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

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

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| **STAFF FTE** |  | **BUDGET** |  |
| Certificated | 17.5 | Salaries | $2 200 369 |
| Classified | 4.75 | SES | $99 925 |
|  |  | Total | $2 300 294 |
|  |  | surplus/deficit | 0 |

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 385 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 $ 2 300 294 which includes 96% of the total budget is dedicated to staffing.   **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 become a regular part of everyday teaching * École Campbelltown has a 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 participate in events such as: Galala, Unithéâtre, CinéMagine, Épluchette de blé d’Inde, Semaine de la francophonie 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, AMA safety patrollers and daily announcements done by Grade   **EIPS PRIORITY:**  Promote growth and success for all students.  **SCHOOL GOAL:**  To implement guided reading in 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 reading.  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:** |
| **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 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:** **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, environnemental 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:** |

***LEARNING GAP ALLOCATION***

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| **Check all that Apply** | **Categories** | **Proposed Distribution of Funds** |
|  | Hiring of additional teacher FTE   * Increased teaching FTE. To have an inhouse person for release time for teacher(s) to build capacity with guided reading. This would enable staff to attend PD or have in house experts come to their room for mentoring and observation. | **$ 5 000** |
|  | Support for Professional learning:   * Sub time. This will help afford extra time for staff to observe effective guided reading programs in action. | **$ 1 306** |
|  | Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology). | **$ 0** |
|  |  | Total Allocated  **$ 6 306** |

***SOCIAL/ EMOTIONAL SUPPORT ALLOCATION***

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| **Check all that Apply** | **Categories** | **Proposed Distribution of Funds** |
|  | Hiring of additional teacher FTE. Increase counselor time from 0.5 to 0.60 FTE. to enhance the support for students.   * The counselor will do bi-weekly check-ins with students that have come back to school. Students that are struggling will be identified and the counselor and teacher will make a long term plan for success. * Problems with academics can lead to social / emotional difficulties. The counselor will track academic “red flag” areas and meet with teachers about strategies to help these students with academics. | **$ 11 068** |
|  | Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support) | **$** |
|  | Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.  Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students. | **$** |
|  |  | Total Allocated  **$ 11 068** |