***SCHOOL*: Ecole Campbelltown *PRINCIPAL*: Greg Probert**

***ELK ISLAND PUBLIC SCHOOLS* MISSION STATEMENT: 2019-2020 School Year**

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

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| **STAFF FTE** |  |  **BUDGET** |  |
| Certificated | *31* |  Salaries | $ 3 082 907 |
| Classified | *8* |  SES | $ 153 026 |
|  |  |  Total | $ 3 235 933 |
|  |  |  End of Year Surplus | $ 55 010  |

students in becoming contributing members of society.

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

1. Promote Growth and Success for All Learners
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 (20/21) has a student population of approximately 405 students. In 2019/20 approximately 555
* École Campbelltown students are currently (20/21) served by 24 certificated and classified staff. In 2019/20 there were 39 staff
* École Campbelltown was the first school to open in Sherwood Park in 1956.
* The total school budget (20/21): $ 2 441 561 which includes 96% of total budget dedicated to staffing. The total budget for (19/20): $ 3 235 933, this included 95% dedicated to staffing.
* We had about a 1.7% surplus
* Actual surplus was $ 32 359

**Programming Highlights**:* École Campbelltown is a **single-track** French Immersion program.
* Character education and global citizenship are two focal points at École Campbelltown.
* Technology has included video streaming, laptops, iPads, Chromebooks, Robotics, Coding, 3D creation, various online media and most recently all staff had become experts in Google Classroom.
* École Campbelltown has a half-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 participated in events such as Galala, Unithéâtre, CinéMagine, Épluchette de blé d’Inde, Semaine de la francophonie and Carnaval.
* Extra-Curricular activities included: Lego Robotics, Leadership Opportunities, Intramurals, Run Club, Track Club, Recycling Club, Volleyball, Basketball, Speech club, Choir, Handbells, Tech Club, AMA safety patrollers and daily announcements done by Grade 6.

**Budget implications*** Reduction in the school budget from 19/20 to 20/21 by approximately $ 800 000 and a reduction of 11.6 certificated FTE and 3 classified staff has created much shuffling in staff and resources for 20/21. This was due to students moving to Heritage Hills and provincial cuts.
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| **EIPS PRIORITY:** Promote Growth and Success for All Students**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). |
| **STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:****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 continue to use Levelled Literacy Intervention (LLI).
* Students that are falling behind in reading will receive small group instruction or the Precision Reading Program with an older student typically.
* Teachers will now continue to use GB+ to assess and support second language readers in French.
* Teachers will be working with our Counsellor to learn how to effectively use the STAR results to aid in direction of planning for whole class and individual students or groups.
* Teachers will collectively develop a list of non-negotiable items that should be occurring in every class from grade K-6 for French and English Literacy.
* Every teacher will gain a greater understanding of what students are expected to know, not only at the grade level they teach but through out the grade K-6 curriculum. This will be done through collaboratively developing the non-negotiables for literacy at Campbelltown
* To continue streamlining Google Classrooms, whether we are back in school or continuing online learning. Teachers must be sure to maintain Google classroom and / or teach students to use the format for future unknowns.

**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.
* Staff will see similarities in various activities across the grade levels and with grade partners.
* Development of non-negotiables document (teacher developed)
* Google classrooms will be maintained and / or developed for future learners
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| **RESULTS ACHIEVED:** At the start of 2019 /2020 school year STAR and MIPI results were maintained at a similar level to the previous years results. At the start of the school year we also identified that grade 6 Social Studies and Science PAT results were lower (18/19) than usual. There was no change in the teacher, but he had shared that he changed the delivery of Science and Social Studies. For 19/20 he went back to his original methods of teaching this curriculum. There were a few students in the lower grades that needed interventions (specifically in French Language). Typically, by year end these students would be at grade level. Unfortunately, we were unable to assess this due to the pandemic.From March until June there was a massive shift in the school to get every staff, student and parent on Google Classroom from K-6. This shift involved hours of teaching and training staff, helping students and parents become familiar with this new reality.Initially we worked on peoples well-being and keeping daily contact with families through Google. After a couple of weeks, we started adding basic lessons that included live or recorded lessons with worksheet style activities online. The challenges of French Immersion online started to become apparent. This is still a challenge for some families that opted to out-of- school learning this year. 20/21 STAR and MIPI results: Students are typically at or close to grade level in their STAR assessments. On the MIPI 20-30% of students performed poorly. Normally students perform better at this time of year on the MIPI. A few staff have mentioned that the student’s overall vocabulary has suffered to some degree. Teachers have been coming to us, with concerns about FLA and ELA. We are trying to not over sensationalize any potential loses in learning. We need to be sure kids are experiencing success first and then build the rigor back into the programming from here. It is a balancing act of seeing where kids are at, getting them up to speed without pushing them out of the program or over the edge. Even with the pandemic kids have still shown growth in Literacy but there are gaps in the learning. **The silver lining**: There is a degree of “catch up” that needs to occur, and teachers have been amazed at the progress in only two months. My hope is we able to stay in school, so kids have the focused learning and face to face which is necessary in a second language. We started with 66 out of school learners, as of November 16 we will only have 34. This is fantastic!  |
| **EIPS PRIORITY:** Promote Growth and Success for All Students**SCHOOL GOAL 2:** Students at École Campbelltown will demonstrate one year’s growth in numeracy. |
| **STRATEGIES/ACTIONS IMPLEMENTED:*** Teachers will assess students’ foundational mathematical skills using the Math Intervention Programing Instrument (MIPI).
* Teachers will use the math benchmarking tool to further investigate students who are struggling.
* Teachers will continue to collaborate on creating math centres and activities for guided 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.
* Teachers will use Portrait Mathématique , a new screening tool in French, to assess our students’ numeracy as well as interventions to supports students
* Teachers will collectively create a list of non-negotiable items that should be occurring in every class from grade K-6 for numeracy and determine the key basic skills that are taught at each grade.
* Every teacher will gain a greater understanding of what students are expected to know, not only at the grade level they teach but through out the grade K-6 curriculum. This will be done through collaboratively developing the non-negotiables for numeracy at Campbelltown.
* To continue streamlining Google Classrooms, whether we are back in school or continuing online learning. Teachers must be sure to maintain Google classroom and / or teach students to use the format for the future.

**MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL*** 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.
* Staff will see similarities in various activities across the grade levels and with grade partners.
* Development of non-negotiables document (Campbelltown teacher developed).
* Google classrooms will be maintained and / or developed for future learners.
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| **RESULTS ACHIEVED:**  Please see comments above in the results achieved section.  |
| **EIPS PRIORITY:** Enhance High-Quality Learning and Working Environments**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. |
| **STRATEGIES/ACTIONS IMPLEMENTED:** * Administration will use Restorative Justice Practices in the office.  Teachers will have regular class circles as a form of communicating and sharing, as well as class circles when issues arise. All teachers have received resources on restorative circles to enhance their class circles.
* Grades 5’s will continue to learn about the history and significance of restorative circles. All students will continue to learn about sharing circles and talking sticks.
* Broaden opportunities within the school and community to involve more students in a wider variety of activities.
* Staff will use self-regulation and mindfulness strategies, so students increase their self-regulation abilities.
* Increase staff involvement to facilitate extracurricular activities with our students.
* Staff will 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.
* Leadership opportunities offered to grade 5 and 6 students.
* Kindness club with a focus on inclusion offered to division 2 students.
* Grade 6 students are helping and being role models for younger students in a variety of capacities.
* Students in division 1 will be offered the RecrAmis program where older students will plan and organize games at recess.
* Students will have opportunity to help the community (Shoe Drive, Farm to School, Christmas Bureau, School Christmas Hampers, delivering Christmas cards to our neighbours, Terry Fox Run, singing at retirement home in our community).
* Half-time counsellor to support in developing citizenship and social skills with students.
* Approximately eight periods a week to support various First Nations, Metis and Inuit initiatives and goals as laid out in our proposal.
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| **RESULTS ACHIEVED:**Students participated in: The shoe drive, Christmas Bureau, Farm to school donations, Terry Fox fundraising, Christmas cards to neighbors, entertained elders in the community, visits from Elder Wilson, Rupert’s Land activities (Metis jigging, story telling, etc), staff in-service at Metis Crossing, kindness club, grade 6 students helping grade 2 students with precision reading, RecrAmis (older students planned games for younger students during recess), AMA school patrollers, student hot lunch helpers, restorative circles, a full time counselor that had several small group social skill programs, grade 5 / 6 students helping younger students at lunch, participation in buddy reading programs, community readers came in, lunch family read-in, Tintamarre, leadership option (during CTF time).This appears like a recipe list of items but these activities (extras) are what often build skills and attitudes to develop respectful and caring citizens. |
| **Reflecting on your data, what was your greatest success**Positive results in the EIPS parent survey were: Literacy and numeracy until Covid, Individual needs were being met, First Nations Metis and Inuit understanding of culture and history increased significantly from the year before and staff care about the children.We are very happy our STAR results have not declined as much as we may have figured from 19/20 - 20/21 due to the pandemic.Getting through an extremely difficult year and we still came out positive and united as a school community. This does not only include the pandemic.  |
| **Reflecting on your data, what was your greatest opportunity for growth?**Parents do not enjoy using the website and I thought I could change this. This is clear in the EIPS survey. Our parent community far prefers email over any other communication form. A few parents also had concerns about leadership. Although we virtually left most functions of the school as they were, there was a small contingent that would constantly share their dissatisfaction about emails and constant changes of administration. I have already started to shift this by using email far more often and committed to school for another year. We believe they also want to know more about calendar and news items.We felt our EIPS survey results reflect a more accurate assessment of our population vs the provincial accountability survey. In regard to our PAT results. Please see above.  |

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**Ministry Performance Measures 2019-20**

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

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| **Performance Measure** | **Results (in percentages)** |
| **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 91.0 | 93.2 | 91.3 | 94.8 | 88.1 |
| Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 22.0 | 21.7 | 20.0 | 20.0 | 23.0 |
| **Performance Measure** | **Results (in percentages)**  |
| **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | \* | \* | \* | \* | 76.7 |
| Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | \* | \* | \* | \* | 3.3 |

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|  | **Results (in percentages)** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Language Arts 6 | School | 98.3 | 36.7 | 97.9 | 38.3 | 98.6 | 34.8 | 97.8 | 26.1 | 98.6 | 27.0 |
| Authority | 90.9 | 25.1 | 90.7 | 26.1 | 92.2 | 24.1 | 94.6 | 26.4 | 94.2 | 24.7 |
| Province | 82.8 | 19.5 | 82.9 | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 | 83.2 | 17.8 |
| Mathematics 6 | School | 88.3 | 18.3 | 91.5 | 23.4 | 89.9 | 13.1 | 97.8 | 23.9 | 91.9 | 25.7 |
| Authority | 83.3 | 19.0 | 81.6 | 16.9 | 80.7 | 17.8 | 87.0 | 20.9 | 86.5 | 22.8 |
| Province | 73.2 | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | 72.9 | 14.0 | 72.5 | 15.0 |
| Science 6 |  School |  88.3 |  25.0 | 89.4 | 23.4 |  88.4 | 21.7 | 91.3 | 15.2 | 74.3 | 20.3 |
| Authority | 87.0 | 34.3 | 88.7 | 39.7 | 88.4 | 42.0 | 91.3 | 45.0 | 88.3 | 44.4 |
| Province | 76.3 | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | 78.8 | 30.5 | 77.6 | 28.6 |
| Social Studies 6 | School | 81.7 | 6.6 | 91.5 | 10.6 | 84.1 | 10.1 | 89.1 | 17.4 | 78.4 | 14.9 |
| Authority | 80.1 | 24.6 | 80.5 | 28.6 | 85.3 | 32.3 | 88.5 | 35.3 | 87.4 | 35.1 |
| Province | 69.8 | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | 75.1 | 23.2 | 76.2 | 24.4 |
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| **Performance Measure** | **Results (in percentages)**  |
| **2016** | **2017** | **2018** | **2019** | **2020** |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 90.1 | 91.6 | 92.6 | 89.9 | 76.9 |
| 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. | 92.4 | 90.3 | 95.3 | 94.0 | 86.0 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 93.0 | 94.9 | 97.1 | 96.8 | 86.1 |
| 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. | 94.4 |  82.0 | 89.6 | 83.5 | 66.2 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | 62.9 | 56.5 | 66.1 | 61.9 | 40.4 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 91.7 | 85.2 | 86.8 | 73.4 | 73.8 |
| 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. | 93.1 | 93.3 | 93.6 | 87.7 | 70.3 |