ÉCOLE CENTRAL ELEMENTARY

Framework for Enhancing Student Learning (FESL 2026–2027)

School District 60 (Peace River North) | Date: October 14, 2026 | Motto: « Ensemble ça marche / Together it works »

1. School Context & Vision

> **Vision & Mission Statement**
> *« It is the vision and mission of École Central Elementary 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 that 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. »*

École Central Elementary operates as a single-track French Immersion school within School District 60 (Peace River North). The school community is supported by a dedicated, multidisciplinary team including Classroom Teachers, Learning Support Personnel, 1 Youth Care Worker (YCW), 1 Administrative Assistant, 1 ADST Collaboration Coach, 2 Custodians, and School-Based Leadership.

Key School Strengths

- **Language & Cultural Unity:** Strong unity built through shared French Immersion instruction and diverse backgrounds among staff and students.
- **Community & School Spirit:** An inviting, welcoming atmosphere supported by deep school spirit and collaborative staff connections.
- **Resourcefulness & Creativity:** Demonstrated ingenuity in maximizing school resources to enrich student learning opportunities.
- **Inclusive Environment:** Deeply embedded inclusive, compassionate social experiences for all learners across all grade levels.

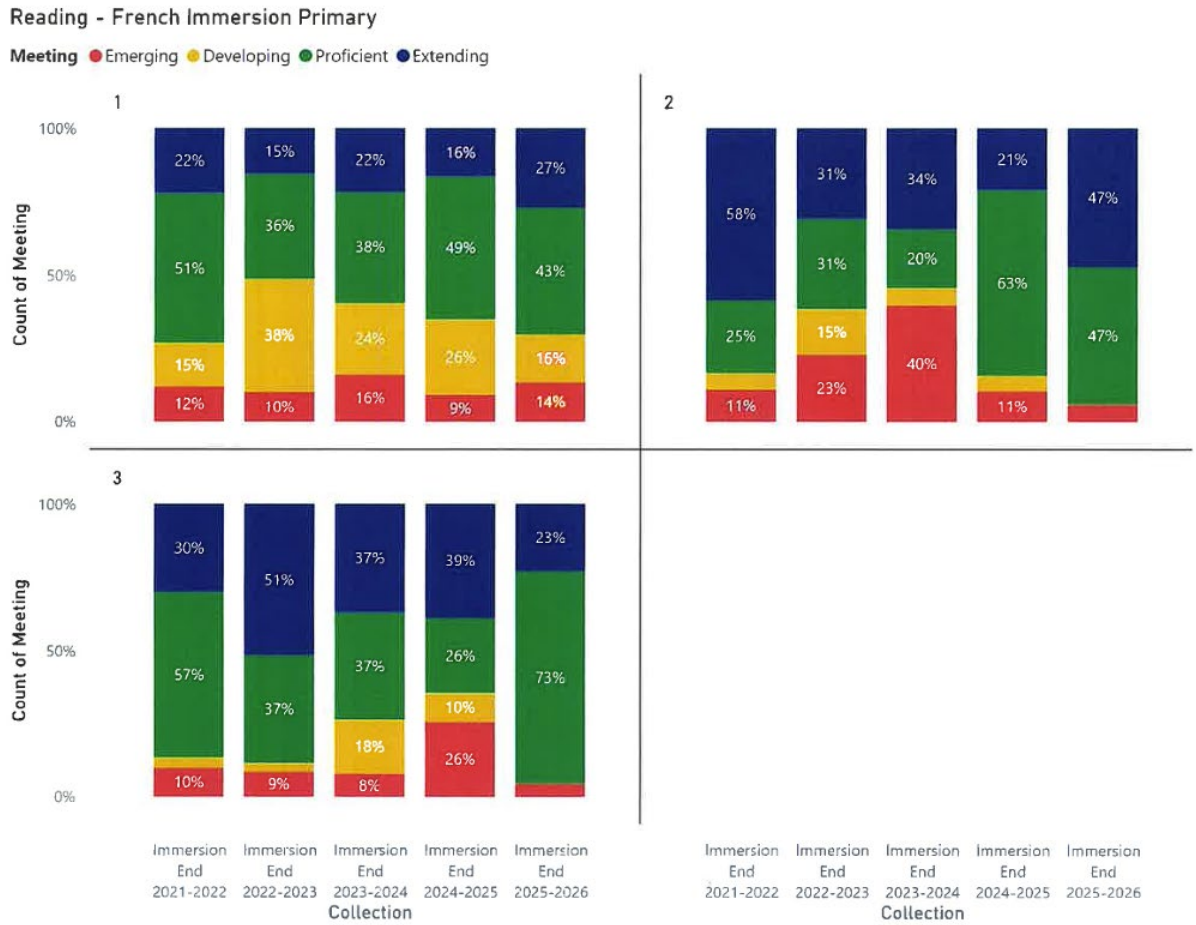
Goal 1: Career & Experiential Learning

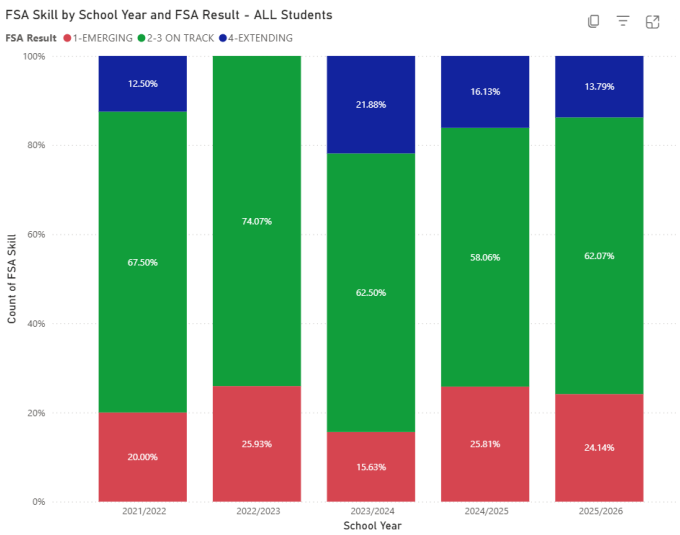
- **Objective:** Explore career opportunities and expand experiential learning options across all grade levels.
- **Key Strategies:** Host an annual school Career Fair to connect students with diverse career paths. Leverage the ADST Collaboration Coach to ensure equitable, hands-on access to Applied Design, Skills, and Technologies projects.

- **Evidence & Assessment Indicators:** Qualitative evidence includes student self-assessments, project reflections, and teacher observations during ADST activities. Quantitative evidence includes student participation rates in ADST modules, career event counts, and report card learning updates.
- **Monitoring & Reflection:** Expand systematic data collection across reporting periods to better measure student participation and skill growth in experiential learning.

Goal 2: Intellectual Development — Literacy

- **Objective:** Maintain the target goal to improve French and English reading comprehension in early intermediate classes.
- **Key Strategies:** Maintain structured intermediate reading intervention supports across French and English instruction. Integrate high-interest reading resources and guided reading series (such as the “Escalire” program).
- **Baseline Data:** Literacy skills such as reading comprehension are normally transferable between English and French. Our FSA shows reduced comprehension in English.





Evidence, Assessment & Monitoring

Qualitative Evidence: "Je lis, je lis" French home-reading participation logs, classroom guided reading observations, and student work portfolios.

Quantitative Evidence: Foundation Skills Assessment (FSA) Grade 4 Literacy scores, Quick Comprehension Assessment (QCA) screeners, GB+ benchmark levels, Kindergarten phonological screeners, and Read 73 / diagnostic assessment metrics.

Monitoring & Reflection: Monitor student progress against benchmarks during established district data collection windows and evaluate reading growth using formal tri-annual Learning Updates.

Goal 3: Intellectual Development — Numeracy

- **Objective:** Increase student understanding and mastery of concrete numeracy concepts and physical/visual manipulatives, with an explicit instructional focus on the Grade 6 cohort while maintaining accessible entry points across Grades 1–6.

Key Pedagogical & Structural Strategies

- **Concrete Entry Points (Grades 1–6):** Embed physical and visual manipulatives into daily math instruction across all grade levels as a universal entry point for mathematical concepts.
- **Explicit Math Vocabulary & Word Walls:** Teach mathematical terms explicitly in French (structured like language grammar instruction) and maintain active visual Math Word Walls (mur de mots) in all classrooms.
- **3-Step Word Problem Framework (Problèmes écrits):** Explicitly teach and model a three-part scaffolded approach to written math problems:

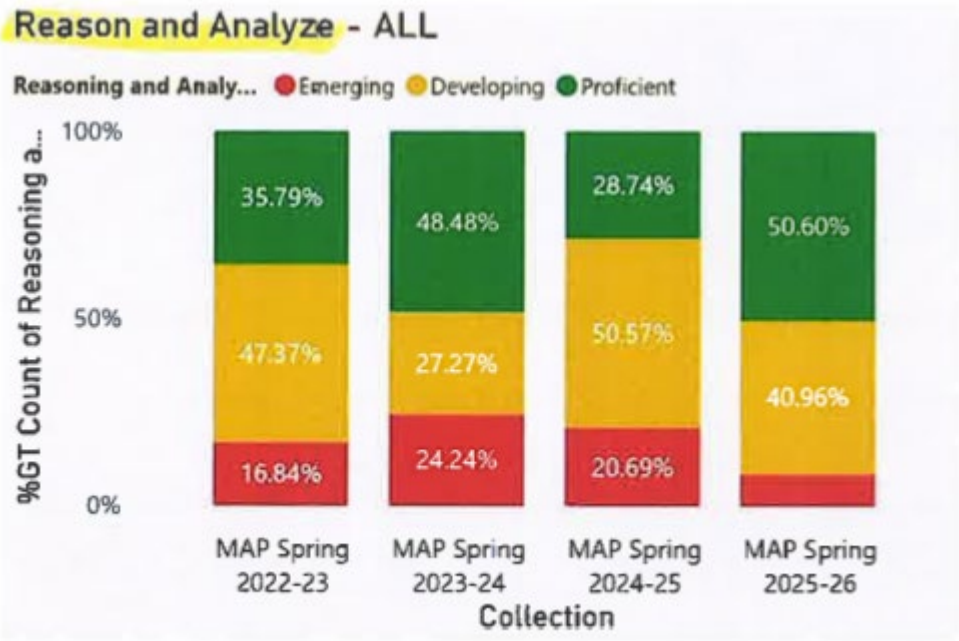
> **3-Step Scaffolding Framework for Math Problem Solving**

> *1. Ce que je sais (What I know): Read critically and underline key mathematical keywords and given information.*
> *2. Ce que je veux savoir (What I want to know): Identify and highlight the exact question being asked.*
> *3. Ce que je fais (What I do): Select and execute appropriate mathematical operations using Mathologie methodologies and concrete manipulatives.*

- **Mathematical Reasoning & Communication:** Require students to verbally articulate, explain, and defend their problem-solving choices and mathematical thinking.
- **Early MAP Preparation:** Initiate early preparation for Math MAP assessments starting in the primary grades.

Evidence, Assessment & Monitoring

- **Baseline Data:** Intermediate observations show a clear need for stronger concrete reasoning in multi-step word problems, particularly in Grade 6.



- **Qualitative Evidence:** Student work samples demonstrating the 3-step problem-solving scaffold, classroom observations during manipulative activities, and student verbal explanations of math strategies.
- **Quantitative Evidence:** Math MAP assessment scores, Grade 4 FSA Numeracy results, and district math benchmark screeners.
- **Monitoring & Reflection:** Conduct mid-year progress check-ins on manipulative integration and Grade 6 word-problem performance. Track results across district testing windows and incorporate findings into formal Learning Updates.

Goal 4: Human & Social Development — Social-Emotional Learning (SEL)

- **Objectives:**

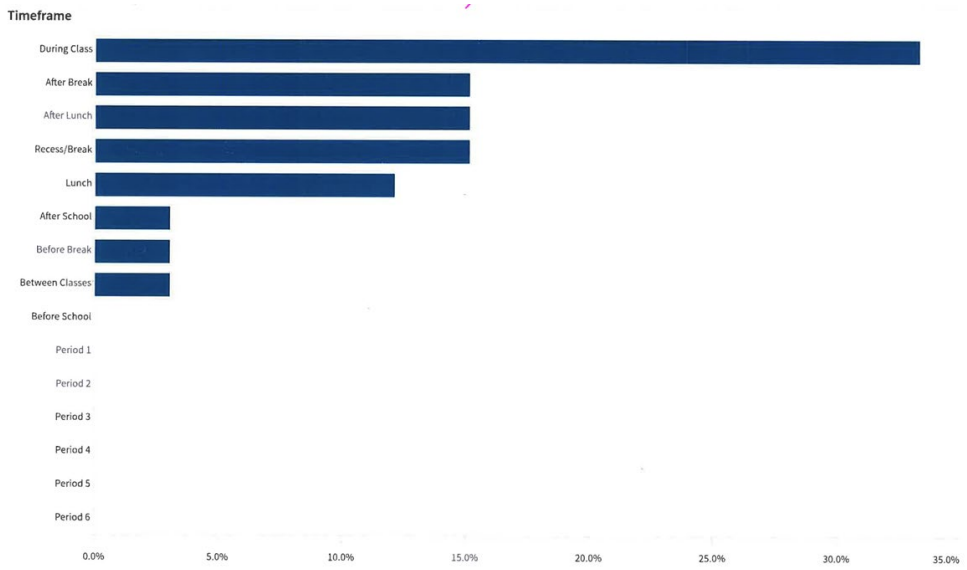
1. Continue building a supportive school community of empathetic learners in alignment with the school motto, « Ensemble ça marche / Together it works ».
2. Guide students to identify their feelings and independently utilize self-regulation strategies during unstructured times (recess, lunch breaks, and hallway transitions).

Key Strategies & Systems of Support

- **Regulation Spaces:** Maintain and utilize the Regulation Room (La salle de régulation) as a dedicated space for individualized emotional regulation and support.
- **Classroom Self-Regulation Routines:** Implement daily 'Soft Start' entry procedures and scheduled 'Brain Breaks' across classrooms to help students regulate throughout the day.
- **Text-Based SEL Lessons:** Deliver literature-based SEL lessons using stories that explore empathy, bullying prevention, and positive peer relationships.
- **Collaborative Support Team:** Engage the Youth Care Worker (YCW), District SEL Teachers, and Counselors to co-plan, co-teach, and provide Tier 1–3 social-emotional interventions.
- **Standardized Behavior Protocols:** Review the school Code of Conduct with staff, maintain consistent routines for behavioral documentation ('Blue Duotangs'), and practice proactive supervision ('See a student, say a student') during recess and lunch.
- **Structured Class Reviews:** Conduct regular class reviews to map student social-emotional needs and coordinate targeted supports.

Evidence, Indicators & Monitoring

- **Baseline Data:** Incident records indicate that the majority of peer conflicts and self-regulation challenges occur during recess and lunch (or immediately following transitions back to class). Data also highlights low self-esteem among a subset of students.



- **Qualitative Evidence:** Regulation Room self-reflection logs, playground observation notes, and class review summary records.
- **Quantitative Evidence:** Incident entry logs recorded in the Insight tracking system, Middle Years Development Instrument (MDI) survey trends, and Provincial Student Learning Survey feedback.

- **Monitoring & Reflection:** Enhance staff logging consistency within the Insight incident tracking system and review behavioral data trends during unstructured times at regular staff meetings and SEL committee meetings.