



## 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 2023-2024

### 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 classroom and school-wide exploration activities.  
To explore career opportunities.

### 2. Goal 2: Intellectual:

To improve literacy in all grades

- To improve early literacy skills - the transition from Kindergarten to Grade 1
- To maintain our reading comprehension & fluency in Grades 1 - 6
- To improve and increase writing output at all grades 1-6

Numeracy:

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

### 3. 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.
- To continue to build a sense of community of empathetic learners. “Together it works”. “Ensemble ça marche”.
- To guide our students to identify their feelings and respond with expected self-regulation strategies.

## 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
- 253 students
- Diverse population which includes 47 Indigenous Students
- Staff includes
  - 2 Bilingual Admin Staff (Principal & Vice-Principal)
  - 12 Enrolling Teachers
    - 1.1 Prep teachers / ELL Teacher/ADST Teacher/ART Teacher
    - 0.4 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 Youth Care Worker
    - 1 Administrative Assistant
    - 2 Custodians
    - 1 Part time Social and Emotional Support Worker

## Framework Development Process

### September Planning Day

- Invited PAC president
- Framework Review- looked at our goals-
- Data walk-

What are we noticing from the documents?

What is surprising? What stands out?

What are we happy/proud about?

What is alarming?

What do we want changed? Where do we go from here?

- Looked at our past year
- Cooperative Activity in the gym
- Report Cards- looked at the new format, answered questions
- SEL/EASE- activity
- Indigenous Learning Activity
- 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- chromebooks, ipads,  
Different education backgrounds and world views that are shared with students,  
Drama and music focus  
Dance workshops  
Musical  
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/3 levels of support  
Sharing their success  
Engaged hands on learning  
Instructions are clear and outlined  
French outside to the class  
French Language Assistants  
ADST teacher, Carnaval, Winter and summer fun day, spirit days, swimming lessons, reading support, outings, 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  
Friendship Groups  
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 monthly lessons.

-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 monthly contact information on ASSESS/Insight
- IEP/Learning Plan meetings
- Class profiles/reviews
- Presentation from Diane Barclay and Pat Jensen
- Dance Workshops
- Musical Practices
- Camp Cameron- grade 6 classes

## November

- Framework Updates at staff meetings
- Mathologie- sessions with Renee
- Kindness clubs
- Remembrance Day assembly
- Musical Practices
- Lunch Bunch- SEL
- Indigenous activity- Code Talkers

## December

- Framework Updates at staff meetings
- Mingle Jingle
- Pallet projects
- Rik Leaf
- Hockey Game
- Nutcracker
- Musical Practices
- Nicole's intergenerational collaboration with a focus on indigenous content with Bert Bowes
- Bazaar
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## January

- Framework Updates at staff meeting
- Musical Practices
- Spaghetti Bridge Contest
- Seven Teachings Lessons from ISSW,
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## February

- Framework Updates at staff meetings
- Roland Bibeau
- Musical Practices

<ul style="list-style-type: none"> <li>• Musical Performances at the Cultural Centre</li> <li>• Winter Fun day</li> <li>•</li> <li>•</li> </ul>
<p><b>March</b></p> <ul style="list-style-type: none"> <li>• Framework Updates at staff meetings</li> </ul>
<p><b>April</b></p> <ul style="list-style-type: none"> <li>• Framework Updates at staff meetings</li> <li>•</li> </ul>
<p><b>May</b></p> <ul style="list-style-type: none"> <li>• Framework Updates at staff meetings</li> <li>•</li> </ul>
<p><b>June</b></p> <ul style="list-style-type: none"> <li>• Framework Updates at staff meetings</li> <li>•</li> </ul>

## 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 classroom and school-wide exploration activities.

### Key Strategies and Evidence

- Allocate iPads from the district to all classes
- Chrome Books – access for all students
- Code.org
- Green Screen
- Circuit boards
- Catapults
- 3D Printers
- Tinker Cad
- Musical set design and costumes



- Woodworking (grade 6)
- Photos
- ADST teacher
- Science Fair
- Self-assessments and reflections
- Increase ADST opportunities for our students
- Needle point with ADST teacher
- Grade 3- built 3D community landscape projects/models



### Objective 1.3: To explore career opportunities

#### Key Strategies and Evidence

- Schedule a career day (all grade 5 students) with Moneca Conway/Brian Campbell
- Career Fair for all our students
- Explorefest for grade 6 students
- Self-assessments and reflections
- Report Card data

#### Now What?

- How do we involve more teachers
- Continue to host our career fair
- Possibly ADST teacher will set up the maker room with a monthly activity for all classes
- Encourage teachers to use the maker space
- Need training on resources- 3D printer, Cricut
- Need low prep highly engaging ADST activities
- Explorfest- kids didn't connect activity very well with career
- Continue to host a career fair
- Ensure that all students have access to ADST activities



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## Focus

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

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## Goal 2: Intellectual

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### Objective 2.1: To improve literacy in all grades

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#### Key Strategies and Evidence

- Three intermediate teachers are 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
- 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
- Need more interesting reading resources for intermediate students
- GB+ evaluations
- Is how we assess similar enough? Collaborative marking- at intermediate level
- Workshops for guided reading, phonemic awareness- new staff, does everyone know how to introduce new text, letters, sounds?
- Clarity and continuity for each level
- More focus on take home activities with ISSW
- Audio reading/pronunciation



- Resources for at home

## Indicators

### Grade 1

Collection: Immersion Reading Assessment (FRAL Primary Ending 2022/2023)

Data Wall Report - Gr1-3 Immersion	Level			Reading Accuracy			Reading Recovery		
	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 2022 -23	Immersion Beginning 2022-23	
	01	8			90-94%				
01	8			90-94%			YES		
01	8	9							
01	6								
01	7			90-94%					
01	10								
01	11			95-100%					
01	9			90-94%					
01	10								
01	9								
01	5			90-94%					
01	7			90-94%					
01	12								
01	7			90-94%			YES		
01	12								
01	10			90-94%					
01	9								
01	4			90-94%			YES		
01	8								
01	8								
01	9								
01	7			90-94%					
01	9			90-94%					
01	8								
01	7			90-94%			YES		
01	10								
01	12								
01	7			90-94%			YES		
01	12								
01	10			90-94%					
01	7			90-94%			YES		
01	9			90-94%					
01	12			95-100%					
01	6								

### Grade 2

Collection: Immersion Reading Assessment (FRAL Primary Ending 2022/2023)

Data Wall Report - Gr1-3 Immersion	Level			Reading Accuracy			Reading Recovery		
	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 202122	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 202122	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 202122
	02	18	9	10	90-94%	<90%	90-94%		
02	7	6	4	90-94%	90-94%	90-94%	YES	YES	YES
02	16	8	7	90-94%	<90%	90-94%			
02	17	9	9	90-94%	<90%	90-94%			
02	13	7	8	95-100%	<90%	90-94%			
02	17	10	9	95-100%	<90%	90-94%			
02	16	11	12	95-100%	90-94%	90-94%			
02	26	14	13	95-100%	90-94%	90-94%			
02	9	6	7	90-94%	90-94%	90-94%	-	YES	YES
02	22	13	13	95-100%	95-100%	90-94%			
02	13	9	10	90-94%	90-94%	90-94%	-	YES	YES
02	10	6	5	90-94%	90-94%	90-94%	YES	YES	YES
02	10	8	10	90-94%	90-94%	90-94%	-	YES	YES
02	27	15	15	95-100%	90-94%	90-94%			
02	12	6	4	90-94%	90-94%	90-94%	YES	YES	YES
02	15	10	10	90-94%	90-94%	90-94%			
02	13	9	9	95-100%	90-94%	90-94%			
02	6	4	5	95-100%	90-94%	90-94%			
02	15	7	5	90-94%	<90%	90-94%	YES	YES	YES
02	26	14	14	95-100%	95-100%	90-94%			
02	14	8	9	95-100%	90-94%	90-94%			
02	12	8	9	90-94%	90-94%	90-94%			
02	16	9	10	90-94%	90-94%	90-94%			
02	26	14	14	95-100%	90-94%	90-94%			
02	20	14	14	90-94%	95-100%	90-94%			
02	17	10	10	90-94%	<90%	90-94%			
02	15	10	10	95-100%	90-94%	90-94%			
02	13	7	6	90-94%	<90%	90-94%		YES	YES
02	16	10	10	90-94%	90-94%	90-94%			
02	11	6	7	90-94%	90-94%	90-94%			
02	23	14	13	95-100%	90-94%	90-94%			
02	26	15	13	95-100%	90-94%	90-94%			
02	13	8	9	90-94%	<90%	90-94%			
02	18	10	9	95-100%	<90%	90-94%			

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### Grade 3 Reading

Collection: Immersion Reading Assessment (FRAL Primary Ending 2022/2023)

Data Wall Report - Gr1-3 Immersion	Level			Reading Accuracy			Reading Recovery		
	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 2021/22	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 2021/22	Immersion Ending 2022 -23	Immersion Beginning 2022-23	Immersion Ending 2021/22
	03	27	21	23	90-94%	90-94%	90-94%		
03	27	21	23	90-94%	90-94%	90-94%			-
03	21	17	16	95-100%	90-94%	95-100%			YES
03	21	18	20	90-94%	90-94%	90-94%			-
03	18	15	11	90-94%	90-94%	90-94%			-
03	24	21	21	95-100%	90-94%	95-100%			-
03	22	18	18	90-94%	90-94%	90-94%			YES
03	21	17	19	90-94%	90-94%	90-94%			-
03	28	22		95-100%	90-94%				
03	20	17	16	90-94%	90-94%	90-94%			
03	22	18	19	95-100%	90-94%	90-94%			-
03	21	15	16	90-94%	90-94%	90-94%			-
03	21	18	18	95-100%	90-94%	90-94%			YES
03	24	22	24	95-100%	90-94%	90-94%			
03	16	12	12	90-94%	90-94%	<90%			-
03	21	15	17	95-100%	90-94%	90-94%			-
03	21	17	16	95-100%	90-94%	90-94%			-
03	16	12	11	95-100%	90-94%	90-94%			YES
03	16	15	16	90-94%	90-94%	90-94%			YES
03	27	23	24	90-94%	90-94%	95-100%			-
03	27	21	23	90-94%	90-94%	95-100%			
03	25	18	20	90-94%	90-94%	95-100%			
03	26	21	21	90-94%	90-94%	95-100%			
03	20	17	13	90-94%	90-94%	90-94%			YES
03	20	17	13	90-94%	90-94%	90-94%			YES
03	22	18	18	90-94%	90-94%	90-94%			
03	21	17	16	95-100%	90-94%	90-94%			
03	24	17	19	90-94%	90-94%	95-100%			-
03	21	18	17	95-100%	90-94%	90-94%			-
03	22	19	19	95-100%	90-94%	90-94%			-
03	25	12	18	90-94%	90-94%	90-94%			-
03	24	22	23	95-100%	90-94%	95-100%			
03	25	22	25	95-100%	90-94%	95-100%			
03	20	17	16	90-94%	90-94%	90-94%			-

Grade 4 Reading

Collection: Immersion Reading Assessment (FRAL Ending 2022/2023)

Data Wall Report - Gr4-9 Immersion	Level		Fluency		Comprehension	
	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022
	04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	4	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	3	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	4	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	1	1	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	3	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	1
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	3	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	3	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	1	2	1
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	2	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	3	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	3	3	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	2	2	3

Data Wall Report - Gr4-9 Immersion	Level		Fluency		Comprehension	
	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022
	04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	2	2	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4		1		1
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	3	2	1
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4				

Grade 5

Collection: Immersion Reading Assessment (FRAL Ending 2022/2023)

Data Wall Report - Gr4-9 Immersion		Level			Fluency			Comprehension		
		Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	3	4	2	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	1	2	2	3	2	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	3	2	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	3	3	3	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2		3	2		
05	GRADE 5: FRAL 5		GRADE 4: FRAL 4			2			2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	3	3	4	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	3	3	3	3	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	1	1	1	2	1	
05	GRADE 5: FRAL 5		GRADE 4: FRAL 4	4	3	3	3	3	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	2	2	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	4	3	4	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	3	3	3	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	4	4	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	2	2	2	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	3	3	4	
05				3			3			
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	4	4	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	1	2	2	3	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	3	2	3	

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Data Wall Report - Gr4-9 Immersion		Level			Fluency			Comprehension		
		Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	2	2	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	1	1	1	2	2	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	3	2	3	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	4	4	4	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	2	3	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	3	3	3	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4		1	2		1	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	3	2	3	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	3	2	3	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	3	2	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	2	2	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	3	3	3	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	3	2	2	2	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	3	2	2	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	3	2	2	2	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	4	4	2	3	
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	3	3	4	3	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	3	2	2	2	
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	2	2	2	3	

Data Wall Report - Gr4-9 Immersion	Level			Fluency			Comprehension		
	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2	3	4	4	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	2	2	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2	2	3	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	2	4	4	4
06	GRADE 5: FRAL 5	GRADE 6: FRAL 6	GRADE 4: FRAL 4	3	2	3	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2	2	3	2	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	4	4	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	2	2	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	3	2	3	2	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	4	4	4

Collection: Immersion Reading Assessment (FRAL Ending 2022/2023)

Data Wall Report - Gr4-9 Immersion	Level			Fluency			Comprehension		
	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Ending 2022	Gr4-9 Immersion Beginning 2022	Gr4-9 Immersion Ending 2021
06									
06	GRADE 4: FRAL 4			2	2		2	2	
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	4	4	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2	3	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	4	3	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2		3	3	
06	GRADE 6: FRAL 6		GRADE 5: FRAL 5			1			2
06	GRADE 6: FRAL 6								
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	2	2	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2	3	4	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	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	2	2	3	4	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	4	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	2	3	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	3	4	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	4	4	3

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## 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
- Do collaborative marking
- Common language, expectations
- 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
- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.

## Indicators

K Phono- Fall 2023 (not done yet)

## Objective 2.3: To improve and increase writing output in all grades 1-6

### 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
- Do collaborative marking
- Common language, expectations
- BC Writing performance standards/quick scales
- Go over BC Writing Performance Standards at a staff meeting
- Fall and Spring Cold Write for intermediate grades
- Report Card data
- Word Wall
- Guided Writing centres
- Clarity and continuity for each level
- More focus on take home activities with ISSW
- Writing and Oral workshops-
- Fine/gross motor skills
- Writing data was hard to read

## Indicators

Grade 4-6 Spring Cold Write 2023

<https://docs.google.com/spreadsheets/d/1JmcPCA2A6ScOe8ZQhqf2DinzElmPGIjP/edit?usp=sharing&oid=108418623469562844158&rtfpof=true&sd=true>

### Targets/Now What?

- Mindful collection of French writing data
- Is everyone using the provincial writing scales for benchmark
- Keep using Je lis, je lis
- Writing is difficult and some students shut down
- We need to focus on 1 or 2 areas to improve







Data Wall Report - MAP	Grade Level					Communicating and Representing					Understanding and Solving
	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	
	06	N	N	N	Y		Developing	Proficient	Developing	Developing	
06	Y	Y				Emerging	Emerging				Emerging
06	N	N	N	N	N	Proficient	Proficient	Proficient	Proficient	Developing	Proficient
06	N	N	N	N		Proficient	Proficient	Proficient	Proficient		Proficient
06	N	N	N	N	N	Proficient	Proficient	Proficient	Proficient	Developing	Proficient
06	N	N	N	N		Proficient	Proficient	Proficient	Proficient		Proficient
06	N	N	N	Y		Emerging	Proficient	Proficient			Developing
06	Y	N	Y	Y		Emerging	Proficient	Developing			Emerging
06	N	N	N	Y		Developing	Proficient	Developing	Proficient		Developing
06	N	N	N	Y		Developing	Proficient	Developing			Emerging
06	N	N	N			Proficient	Proficient	Proficient			Developing
06	N	N	N	N		Proficient	Proficient	Proficient			Developing
06	N	N	N	N		Proficient	Proficient	Proficient			Developing
06	N	N	N	N	N	Emerging	Proficient	Proficient	Proficient	Developing	Developing
06	N	N	N	N		Developing	Proficient	Proficient	Proficient		Proficient
06	N	N	N	N		Proficient	Proficient	Proficient			Proficient
06	N	N	N	N		Developing	Proficient	Developing			Developing
06	Y	N	N	N		Emerging	Proficient	Proficient	Proficient		Developing
06	N	N	N	N		Proficient	Proficient	Proficient	Proficient		Developing
06	N	N	N	N	N	Emerging	Proficient	Proficient	Proficient	Emerging	Proficient
06	N	N	N	N		Proficient	Proficient	Proficient	Proficient		Proficient
06	N	N	N	N	N	Proficient	Proficient	Proficient	Proficient	Developing	Proficient
06	N	N	N	N		Developing	Proficient	Proficient	Proficient		Proficient
06	N	Y	N	N	Y	Developing	Proficient	Proficient	Developing	Proficient	Proficient
06	N	N	N	N		Proficient	Proficient	Proficient	Proficient		Developing
06	Y	N	N	Y		Developing	Developing	Proficient	Emerging		Developing
06	N	N	N	N	N	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
06	N	N	N	N		Emerging	Developing	Developing			Emerging
06	N	N	N	N		Developing	Proficient	Proficient	Developing		Proficient
06	N	N	N	N	N	Developing	Proficient	Proficient	Proficient	Proficient	Proficient

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Data Wall Report - MAP	Understanding and Solving				Connecting and Reflecting					Reasoning and Analyzing	
	MAP Fall 2022-23	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Spring 2022-23	MAP Fall 2022-23
	06	Developing	Developing	Emerging		Developing	Emerging	Developing	Emerging		Developing
06	Emerging				Emerging	Emerging				Emerging	Emerging
06	Proficient	Proficient	Developing	Developing	Proficient	Proficient	Proficient	Developing	Developing	Proficient	Proficient
06	Developing	Developing	Developing	Proficient	Developing	Proficient	Developing	Developing	Developing	Proficient	Developing
06	Proficient	Proficient	Developing		Developing	Proficient	Developing	Developing		Proficient	Proficient
06	Developing	Developing			Developing	Developing	Proficient	Developing		Emerging	Proficient
06	Proficient	Developing			Not Attempted	Emerging	Developing	Emerging		Proficient	Developing
06	Developing	Developing	Developing		Emerging	Emerging	Developing	Emerging		Developing	Developing
06	Developing	Emerging			Emerging	Emerging	Emerging			Developing	Developing
06	Developing	Developing			Emerging	Emerging	Emerging			Developing	Proficient
06	Developing	Developing			Emerging	Developing	Developing	Developing		Developing	Developing
06	Developing	Developing	Developing	Proficient	Developing	Developing	Developing	Emerging	Emerging	Developing	Proficient
06	Developing	Proficient	Proficient		Developing	Developing	Proficient	Developing		Developing	Proficient
06	Proficient	Developing	Developing		Proficient	Developing	Developing	Developing		Proficient	Proficient
06	Developing	Developing			Developing	Developing	Developing	Developing		Developing	
06	Developing	Developing	Developing		Emerging	Proficient	Proficient	Developing		Proficient	Developing
06	Developing	Developing	Emerging		Proficient	Developing	Emerging	Developing		Proficient	Proficient
06	Developing	Developing			Emerging	Emerging	Emerging	Developing		Developing	Proficient
06	Proficient	Proficient	Developing	Proficient	Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Developing	Proficient	Developing		Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Developing	Proficient	Developing	Proficient	Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Developing	Proficient	Developing		Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Emerging	Developing	Developing		Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Emerging	Developing	Developing	Emerging	Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Developing	Developing	Developing		Developing	Developing	Developing	Developing	Developing	Proficient	Proficient
06	Proficient	Emerging	Emerging		Emerging	Developing	Developing	Emerging	Emerging	Proficient	Proficient
06	Developing	Developing	Developing		Developing	Developing	Developing	Developing	Developing	Proficient	Proficient
06	Proficient	Proficient	Emerging		Emerging	Developing	Developing	Emerging	Emerging	Proficient	Proficient
06	Developing	Proficient	Developing	Developing	Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient
06	Developing	Proficient	Developing	Proficient	Proficient	Proficient	Developing	Developing	Developing	Proficient	Proficient

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Data Wall Report - MAP	Reasoning and Analyzing		
	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21
	06	Emerging	Developing
06	Proficient	Proficient	Developing
06	Proficient	Proficient	Emerging
06	Proficient	Developing	
06	Developing		
06	Developing	Developing	
06	Emerging		
06	Developing		
06	Developing		
06	Proficient		
06	Developing	Developing	Proficient
06	Proficient	Proficient	
06	Emerging	Developing	
06	Developing		
06	Developing	Developing	
06	Developing	Developing	
06	Developing		
06	Proficient	Developing	Proficient
06	Proficient	Proficient	
06	Developing	Developing	Developing
06	Developing	Developing	
06	Emerging	Developing	Emerging
06	Developing	Developing	
06	Developing	Emerging	
06	Proficient	Proficient	Proficient
06	Emerging	Developing	
06	Proficient	Proficient	Developing

## 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 for all intermediate and new primary teachers

### 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
- Resources for at home/parents
- Are the students ready to make connections and reflect in math?
- How do we make that happen?
- How can we help/improve the sections: understand and solving, connecting and reflection? Most grade are low
- We need to use our EAs more during math time
- Need to use the number line more
- We need to make more connections by playing games, shopping, baking, number talks, budgeting
- Do student/teachers see the value in MAP it's not on report cards?

- Still would like consistency for primary/intermediate in math- continuation

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## Focus

Promoting peaceful problem solving skills in a mindful manner.

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### 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.
- b) To continue to build a sense of community of empathetic learners. “Together it works”. “Ensemble ça marche”.
- c) To guide our students to identify their feelings and respond with expected self-regulation strategies.

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### 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/Insight 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
- Indigenous Projects
- Zentangle
- Using the self-regulation room on daily basis
- New Mascot
- Sponsor a community organization monthly/bi-monthly

- Hamper Baskets
- Pallet Projects
- Women's Resource Centre
- Terry Fox
- Seeing more communication between students when conflicts arise

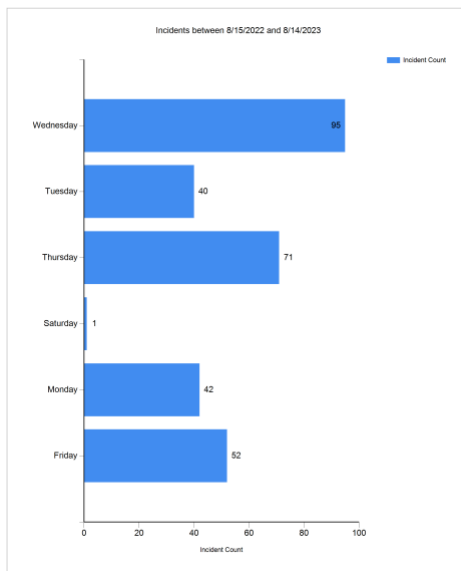




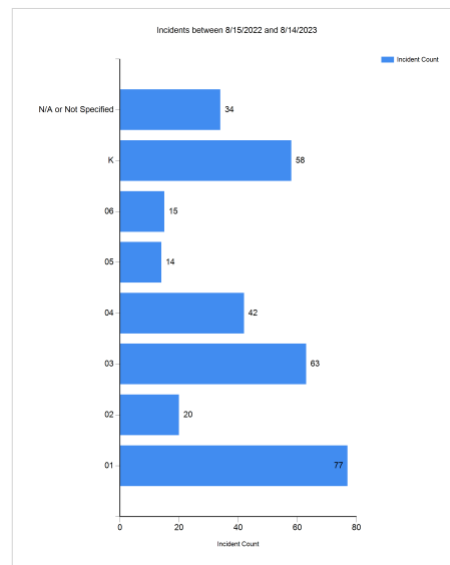
## Indicators

### Incidents 2022-2023

Incident Counts



Incident Counts



### 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
- Keep communicating needs with SBT
- Use common language so everyone is on the same page
- Use EASE
- Increase collaborative art projects
- Help students deal with “big feelings”
- Breathing exercises
- Movement breaks
- Need to track time of the incidents to see if there is any patterns
- Common language so everyone is on the same page
- Quiet Time





