



## 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, multicultural 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 multiculturel, 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 2024-2025

### 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

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

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.
- 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.

## 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
- 230 students
- Diverse population which includes 38 Indigenous Students
- Staff includes
  - 2 Bilingual Admin Staff (Principal & Vice-Principal)
  - 11 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

## Framework Development Process

### September Planning Day

- PAC president and vice president attended
- Framework Review- looked at our goals
- Data walk
- Guiding Questions
- Vision
- 80th Celebration- planning
- SEL/EASE- survey
- Classroom Management Plans

### What the Evidence Told Us

#### Strengths

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 a culturally diverse staff

French Educational Assistants

ADST teacher, Carnaval, Winter and summer fun day, spirit days, reading support, outings, mathologie, Indigenous support worker, SEL team

SBT meetings

Indigenous Support Worker works with all classes (rotation schedule). She is doing monthly lessons.

Promote self-expression

Back to school transitions with vulnerable students  
House Team participation  
Our PAC  
French Principal and vice principal  
High expectations

**Stretches:**

Teacher recruitment and retention  
Reading comprehension and writing  
We need more Fine Arts in classrooms  
We need more Indigenous integration  
ARTS- review and modernize our posters  
Still working on meeting needs of neurodiverse students

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## Focus

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

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## Goal 1: Careers/Skill Development Goal

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**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.**

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### 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
- Self-assessments and reflections
- Increase ADST opportunities for our students
- Co-teach ADST
- ADST highlights from classrooms
- Demonstrate real-world applications of ADST

## Targets

- Integrate ADST into more subjects and classrooms
- Maintain student interest levels in ADTS
- Increase collaboration of ADST to build capacity
- Buddy teaching ADST activities (primary/intermediate classes)
- Improve our data collection for this area



## Objective 1.2: To explore career opportunities

### Key Strategies and Evidence

- Schedule a career day (all grade 5 students) with Moneca Conway/Brian Campbell- done April 9th
- Career Fair for all our students – May 16- 7 guest presenters will be here
- Explorfest for grade 5 students
- Self-assessments and reflections
- Report Card data
- Continue collaborating with community and businesses

## Targets

- Maintain staff support
- Continue to host our career fair (Lynne will book- for May 16)
- 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 such as 3D printer, Cricut, etc.
- Need low prep highly engaging ADST activities
- Explorfest- kids didn't connect activity very well with career
- Ensure that all students have access to ADST activities
- Career day for all grade 5 students (Lynne will book- April 9)



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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

- One teacher is assigned to support all the intermediate classrooms (LSF)
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Silent Reading
- Je lis- licenses for all primary students and some intermediate- many staff members are not using this resource provided free of charge
- 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
- GB+ evaluations
- Happy to see that most Indigenous Grade 6 students have moved from developing to proficient

## Targets

- Need more interesting reading resources for intermediate students- purchase by end of June
- Is how we assess similar enough? Collaborative marking- at intermediate level- will be done in Fall and Spring
- Workshops for guided reading, phonemic awareness- new staff, does everyone know how to introduce new text, letters, sounds?
- Clarity and continuity for each level- provided in October to all teachers
- More focus on take home activities with ISSW- is happening
- Audio reading/pronunciation- Je lis- a lot of teachers are not using this resource
- Resources for at home- Je lis

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## Objective 2.2: To improve early literacy skills

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## 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- do not need to purchase, it was provided free of charge for all students from K-7 in BC by the Ministry
- Class Reviews
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Buddy Reading
- Reading support from LAT
- Silent Reading
- French Classroom libraries- purchased and gave to teachers
- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year

## Targets

- Do collaborative marking- twice a year
- Common language, expectations

- Find new interesting books that will engage intermediate students- many books/readers were purchased this year.

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

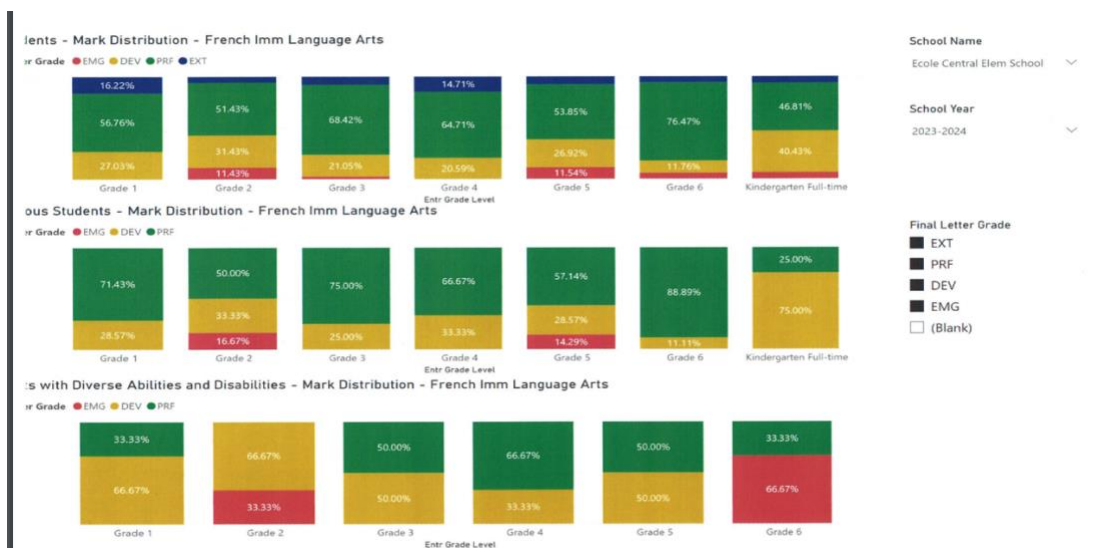
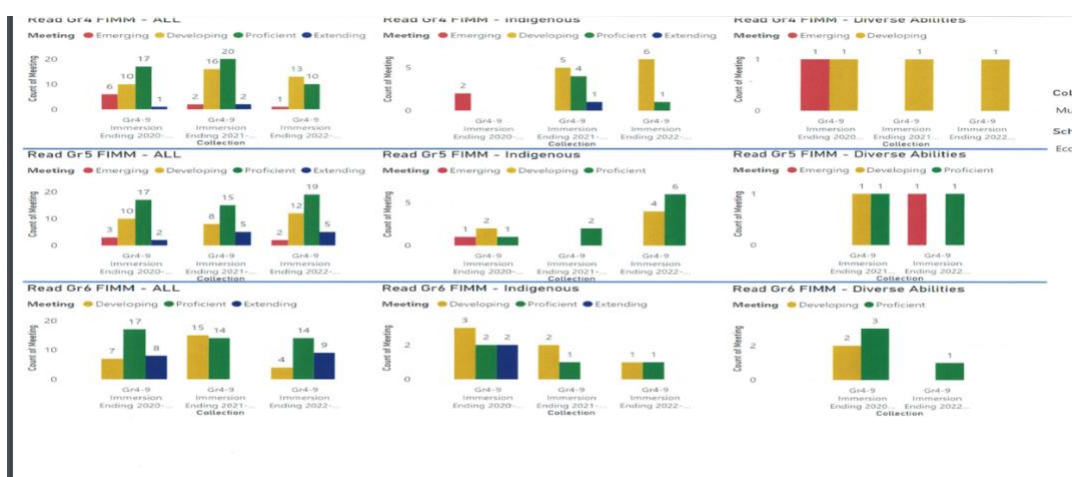
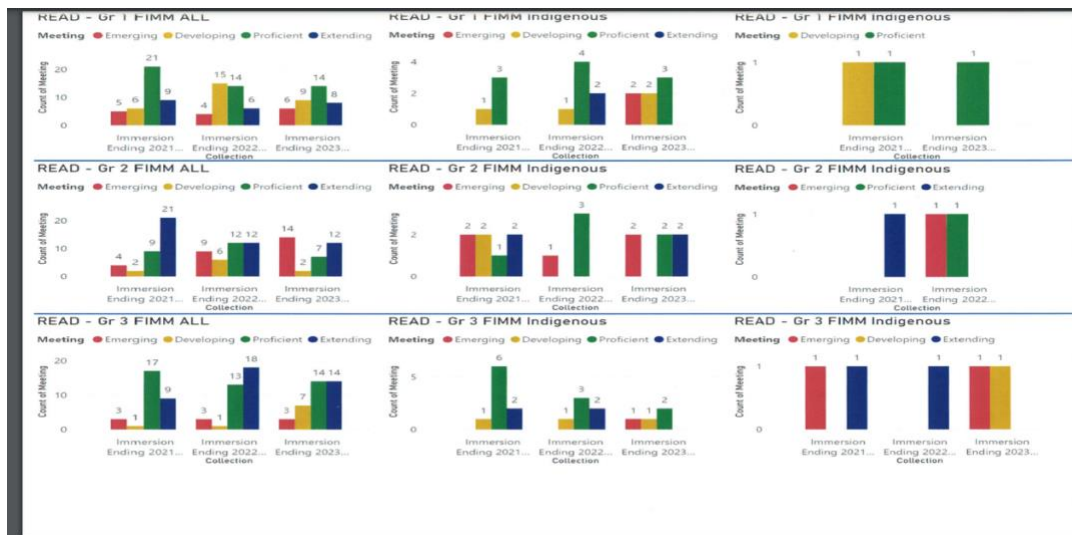
### Key Strategies and Evidence

- 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
- Writing is difficult and some students shut down
- 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- Jarrod to get vendor to add the function/data wall to Insight

### Targets

- Mindful collection of French writing data- Spring and Fall
- Is everyone using the provincial writing scales for benchmark- Spring and Fall
- Keep using Je lis, je lis- encourage more teachers to use it- why are they not?
- We need to focus on 1 or 2 areas to improve- decide after collaborative marking in October

### Indicators



## Objective 2.4: To improve number sense in all grades

### Key Strategies and Evidence

- Number of the day/week
- Math Assessment and Practice (MAP) Grades 4-6
- Mathletics - Grades 5-6
- Mathologie for K-3
- Staff loves Mathologie and support from Renée- she spent 5 days at Central
- 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
- MAP is difficult, start MAP for primary
- Felt that most students are progressing
- Renée Michaud- mathologie with primary helped many teachers

### Targets

- Mathologie grades 4-6 is available in French- September
- Renée Michaud to work with intermediate and new primary teachers- September and April
- Ensure all teachers are familiar with MAP

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## Objective 2.5: To connect numbers and math to real life

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### Key Strategies and Evidence

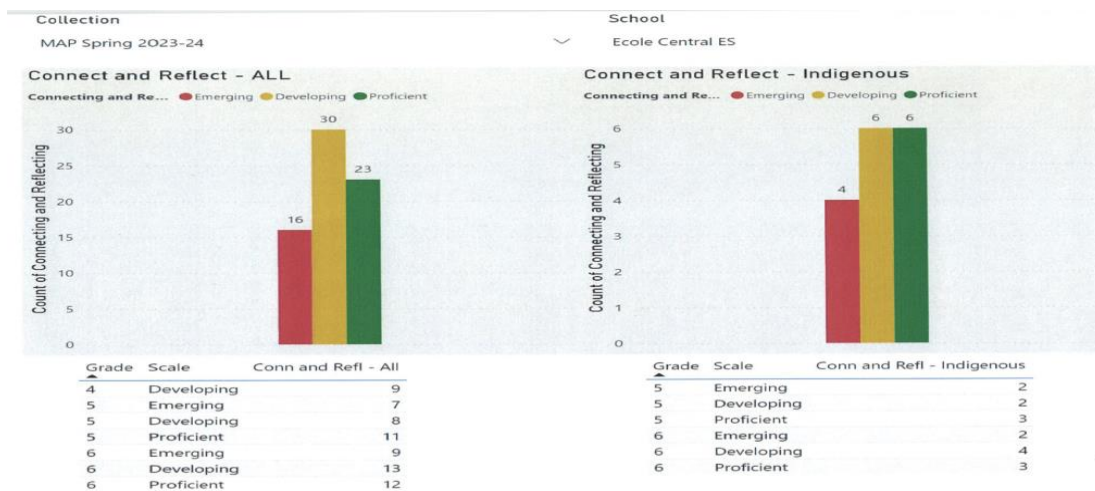
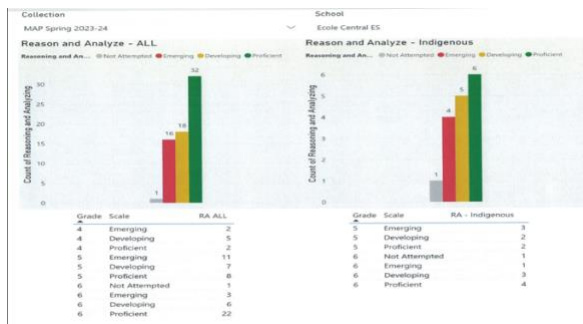
- Read numbers
- Guided Math
- Calendar routine
- MAP
- Daily Number
- Mathologie hands on activities
- Support from Renée- present lessons/share lessons for all intermediate and new primary teacher
- Resources for at home/parents
- Are the students ready to make connections and reflect in math?
- How do we make that happen?
- How can we help/improve the sections: understand and solving, connecting and reflection? Most grades are low
- Connecting to real life seems to be a greater struggle for most students, Indigenous students did better on this
- Do student/teachers see the value in MAP if it's not on report cards?
- Still would like consistency for primary/intermediate in math- continuation

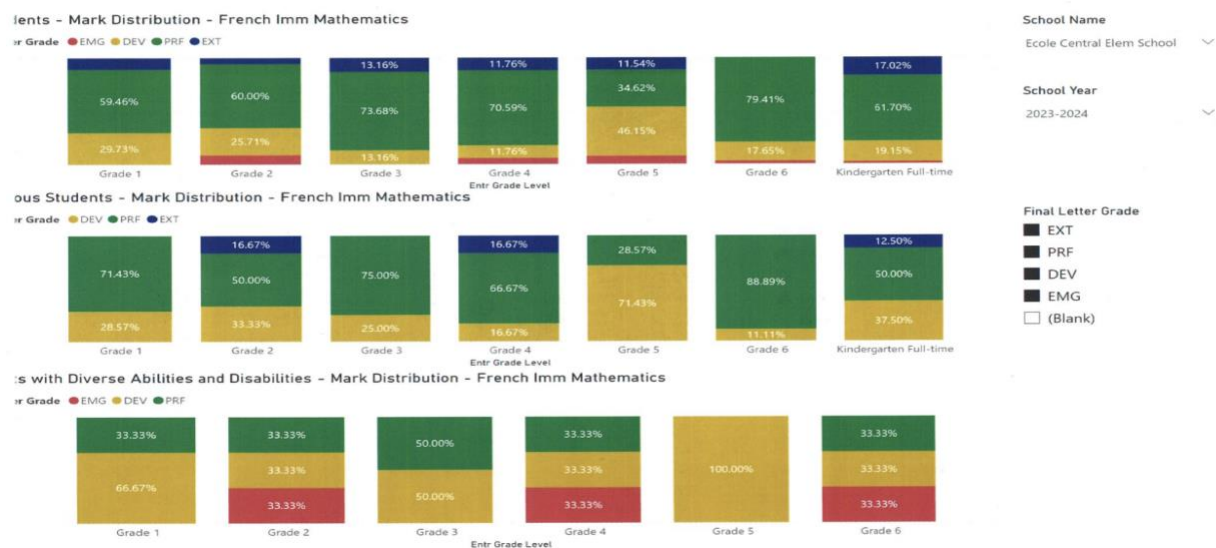
### Targets

- Continue collaboration for Mathologie programme- at all grades- training for all new teachers in September
- Do collaborative sessions on how to use manipulatives in class- who? Maybe Barb?

- MAP- connect math to real life- teachers
- MAP in primary grades- talk with Charmaine
- Collect reading, writing MAP data for all intermediate students- Spring
- 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

## Indicators MAP





## Focus

Promoting peaceful problem solving skills in a mindful manner

### Goal 3:

Human and Social Goal:

Objective 3.1- To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions.

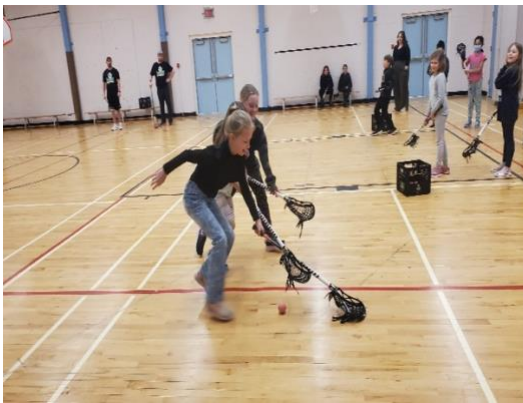
Objective 3.2- To continue to build a sense of community of empathetic learners. "Together it works". "Ensemble ça marche".

Objective 3.3- To guide our students to identify their feelings and respond with expected self-regulation strategies.

### 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 Insight 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 Insight incident tracking data input by staff - few staff are doing this, would be nice to get more on board
- 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
- Hamper Baskets
- Pallet Projects
- Women's Resource Centre
- Terry Fox
- Seeing more communication between students when conflicts arise
- Encourage more daily physical activity
- Grade mixing SEL activities- this has happened between Central/Bert Bowes
- Run a Kindness Leadership group
- Quiet Time
- Foster empathetic community practices in our school
- Monthly assemblies
- Increase collaborative art projects
- Help students deal with "big feelings"
- Breathing exercises
- Integrated classroom movement breaks



Indicators

## WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

**MEASURES**  
Optimism  
Happiness  
Self-Esteem  
Absence of Sadness  
General Health



**High Well-being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

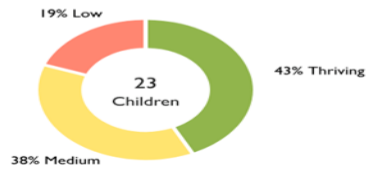


**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

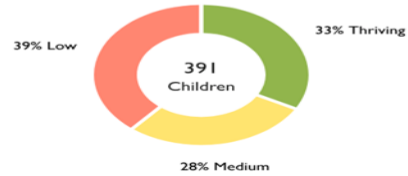


**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

### ÉCOLE CENTRAL ELEMENTARY



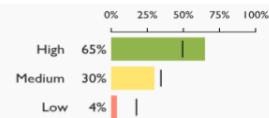
### PEACE RIVER NORTH



| School District Average

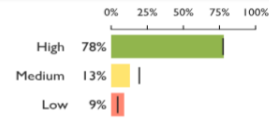
#### OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



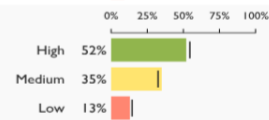
#### EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



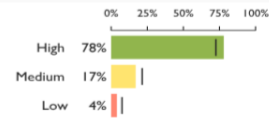
#### PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



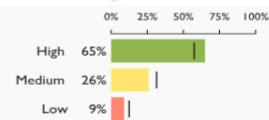
#### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



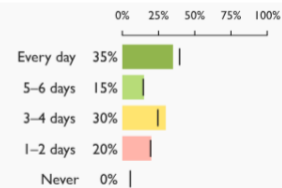
#### HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



#### PHYSICAL ACTIVITY

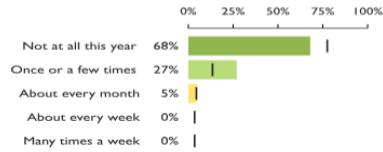
Children are asked, "In a normal week, how many days are you physically active for a total of at least 60 mins or one hour per day?"



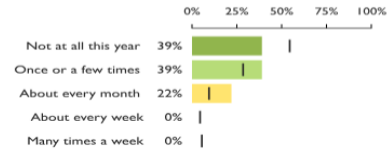
## VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

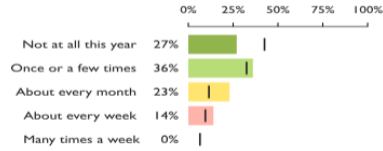
### CYBER



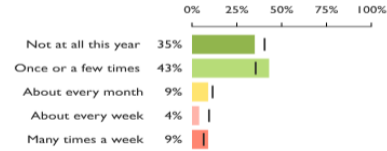
### PHYSICAL



### SOCIAL



### VERBAL



## NUMBER OF IMPORTANT ADULTS AT SCHOOL



## Targets

- Increase in Insight reporting- all teachers- not there yet
- Keep communicating needs with SBT- all teachers- only a few have done this
- Use common language so everyone is on the same page- all staff
- Use EASE in more classrooms- training on Oct. 25
- Need to track time of the incidents to see if there are any patterns
- Reduction in bullying incidents including cyber bullying
- Increase in physical activities
- Increase engagement in the older grades
- Guided SEL activities for staff at each staff meeting (Jessica and Chelsea)
- More focused spirit days
- On staff SEL teacher and Social Worker
- Core competencies self-assessment

## Celebrations

- Student interest in ADST is growing
- Students went to the Provincial level in the Skills Canada competition
- Career Day/Fair was a collaboration between the school, parents, and community and was very well received
- Musical
- Grade 6 Québec Trip
- Grade 6 Pallet Project/Hamper Fund
- Fundays (Winter and Spring)

- Self-esteem and student well-being stats are strong

