arts. Data to be recorded in September, February, and June.  90% of parents report on the EIPS Parent/Caregiver survey that their child is demonstrating growth in reading.  90% of parents report on the Alberta Education assurance survey that teachers at our school are available to help their child.  Home reading is implemented in every class for FLA and ELA and the participation rate increases by 10% in this second year.  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. |
| **RESULTS:**  **100% of the whole school achieved one year’s growth f**rom grades 1-6 when averaged out over time in the school.   * Grade 1 – students do not perform well on the STAR test as formal ELAL lessons do not occur until grade 3. * Grade 2 – students performed remarkably well on the STAR test again considering no formal ELAL lessons until grade 3. * Grade 3 – 1.35 years growth * Grade 4 – 0.78 of a year's growth * Grade 5 – 1.42 years growth * Grade 6 – 0.83 of a year's growth   The grade 6 PAT, ELA and FLA results are also very encouraging. They are extremely close to pre-pandemic results in both the area of the acceptable standard and excellence.  **90% of all parents maintained that their children are demonstrating growth in reading.**  Our Parent Council has been involved in helping parents to not only recognize their child’s growth in reading but to help be an active participant. This comes from investing funds into our library collection and participating in our Daily Reading program. Working with staff during Read in Week activities, fundraisers, and book sales.  **100% of all classrooms now participate in the home reading program and approximately 60% or more families now participate.** This is a huge win. This is due to the partnership between teachers and parents around the commitment of reading.  **98% of the teachers feel satisfied with the overall quality of basic education at the school and 85.7% of parents feel satisfied with the overall quality of basic education.** This is interesting to note as the percentage of families that note school has improved or stayed the same over the last 3 years is approximately 15% lower overall.  Outside of data ... there are several strategies used to improve reading and literacy. Teachers in all grades have some form of targeted reading for all students. This is sometimes done in small groups or one-to-one.  Over the past two years we have worked hard on improving our library collection. We have hired a teacher librarian, have every class buddied with a older grade for reading / writing / Math activities at least once every two weeks, we have a French language expert that helps with phonetics and oral language skills and parent volunteers.  Teachers are also collaborating and attending multiple professional development sessions in house and with our division. Many of our teachers also serve as mentors to other divisional teachers and provide PD to the university.  As a school we are proud of our general literacy growth in both ELAL and FLAL but, we can see we clearly need to shift and be sure to improve cross curricular literacy, particularly in Social Studies and Science. **Our overall results in S.S. and Science could be much better. As a staff, we believe this is due to a lack of vocabulary in French language, especially inside the Social Studies construct. We will be working on this over the next few years.** |
| **EIPS’ PRIORITY:** Promote growth and success for all students.  ***SCHOOL* GOAL 2:**  Students will demonstrate a deeper understanding of key mathematical skills and basic facts. |
| **STRATEGIES:**  Teachers will use data from the STAR Math, screeners and the Benchmarking Kit to plan their numeracy instruction.  Teachers will use the “Building Fact Fluency” kits (+-x/) to enhance fact fluency.  Teachers will attend PD sessions to familiarize themselves with the new Math curriculum and mediate any learning gaps.  Teachers will implement hands-on activities, use manipulatives and facilitate learning conversations (e.g., using vertical non-permanent surfaces) to deepen understanding.  The district consultant will model 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, etc. |
| **MEASURES:**  100% of students will demonstrate a minimum of one year’s growth in numeracy as measured by STAR Math.  90% of parents report on the EIPS Parent/Caregiver survey that their child is demonstrating growth in numeracy.  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.  During classroom visits, administrators will see evidence of more hands-on activities and learning conversations during numeracy lessons. |
| **RESULTS:**  **100% of the whole school achieved one year’s growth f**rom grades 1-6 when averaged out over time in the school. Growth in some grades is significantly higher than others. We believe this is because the French language is used in the students daily Math lessons and then assessed in English. This could be problematic for the PAT results in the future. This is potentially something to consider.   * Grade 1 – 0.77 of a year’s growth * Grade 2 – 0.59 of a year’s growth * Grade 3 – 1.2 year’s growth * Grade 4 – 1.23 year’s growth * Grade 5 – 0.78 of a year’s growth * Grade 6 – 1.06 year’s growth   The grade 6 PAT results in Mathematics are also very encouraging. They are close to pre-pandemic results in both acceptable standards and excellence.  **92.5% of parents report on the EIPS survey that their children are demonstrating growth in numeracy.**  **98% of the teachers feel satisfied with the overall quality of basic education at the school and 85.7% of parents feel satisfied with the overall quality of basic education.** This is interesting to note as the percentage of families that note school has improved or stayed the same over the last 3 years is approximately 15% lower overall.  **To improve manipulative use in the classroom**, administration provided professional development to all staff with the Building Fact Fluency kits. We had also done some in-house professional development to specifically develop manipulative activities for all grades, which included in-class follow up. We are still hoping to see more hands-on activities in the classroom for Math.  We have also noticed that the **individual class numeracy screeners provided by AB Ed** may indicate an upcoming concern with subtraction at the lower grades.  Staff have been working hard to be involved in all division PD surrounding the new curriculum and are very actively engaged in all in-house PD.  We have worked hard alongside our School Council to improve on Math skills by having both a teacher lead and parent lead in this area. Our council holds a Math-a-thon every year. We had parent presenters share careers that involved Math and we had a presenter-based STEAM (Science, Technology, Engineering Arts and Math) week that involved mostly Math, Science and Tech to build an interest in these subjects. Our hope is to build daily life applications.  We continue to be aware of subject-based vocabulary in Math by building word walls associated with this subject ... and Science and Social Studies. |
| **EIPS’ PRIORITY:** Enhance high-quality learning and working environments. ***SCHOOL* GOAL 3:**  Relaunch our school post-Covid as a thriving school community with high levels of student and parent and caregiver engagement where our students are excited to be at school and parents/caregivers choose this program in increasing numbers and are keen to contribute. |
| **STRATEGIES:**  The school counselor, along with administration and staff will start an effective division II leadership program.  Foster hands-on learning, creativity, and exploration: Makerspace activities, coding, Minecraft, Lego 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, athletes, International Day presenters 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/caregiver engagement and volunteerism. |
| **MEASURES:**  90% of parents and caregivers on the EIPS survey - feel like they contribute to decision making and feel they have an opportunity to be involved.  Over 16 parents/caregivers attending School Council meetings on a regular basis.  More parents/caregivers volunteering, support of fundraising projects and school-wide events.  Enrollment numbers increase by 10% in 2023.  Verbal Feedback - is it consistently positive?  Increase the number of school community building activities hosted during the school year.  100% of staff believe we are all doing our best job for our students.  100% of staff will feel proud of their school as per the AB Education assurance survey.  85% of parents on the EIPS survey will feel the school has improved or stayed the same over the past 3 years. |
| **RESULTS:**   * **87% of parents on the EIPS survey – feel like they contribute to decision making and feel they have an opportunity to be involved. It is interesting to also note, the AB Ed Assurance results show 71% of parents are satisfied with parental involvement in decisions about their children and in 2022 it was only 52.2%.** * Although we did not have 16 parents attend School Council meetings all the time, we have seen an improvement from the previous year. * Over the past year we have seen a 100% increase in parent volunteerism. We always have more than enough volunteers now. Most of this is due to our incredibly positive and active School Council. * Our September enrolment compared to last year's enrolment has increased by 20 students. * We have started to have more community-based activities, such as: Two BBQ’s, two dances, Remembrance Day Ceremonies / Christmas Concerts (in person) are open to families once again, Sports Teams (include parent coaches), parent / student intramural games, etc. * **60% of the parents on the EIPS survey feel the school has improved or stayed the same over the past 3 years, compared to 54% the year before.**   It can often be difficult to determine what swings a survey with certain questions. At times, a question can be almost identical on the EIPS survey as it is on the AB Ed survey, and you can have two vastly different outcomes. I have not determined what causes this, but we continue to strive for improvement for the sake of all children. |