

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

287 - Wonderful
Kids
31 % EII Students

Staff

9 Elementary Teachers
7 Secondary Teachers
1 English Language Learner Teacher
1 Learning Assistant Teacher
1 Teacher - Librarian
1 Reading Support Teacher
2 Educational Assistants
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]



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

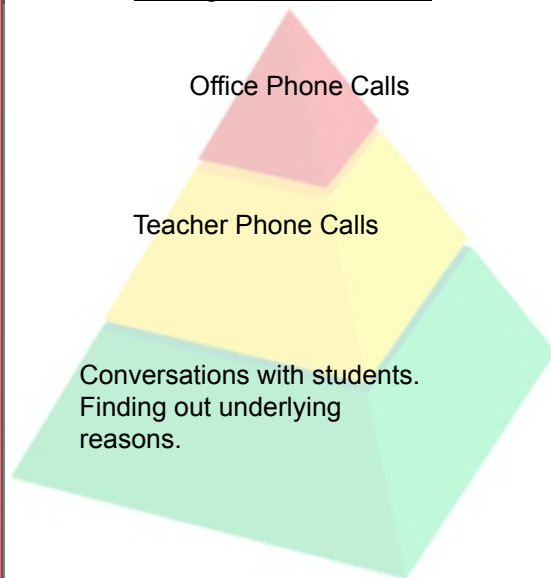
Evidence

Better Attendance

Who?

Secondary teachers, parents, students

Strategies/Best Practices

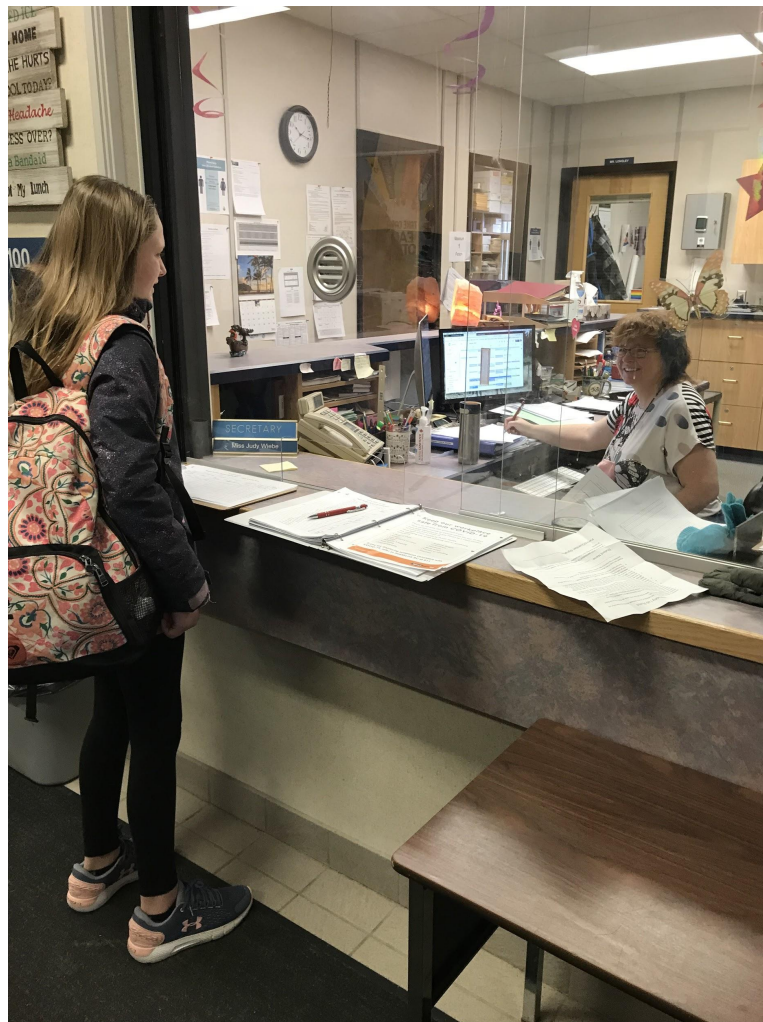


Data Summary

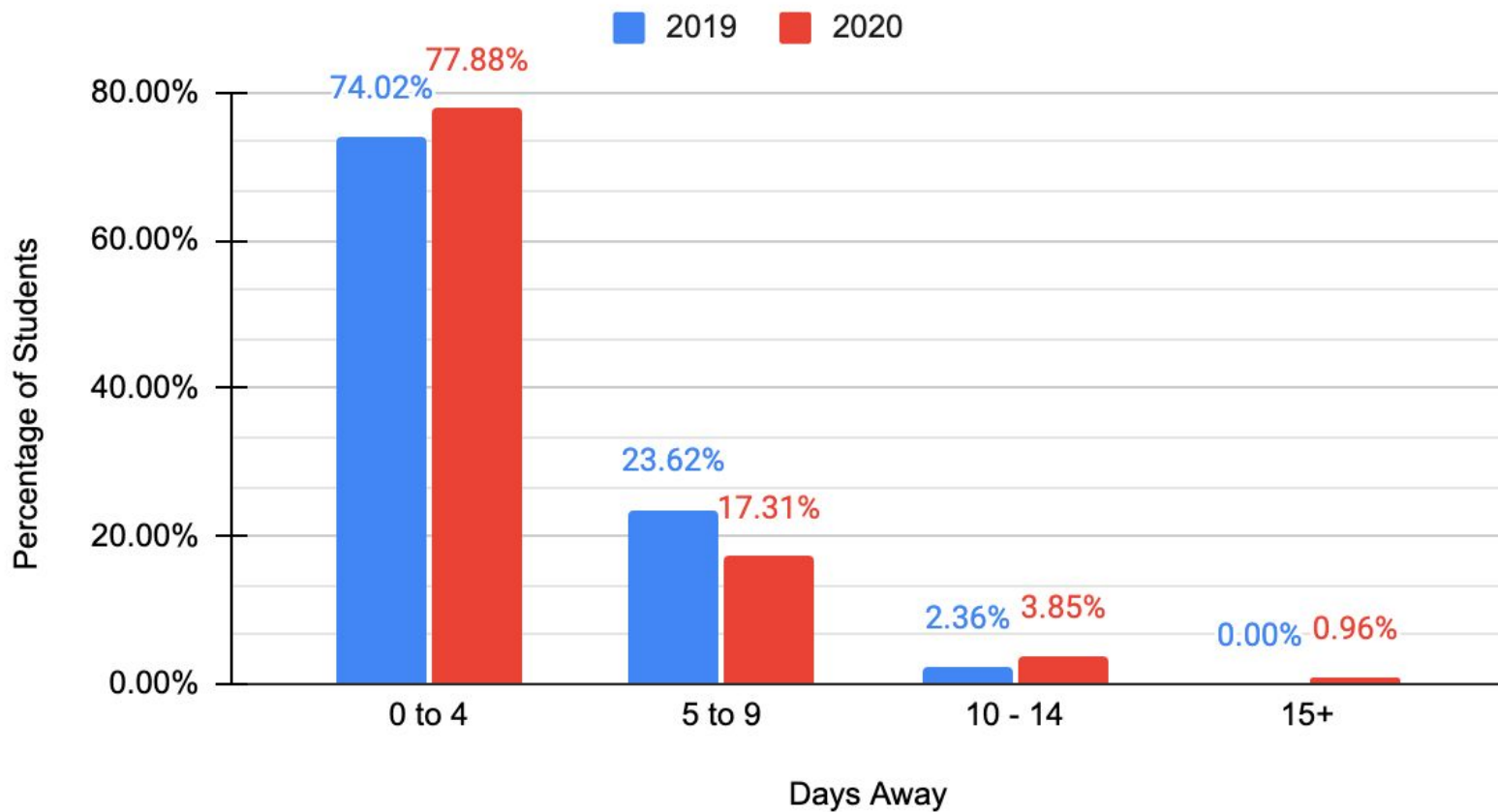
See Chart on Next Page

Next Steps

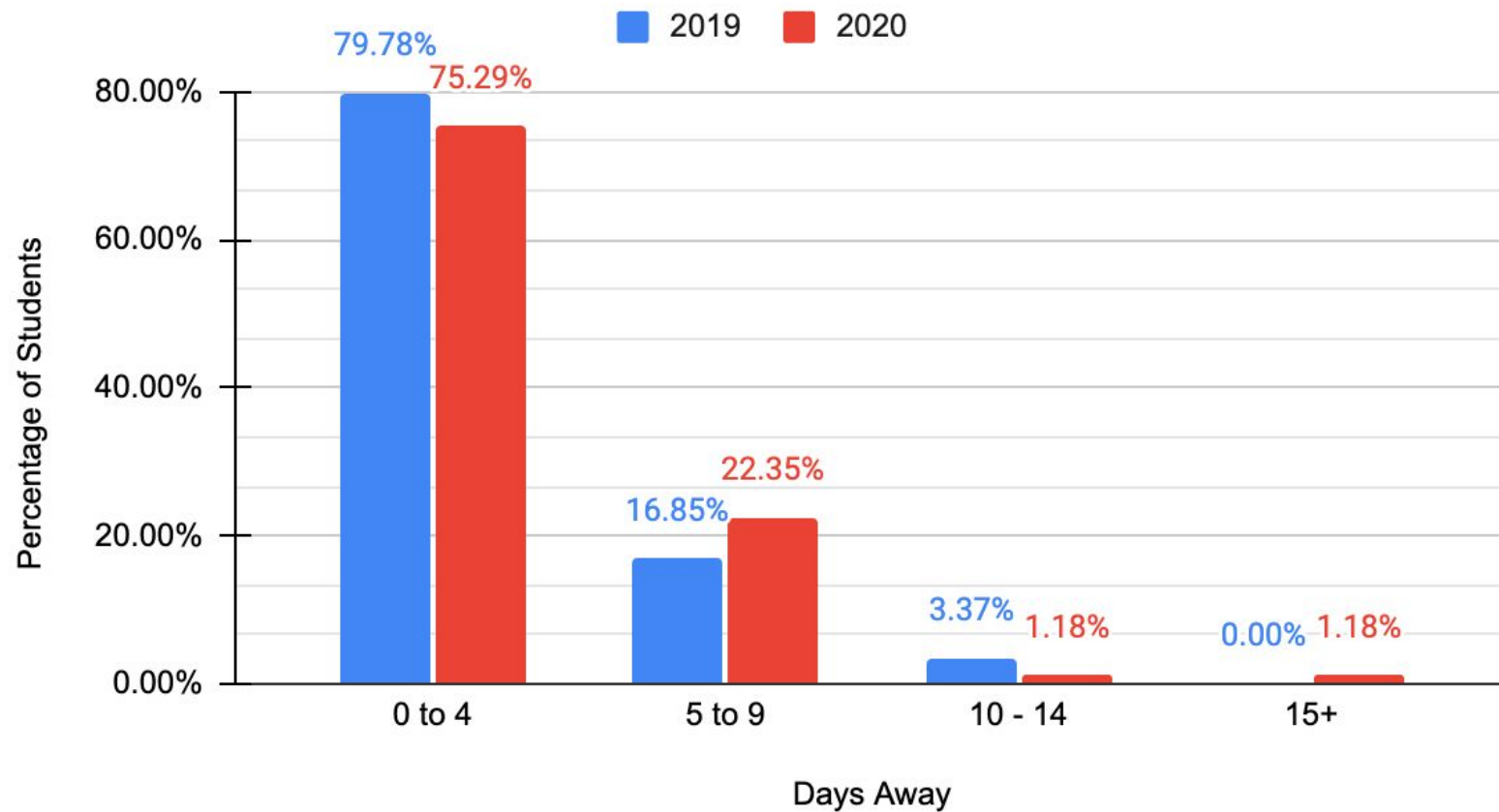
Share attendance data with PAC and collaborate on how to involve parent
Changing teaching practices to promote attendance
Sharing student progress earlier



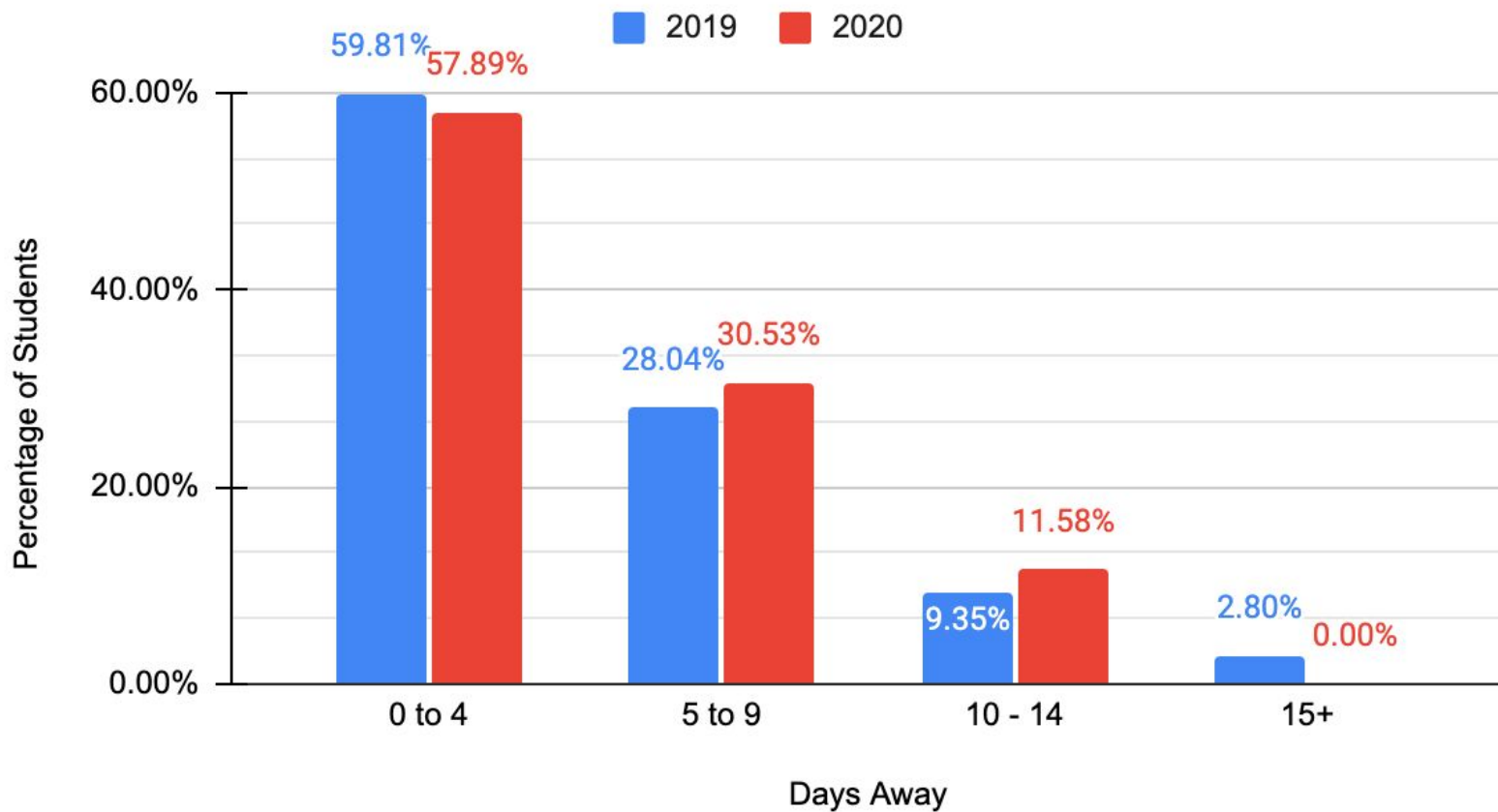
Primary Attendance 40 Days



Intermediate Attendance 40 Days



Secondary Attendance 40 Days



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

Rationale/Skills.

Help students gain the right knowledge so that they can achieve their goals and prepare them for the world of work and desired careers.

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 and WE sessions
I- Forms and phone calls going
home in a timely manner for
students who are struggling
with assignments.

Data Summary

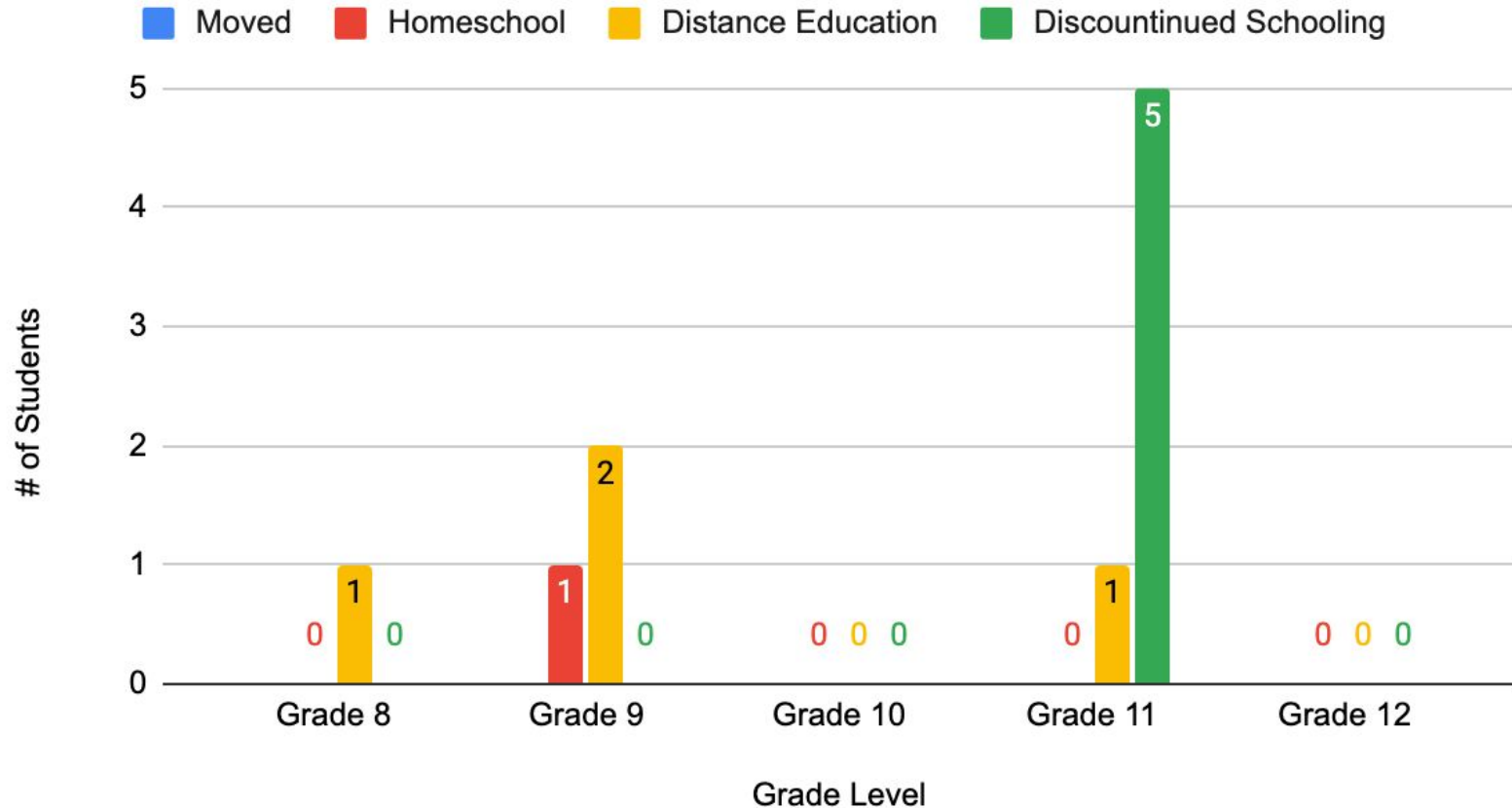
See Graph Next Page -

Next Steps

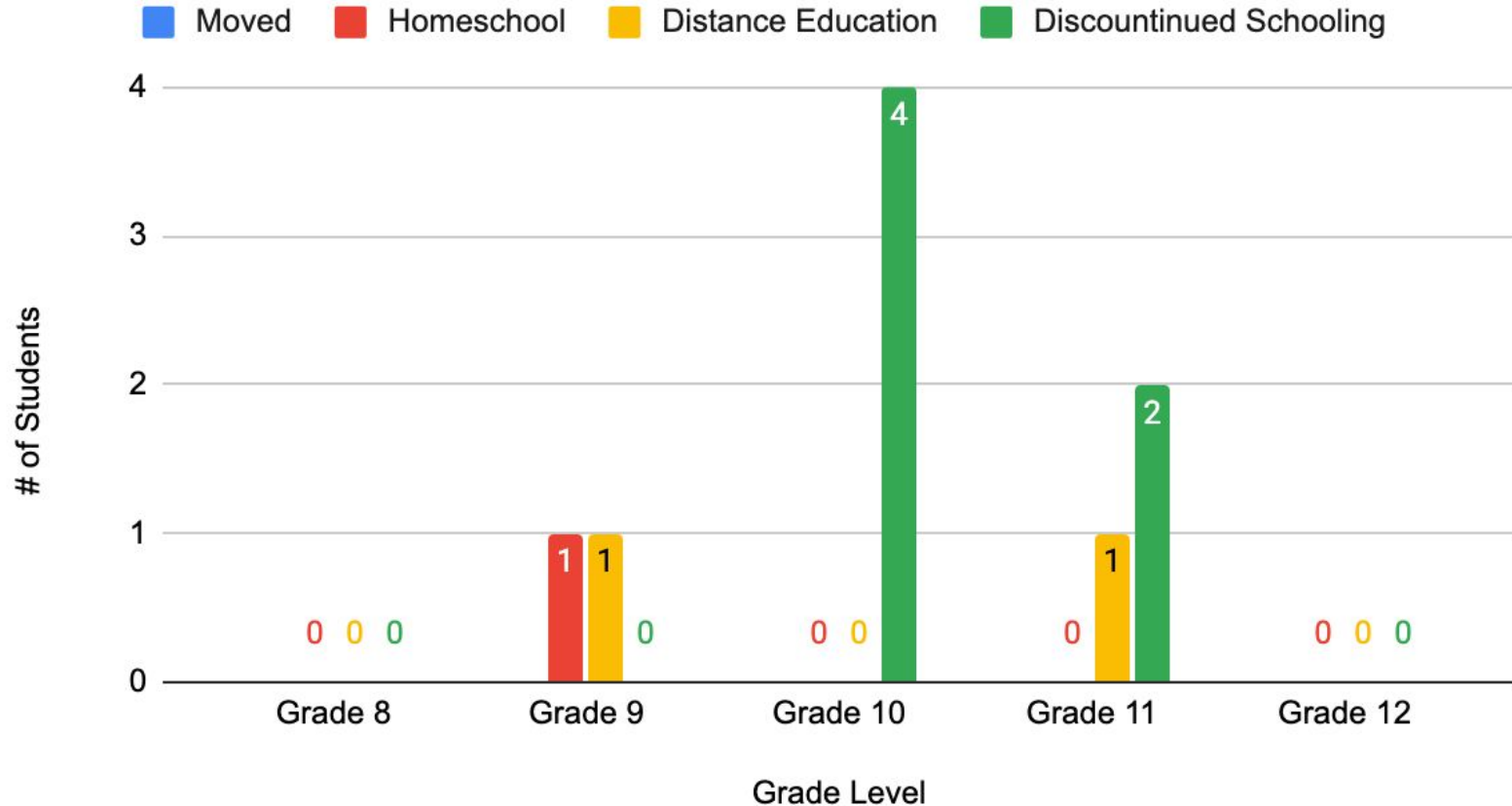
Set up Dual Credit and Work Experience information sessions for students. Create an exit survey with students and PAC members to find out why students are leaving before graduation. Create and implement consistent "I form" expectations.



2020/2021 Withdrawal Reasons



2019/2020 Withdrawal Reasons



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

Rationale

Foster mindfulness to help students build skills so that they can self monitor and manage their behavior and emotions.

Resources

Matirx
PAWS

Evidence

Less Referrals/Assess
Attendance

Who?

Teachers, EAs, Admin, Students

Strategies/Best Practices

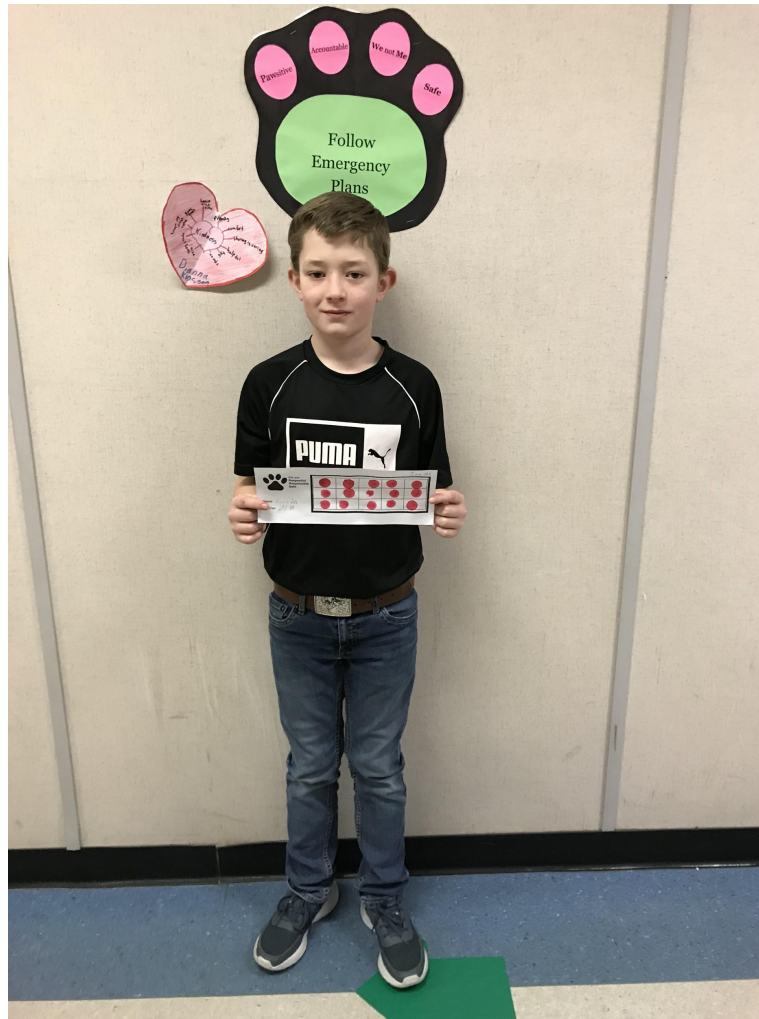


Data Summary

See Table on Next Page

Next Steps

Communication with teachers, EAs and Admin to go over referrals and track patterns of where behaviours have improved/need improvement. Working together with inside and outside duty supervisors. Implement a positive behaviour program. Increase social emotional lesson in classrooms.



Location: # of Incidents:	2016/2017 (76)	2017/2018 (175)	2018/2019 (228)	2019/2020 (75)	2020/2021 (99) Nov
Washroom	1.31%	1.71%	0.87%	2.67%	5.05%
School Grounds	11.84%	12.57%	10.96%	21.33%	8.08%
Other	3.94%	1.14%	1.75%	1%	5%
Online	0%	0.57%	0%	0%	0%
Halls	3.94%	8%	4.82%	1.33%	3.03%
Gym	2.63%	2.85%	7.89%	6.67%	5.05%
Classroom	46.05%	49.71%	68.85%	43%	54%
Bus	0%	1.71%	0%	1%	2%
No Location Selected	26.31%	21.71%	4.82%	21.33%	11.11%

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

Rationale

Students who develop the ability to read well will gain knowledge and understanding about the world.

Resources

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

Evidence

Reading assessment in September, December, April and June.

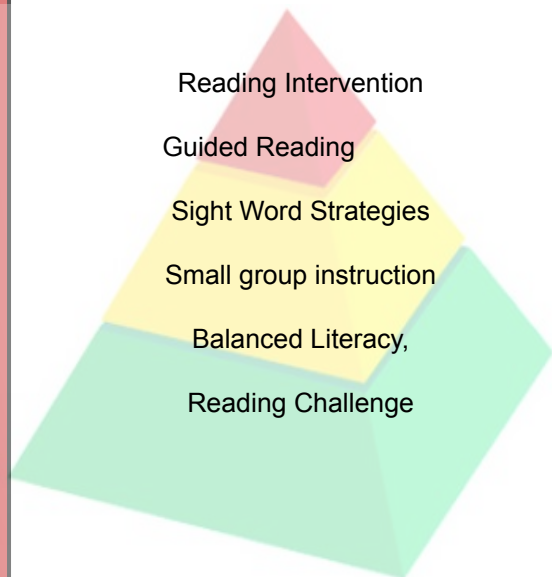
Term data

Who?

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

Core Competency Link - Communication

Strategies/Best Practices



Data Summary

See Next Page Charts

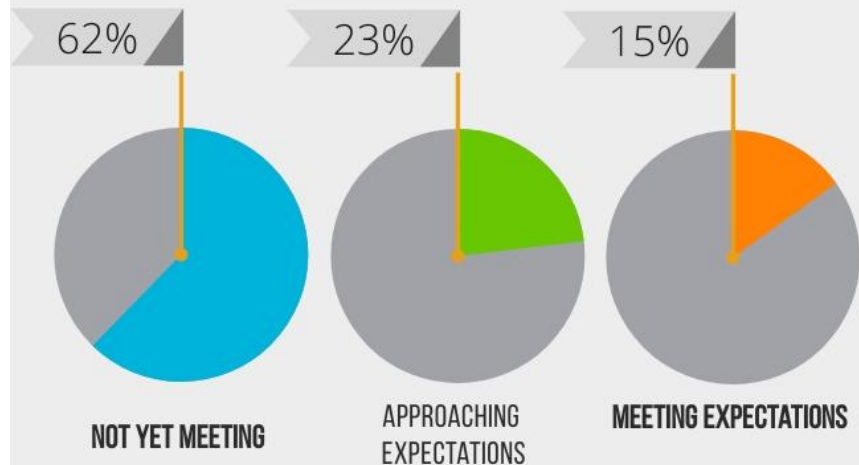
Next Steps

Focus on reading interventions based on the data from the September and December assessments. Continue to track student success using the RTI model by re-assessing students in April and June and provide interventions based on the new data. Create a Home Reading program for all Primary classes. Utilize the district literacy interiant to improve practice. Buy more reading resources to update our collection. Examine our assessment practices.



READING DATA

PRIMARY

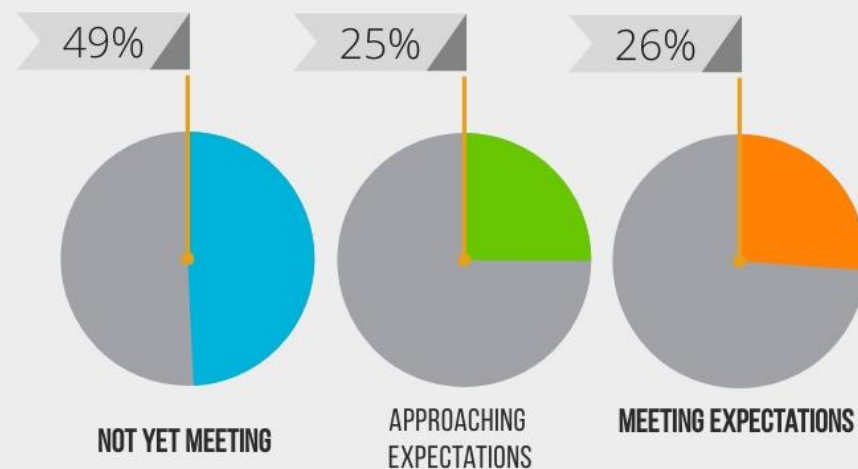


Last Year:
17%

31%

52%

INTERMEDIATE



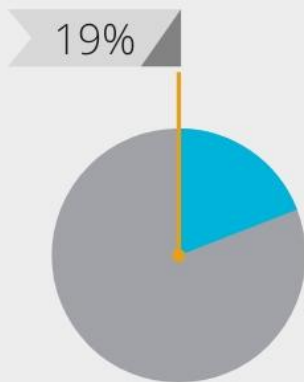
Last Year:
11%

48%

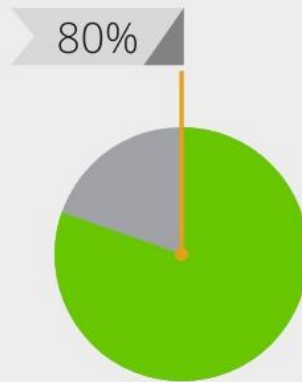
41%

READING DATA

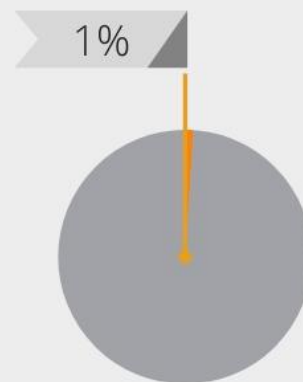
SECONDARY



NOT YET MEETING



**APPROACHING
EXPECTATIONS**



MEETING EXPECTATIONS