

Prespatou Elementary/Secondary School Framework for Enhancing Student Learning

Events

School-Wide Breakfast
Assemblies
Arts Theatre
Buddy Reading
Terry Fox Run
Community Clean-up
Christmas Concert
Sports Tournaments

Our Support

Active, Supportive PAC
Parent/Guardian Volunteers
District Itinerants (Speech and Hearing)
Math & Literacy Coaching
Complex Behaviour Support
Technology Support
Counselling

Students

322 - Wonderful Kids
31 % EII Students
2.5% Aboriginal Ancestry
3% Students With
Ministry Designation

Staff

9 Elementary Teachers
8 Secondary Teachers
1 English Language Learner Teacher
1 Learning Assistant Teacher
1 Teacher - Librarian
1 Reading Support Teacher
5 Educational Assistants
1 Aboriginal Student Support Worker
2 Lunch Time Monitors
1 Secretary
2 Custodians
1 Strong Start Assistant
2 Administrators

Communication

Monthly Newsletters
Website
Communication Televisions
Monthly Pac Meetings
Class Newsletters
Phone Calls
Calendars

Emails

Report Cards
Journals

WELCOME TO PRESPATOU SCHOOL



Mission Statement:

Prespatou School challenges students to be successful by providing a nurturing, safe, and inclusive learning environment, which honours diversity, individuality, and creativity.

PRESPATON SCHOOL BELIEFS

[illegible]

PRESPATOU CELEBRATIONS

Student Engagement

Career Day
Cooking
Musical Instruments
Intramurals

Student Helpers
Sewing
Escape Rooms
Labs
Mole and Pi Days
Special Events - Hair Day

Cross-Class Cooperation
Yearbook
Sports Teams
Bake Sales
Clubs
Hands-On Centers
Guided Reading
Fundraising

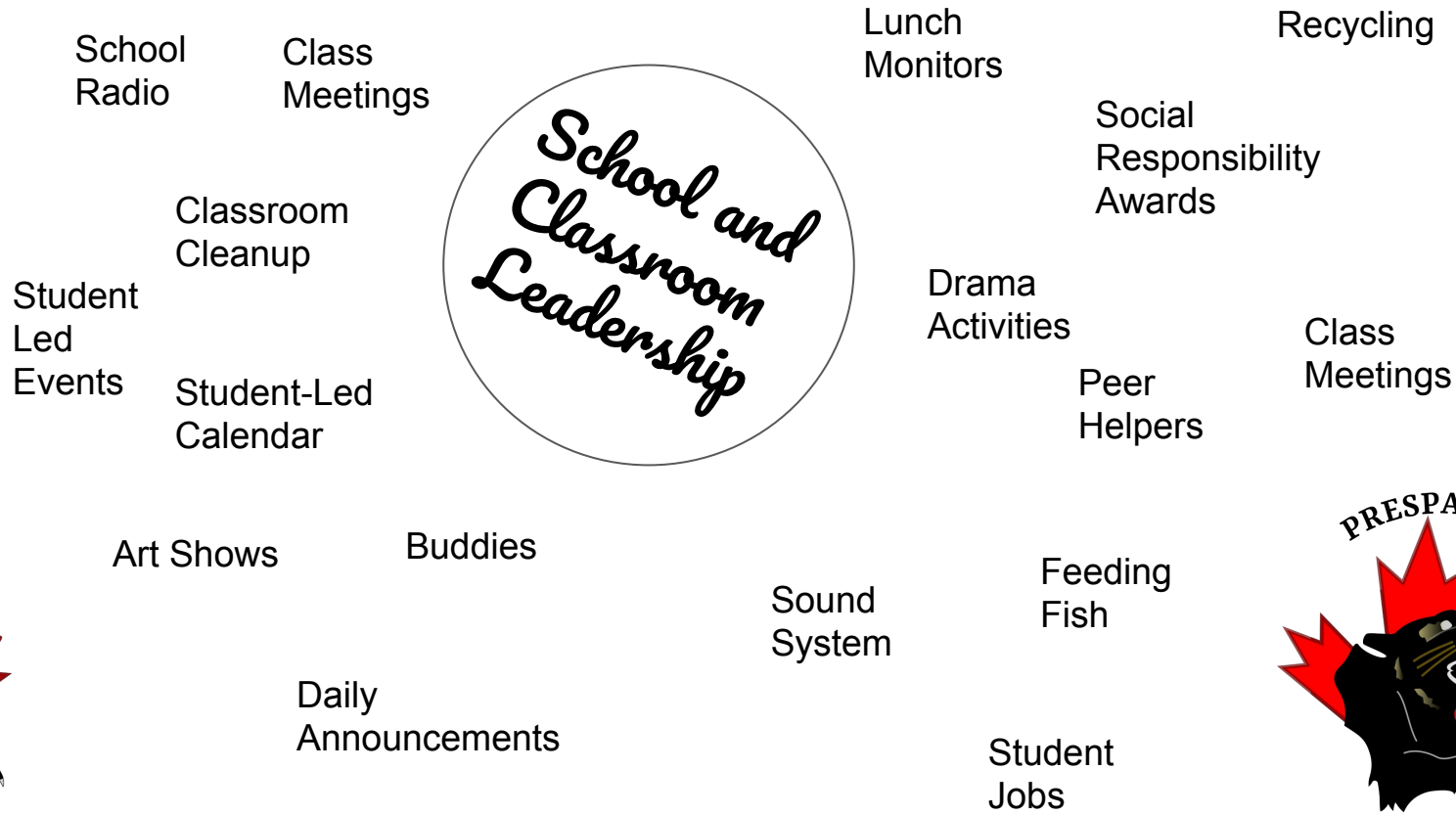
Shoe Boxes
Student Vote
Student Council
Harmony Lab
Circus
Concerts
Classroom Jobs
Student Library Workers
Math Manipulatives
Jump Rope For Heart

Field Trips
Student Canteen Workers
Student Office Workers
Talent Show
Brain Breaks
Carnival

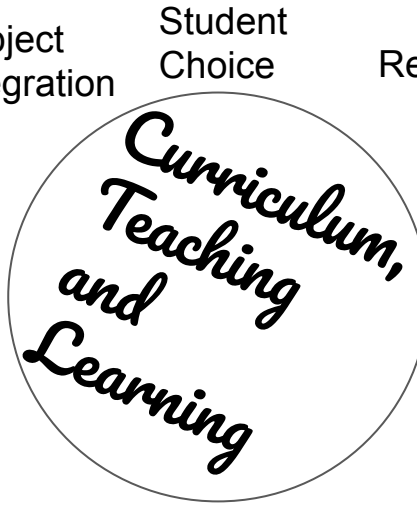
Scavenger Hunts



PRESPATOU CELEBRATIONS



PRESPATOU CELEBRATIONS



Graphing Software
Portfolios
Super Source Math Series
Tap Multiplication
Home Reading
Elective Choice
Creative Thinking

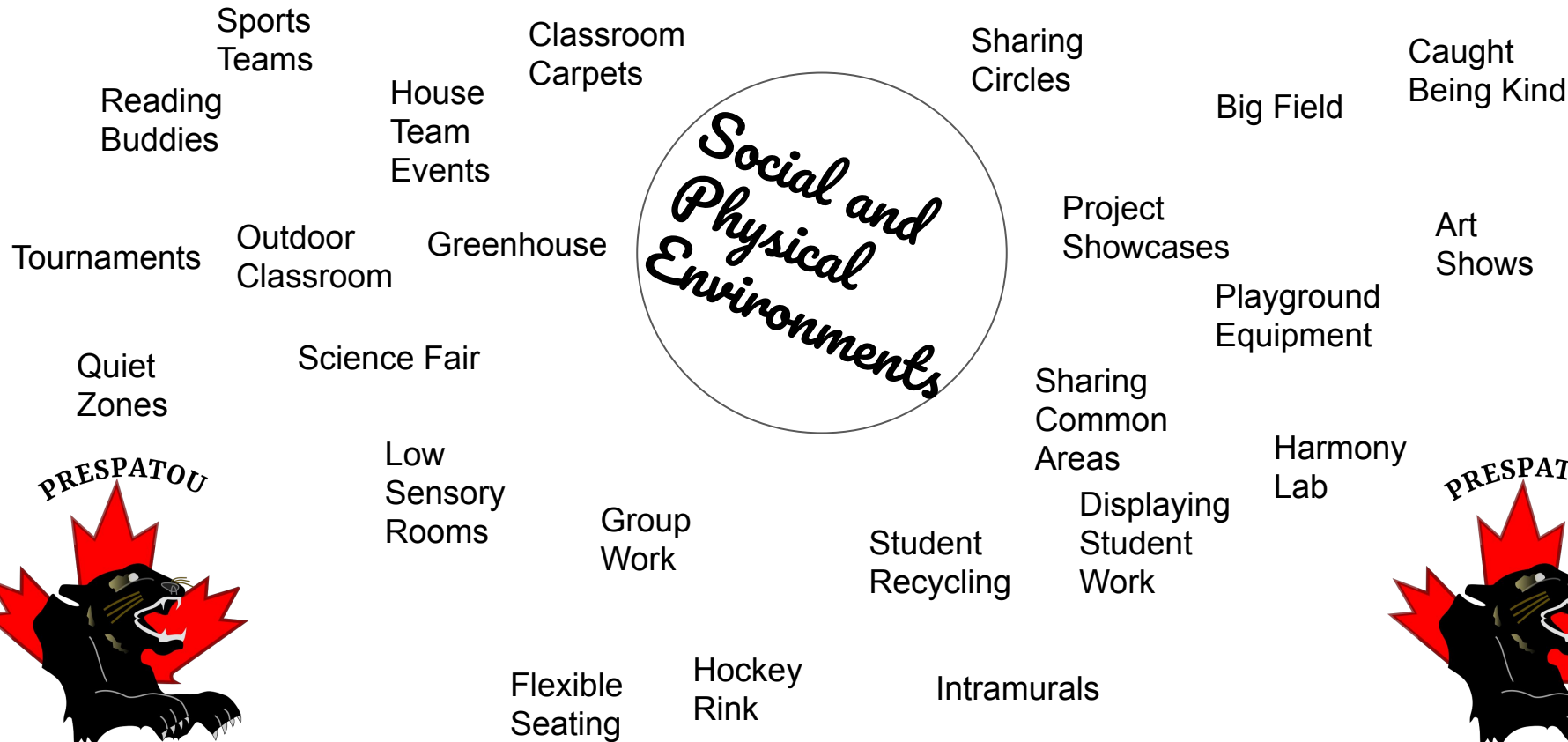
Guided Reading
Core Competencies
Life Skills
Model Expectations
Social Emotional Learning

Subject Integration
Student Choice
Research
ELL Support
Google Earth
Socio-Cultural Values
Smart Boards
Inclusion
Acceptance of Mistakes
Collaboration
Unit booklets

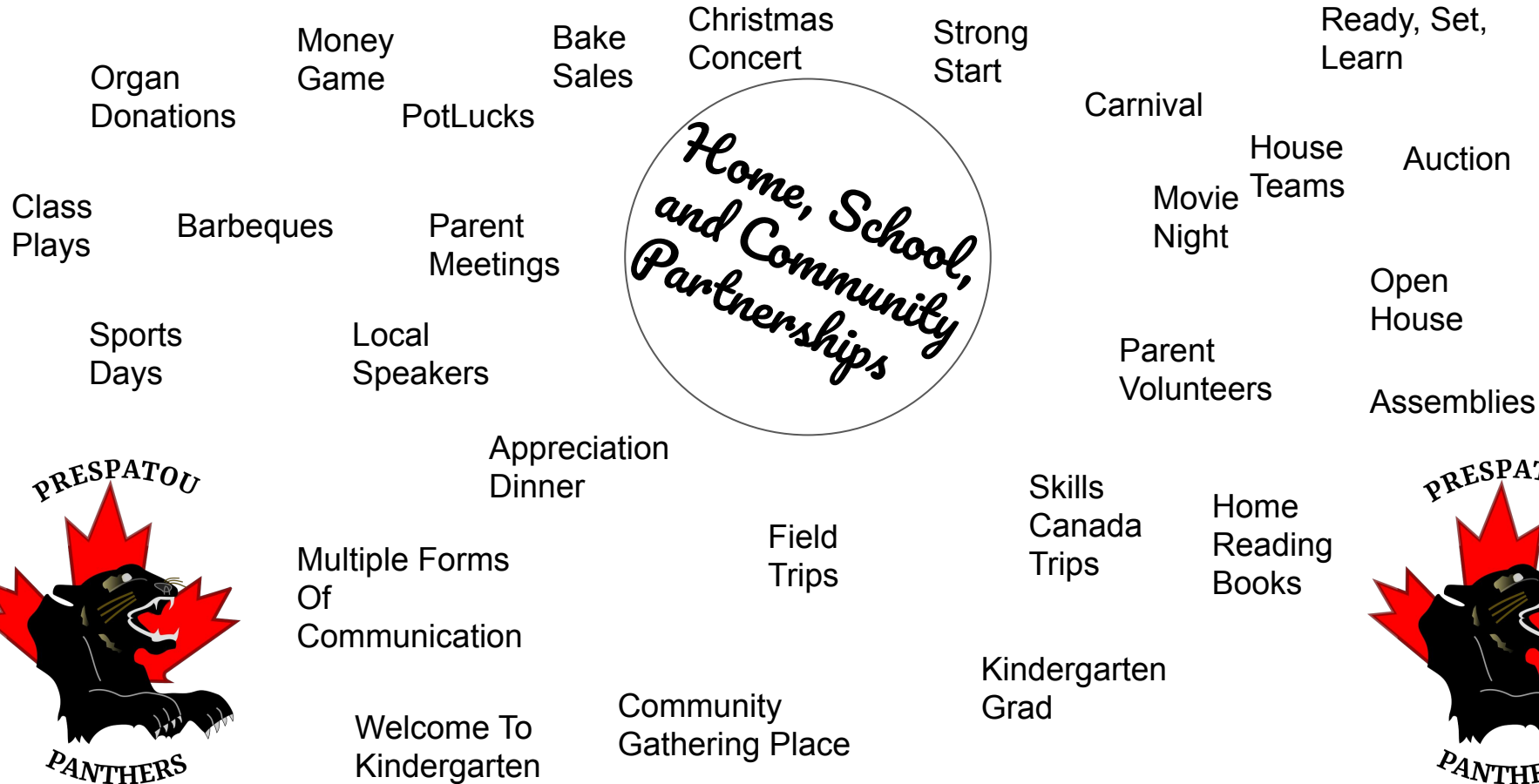
ADST
Epic Reading
Zones of Regulation
Prodigy Math
Visuals
Jolly Phonics



PRESPATOU CELEBRATIONS



PRESPATOU CELEBRATIONS



Overall Goal - Monitoring our students attendance and the impact on all our FESL goals

Rationale

If students are missing school it is affecting their learning.

Resources

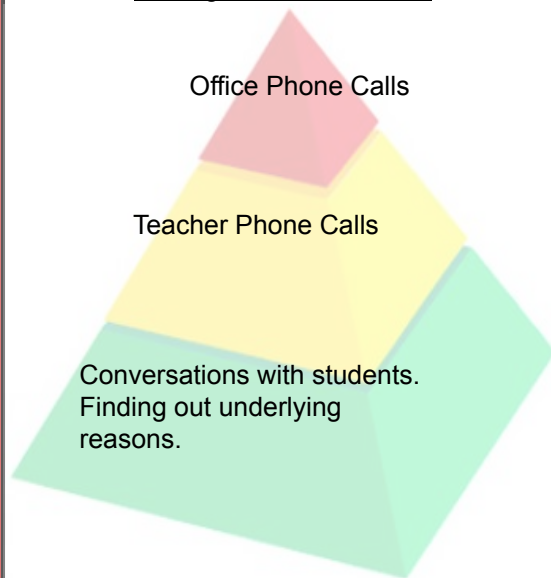
Evidence

Better Attendance

Who?

Secondary teachers, parents, students

Strategies/Best Practices



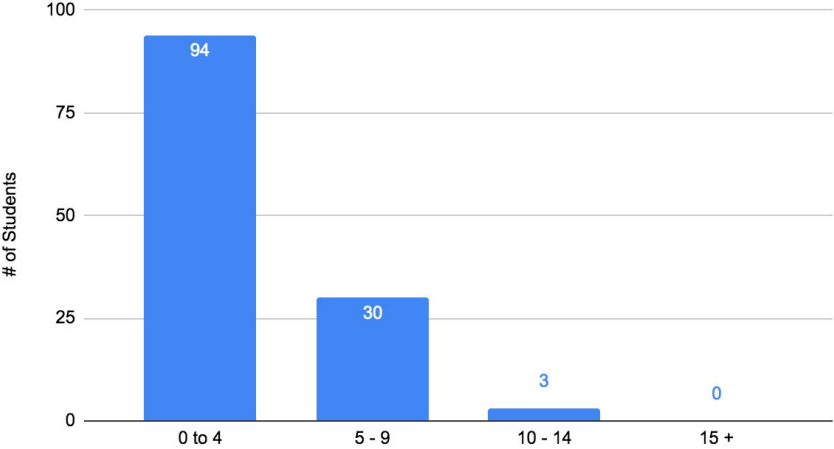
Data Summary

See Chart on Next Page

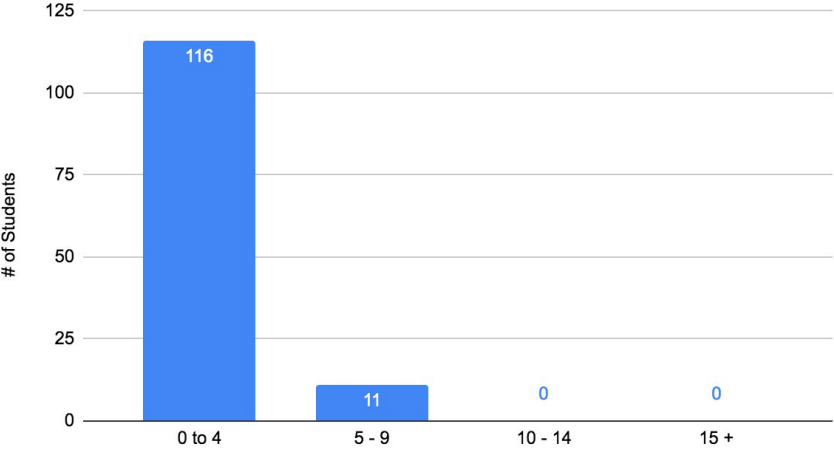
Next Steps

Having conversations with parents about the importance of regularly attending

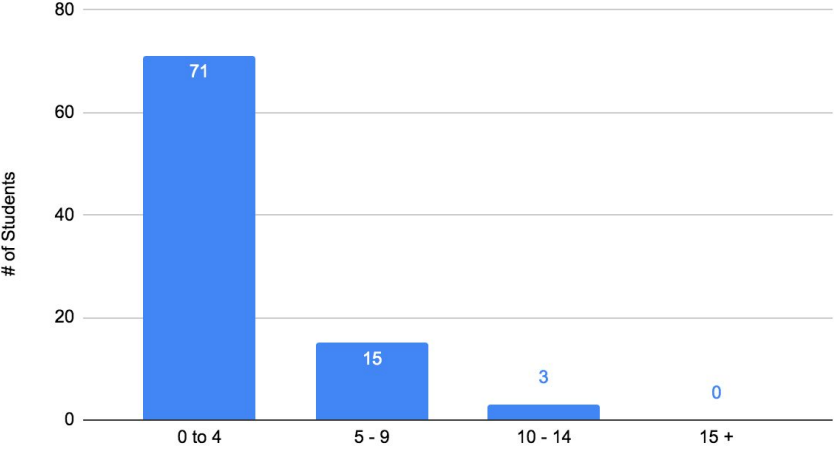
Primary Attendance Numbers - (127) 40 Days In Session



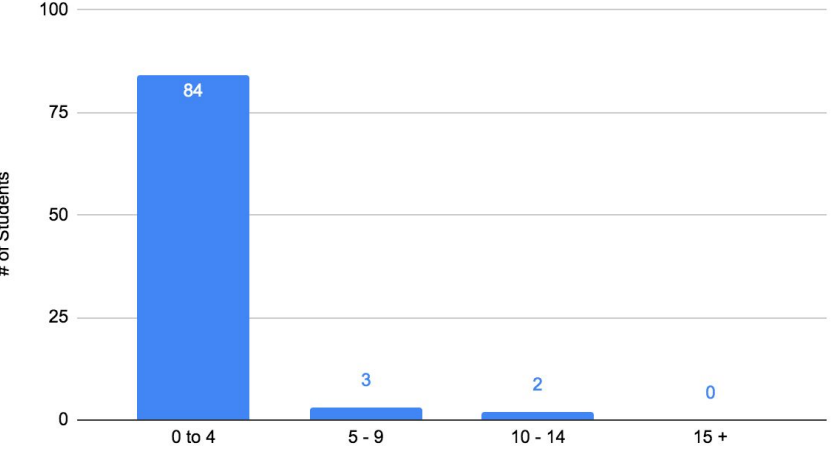
Primary Late Numbers (127) 40 Days In Session



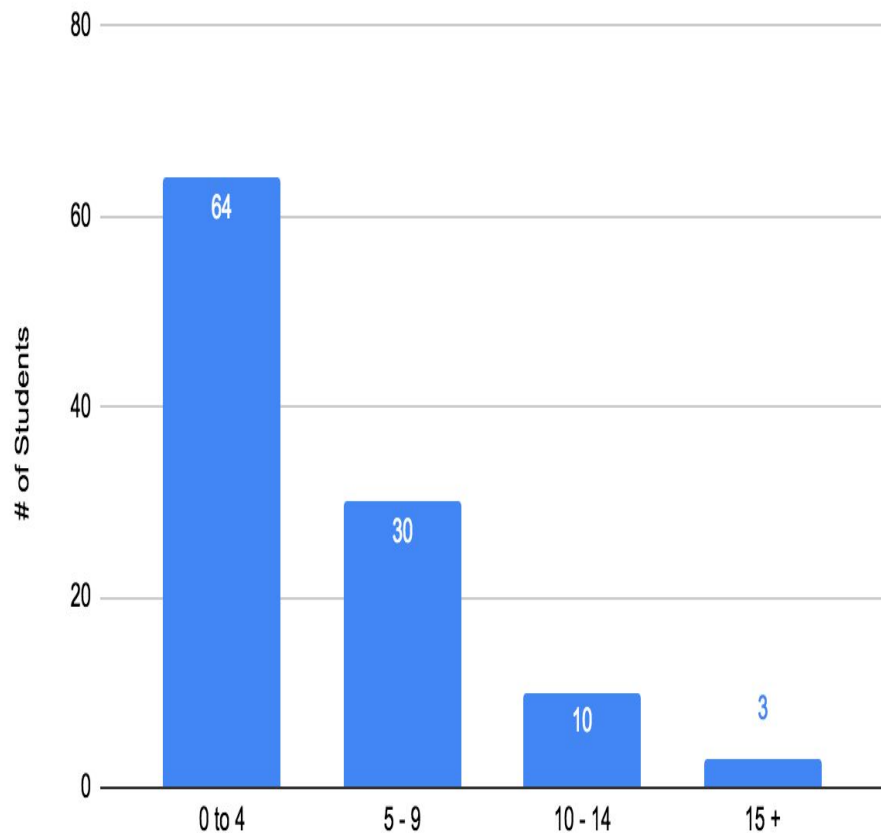
Intermediate Attendance Numbers - (89) 40 Days In Session



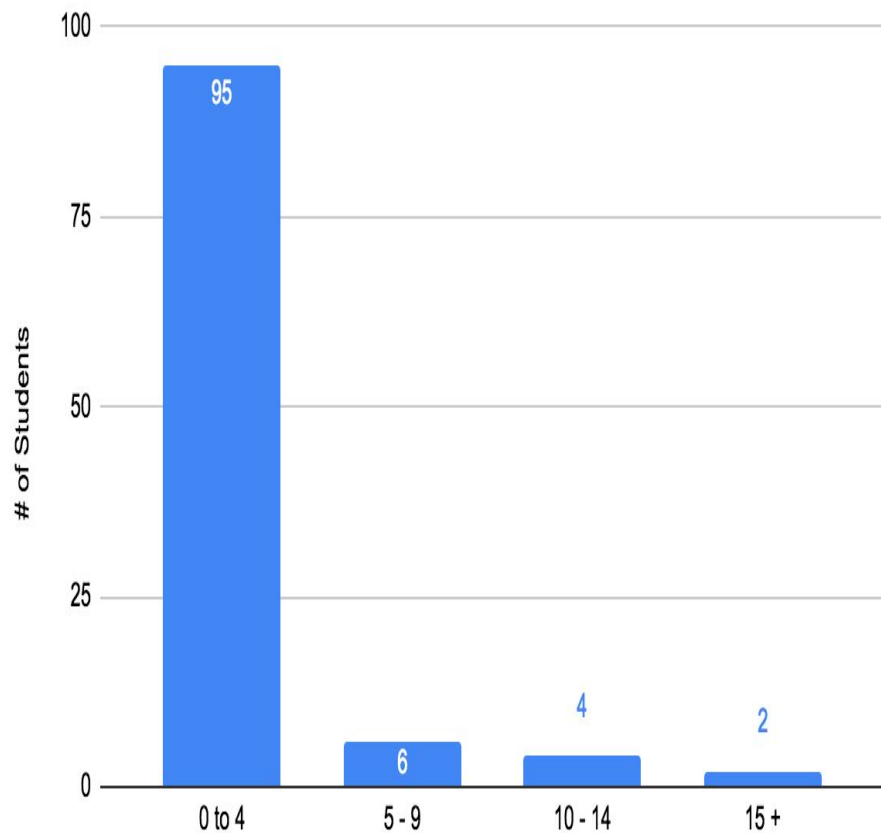
Intermediate Late Numbers (89) 40 Days In Session



Secondary Attendance Numbers - (107) 40 Days In Session



Secondary Late Numbers (107) 40 Days In Session



Career/Skills Goal 1 - A higher percentage of students will complete the graduation program.

Rationale/Skills.

Prepare students for the job market and post-secondary education.

Resources

Dual
Credit/Apprenticeship
program.
Guidance counselor
Project Heavy Duty.

Evidence

More students
graduating.

Who?

Secondary teachers, parents, students, district

Core Competencies.

Strategies/Best Practices

Elective Choices

Dual Credit Program
Project Heavy Duty.

Career sessions with parents
and students.
Offer support sessions for
parents and students to
complete work experience and
other forms.

Data Summary

See Graph Next Page - Not Accurate Data as it has not been tracked. Moving forward all withdrawals will be recorded with a reason.

Next Steps

Information sessions for students and parents so they know what their options are. Create an exit survey to find out why students are leaving before graduation.

Year	Grade 8 Students	Moved (Estimate)	Drop Out (Estimate)	Homeschooled/ DE (Estimate)	Unknown (Estimate)	Graduated
2012 /2013	20	1	0	0	2	24
2014/2015	30	7	5	1	2	15
2015/2016	33	3	5	2	0	23
2016/2017	34	4	0	0	6	24
2017/2018	28	4	0	2	0	23 (Gr 10)
2018/2019	25	4	0	0	0	23 (Gr 9)
2019/2020	14	0	0	0	0	14 (Gr 8)

Social/Emotional Goal 1 - Students will learn Social and Emotional skills to support behavioural expectations in the classroom and on the playground.

Rationale

Skills.

To create a positive community

Resources

Matirx
PAWS
Zones of Regulation

Evidence

Less Referrals/Assess
Attendance

Who?

Teachers, EAs, Admin, Students

Strategies/Best Practices

Consistent
Expectations

Promote PAWS
Use Behaviour Matrix

Zones Of Regulations
Clubs,
Intramurals/Assemblies

Data Summary

See Table on Next Page

Next Steps

What type of behaviour is happening in each area? Need to have discussions about what is a referral.

Location: # of Incidents:	2015/2016 (Not Available)	2016/2017 (76)	2017/2018 (175)	2018/2019 (228)	2019/2020 (47)
Washroom	0%	1.31%	1.71%	.87%	4.25%
School Grounds	0%	11.84%	12.57%	10.96%	14.89%
Other	0%	3.94%	1.14%	1.75%	0%
Online	0%	0%	.57%	0%	0%
Halls	0%	3.94%	8%	4.82%	2.12%
Gym	0%	2.63%	2.85%	7.89%	6.38%
Classroom	0%	46.05%	49.71%	68.85%	53%
Bus	0%	0%	1.71%	0%	0%
No Location Selected	0%	26.31%	21.71%	4.82%	19.14%

Intellectual Goal 1 - Students will read and comprehend at target level, including individualized targets at the Secondary level.

Rationale

Skills.
Reading Skills important for
secondary classes and future
jobs

Resources

Textbooks
Novels/Library Books
Consistent Assessment
Defined Reading Levels

Evidence

New Grade 10 and 12
Literacy Exams
Reading Levels

Who?

Teachers, EAS, Admin, District Interinants

Strategies/Best Practices

Student Pull Out

Reading
Comprehension
Strategies Taught

School Silent
Reading, Buddy
Reading, Literacy
Circles, Book Clubs,
Literacy Nights

Data Summary

No Data - Need to Collect this year

Next Steps

Will be based on data collected this year - Grade 10 Literacy Exam - January. Individual reading assessments with specific students.

Intellectual Goal 1 - Reading - All students will read at or above target level, including individualized targets. MONITOR

Rationale

Having high expectations of all students impacts their learning as reading is the foundation for all subjects.

Resources

Adrienne Gear, Reading 44,
Lori Jamieson Rog, SMART,
Coaching Cards, Digmore
Website, Interactive Notebooks,
Levelled Books

Evidence

Reading assessment at the
start & end of the year
Targets on IEPs, LSPs, and
AIPs
Term data

Who?

Teachers, EAs, Learning Assistant, Peers, Parents, Buddies

Core Competency Link - Communication

Strategies/Best Practices



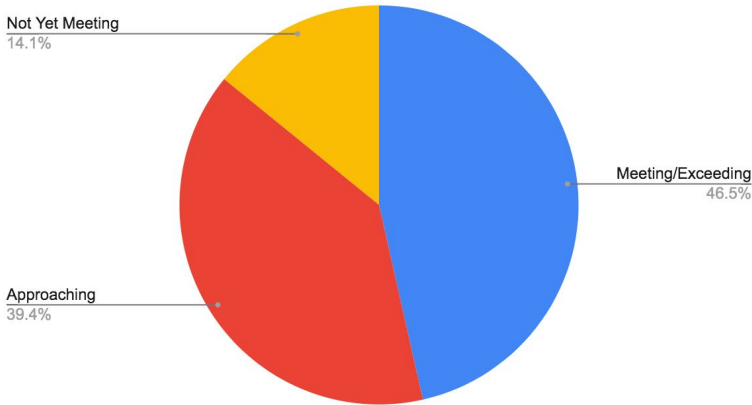
Data Summary

See Next Page Charts

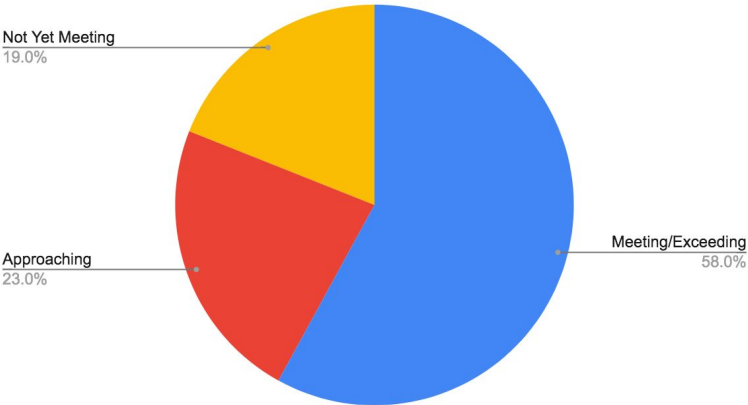
Next Steps

Focus on reading intervention for early learners. Continue to work on reading goals in IEPs and AIPs. Teach reading comprehension strategies with a focus on improving comprehension with intermediate students. Work on motivation and engagement (Secondary).

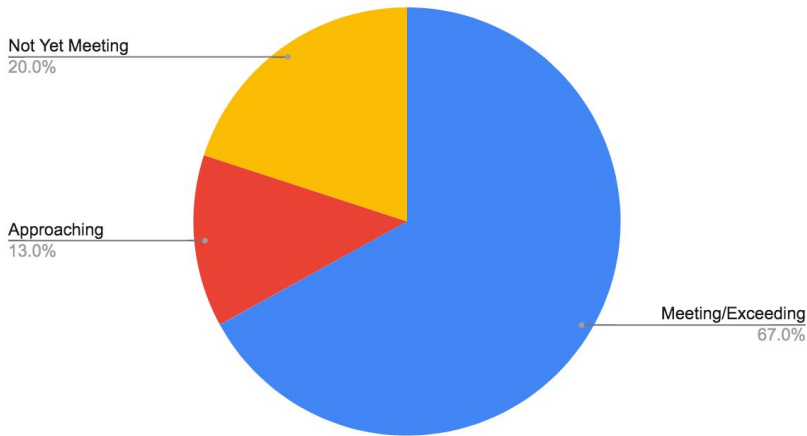
Grade 2 Reading



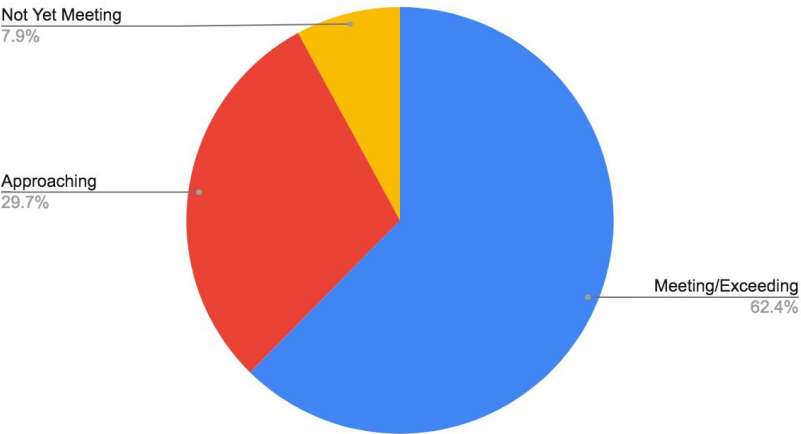
Grade 3 Reading



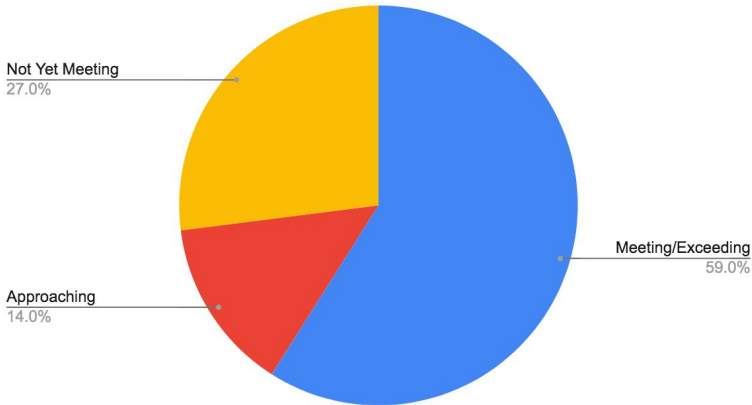
Grade 4 - Fluency



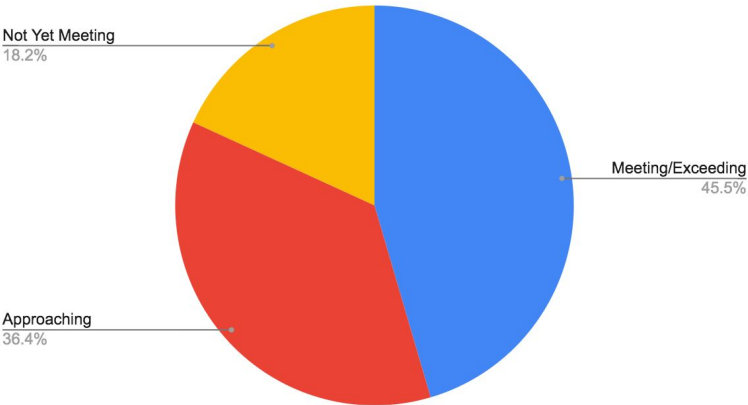
Grade 4 - Comprehension



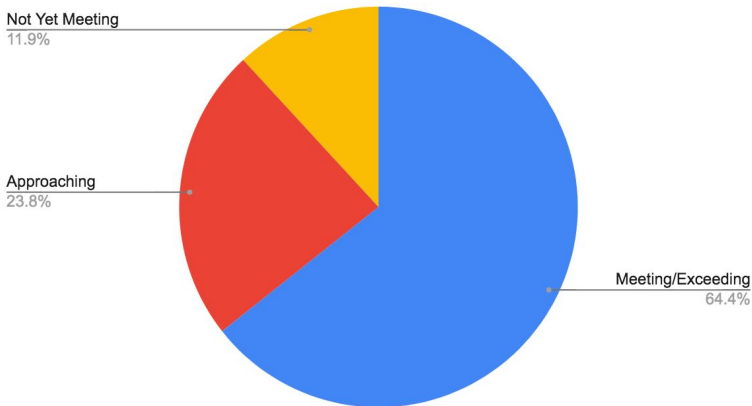
Grade 5 - Fluency



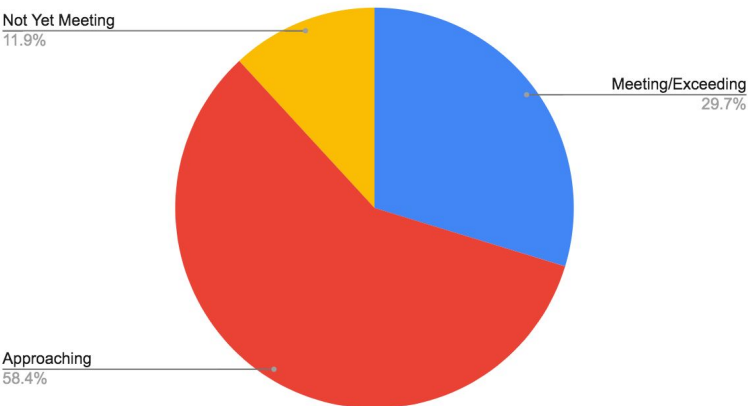
Grade 5 - Comprehension



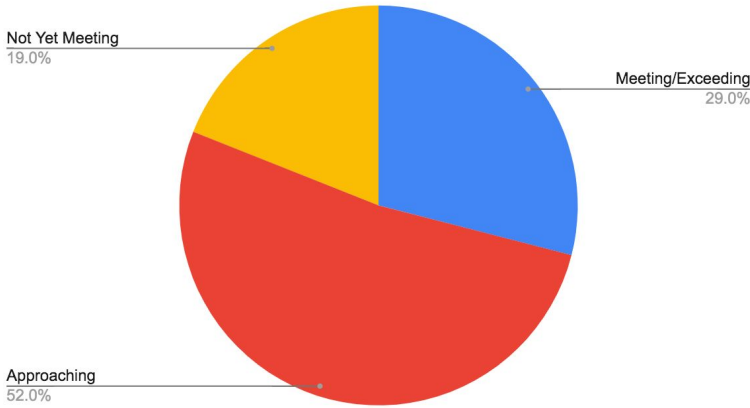
Grade 6- Fluency



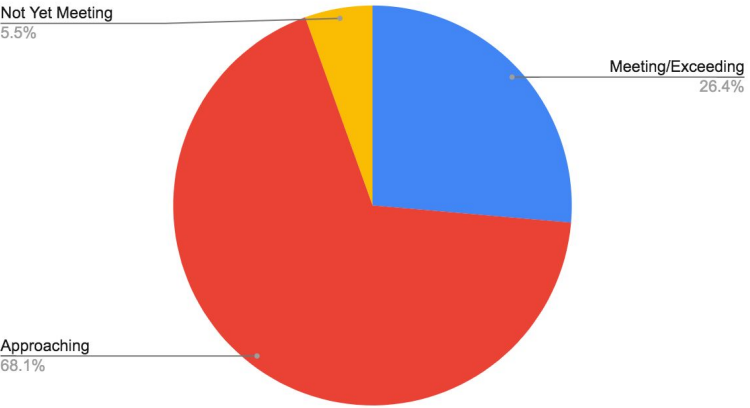
Grade 6- Comprehension



Grade 7- Fluency



Grade 7- Comprehension



Intellectual Goal 2 - Writing - Students will use a writing process to improve their writing skills. MONITOR

Rationale

Students need to learn how to communicate effectively.

Resources

Adrienne Gear, Writing 44, Lori Jamieson Rog, SMART Learning, Digmore Website, Words Their Way, Making Words, 6+1 Traits of Writing, Performance Standards, Handwriting Without Tears

Evidence

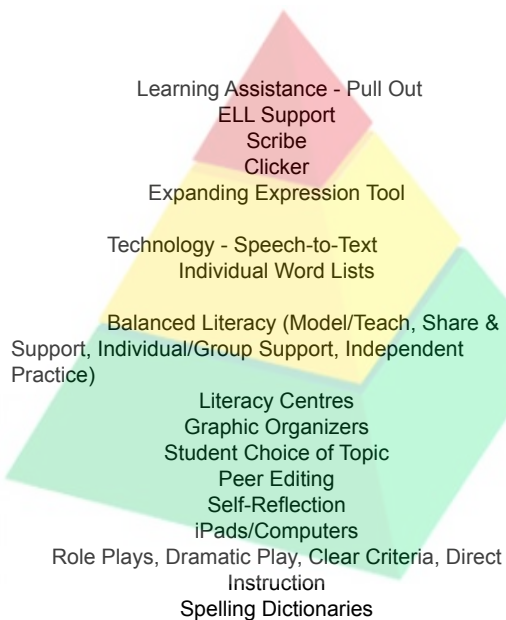
Writing samples meet grade expectations or IEP targets.
Primary Report Cards - Writing is meeting expectations

Who?

Teachers, EAs, Learning Assistant, Peers, Parents, Buddies

Core Competency Link - Communication

Strategies/Best Practices



Data Summary

DATA To Come After First Report Card

Next Steps

Waiting for report number one to determine next steps.

Intellectual Goal 3 - Numeracy - Students will learn and independently apply research-based problem solving skills. MONITOR

Rationale

Problem solving involves multiple skills--reading, recognizing key information, choosing appropriate strategies, making/ following/adapting a plan, estimating, checking for accuracy, and using math facts.

Resources

Math 44, Good Questions for Math Teaching (Sullivan & Canavan), Good Questions: Great Ways to Differentiate Mathematics Instruction (Small), Problem Solving Self-Assessment Rubric, Trevor Caulkins, Math Makes Sense, Teaching Student Centered Math (Van De Walle), Number Talk Cards

Evidence

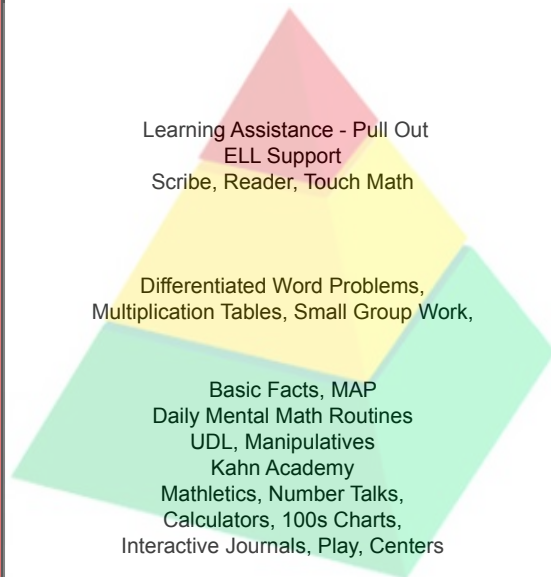
DNA
Report Card Grades
Self-Assessment from Math Rubric
MAP

Who?

Teachers, EAs, Learning Assistant, Peers, Parents, District Coach

Core Competency Link - Communication

Strategies/Best Practices



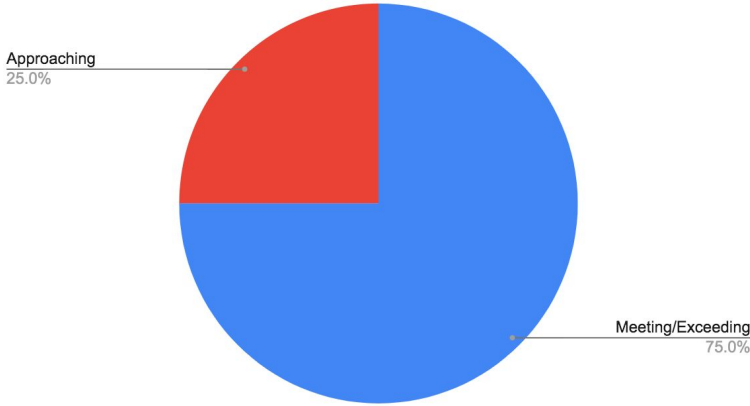
Data Summary

See Next Page Charts

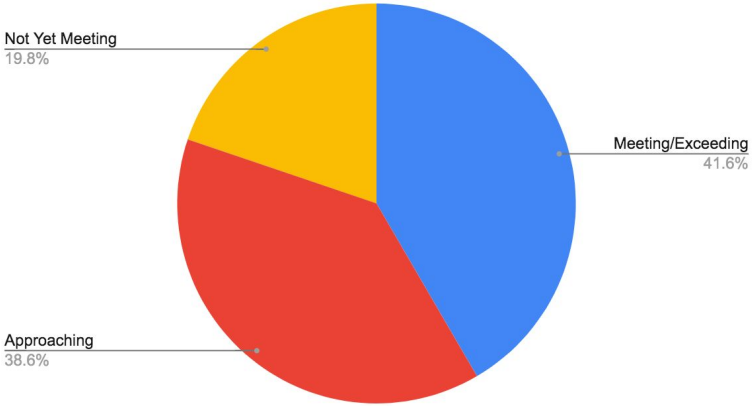
Next Steps

Continue to develop number sense and problem solving strategies. Continue to work on personalized goals in IEPs. Work on motivation and engagement.

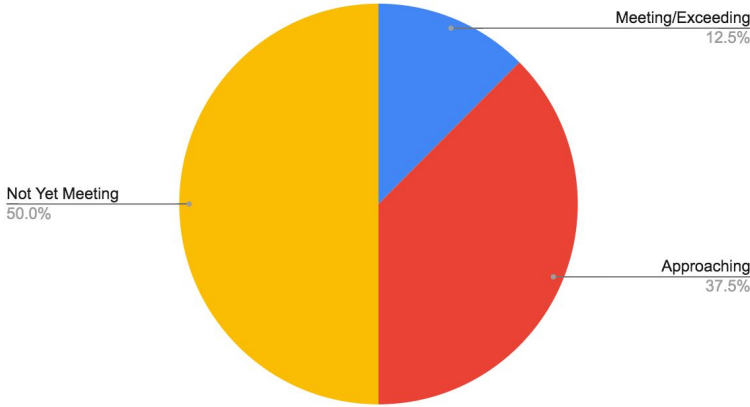
Grade 2 Number Sense



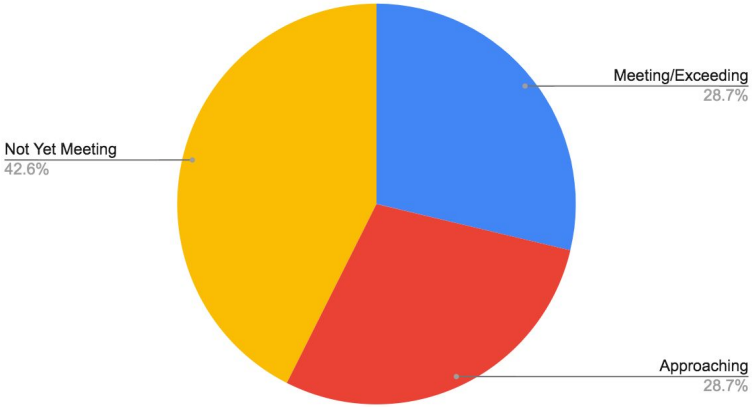
Grade 3 Number Sense



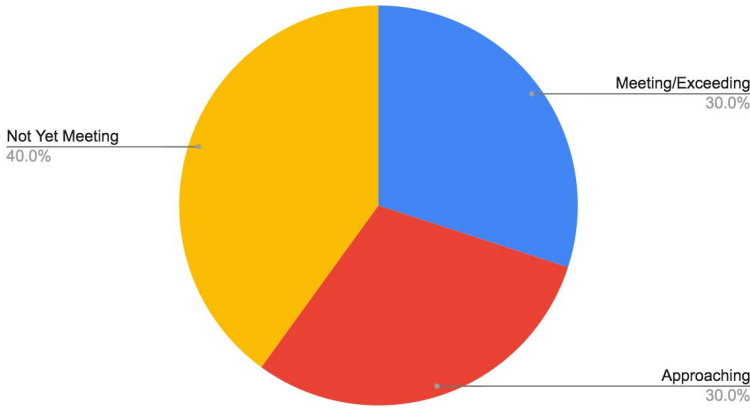
Grade 4 Number Sense



Grade 5 Number Sense



Grade 6 Number Sense



Grade 7 Number Sense

