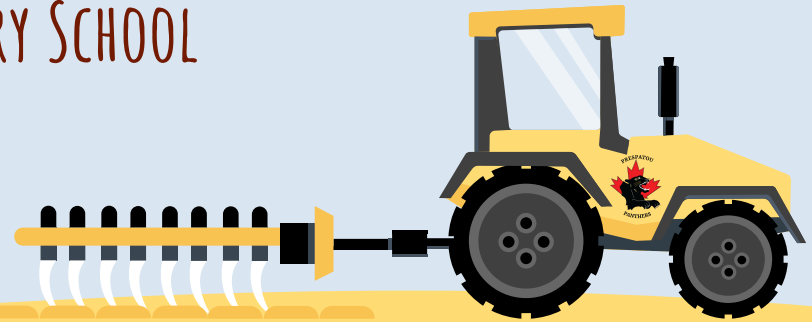


Framework for Enhancing Student Learning

PRESPATOU ELEMENTARY-SECONDARY SCHOOL

Student Population: 292

2024/2025



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

Worth Celebrating!

Inclusive Education

- ★ Increased implementation of Universal Design for Learning (UDL) approaches to support **all** students
- ★ Increased knowledge of strategies to support learners who are struggling to read
- ★ Increased awareness of targeted “Essential” supports students with designations

School-Wide Events

- ★ Pancake Breakfast
- ★ Terry Fox Day Run
- ★ Staff Appreciation Dinner
- ★ More whole-school & mixed-class activities and assemblies



Staff

Soft start: Walk & Chat - Positive moment(s)

- Vision for the 2024/2025 School Year
- Attendance data & reading data (2023/2024)
- FESL Review
- SMART Goals (revisit school goals and adapt them to be SMART goals)
- Survey Completion (led by Charles)
- E-Insight Exploration & Practice (led by Tara M)
- Plans for behaviour management, TTOCs and every day plans (daily & weekly)
- Previews
- Reporting (dates & review)
- Library resources & searches (led by Kerri)

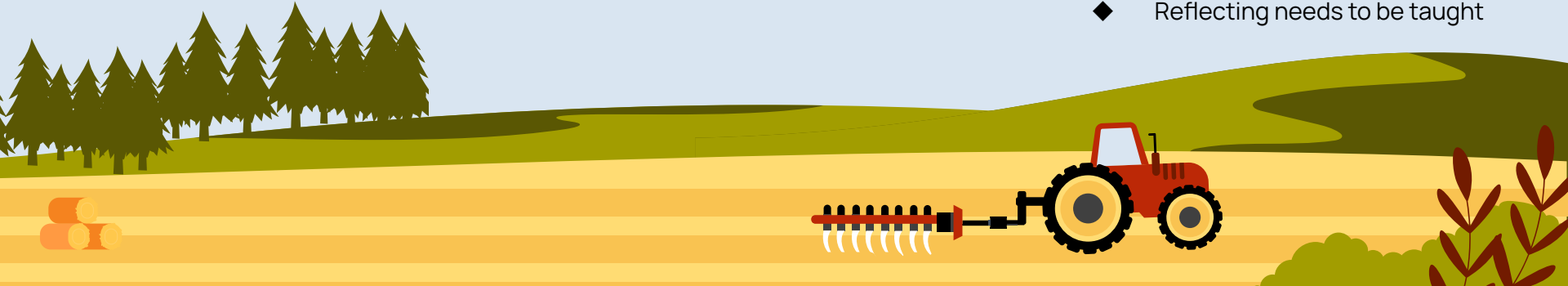
Collaborating Time

- All - Terry Fox Day Planning
- Elementary - Literacy Supports (ELL, LAT, EAs, Map & Reading Groups)
- Secondary - HHT discussion & plan for reporting out self-assessments

PLANNING DAY

Parents

- Mini Planning Day @ PAC Meeting
- What are parents open to supporting?
- “Parents as Partners”
- Buddy Reading
- Library for parents
- “What am I doing for others”, not just self
 - ◆ Reflecting needs to be taught



Learning Support (Funds & Practices)

- New students with designations
- Challenges with Nursing Support
- Evergreen Program
- Team approach to awareness and implementation of supports for complex needs care
- Update teacher professional development resources
- Address theme and subject areas

We are using our allocated “Learning Support Funds” to specifically target the varying levels of learners, which are often spread across three to four grade levels in one classroom. We are doing this by providing:



EA supports in classrooms with students with Low-Incidence Designations (A, C & D)



Targeted **Reading Intervention** Supports (Reading Groups 3x/week)



Purposeful **IEPs** (Development, Implementation & Tracking)



Goal # 1 - To improve on students' abilities to implement helpful reading strategies.

Objective: Read 73 and PM assessment data will illustrate that >85% of students are reading at a level that is no more than one grade below their given grade.

2023/2024 Goal: Improve students' reading and comprehension success.

Observations (What we noticed)	Strategies (What we are doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none">- Limited class-to-class consistency for language, strategies and models used to teach reading- Students receiving pull-out supports were missing out on important opportunities to develop classroom language and strategies provided by their in-class teacher- Teachers interested in developing purposeful collaboration between ELL, LAT and classroom teachers	<ul style="list-style-type: none">- Primary Reading Groups (3x weekly on rotation) & (implementing lesson plans with consistent strategies)- Intermediate Literacy Support (2x weekly scheduled)- Working toward providing more opportunities to read, especially at the secondary level (current: scheduled library times & classes in the library)- High-interest and level-appropriate resources (non-fiction selection for all reading levels)- Training and supporting classroom teachers in completing reading assessments (ongoing)- Teaching Reading Strategies (UFLI, Reading Recovery, Heggerty)- ELL & LAT supports (1:1 and small groups) for "Red, Yellow, Green Zone" students- ELL, LAT & SERT providing targeted interventions & support	<ul style="list-style-type: none">- Ultimate goal is to have 100% of students display growth- Classroom teachers collect current reading assessments to help recognize and act on students' reading difficulties (data collection: Oct/January/May)- Students displaying greater interest in reading- Greater teacher confidence in teaching reading strategies and assessing skills- A trend of improving FSA results in Grade 4 and Grade 7- Consistency with strategies and expectations will close the gap in Reading beyond grade 3

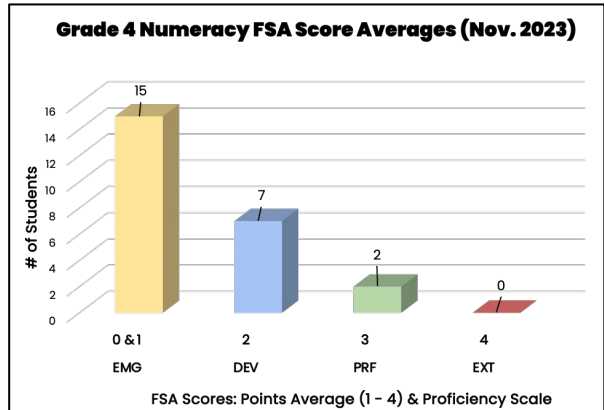
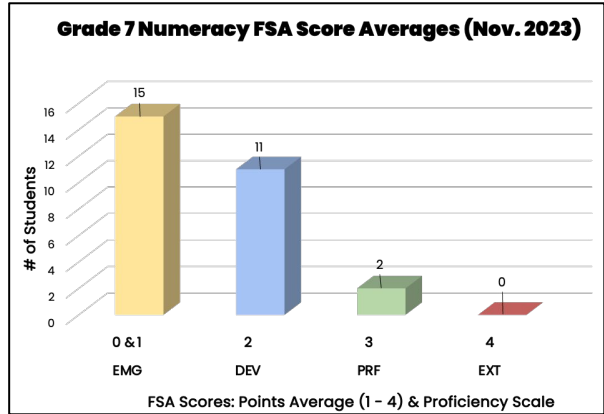


Numeracy

Changes since June 2023

- Implemented new Numeracy goal in October 2023
- Developed more consistency and a shared language through the implementation of Mathology and Number Sense programs
- Progress made toward having daily math lessons that are purposeful and aligned with curriculum

2024 FSA RESULTS
COMING SOON!

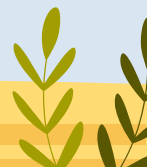


Goal # 2 - For students to improve on their problem-solving skills by effectively using grade-level operational skills.

Objective: 70% of student-body will obtain “Proficient” or 75% on their Final Learning Update in June.

2023/2024 Goal: Improvements made in basic, grade-level operational skills, while displaying heightened levels of perseverance & independence.

Observations (What we noticed)	Strategies (What we are doing)	Outcomes (What we hope to see in the future)
<p>Stretches for Students:</p> <ul style="list-style-type: none"> - Number sense & base-ten concepts - Math facts (+, -, x & /) - Skills below grade level - Effectively using problem-solving strategies - Need for enhanced mental Math strategies and abilities - Ability to use manipulatives to support problem solving - Lack of engagement in lessons <p>Interests for Teachers:</p> <ul style="list-style-type: none"> - Shared language between grades - More accessible program to follow with adaptations available - Structured lessons & resources to use 	<p>Curriculum and Resources:</p> <ul style="list-style-type: none"> - Mathology & Number Sense - Daily Math lessons - Offer a variety of manipulatives (10-Frames, Number Lines, Blocks, etc.) and teach students how to effectively utilize them <p>Instructional Approaches:</p> <ul style="list-style-type: none"> - Hands-on Activities - Small group & 1:1 instruction - Math Centres - Cross-curricular integration of Math - Real-life examples and tactile experiences 	<p>Foundational Skills:</p> <ul style="list-style-type: none"> - Improvements in fast Math facts/skills - When stuck, students demonstrate an ability to implement a variety of strategies to problem-solve <p>Communication and Explanation:</p> <ul style="list-style-type: none"> - Demonstrating an ability to explain “why?” - Growth in shared mathematical vocabulary <p>Attitudes and Confidence:</p> <ul style="list-style-type: none"> - Positive outlook towards math classes - More confidence and independence



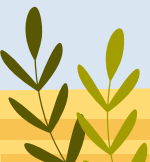
Goal # 3 - Students will display an awareness and understanding of their personal responsibilities as both learners and school-community members.

Objective 3.1: Attendance rates for the 2024/2025 school year will show an increase, when compared to 2023/2024.

Objective 3.2: Scores on MDI will report greater connection and positive relations between students and school.

2023/2024 Goal: Students will deepen their social-emotional skills and work toward becoming socially responsible citizens, as they move through school and life.

Observations (What we noticed)	Strategies (What we are doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none"> - Apathetic attitudes towards school and learning, in general - Increases in challenging behaviours (eg. fighting, bullying, non-compliance) - Challenges with attendance, beyond contextual reasons (farming, hunting, etc.) - Lack of relationship - Reports of low self-confidence, especially surrounding academic abilities 	<ul style="list-style-type: none"> - Proactive Brain Breaks & Sharing Circles - Fostering self-confidence & self-esteem by using strength-based language in report cards - Modelling positive self-talk - Morning check-ins with students - Consistent, whole-school expectations - HHT - Healthy Habit Time - Middle-Years Development Index (MDI) - Supplemental SEL survey for all students 	<ul style="list-style-type: none"> - Decreases in challenging behaviours - Improvements in attendance - Increases in the use of verbal communication rather than physical physically to problem solve - Less reports of bullying-behaviour - Positive improvements illustrated on MDI and school-based survey (most specifically in the areas of community and school relationships)

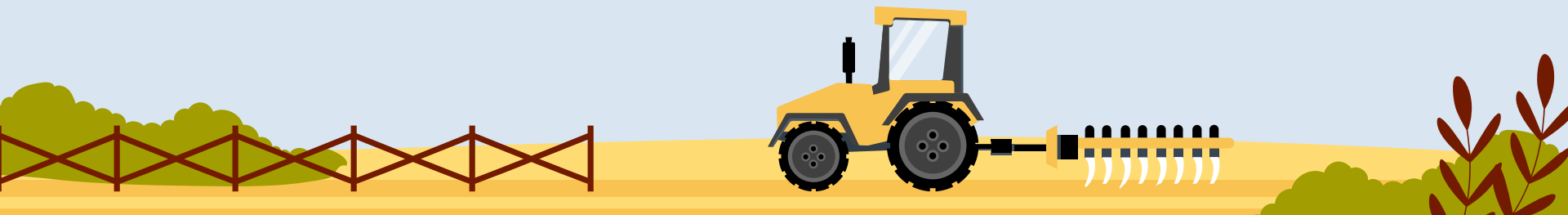


Goal # 4 - Students will develop a greater appreciation for the relationship between the skills developed in school and the skills used in the workforce.

Objective:

2023/2024 Goal: Students will work on developing an understanding of the connection between school and real-world career opportunities.

Observations (What We Noticed)	Strategies (What We Are Doing)	Outcomes (What we hope to see)
<p>Student Stretches</p> <ul style="list-style-type: none"> - Transferable skills required in many workplaces (digital literacy, writing and communication skills) - High student interest in learning more about the trades - Parents wanting to help by offering funding - PAC interest surrounding this topic 	<p>Secondary</p> <ul style="list-style-type: none"> - Work experience opportunities - Providing more information surrounding NPSS's Dual Credit Program - College Tours for grade 9s - Conversations regarding requirements for many "in-town" jobs - Career and Post-Secondary Education Counselling supports - Providing contextually relevant Career Education course work - Changes in language use: Move from "dropping out" to "transitioning to employment" - Offering elective courses that are tailored toward students' interests <p>Elementary</p> <ul style="list-style-type: none"> - Classroom teachers delving deeper into Career Ed curriculum 	<ul style="list-style-type: none"> - Improvements in attendance, most specifically in secondary - Have a 100% transition from Grade 9 to Grade 10 - Increased enrolment in WEX 12A & 12B courses



Communication Plan

Ongoing Parent & Staff Communication

Current Strategies:

- PAC & Staff Meetings
- Increased communication between teachers and families regarding student learning and behaviour
- Direct parent-teacher and parent-principal communication regarding learning and behaviour
 - ◆ Tier 1, 2 & 3
- “Week Ahead” document for staff
- Monthly Newsletters & updating website

