



Framework for Enhancing Student Learning

Facebook: <https://www.facebook.com/sd60ec/>

Central Website: <https://central.prn.bc.ca>

Ecole Central Elementary's Vision:

It is the vision/mission of Central School to offer a French Immersion academic program of the highest quality, in an inclusive and caring environment. We strive toward building a strong educational community which integrates the Fine Arts, incorporates Indigenous learning, enhances the development of self-awareness, engages all learners and fosters a love for learning and respect for self and others.

C'est la vision/mission de l'École Central d'offrir un programme académique d'immersion française de la plus haute qualité, dans un environnement inclusif et bienveillant. On s'efforce à développer une communauté éducative unie intégrant les Beaux-Arts, prenant en compte les apprentissages autochtones, renforçant le développement de la conscience de soi, engageant tous les apprenants, favorisant un désir d'apprendre et encourageant le respect de soi et des autres.

- Our students are our first priority.
- Our staff strives to be inclusive, compassionate, culturally diverse and open minded.
- Our PAC works with us to create diverse opportunities for our students.

Achieving our “North Star” will require that all our staff works together to achieve our goals.

Framework for Enhancing Student Learning 2022-2023

1. Goal 1: Careers/Skill Development Goal:

To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities. To explore career opportunities.

2. Goal 2: Intellectual:

To improve literacy in all grades

- a) To improve early literacy skills - the transition from Kindergarten to Grade 1
- b) To Improve reading comprehension & fluency in Grades 1 - 6
- c) To improve and increase writing output

Numeracy:

- a) To improve number sense in all grades
- b) To connect numbers/math to real life

3. Goal 3: Human and Social Goal:

- a) To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.
- b) To continue to build a sense of community of empathetic learners. "Together we are better". "Ensemble ça marche".

Introduction

- Single Track French Immersion Elementary School (District Program)
- Fine Arts Focus
- Located in downtown core of Fort St. John
- Breakfast & lunch programs to support our students in their learning
- 252 students
- Diverse population which includes 44 Indigenous Students
- Staff includes
 - 2 Bilingual Admin Staff (Principal & Vice-Principal)
 - 12 Enrolling Teachers
 - 1.1 Prep teachers / ELL Teacher/ADST Teacher/ART Teacher
 - 0.2 Social Emotional Teacher
 - 0.4 Librarian
 - 1 Learning Support & Reading Support French teacher for the French program
 - 4 Educational Assistants / Lunch Period Monitors / Bus Attendant
 - 1 Canteen Worker
 - 1 ISSW
 - 1 Administrative Assistant
 - 2 Custodians
 - 1 Part time Social and Emotional Support Worker
 - 1 Part time Social and Emotional Teacher

Framework Development Process

September Planning Day

- Focused on behaviour- why Assess, how to fill out incident report, etc.
- Invited the PAC members- only the president could make it
- Looked at our goals- How did we do? What did we do well? What do we want to improve?
- Data walk- What stands out? What is alarming? What questions do we have? How might we make changes to this area?
- Looked at our past year
- Celebrate- what we are celebrating
https://docs.google.com/document/d/15zeoLdP93CRAf2AD70Ur8yk56h3DCC2p_5S4LTH6E3Y/edit?usp=sharing
- Central Staff believes
https://docs.google.com/document/d/1_xUNL8BoEK81qOnyuN5GanxYbtzAwT4JfsOL2UJ0awg/edit?usp=sharing
- SEL Survey

What the Evidence Told Us

We have unique strengths that bind us because of :

Our bond through the French Language, diversity(background) in children and staff, bilingual, inviting school community, school spirit amongst staff

Our ingenuity with limited resources

Our inclusive, compassionate, social experiences

Our art possibilities

Our collaboration

We are open minded

We are culturally diverse

We offer educational and social experiences (learning evidence) as a school through our:

Sports, music education, musical, science fair, Grade 6 Quebec trip, field trips

Wireless writing, different technology- osmos, chromebooks, ipads,

Different education backgrounds and world views that are shared with students,

Art activities

Diversity

Students are motivated and want to learn more

Manipulatives

Project based learning

Connections to what they already know

Clear goals/expectations

Showing their learning in different ways

Self-assessments

Lead by example

Students can talk about their learning

Listening to our students

Check ins and one on one

Use of humour

Observing changes in behaviour

Students can identify their learning goals

Use different environments to motivate

Use UDL format/Shelley Moore

Sharing their success

Engaged hands on learning

Instructions are clear and outlined

French outside to the class

ADST activities, Carnaval, Winter and summer funday, spirit days, swimming lessons, reading recovery, outings, outside guests, mathologie, Indigenous support worker

We share common purposes as a learning community:

We want to:

Create a space where everyone belongs and feels safe to be themselves

Promote our values (ARTS)

Open doors for our students through the French Language/Culture

School Spirit

To meet the needs (educational, behavioural, social, emotional) of all our students

Help our students grow and bring them forward as far along as we can

Create an inclusive, diverse, safe and caring environment that helps students become responsible citizens

Promote diversity and inclusiveness

SEL common language

Kindness club

Foster independence

Encourage with positive reinforcement

Promote success and good citizenship

Givens that will occur each month:

-SBT meetings

-Review framework or components of it at staff meeting

-Check in with our ISSW how our Indigenous students are doing

-Indigenous Support Worker works with all classes (rotation schedule). She is doing lessons on the 7 Teachings.

-ISSW supports every classroom.

October

- Shared out the information from our previous group work/questions with all the staff
- Met with Mrs A.- ISSW. We decided together how to best meet the needs of our indigenous students. Lynn is working in each classroom. Will meet one on one as needed with students. Keeping a weekly journal that has been shared with principal. Keeping monthly contact information on ASSESS.
- IEP/Learning Plan meetings
- Class profiles/reviews
- Go over one teacher regulation standard

November

- SEL- Mrs Singer and Mme Jane shared their role
- IEP/learning plan meetings
- Go over one teacher regulation standard

December

- SEL- What are you doing in your class to help your students with their social emotional learning?
- Kindness monthly activities

January

- Review class profiles
- Review framework, add evidence at staff meeting
- Morning meeting with staff that volunteered to prepare the power point presentation for the board
- Go over one teacher regulation standard

February

- Framework Updates at staff meetings
-

March

- No staff meeting/musical in lieu

April

- Framework Updates at staff meetings
-

May

- Framework Updates at staff meetings
-

June

- Framework Updates at staff meetings
-

Focus

A systemic and collaborative approach to improving our understanding of applied skills.

Goal 1: Careers/Skill Development Goal

Objective 1.1: To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities.

Key Strategies and Evidence

- Allocate iPads from the district to all classes
- Chrome Books – access for intermediates

- Code.org
- Green Screen
- Circuit boards
- Spaghetti Bridge contest
- 3D Printers
- Tinker Cad
- Musical set design and costumes
- Woodworking (grade 6)
- Photos
- ADST teacher
- Science Fair
- ADST sessions
- Parachutes using recycled objects
- Self-assessments and reflections
- Increase ADST opportunities for our students
- Grade 4- built forts/settlers
- Grade 3- built 3D community landscape projects/models
- Schedule ADST sessions for the year



Objective 1.3: To explore career opportunities

Key Strategies and Evidence

- Scheduled a career day (all grade 5 students) with Moneca Conway/Brian Campbell for April 20, 2023
- Self-assessments and reflections
- Report Card data

Now What?

- How do we involve more teachers
- Training for 3D pens, woodworking room
- Encourage teachers to use the maker space

Focus

Providing engaging opportunities through diverse learning experiences that support Literacy, and Numeracy education.

Goal 2: Intellectual

Objective 2.1: To improve literacy in all grades

Key Strategies and Evidence

- Three intermediate teachers and principal are each assigned an intermediate classroom.
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Silent Reading
- Je lis- licenses for all primary students and some intermediate
- Buddy Reading
- Establish common language
- Class Reviews
- Collect Reading Data
- QCA's
- RAD- Gr. 6
- PM Benchmarks
- GB+
- Kindergarten Phonological Awareness tests
- Quickscales- BC writing performance standards
- FSA- Grade 4
- Report Card data

Indicators

Grade 2

ing Assessment (F-HAL Primary Ending 2021/2022)

-3	Level			Reading Accuracy			Imm E 2
	Immersion Ending 2021/22	Immersion Beginning 2021-22	Immersion Ending 2020-21	Immersion Ending 2021/22	Immersion Beginning 2021-22	Immersion Ending 2020-21	
02	23	19	19	90-94%	90-94%	95-100%	
02	23	19	19	90-94%	90-94%	95-100%	
02	16	9	7	95-100%	90-94%	90-94%	
02	22	19	19	90-94%	90-94%	90-94%	
02	20	16	15	90-94%	90-94%	90-94%	
02	11	2		90-94%	90-94%		
02	21	12	12	95-100%	90-94%	90-94%	
02	18	13	12	90-94%	90-94%	90-94%	
02	19	17	16	90-94%	90-94%	90-94%	
02	16	7	8	90-94%	90-94%	90-94%	
02	19	13	9	90-94%	95-100%	95-100%	
02	16	13	12	90-94%	<90%	90-94%	
02	18	11	11	90-94%	95-100%	90-94%	
02	24	21	21	90-94%	95-100%	95-100%	
02	12	8	7	<90%	<90%	90-94%	
02	17	13	12	90-94%	<90%	90-94%	
02	16	12	11	90-94%	90-94%	90-94%	
02	11	9	7	90-94%	90-94%	90-94%	
02	16	12	6	90-94%	90-94%	95-100%	
02	24	18		95-100%	95-100%		
02	23	21	21	95-100%	95-100%	95-100%	
02	20	17	19	95-100%	90-94%	95-100%	
02	21	16	16	95-100%	90-94%	95-100%	
02	13	9	11	90-94%	<90%	90-94%	
02	13	9	9	90-94%	90-94%	90-94%	
02	18	14	14	90-94%	90-94%	90-94%	
02	16			90-94%			
02	19	18	17	95-100%	<90%	90-94%	
02	17	11	10	90-94%	90-94%	90-94%	
02	19	15	14	90-94%	90-94%	90-94%	
02	18	13	11	90-94%	90-94%	95-100%	
02	23	12	10	95-100%	90-94%	95-100%	
02	25	21	21	95-100%	95-100%	95-100%	
02	16	11	9	90-94%	90-94%	90-94%	

Grade 3 Reading

Reading Assessment (FRAL Primary Ending 2021/2022)

Gr1-3	Level					Reading Accuracy					Reading Recovery
	Immersion Ending 2021-22	Immersion Beginning 2021-22	Immersion Ending 2020-21	Immersion Beginning 2020-21	Gr1-3 2019-20	Immersion Ending 2021-22	Immersion Beginning 2021-22	Immersion Ending 2020-21	Immersion Beginning 2020-21	Gr1-3 2019-20	Immersion Ending 2021-22
03	25	19	19	8	10	95-100%	90-94%	90-94%	90-94%	90-94%	
03	23	23		18	19	90-94%			90-94%	95-100%	
03	20	17	16	6	6	90-94%		90-94%	90-94%		
03	25	22		10	12	90-94%			90-94%	95-100%	
03	20	17	17	6	8	90-94%		90-94%	90-94%	90-94%	
03	24	22		9	10	95-100%			90-94%	95-100%	
03	20	17		3	6	95-100%			90-94%	90-94%	
03	20	17	16	4	6	90-94%		90-94%	90-94%	90-94%	
03	20	16	16	3	6	90-94%	95-100%	90-94%	90-94%	90-94%	
03	20	19	20	10	12	90-94%		95-100%	90-94%	95-100%	
03	20	19		8	10	90-94%			90-94%	95-100%	
03	20	17		3	6	90-94%			90-94%	90-94%	
03	21	16	16	6	8	90-94%	90-94%	95-100%		90-94%	
03	24	21	23	16	18	90-94%		90-94%	90-94%	90-94%	
03	20	17	17	6	8	90-94%	90-94%	90-94%		90-94%	
03	17	15		4	8	90-94%			90-94%	90-94%	
03	20	18		9	10	90-94%			90-94%	95-100%	
03	22	12			11	95-100%	90-94%			90-94%	
03	20	16	16	5	8	90-94%	90-94%	<90%	90-94%	90-94%	
03	24	22		9	9	90-94%			90-94%	90-94%	
03	23	22		12	12	90-94%			90-94%	95-100%	
03	20	17		4	7	90-94%			90-94%		
03	21	19		5	9	90-94%			90-94%	90-94%	
03	16	7	6	3	6	90-94%	90-94%	90-94%		90-94%	
03	16	5	7	2	3	90-94%	<90%	90-94%	90-94%		
03	20	17		2	3	90-94%			90-94%	90-94%	YES
03	20	17		4	9	90-94%			90-94%	90-94%	
03	20	17		4	7	90-94%			90-94%	90-94%	
03	22	20		7	8	95-100%			95-100%	90-94%	
03	13	10	5	3	4	90-94%		90-94%	90-94%	90-94%	

Grade 4 Reading

Reading Assessment (FRAL Ending 2021/2022)

Gr4-9	Level		Fluency		Comprehension	
	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	1	1	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04		GRADE 4: FRAL 4		2		2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	1	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	1	1	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	1	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	3
04	GRADE 4: FRAL 4		4		3	
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	4	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	2	3	2

Grade 5 Reading

ading Assessment (FRAL Ending 2021/2022)

Gr4-9	Level			Fluency			Comprehension		
	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4		1	*1		2	*1
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	3	4	3	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	2	3	2	2
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	2	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	2	3	3	1
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4		2	2		2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	1	1	*1	2	2	*1
05		GRADE 4: FRAL 4	GRADE 4: FRAL 4		1	*1		3	*1
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	2	2	2
05	GRADE 5: FRAL 5			3			3		
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	2	3	2	2
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	2	2	3	3	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	2	2	2
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	3	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	3	3	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	3	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	2	3	3	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	1	2	2	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	3	3	3	2

Grade 6 Reading

Gr	Level			Fluency			Comprehension		
	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	3	3	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	3	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	3	2	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	4	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	4	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	1	1	1	2	1	1
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	1	1	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	4	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	2	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	1	1	1	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	3	3	2	3	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	3	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	2	3	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	2	2	3	2	1
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	1	1	3	3	1

Objective 2.2: To improve early literacy skills

Key Strategies and Evidence

- Noticing that students are entering grade 1 without their letter sounds.
- To improve the transition from Kindergarten to Grade 1
- Eyes on text everyday
- Collect K phono data
- Purchase Je lis, je lis license for all primary grades plus one for LAT/intermediate
- Class Reviews
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Find new interesting books that will engage intermediate students
- Buddy Reading
- Reading support from LAT
- Silent Reading
- French Classroom libraries

Indicators

K Phono- Fall 2022

ending	Total Score
Fall 2-23	KPS Fall 2022-23
3	21-Q2
9	47-Q4
0	59-Q4
0	59-Q4
3	21-Q2
3	13-Q1
3	9-Q1
0	27-Q2
9	28-Q2
5	52-Q4
3	11-Q1
3	14-Q1
7	18-Q2
7	39-Q3
3	14-Q1
3	15-Q1
8	32-Q3
3	12-Q1
3	10-Q1
5	33-Q3
4	25-Q2
3	13-Q1
5	35-Q3
3	18-Q2
3	23-Q2
3	14-Q1
3	26-Q2
3	3-Q1
6	55-Q4
3	9-Q1
3	15-Q1
1	18-Q2
4	30-Q2
0	44-Q3



ending	Total Score
Fall 2-23	KPS Fall 2022-23
4	38-Q3
3	5-Q1
1	10-Q1
3	16-Q2
3	28-Q2
3	24-Q2
3	14-Q1

KPS Spring 2020-21	KPS Fall 2020-21	KPS Spr 2020-2
44-Q3	51-Q4	14
33-Q3	45-Q3	14
37-Q3	13-Q1	13
35-Q3	24-Q2	13
36-Q3	10-Q1	16
41-Q3	5-Q1	17
38-Q3	22-Q2	10
34-Q3	29-Q2	20
52-Q4	30-Q2	19
59-Q4	47-Q4	20
22-Q2	23-Q2	10
56-Q4	13-Q1	20
33-Q3	8-Q1	18
22-Q2	30-Q2	6
22-Q2	25-Q2	8
56-Q4	14-Q1	20
42-Q3	15-Q1	9
60-Q4	42-Q3	20
24-Q2	17-Q2	9
45-Q3	14-Q1	18
40-Q3	40-Q3	12
27-Q2	8-Q1	16
36-Q3	12-Q1	19
22-Q2	11-Q1	14
25-Q2	7-Q1	7

50-Q4		20
48-Q4	25-Q2	19
59-Q4	54-Q4	20
34-Q3	9-Q1	17
52-Q4	23-Q2	17
60-Q4	27-Q2	20
20-Q2	8-Q1	8
46-Q4	27-Q2	18
45-Q3	22-Q2	15
59-Q4	52-Q4	19
46-Q4	13-Q1	20
54-Q4	30-Q2	19
28-Q2	24-Q2	12
45-Q3	33-Q3	17
49-Q4	17-Q2	14
29-Q2	14-Q1	5

ading Assessment (FRAL Primary Ending 21

r1-3	Level	Reading Accuracy	Reading Recovery
	Immersion Ending 202122	Immersion Ending 202122	Immersion Ending 202122
01	10	90-94%	
01	4	90-94%	YES
01	9	90-94%	
01	7	90-94%	
01	9	90-94%	
01	8	90-94%	
01	8	90-94%	
01	9	90-94%	
01	12	90-94%	
01	13	90-94%	
01	7	90-94%	YES
01	13	90-94%	
01	10	90-94%	YES
01	5	90-94%	YES
01	10	90-94%	YES
01	15	90-94%	
01	4	90-94%	YES
01	10	90-94%	
01	9	90-94%	
01	5	90-94%	
01	5	90-94%	YES
01	14	90-94%	
01	9	90-94%	
01	9	90-94%	
01	10	90-94%	
01	14	90-94%	
01	14	90-94%	
01	10	90-94%	
01	10	90-94%	
01	6	90-94%	YES
01	10	90-94%	

Objective 2.3: To improve and increase writing output

Key Strategies and Evidence

- Collect writing data for intermediate students
- Primary- one or more sentences a day- go over writing conventions (punctuation, syllables, meaning, subject/verb agreement)
- Students need to write everyday
- Possibly do collaborative marking
- Common language, expectations
- BC Writing performance standards/quick scales
- Go over BC Writing Performance Standards at a staff meeting
- Fall Cold Write for intermediate grades
- Report Card data
- Word Wall
- Guided Writing centres

Indicators

Grade 3/4 Writing

Total pour la classe:

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
7	9	4	

Grade 4 Writing

Total pour la classe:

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
0	15	4	0

Grade 5/6 Writing

Total pour la classe:

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
3	13	8	1

Grade 5

Grade 5/6 Writing

Total pour la classe: (5)

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
	6	1	1

Total pour la classe: (6)

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
2	3	4	3

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Compare the last two years with our year end data
- Mindful collection of French writing data

Objective 2.4: To improve number sense in all grades

Key Strategies/Evidence

- Number of the day/week
- Math Assessment and Practice (MAP) Grades 4-6
- Mathletics - Grades 5-6
- Mathologie for K-3

- Problem of the week
- Review multiplication tables
- MAP data collection
- Use of math manipulatives
- Counting/skip counting practices
- Would like consistency for primary/intermediate in math and reading
- Need more support for reading
- Still seeing COVID effects
- MAP is difficult, start MAP for primary
- Felt that most students are progressing
- Compared data to FSA both on track
 - Huge improvements from fall to spring data in reading

Indicators

Grade 6 MAP

MAP

Collection

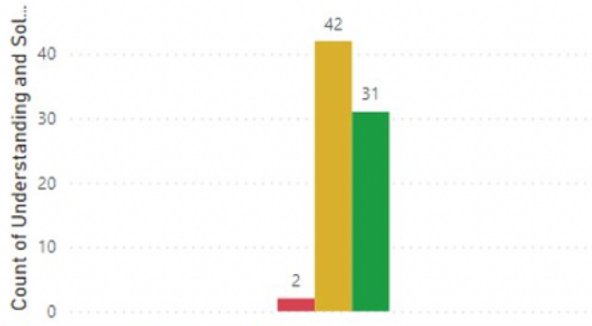
MAP Spring 2021-22

School

Ecole Central ES

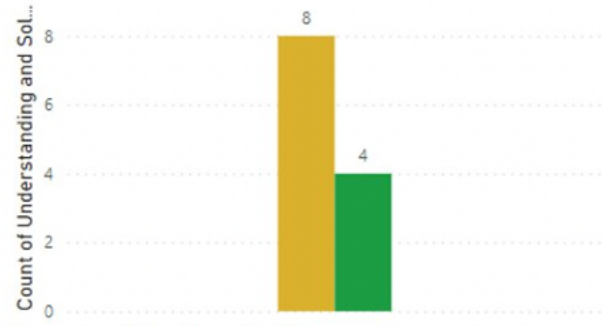
Understand and Solve - ALL

Understanding an... ● Emerging ● Developing ● Proficient



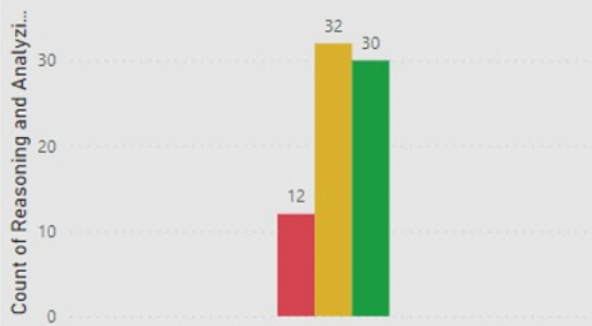
Understand and Solve - Indigenous

Understanding an... ● Developing ● Proficient



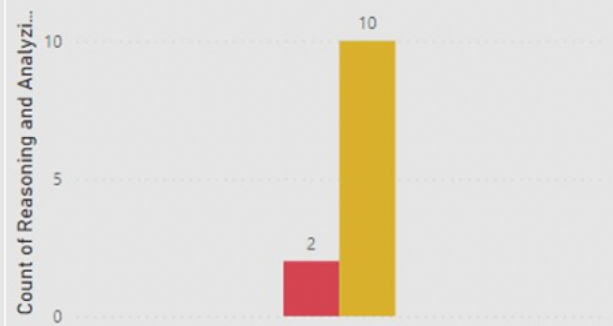
Reason and Analyze - ALL

Reasoning and An... ● Emerging ● Developing ● Proficient



Reason and Analyze - Indigenous

Reasoning and An... ● Emerging ● Developing



MAP

Collection

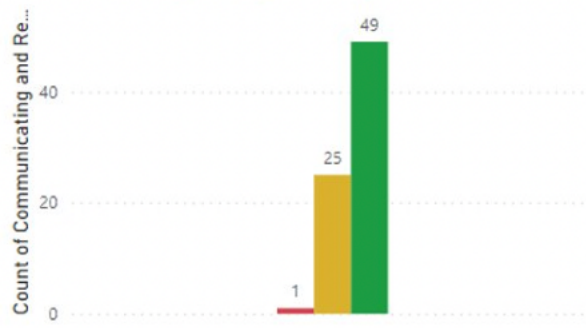
MAP Spring 2021-22

School

Ecole Central ES

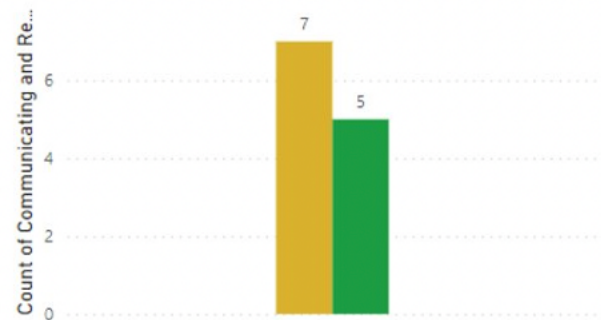
Communicate and Represent - ALL

Communicating an... ● Emerging ● Developing ● Proficient



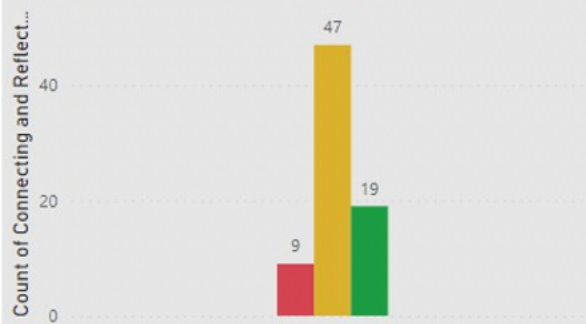
Communicate and Represent - Indigenous

Communicating an... ● Developing ● Proficient



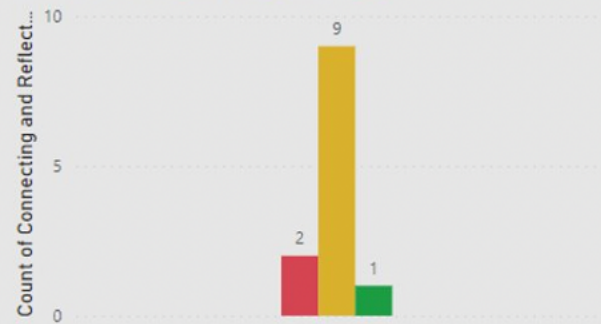
Connect and Reflect - ALL

Connecting and Re... ● Emerging ● Developing ● Proficient



Connect and Reflect - Indigenous

Connecting and Re... ● Emerging ● Developing ● Proficient



Objective 2.5: To connect numbers and math to real life

Key Strategies and Evidence

- Read numbers
- Guided Math
- Calendar routine

- MAP
- Daily Number
- Mathologie hand's on activities
- Support from Renée- present lessons/share lessons

Indicators

Grade 4 MAP

2 Collection: MAP (MAP Fall 2021-

Grade Level		Communicat ing and Representin g	Understandi ng and Solving	Connecting and Reflecting	Reasoning and Analyzing
MAP Fall 2021-22		MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Emerging	Developing	Developing
04	N	Proficient	Emerging	Developing	Developing
04	N	Proficient	Emerging	Developing	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Proficient	Emerging	Proficient
04	N	Proficient	Emerging	Emerging	Proficient
04	N	Proficient	Emerging	Emerging	Developing
04	N	Proficient	Developing	Emerging	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Developing	Developing	Proficient
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Developing	Developing	Emerging
04	N	Proficient	Emerging	Emerging	Developing
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Proficient	Emerging	Developing
04	N	Proficient	Proficient	Developing	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Developing	Developing	Developing	Proficient

Grade 5 MAP Fall

	Communicating and Representing				Understanding and Solving		
all 21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21
	Developing	Developing			Developing	Emerging	
	Proficient	Proficient	Developing		Proficient	Developing	Developing
	Proficient	Proficient			Developing	Developing	
	Proficient	Proficient	Developing		Proficient	Developing	Proficient
	Proficient	Proficient			Proficient	Developing	
	Proficient				Developing		
	Developing				Developing		
	Developing	Proficient			Developing	Developing	
	Developing				Emerging		
	Proficient				Developing		
	Proficient				Developing		
	Developing				Developing		
	Proficient	Proficient			Developing	Developing	
	Proficient	Proficient	Developing		Proficient	Developing	Proficient
	Proficient	Proficient			Proficient	Proficient	
	Proficient	Proficient			Developing	Developing	
	Developing				Developing		
	Proficient	Proficient			Developing	Developing	
	Proficient	Proficient			Developing	Emerging	
	Proficient				Developing		
	Proficient	Proficient	Emerging		Proficient	Developing	Proficient
	Proficient	Proficient			Emerging	Developing	
	Proficient	Proficient	Developing		Proficient	Developing	Proficient
	Proficient	Proficient			Developing	Developing	
	Proficient	Developing	Proficient		Developing	Developing	Emerging
	Proficient	Proficient			Developing	Developing	
	Proficient	Emerging			Proficient	Emerging	
	Proficient	Proficient	Proficient		Proficient	Developing	Developing
	Developing				Developing		
	Proficient	Developing			Developing	Developing	
	Proficient	Proficient	Proficient		Proficient	Developing	Proficient
	Proficient	Proficient			Developing	Developing	

	Communicating and Representing				Understanding and Solving		
Fall 0-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing
	Proficient	Proficient	Developing	Emerging	Proficient	Developing	Developing
	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
N	Developing	Developing	Developing	Developing	Developing	Developing	Proficient
N	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Developing
N	Proficient	Proficient	Proficient	Developing	Proficient	Proficient	Developing
N	Emerging	Developing	Emerging	Emerging	Developing	Emerging	Developing
N	Developing	Proficient		Proficient	Proficient	Proficient	
N	Proficient	Proficient	Proficient	Proficient	Proficient	Developing	Developing
N	Proficient	Developing	Developing	Proficient	Proficient	Developing	Developing
N	Developing	Proficient	Developing	Proficient	Proficient	Emerging	Proficient
N	Proficient	Proficient	Proficient	Proficient	Developing	Proficient	Emerging
N	Proficient	Developing	Developing	Developing	Proficient	Emerging	Developing
N	Developing	Developing	Developing	Developing	Developing	Emerging	Emerging
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing
N	Proficient	Proficient	Developing	Proficient	Proficient	Proficient	Emerging
N	Developing	Developing	Proficient	Developing	Proficient	Developing	Proficient
N	Developing	Emerging	Proficient	Developing	Proficient	Emerging	Developing
N	Developing	Developing	Emerging	Developing	Developing	Developing	Developing
N	Proficient	Developing	Proficient	Developing	Proficient	Emerging	Developing
N	Proficient	Proficient	Proficient	Developing	Proficient	Proficient	Developing
N	Developing	Proficient	Developing	Proficient	Developing	Developing	Developing
N	Proficient	Developing	Developing	Developing	Developing	Developing	Developing
N	Developing	Proficient	Developing	Proficient	Proficient	Developing	Developing
N	Proficient	Emerging		Proficient	Proficient	Developing	
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing
N	Developing	Emerging		Developing	Developing	Developing	
N	Developing	Emerging	Proficient	Proficient	Proficient	Developing	Developing
	Proficient	Proficient			Developing	Developing	

Now What?

- Continue collaboration for Mathologie programme
- Do collaborative sessions on how to use manipulatives in class
- MAP- connect math to real life

- MAP in primary grades
- Collect reading, writing MAP data for all intermediate students

Focus

Promoting peaceful problem solving skills in a mindful manner.

Goal 3:

Human and Social Goal:

To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.

Objective 3.1: Together we are better. Ensemble ça marche

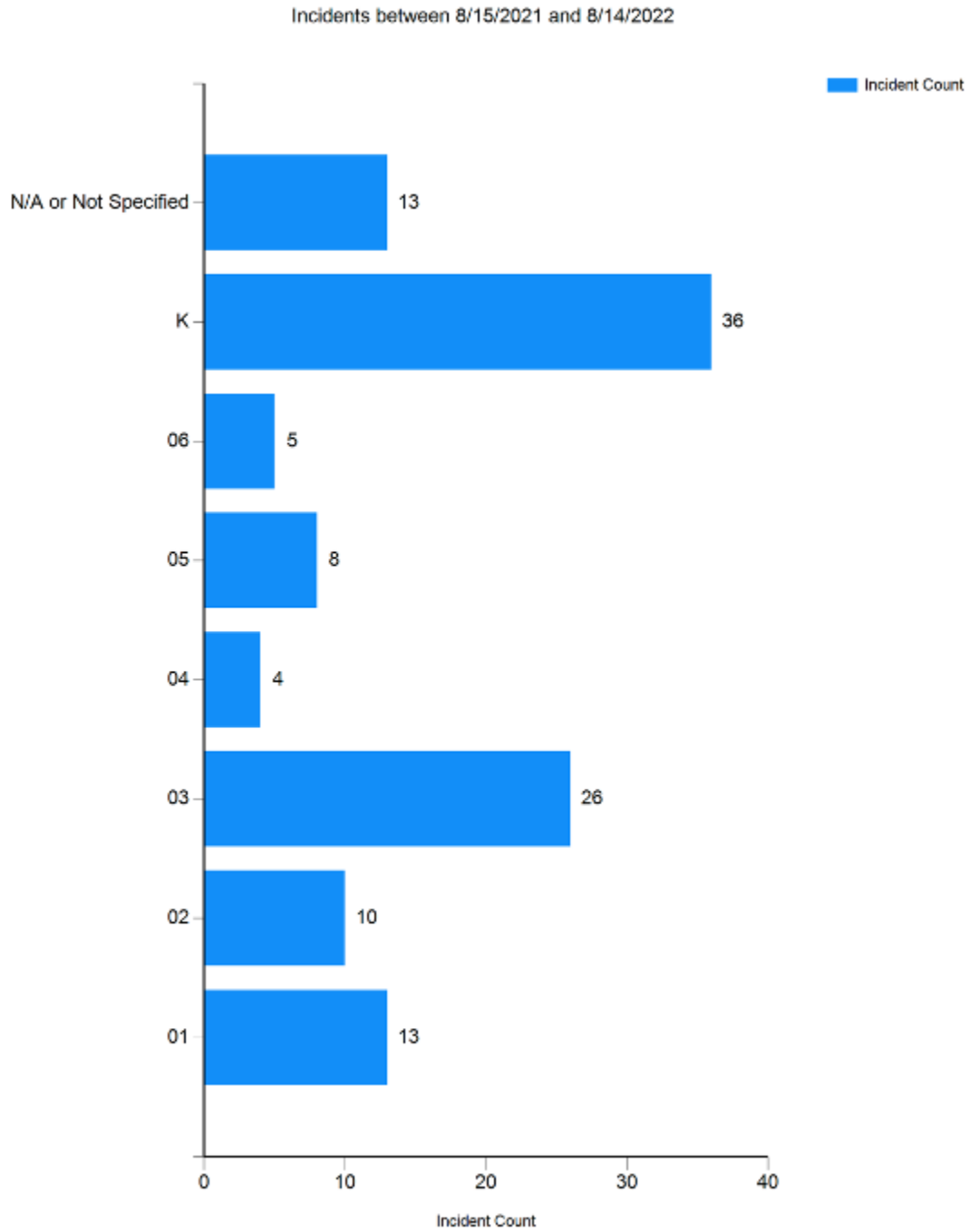
Key Strategies and Evidence

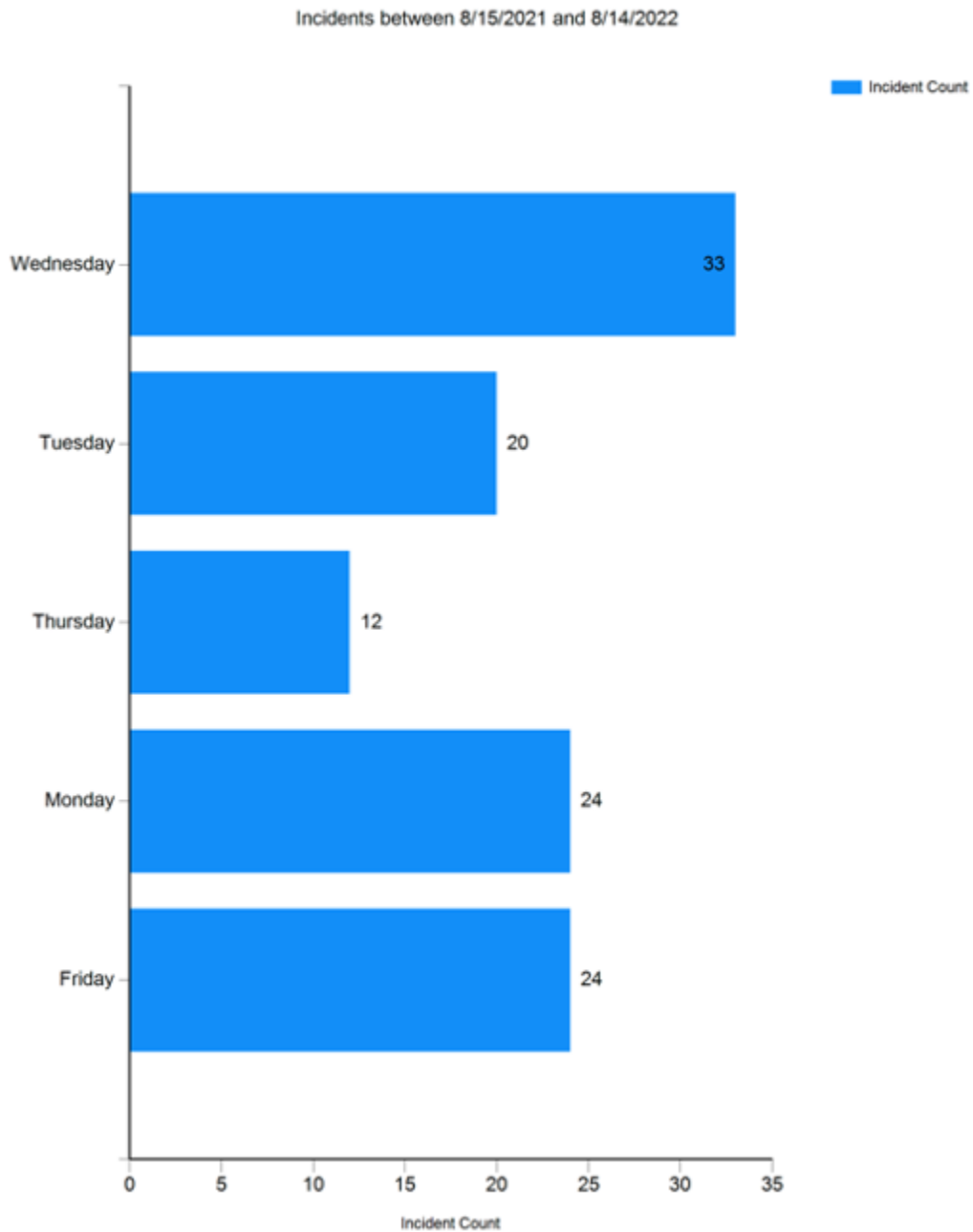
- To continue to build a sense of community of empathetic learners.
- Entire staff completed the CASEL Indicators of School-Wide SEL.
- SEL teacher and support worker small group and classroom lessons
- Enhance Assess Behavioural Incident Report to include SEL Competencies
- Tie in our assemblies to a core value
- Review code of conduct - update major/minor behaviours with staff
- Class reviews
- Improve ASSESS incident tracking data input by staff
- Teachers touch base/one on one conversation with each student at least once a week
- SEL activities
- Musical
- School wide spirit days
- Pancake breakfast for all students
- Core competencies self-assessment
- Satisfaction surveys
- School wide connectedness survey
- I am unique activity
- New Mascot
- Sponsor a community organization monthly/bi-monthly
- Hamper Baskets

- Pallet Projects
- Women's Resource Centre
- Terry Fox

Indicators

Incidents 2021-2022





Now What?

- Continue to foster empathetic community practices in our school
- Continue to encourage and use ASSESS
- Kindness Club

- Kindness weekly strategy
- Hire an SEL teacher and support worker
- Monthly assemblies



https://drive.google.com/file/d/18gVop0AXpwnV4I3V_yuSTWdOKGiu6jQm/view?resourcekey