



School Improvement Planning Framework

School: Campobello Island Consolidated School	Ed Centre: SSEC
School Year: 2025-2026	

School Strengths	
Indicate two school strengths and then below, elaborate with both evidence and rationale for that particular strength.	
School Strength #1	
Domain:	Learning Environments
Sub Domain:	Positive Behavioral Interventions and Supports
Indicator:	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.
School Strength #1 Comments:	Our PBIS system is in place and we are incorporating more active teaching of our ROCK goals. The ROCK system was started last year and continues to be implemented. R stands for Resilience, O for Ownership, C for Courage and K for Kindness. Students are given tickets for demonstrating the ROCK ideals, and we have weekly draws to highlight student positive behaviours. In elementary students have a chant each morning and afternoon to review the characteristics and celebrate success.
Evidence & Rationale for Strength #1:	Students are able to identify when they see others showing resilience, ownership, courage or kindness. We have multiple tickets as data of students who are receiving tickets. We see the students demonstrating the behaviours that match the ROCK characteristics.
School Strength #2	
Domain:	Systemic School Planning
Sub Domain:	Inclusion
Indicator:	The school culture encourages the engagement, active involvement, and inclusion of every student.
School Strength #2 Comments:	We do a good job of creating opportunities for the older students to work with younger students in teams to strengthen relationships. We have scheduled times for students to work together on reading and other things to increase mentorship opportunities for older students.
Evidence & Rationale for Strength #2:	Reading buddies K-8 well established - it occurs every week. We are working on bringing back whole school activities to have K-12 teaming for all students. We also have multiple opportunities for high school students to participate in tutoring and mentoring with younger students through co-ops, Essential Skills and other programs.

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	We are using more opportunities for experiential learning in the regular classrooms
Evidence & Rationale for your Potential Area of Focus:	Experiential learning will help students understand how what they learn in school has importance in other areas of their life.
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	Planning opportunities in each lesson to ensure that students have opportunities to apply what they have learned and periodically having special events to highlight the importance of what they have learned. Staff will explore modules on the Share Point to expand their knowledge on the use of experiential learning.
Update on this area of focus (if applicable):	We are partnering with the community in many aspects of this - Roosevelt Campobello International Park has supported learning walks about nature and First Nations; the Essential Skills program, Industrial Arts, Visual Arts, Music and Outdoor Education all have had many success stories; middle school technology, science and social studies are experimenting with many different types of investigation and experiential learning. Our French learning program is seeing some success in experiential learning opportunities as well.



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Potential Area of Focus Category			
Domain:	Classroom Practice		
Sub Domain:	Instructional Strategies	Status of Goal:	In Progress
Indicator:	Teachers use high yield instructional strategies to ensure active learning and learner engagement.		

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	Teachers will have high expectations for students in academics and behaviour.
Evidence & Rationale for your Potential Area of Focus:	Using high-yield teaching strategies and data-driven instruction will help students to move forward in their learning. We have added an Academic Intervention period in the high school to support learning needs, and we have an Intervention teacher at the elementary level in the afternoons to work with specific students who need support. We are using flexible groupings and team teaching in elementary classrooms to help identify and support students who need extra learning in certain areas.
Update on this area of focus (if applicable):	The AI period for high school is being used by all students for improvement; the Academic Intervention teacher in the elementary has a full schedule of students needing support and is collecting data on their progress. Our bi-weekly team meetings always have a portion for discussing student needs and strategies for support.

Potential Area of Focus Category			
Domain:	Classroom Practice		
Sub Domain:	Classroom Intervention	Status of Goal:	In Progress
Indicator:	Evidence-based interventions to support curriculum outcomes are applied in classrooms.		

Completed By

DAPHNE CARTEN

Name

Signature

01-12-2026

Date