



## 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 2025-2026

1. Goal 1: Careers/Skill Development Goal:
  - a) To enhance student understanding of applied skills by the use of our maker-space and technologies through classroom and school-wide exploration activities.
  - b) To explore career opportunities.
2. Goal 2: Intellectual:  
Literacy  
To improve reading comprehension in our early intermediate classes  
  
Numeracy  
To improve abilities in number reasoning and analysis in late primary
3. Goal 3: Human and Social Goal:  
To continue to build a sense of community of empathetic learners. “Together it works”, “Ensemble ca marche”.  
To guide our students to identify their feelings and respond with self regulation strategies.

## School Context

- 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 36 Indigenous Students
- Staff includes
  - 2 Bilingual Admin Staff (Principal & Vice-Principal)
  - 10 Enrolling Teachers
    - 1.1 Prep teachers / ELL Teacher/ADST Teacher/ART 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
    - 1 ADST collaboration coach
    - 2 Custodians

## Framework Development Process

### September Planning Day

- PAC president attended
- Framework Review- looked at our goals
- Data jigsaw
- Guiding Questions
- Vision
- SEL/EASE- survey
- Classroom Management Plans

### 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 culturally diverse/diverse staff

ADST coach, reading support, outings, mathologie, Indigenous support worker

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

**Celebrations:**

Carnaval  
Winter and summer fun day  
Spirit days  
Musical  
Rik leaf  
Jesse Dance

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## Goal 1: Careers/Skill Development Goal

| <b>Year</b>         | <b>Percentage of Students working with ADST Teacher</b> |
|---------------------|---|
| <b>2024-2025</b>    | <b>45%</b>  |
| <b>Current year</b> | <b>80% - 100%</b>                                       |

### Data Analysis

Students have limited access to the ADST room or ADST activities  
Limited data in this area

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**Objective 1.1: To enhance student 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

- Chrome Books – access for more students
- Code.org
- Circuit boards
- Catapults
- 3D Printers
- Tinker Cad
- Musical set design and costumes
- Woodworking (grade 6)
- ADST coach/ mentor to build capacity for staff
- Increase ADST opportunities for our students
- Needle point with ADST teacher
- Grade 3- built 3D community landscape projects/models

## Evidence

- Learning updates
- Student interest survey
- Student reflection
- Self-assessments and reflections

## Data

Add some data here about this years increase to ADST classes/coach vs last year

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## Objective 1.2: To explore career opportunities

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### Key Strategies

- Schedule a career day (all grade 5 students) with Moneca Conway/Brian Campbell
- Career Fair for all our students
- Explorefest for grade 6 students
- involve more teachers
- Continue to host our career fair
- ADST coach will work collaboratively to build capacity with multiple teachers
- 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

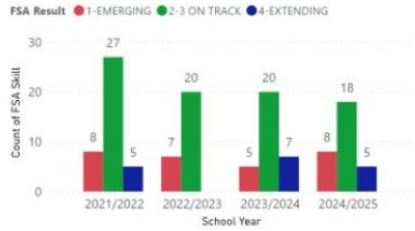
## Evidence

- Increase data collection to support this goal
- Self-assessments and reflections
- Report Card data

# Goal 2: Intellectual

## FSA - Literacy - Grade 4 - by Sub Population

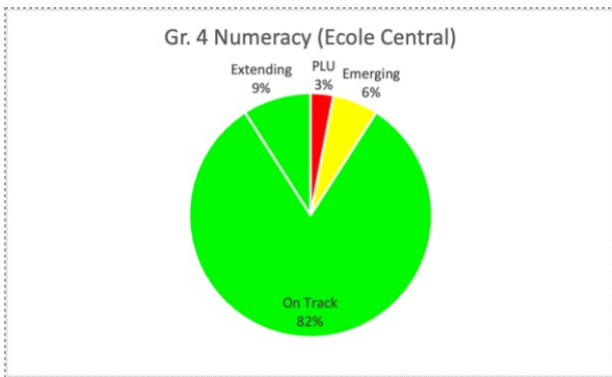
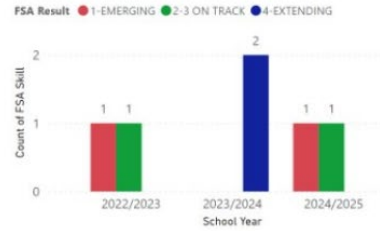
### ALL Students



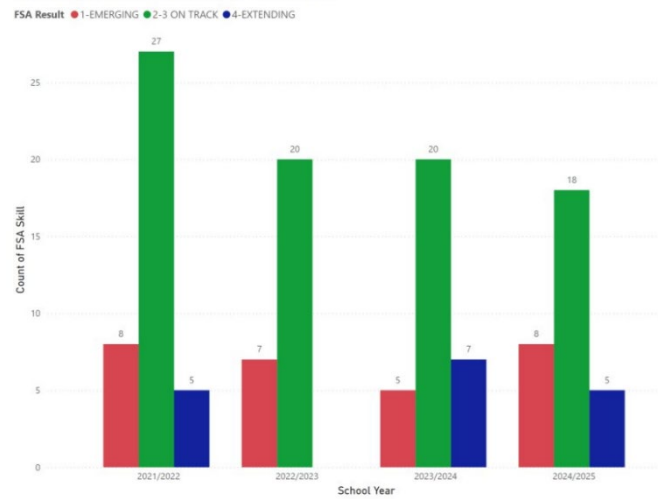
### Indigenous



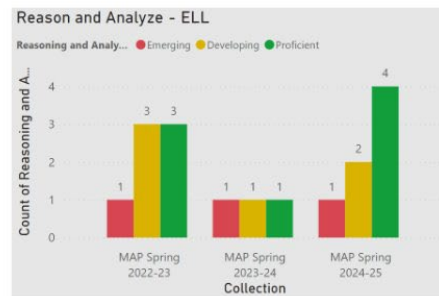
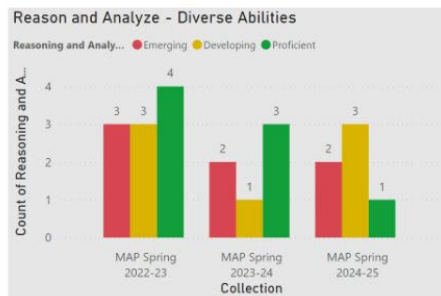
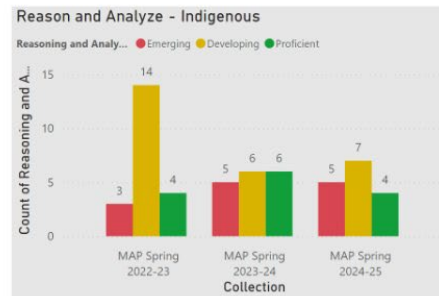
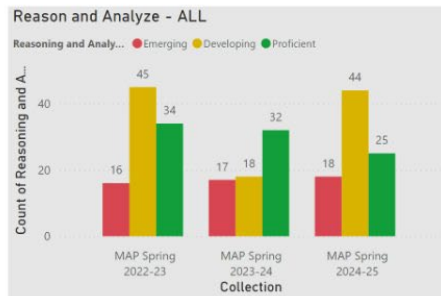
### Diverse Abilities



### FSA Skill by School Year and FSA Result - ALL Students



Collection:  School:  Grade:



1  
Count of  
School

# Data Analysis

## Literacy

Most students “on track”

Fewer students are “extending” (specifically in older grade)

Diverse Needs list does not properly represent the realities of the classroom

Overall, good results on FSA

## Numeracy

FSA results on par with other schools

MAP results show a stretch

As Math becomes more abstract, we see lower average grades

82% are “on track” in grade 4 – This includes students with diverse needs or adaptations

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## Objective 2.1: To improve reading comprehension in early intermediate classes

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### Key Strategies

- One teacher is assigned to support all the intermediate classrooms.
- Reading Support Teachers
- Eyes on text everyday
- Guided Reading
- Silent Reading
- Je lis- licenses for all students
- Establish common language
- Class Reviews
- Need more interesting reading resources for intermediate students- purchase by end of June
- 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
- More focus on take home activities with ISSW- is happening
- Audio reading/pronunciation- Je lis
- Resources for at home- Je lis
- Buddy Reading
- Classroom Libraries
- Purchase new books in library
- Library activities to increase interest in reading

### Evidence

- 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

## Objective 2.2: To improve ability in number reasoning and analysis in late primary

### Key Strategies

- Math Assessment and Practice (MAP) Grades 4-6
- Mathologie for K-3
- Review multiplication tables
- Use of math manipulatives
- Counting/skip counting practices
- MAP is difficult, start MAP for primary
  
- Renée Michaud- mathologie support
  
- Calendar routine
  
- Mathologie hands on activities
- Resources for at home/parents
- Do collaborative sessions on how to use manipulatives in class- who? Maybe Barb?
- 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

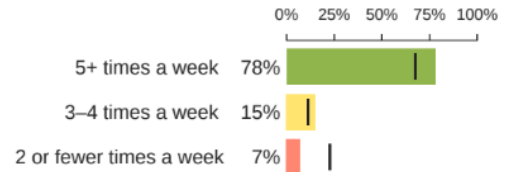
### Evidence

- MAP data collection
- FSA
- Learning Update Data

## Goal 3: Human and Social Goal:

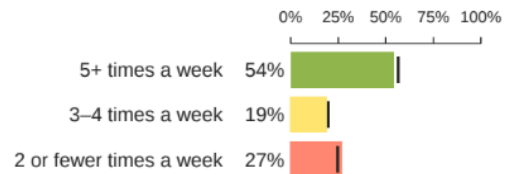
### EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



### FREQUENCY OF GOOD SLEEP

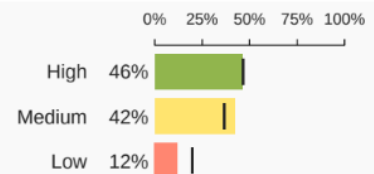
Children are asked, "How often do you get a good night's sleep?"



| School District Average

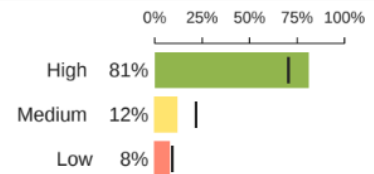
### OPTIMISM

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



### SELF-ESTEEM

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



### NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

**69%**

School District  
Average

67%

## Data Analysis

Students are reporting poor sleep

High number of students are getting breakfast

Students report high self esteem

Less than half of students report high optimism

The majority of students feel there are at least 2 adults at school that care for them

Objective 3.1 To continue to build a sense of community of empathetic learners. “Together it works”, “Ensemble ca marche” .

Objective 3.2 To guide our students to identify their feelings and respond with self regulation strategies

### Key Strategies

- To continue to build a sense of community of empathetic learners.
- Entire staff use the CASEL Indicators of School-Wide SEL.
- SEL teacher and support worker small group and classroom lessons
- Review code of conduct - update major/minor behaviours with staff
- Class reviews to identify needs
- Improve Insight incident tracking data input by staff
- “See a student, say a student”
- SEL activities
- Musical
- School wide spirit days
- Pancake breakfast for all students
- Indigenous Projects
- Zentangle
- Using the self-regulation room
- Sponsor a community organization
- Hamper Baskets
- Pallet Projects
- Women’s Resource Centre
- Terry Fox
- Continue to foster empathetic community practices in our school
- Kindness Club
- Monthly assemblies
- Keep communicating needs with SBT
- Use EASE
- Increase collaborative art projects
- Help students deal with “big feelings”

- Breathing exercises
- Quiet Time

## Evidence

- Core competencies self-assessment
- Satisfaction surveys
- School wide connectedness survey
- Incident Data