

School Education Plan

École Campbelltown

2025-26



School Education Plan for the 2025-26 School Year

École Campbelltown

SCHOOL GOAL 1

To provide targeted, enriched reading and writing opportunities to support students in achieving a minimum of one year's growth in the language of instruction, while fostering an interest in literacy and writing based tasks.

Related Division 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.

Strategy

Enhance cross-curricular reading
Focus on current events, especially social studies and science-themed readings.

Encourage group read-alouds by the teacher librarian
Include current, inclusive, and FNMI (First Nations, Métis, and Inuit) literature.

Promote French novel study and Readers' Theatre
Introduce as a new challenge; encourage independent reading and delivery by students in Grades 1–6.

Establish writing exemplars and the district writing pilot.
Develop exemplars for new writing tasks and their progression year to year. Literacy sources will support and serve as models for both staff and students.

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Maintain and post current word walls

Focus on vocabulary for science, math, and social studies within the classroom.

Investigate and implement a school-wide parent engagement strategy

Aim to involve parents more deeply in their child's learning, beginning with a focus on Division II and more regular homework.

Inclusion of targeted, subject-specific vocabulary in the weekly teacher communication home.






Use of Son-au-graphe phonemic awareness in all Division 1 classrooms.

Conscious effort to pre-teach new or potentially challenging vocabulary prior to beginning the unit of study.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G1	M9	The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.	78.79%	84.85%	86.49%	
P1	G2	M30	The percentage of EIPS stakeholders who agree students individual learning needs are met.	84.16%	85.14%	78.21%	
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	31.90%	No Result	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	91.92%	94.52%	91.03%	
P1	G2	M193	The percentage of students who achieved the acceptable standard in: Grade 6 Language Arts PAT.	97.90%	No Result	No Result	

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SCHOOL GOAL 2

Students are able to effectively communicate and demonstrate appropriate mathematical skills and mastery of basic facts.

Related Division 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.

Strategy

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Demonstration of Learning

Host a Math Game Night with parents to foster a love of math through gameplay.

Regular classroom use of Number Talk resources.

More regular mental math practice to work on calculation speed.

Math Facts Kit

Implement activities and discussions based on picture prompts and word problems at least once a week in the classroom.

Plan a STEM/Science Fair or event

Professional Development

Attend all division PD sessions related to the new curriculum.

Small Group Support

Continue providing targeted small group instruction.

Use of Math Manipulatives

Increase the use of math manipulatives to support diverse learning styles.




Organizing a Makerspace for students to engage in STEM related activities during the lunch hour.

Review data from government assessments to develop more targeted lesson planning.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	94.00%	94.52%	94.87%	
P2	G1	M74	The percentage of teachers, families and students satisfied with the overall quality of basic education.	91.40%	92.00%	92.10%	
P1	G2	M200	The percentage of students who achieve the acceptable standard in: Grade 6 Mathematics PAT.	93.60%	No Result	No Result	

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SCHOOL GOAL 3

Develop a team-based approach between the school staff and parent community with an emphasis on students' safety and work environments, both current and future.

Related Division Goals

- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

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Strategy

Develop a student leadership group and effectively inform parents of the leadership opportunities available to their child. (Morning announcements, patrollers, hot lunch distribution, school greeters, etc.)

Offer rotating lunch clubs led by teachers with different student groups or interests in mind.

Encourage staff presence at Parent Council meetings.

Increase noon-hour supervision to include a member of the teaching staff.

Integration of the collaborative response model on Wednesdays to target data analysis, assessment practices and student and staff needs.

Develop PD and collaborate meetings between Ecole Campbelltown and Sherwood Heights staff to facilitate the transition in September of 2026.

Promote teacher's mental health during a transition year.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G1	M69	The percentage of EIPS staff who agree my colleagues are committed to doing quality work.	95.00%	90.00%	100.00%	
P2	G1	M75	The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.	69.40%	86.20%	80.80%	
P2	G2	M84	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.	86.90%	92.90%	89.80%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	88.00%	94.10%	75.00%	
P3	G1	M128	The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.	79.70%	79.70%	84.90%	