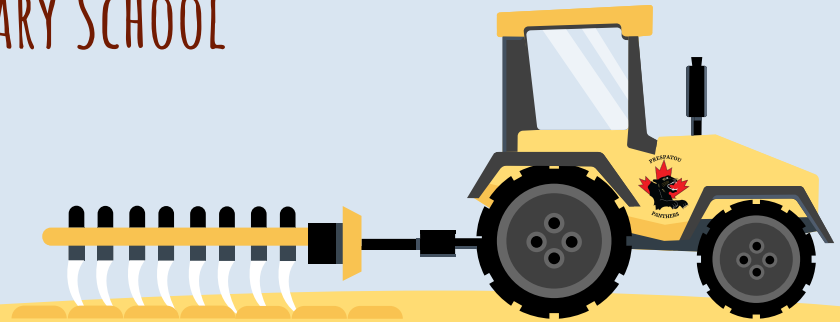


Framework for Enhancing Student Learning

PRESPATOU ELEMENTARY-SECONDARY SCHOOL

Student Population: 308

2025/2026



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 with literacy
- ★ Increased knowledge of strategies to support learners who are struggling with numeracy.
- ★ Increased awareness of targeted “Essential” supports for students with designations

School-Wide Events

- ★ Pancake Breakfast
- ★ Terry Fox Day Run
- ★ Staff Appreciation Dinner
- ★ More whole-school & mixed-class activities; assemblies with purpose and connections
- ★ School-wide activities run by the Leadership class



PLANNING DAY



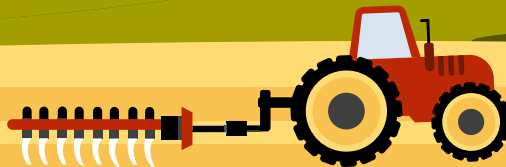
Staff

Snacks & Chats to start

- Vision for the 2025/2026 School Year
- Data & FESL Review
- Introduce “Prespatou Handbook” staff resource
- Review Student Behaviour Support Strategies
- Review TTOC & Emergency plans
- E-insight Exploration & Practice
- Reporting (dates & review)

Collaborating Time

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



Learning Support (Funds & Practices)

- Evergreen Program
- Team approach to awareness and implementation of supports for complex needs care
- Update teachers' professional development resources
- Introduce “Blue” Duotangs (A bridge between Classroom teachers, LAT, Admin and EA's with a targeted focus on students.

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)

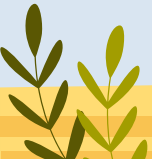


Goal # 1 - To improve on students' abilities to implement helpful reading strategies.

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

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

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



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

Objective: Read 73 and PM assessment data will illustrate that >80% of students are reading at a level that is no more than one grade below their given grade.

2025/2026 Goal: Improve students' reading and comprehension success.

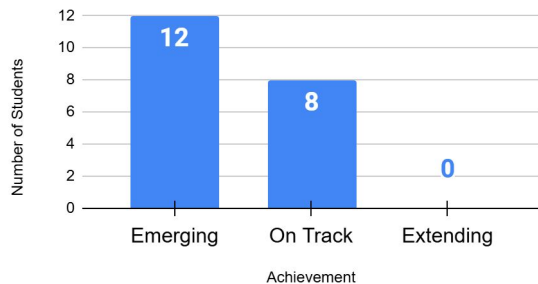
Observations (What we noticed)	Strategies (What we are doing)	Outcomes (What we hope to see in the future)
- Limited class-to-class consistency for language, strategies and models used to teach reading - Students receiving pull-out supports were missing out on important opportunities to develop classroom language and strategies provided by their in-class teacher - Teachers interested in developing purposeful collaboration between ELL, LAT and classroom teachers	- Primary Reading Groups (3x weekly on rotation) & (implementing lesson plans with consistent strategies) - Silent Reading and Read ALOUDs Daily - 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 (Science of Reading, UFLI- Reading Recovery, Heggerty, Bug Club Decodables) - ELL & LAT supports (1:1 and small groups) for "Red, Yellow, Green Zone" students - ELL, LAT & SERT providing targeted interventions & support - Buddy and Whole-School reading - Centers/Stations highlighting specific reading skills	- 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

Literacy

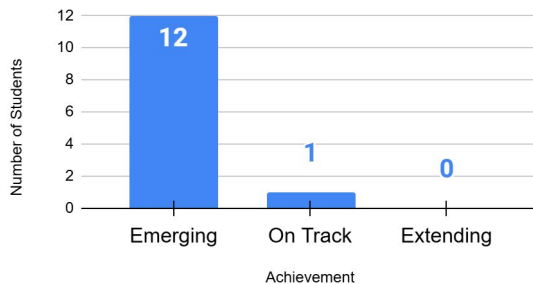
Changes since June 2025

- Implementing new Literacy strategies in October 2025
- Developing a more consistent and shared language through the implementation of various programs:
 - PRIMARY: The Phonics Companion and Language Foundations
 - INTERMEDIATE: Action Magazine and Bug Club Morphology
- Creating purposeful lessons aligned with curriculum
- Tracking data from year to year; tracking grade groups

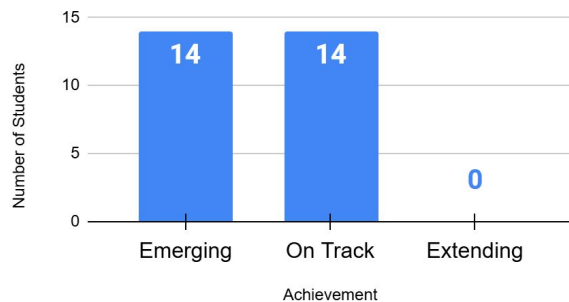
FSA data (2023/2024) Gr.4 LITERACY



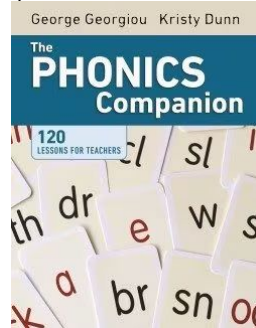
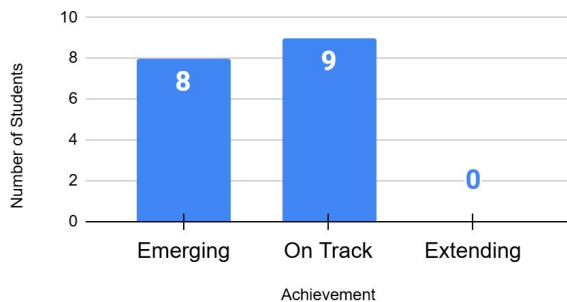
FSA data (2024/2025) Gr.4 LITERACY



FSA data (2023/2024) Gr.7 LITERACY



FSA data (2024/2025) Gr.7 LITERACY



LANGUAGE FOUNDATIONS
PHONICS BY
WILEY BLEVINS

Grades K-3

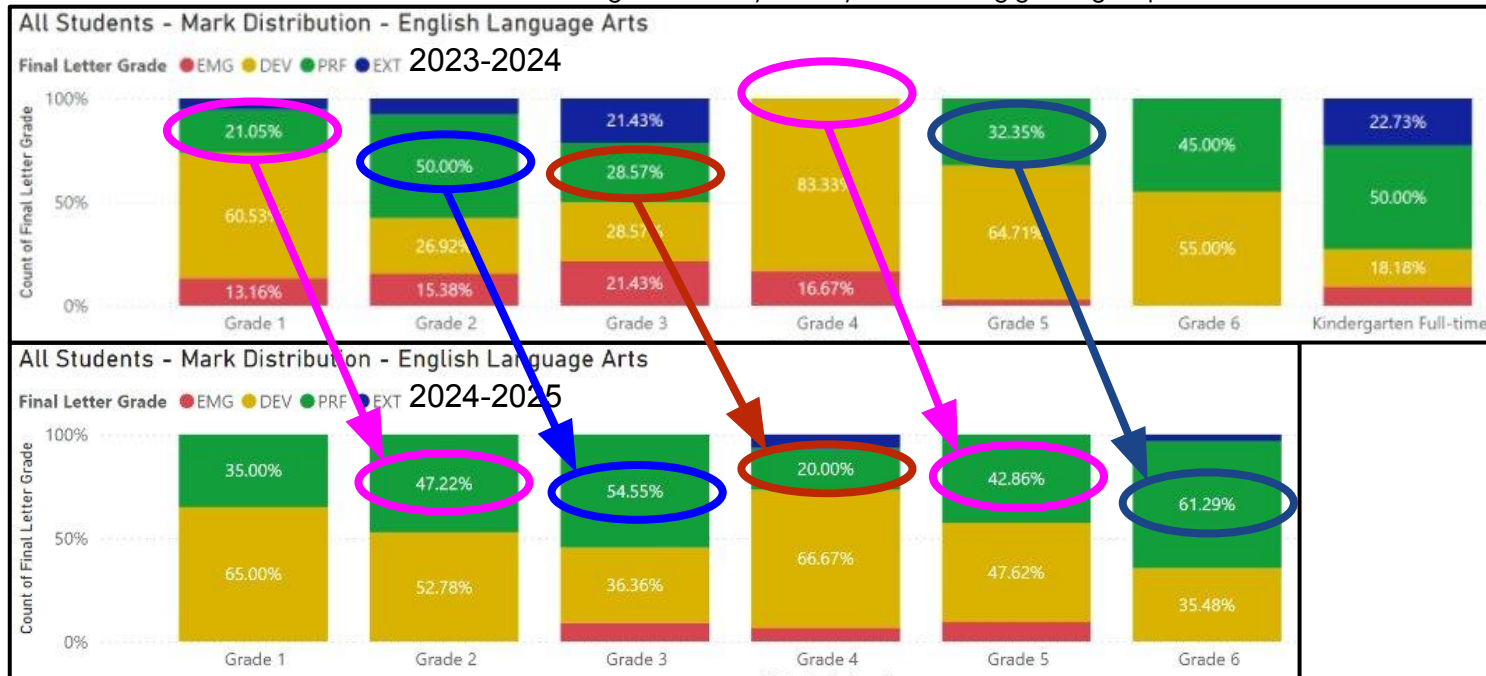


**Bug Club
Morphology**

Literacy

Changes since June 2025

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 - PRIMARY: The Phonics Companion and Language Foundations
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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 2026

2025/2026 Goal: Improvements made in basic, grade-level operational skills, while displaying heightened levels of perseverance & independence.

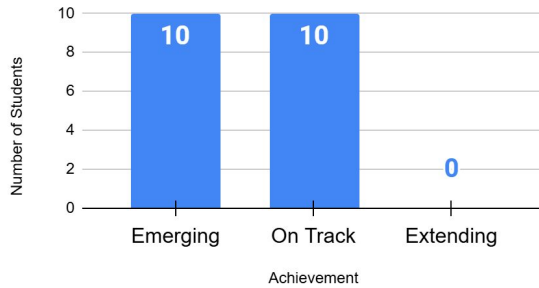
Observations (What we noticed)	Strategies (What we are doing)	Outcomes (What we hope to see in the future)
Stretches for Students: - Number sense & base-ten concepts - Math facts (+, -, x & /) - Skills below grade level - Effectively using problem-solving strategies - Need for enhanced mental Math strategies and abilities - Ability to use manipulatives to support problem solving - Lack of engagement in lessons Interests for Teachers: - Shared language between grades - More accessible program to follow with adaptations available - Structured lessons & resources to use - Communicate with previous year teacher to review strengths and challenges	Curriculum and Resources: - 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 - Fact Fluency - Real life applications (measuring tools) Instructional Approaches: - Hands-on Activities - Small group & 1:1 instruction - Math Centres - Cross-curricular integration of Math - Real-life examples and tactile experiences - Math Challenges - Stem - Games-based learning	Foundational Skills: - Improvements in fast Math facts/skills (5-10 minute drills) - When stuck, students demonstrate an ability to implement a variety of strategies to problem-solve Communication and Explanation: - Demonstrating an ability to explain "why?" - Growth in shared mathematical vocabulary Attitudes and Confidence: - Positive outlook towards math classes - More confidence and independence

Numeracy

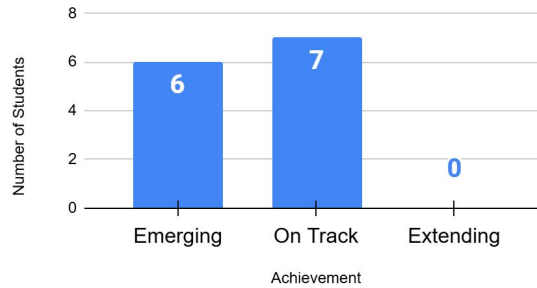
Changes since June 2025

- Implemented new Numeracy goal in October 2024
- 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 w/ curriculum
- Tracking data from year to year; tracking grade groups

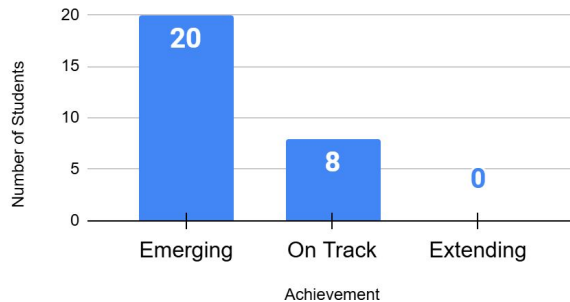
FSA data (2023/2024) Gr.4 NUMERACY



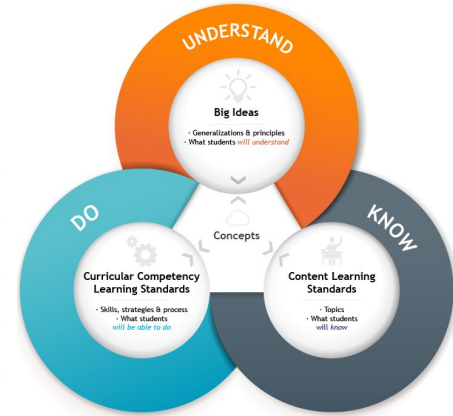
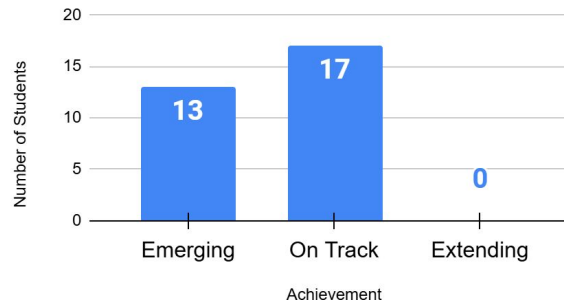
FSA data (2024/2025) Gr.4 NUMERACY



FSA data (2023/2024) Gr.7 NUMERACY



FSA data (2024/2025) Gr.7 NUMERACY



Numeracy

Changes since June 2025

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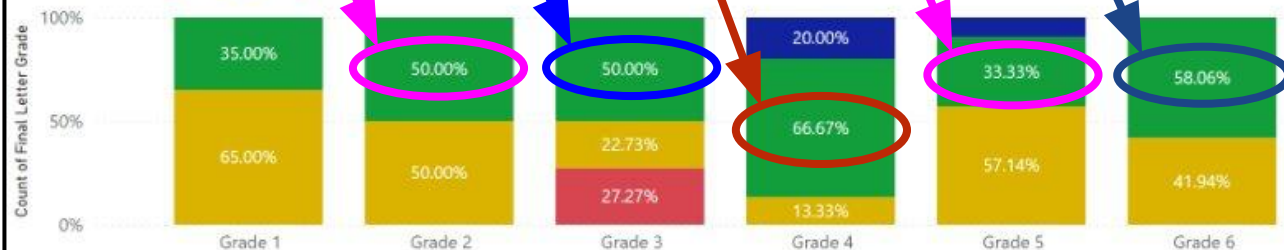
All Students - Mark Distribution - Mathematics

Final Letter Grade ● EMG ● DEV ● PRF ● EXT 2023-2024



All Students - Mark Distribution - Mathematics

Final Letter Grade ● EMG ● DEV ● PRF ● EXT 2024-2025



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 2025/2026 school year will show an increase, when compared to 2024/2025.

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

2025/2026 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)
- Apathetic attitudes towards school and learning, in general - Increases in challenging behaviours (eg. fighting, bullying, non-compliance, keeping hands & feet to ourselves) - Challenges with attendance, beyond contextual reasons (farming, hunting, etc.) - Lack of relationships - Reports of low self-confidence, especially students surrounding academic abilities	- Proactive Brain Breaks - Fostering self-confidence & self-esteem by using strength-based language in Learning Updates - Modelling positive self-talk - Morning check-ins with students/circle time - Consistent, whole-school expectations - HHT - Healthy Habit Time - Middle-Years Development Index (MDI) - Supplemental SEL survey for all students - Provide a variety of seating arrangements to promote students partnering with a variety of classmates - Whole school mingling and activities (Leadership Class providing opportunities) - Second Step (Weekly in some Primary Classes)	- 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) - Students will choose to work with a variety of classmates

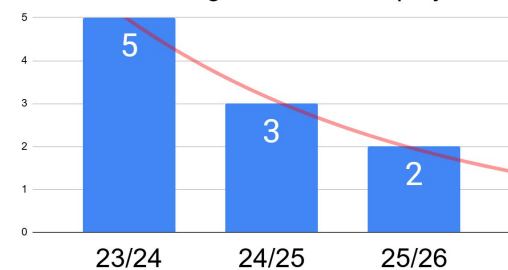
Goal # 4 - Students will develop a greater appreciation for the relationship between the skills developed in school and the skills used in the workforce.

Objective: Throughout the year, we will see a greater enrollment and engagement in Career Education courses and programs such as Project Heavy Duty and WEX 12A & B.

2025/2026 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)
- Student Stretches: 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	Secondary - Work experience opportunities - Providing more information surrounding college programs & WEX 12A & B - 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/other” - Offering elective courses that are tailored toward students’ interests - Field trips linked to careers (Ex. Northern Lights College, Camp Cameron, grocery stores, restaurants) - Invited guest speakers (Ex. Financial advisor, Realtor, Car salesman, Auto mechanic, nurses, Business owner, College instructor and Fire fighter) Elementary - Classroom teachers delving deeper into Career Ed curriculum - Learning Opportunities connected to “real life” (Ex. where do we use reading and writing skills, solving math problems related to life scenarios) - Field trips linked to careers (police station, fire station, grocery stores) - Career related centres and play areas (Ex. restaurant or grocery store)	- Improvements in attendance, most specifically in secondary - Have a 100% transition from Grade 9 to Grade 10 - Increased enrolment in WEX 12A & 12B courses - Improvements in Career Education 8/9/10 engagement & marks

Students Leaving School for Employment



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 behaviour supports
- “Week Ahead” document for staff
- Monthly Newsletters & updating website

