

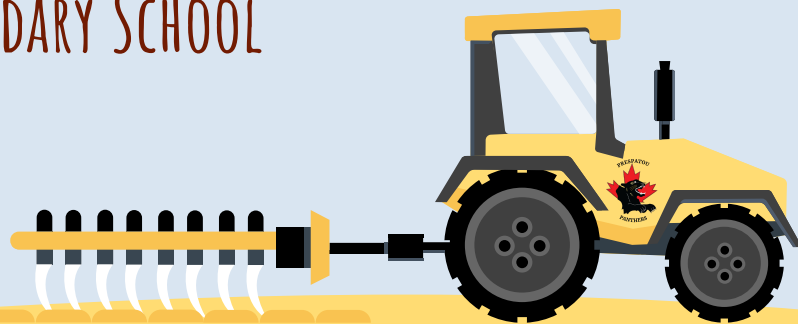


Framework for Enhancing Student Learning

PRESPATOU ELEMENTARY-SECONDARY SCHOOL

Student Population: 319

2026/2027



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 & numeracy
- ★ Increased awareness of targeted “Essential” supports for students with designations (teachers’ input on the EA’s roles/responsibilities)

School-Wide Events

- ★ Pancake Breakfast
- ★ Terry Fox Day Run
- ★ Staff Appreciation Dinner
- ★ Buddy Reading (whole school)
- ★ School Spirit Days (lead by students)



PLANNING DAY



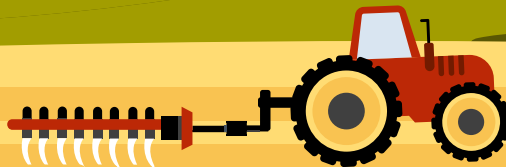
Staff

Snacks & Chats to start

- Ice-breaker (positive comments)
- Data & FESL Goals Review
- E-insight Exploration & Practice (demo & clarify what needs to be documented)
- Reporting Timeline (dates & review)

Collaborating Time

- All Staff
 - Terry Fox Day Planning
 - Inclusion (created options & opportunities)
- Elementary
 - Literacy Supports (ELL, LAT, EAs, Map & Reading Groups)
 - Looked at where the resources are in our building
 - RTI classes to prep for Reading/Writing targeted intervention supports
- Secondary
 - HHT discussion & plan for reporting out self-assessments



Learning Support (Funds & Practices)

- Team approach to awareness and implementation of supports for complex needs care
- Update teachers' professional development resources
- Review "Blue" Duotangs (A bridge between Classroom teachers, LAT, Admin and EA's with a targeted focus on students).
- Review documenting supports (needs to be done daily & details)

We are using our allocated "Learning Support Funds" to specifically target the varying levels of learners (all Elementary Grades this year), 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 & Writing Intervention Supports for Primary and Intermediate classes. This includes Kindergarten to Grade 7. (Reading/Writing Groups 3x/week)



Purposeful and meaningful **IEPs** that are created with School Based teams and parents. (Development, Implementation & Tracking)

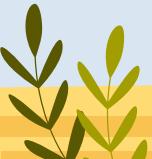


Goal # 1 - To improve on students' abilities to implement helpful reading and writing strategies.

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 and writing 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.

2026/2027 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">- Opportunities to improve consistency in reading and writing instruction, including common language, strategies, and models across classrooms.- Interest in strengthening collaboration among ELL, LAT, and classroom teachers to support student literacy development.- Some students demonstrate limited engagement and confidence in writing, alongside challenges with letter formation, sentence structure, and grammar.	<ul style="list-style-type: none">- Literacy Groups: Primary and Intermediate reading/writing groups 3x weekly using consistent strategies.- Daily Reading: Silent reading, read-alouds, and guided reading.- Reading Access: Library visits, lunchtime access, and high-interest, level-appropriate resources.- Literacy Instruction: Evidence-informed strategies (UFLI, Heggerty, Reading Recovery, Bug Club, Scholastic).- Assessment: Teacher training and ongoing reading assessments to guide instruction.- Targeted Support: ELL, LAT, and SERT interventions using the RTI model and collaborative planning.- School-Wide Literacy: Buddy reading, whole-school reading, and literacy centres/stations.- Writing Development: Engaging writing activities emphasizing confidence, letter formation, sentence structure, and grammar.	<ul style="list-style-type: none">- Using daily journals that will be used to track writing progress in all elementary classes- Students displaying greater interest in reading/writing- Greater teacher confidence in teaching reading/writing 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 7

Literacy

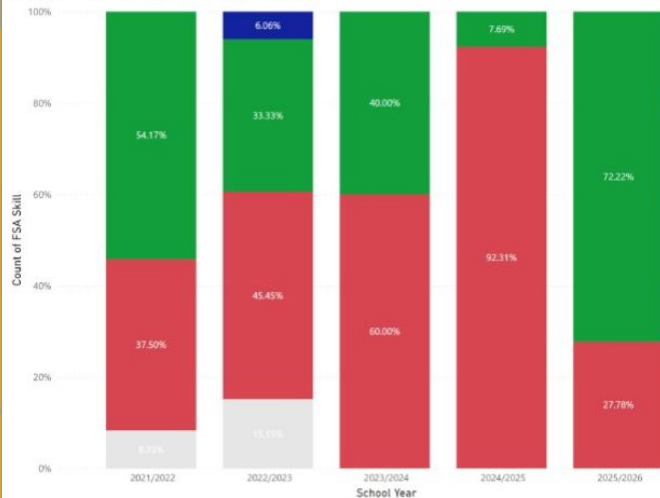
Changes since June 2026

- Implementing new Literacy strategies in October 2025
- Continuing with a more consistent and shared language through the implementation of various programs from Kindergarten to Grade 7:
 - 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

Grade 4 FSA Literacy

FSA Skill by School Year and FSA Result - ALL Students

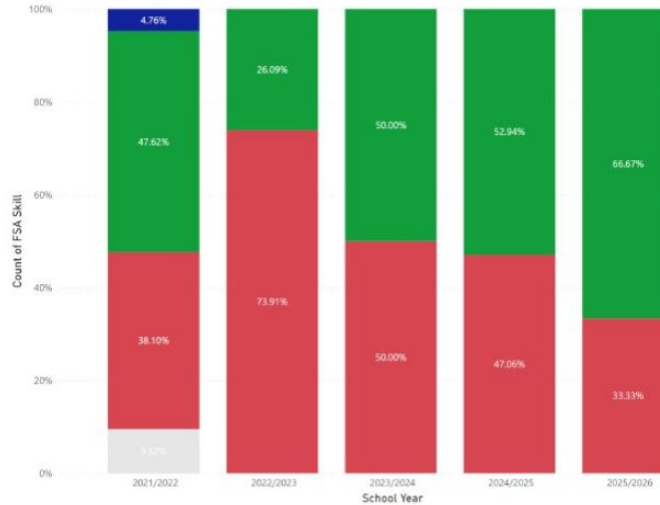
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Grade 7 FSA Literacy

FSA Skill by School Year and FSA Result - ALL Students

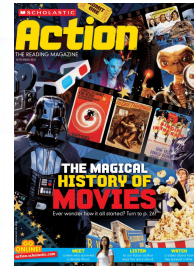
FSA Result ■ 0-UNKNOWN ■ 1-EMERGING ■ 2-3 ON TRACK ■ 4-EXTENDING



**Bug Club
Morphology**

**LANGUAGE
FOUNDATIONS**
PHONICS BY
WILEY BLEVINS

Grades K-3



George Georgiou Kristy Dunn

**The
PHONICS
Companion**

120
LESSONS FOR TEACHERS

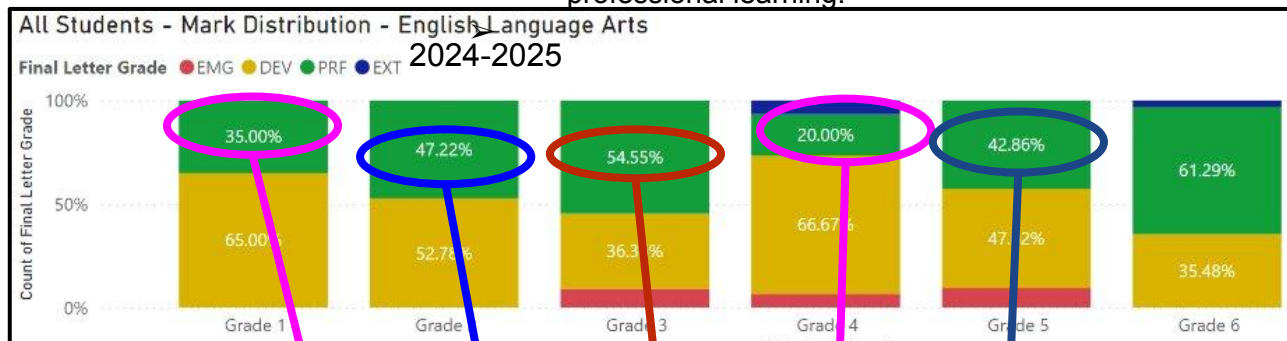
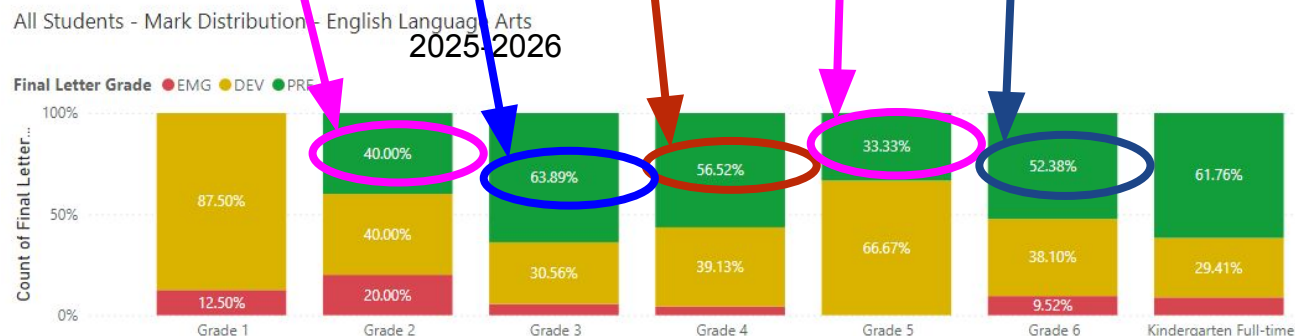


District Support for Literacy Growth

Literacy

Changes since June 2026

- Implementing district-supported programs (Scholastic and Morphology) to establish a consistent foundation for literacy instruction.
- Providing one-on-one coaching, including introductory and follow-up sessions to support effective classroom implementation.
- Building teacher confidence and consistency through district guidance, resources, and professional learning.



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 2027

2026/2027 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- Communicate with previous year teacher to review strengths and challenges	<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- Fact Fluency- Real life applications (measuring tools)- District Math mentorship (Introduction/follow-up) <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- Math Challenges - Stem- Games-based learning	<p>Foundational Skills:</p> <ul style="list-style-type: none">- 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 <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

Numeracy

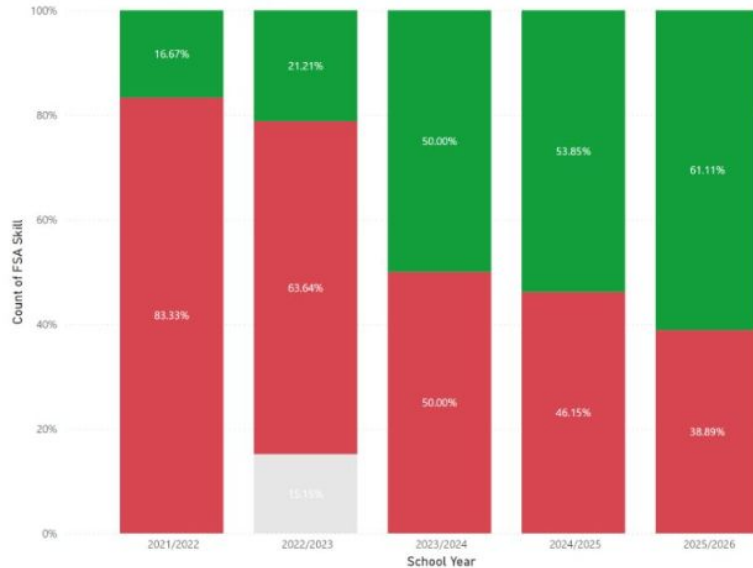
Changes since June 2026

- 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
- District mentorship (Introduction & Follow up)

Grade 4 FSA Numeracy

FSA Skill by School Year and FSA Result - ALL Students

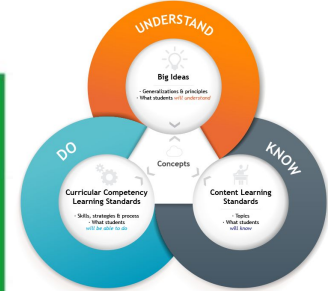
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Grade 7 FSA Numeracy

FSA Skill by School Year and FSA Result - ALL Students

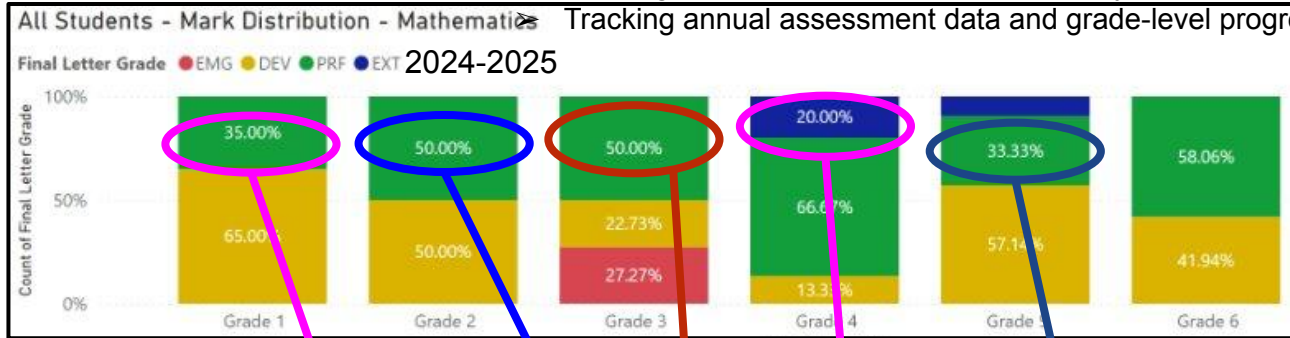
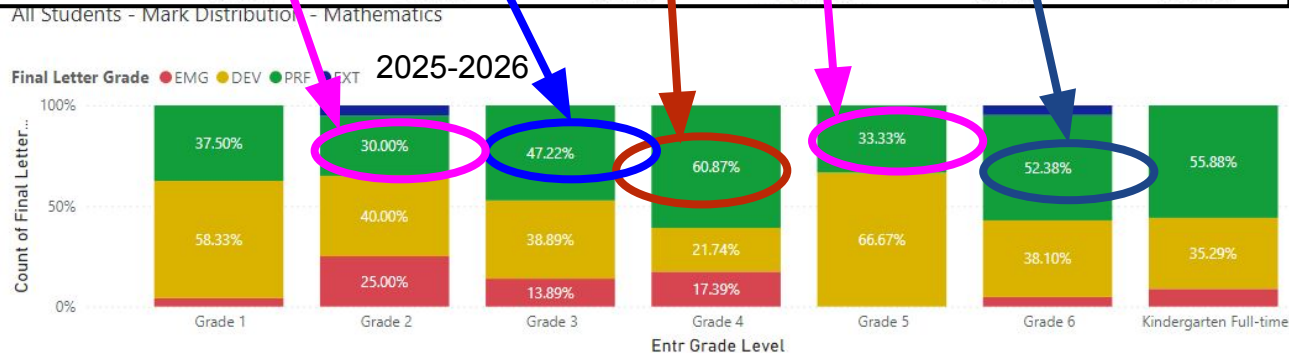
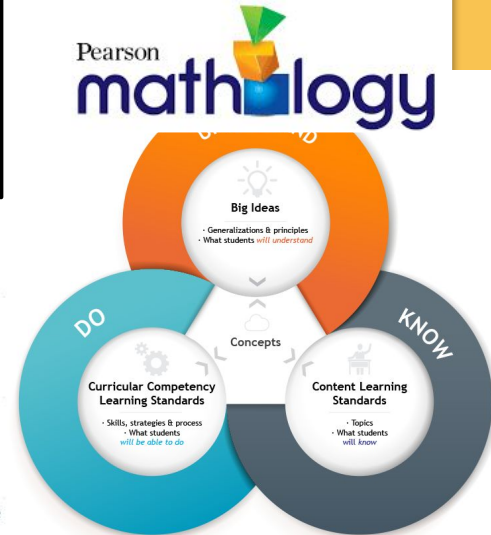
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Numeracy

Changes since June 2026

- Implemented new Numeracy goal in October 2024, focusing on problem-solving and grade-level operational skills.
 - Implementing district-supported programs (Mathology and Number Sense) to promote consistency and shared instructional language.
 - Providing introductory and follow-up coaching to support classroom implementation.
 - Strengthening teacher confidence and instructional consistency through district mentorship and resources.
 - Working toward consistent, purposeful daily math lessons aligned with curriculum.
- Tracking annual assessment data and grade-level progress to monitor student growth.



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 2026/2027 school year will show an increase, when compared to 2025/2026.

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

2026/2027 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, keeping hands & feet to ourselves)- Challenges with attendance, beyond contextual reasons (farming, appointments, hunting, etc.)- Lack of relationships- Reports of low self-confidence, especially students surrounding academic abilities	<ul style="list-style-type: none">- 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 for Kindergarten to Grade 12- Middle-Years Development Index (MDI)- Provide a variety of seating arrangements to promote students partnering with a variety of classmates- Whole school mingling and activities- Second Step (Weekly in some Primary Classes)	<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)- Students will choose to work with a variety of classmates

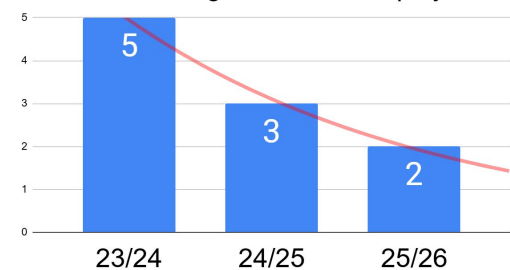
Goal # 4 - Students will develop a greater appreciation for the relationship between the skills developed in school and the skills used in the workforce.

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.

2026/2027 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)
<ul style="list-style-type: none">- 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	<p>Secondary</p> <ul style="list-style-type: none">- Work experience opportunities with increases in WEX 12A & B- Increased involvement in Dual Credit programs- 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- <p>Elementary</p> <ul style="list-style-type: none">- 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)	<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- Improvements in Career Education 8/9/10 engagement & marks

Students Leaving School for Employment



Communication Plan

Ongoing Parent & Staff Communication

Current Strategies:

- Weekly Monday morning meetings, Monthly PAC & Staff Meetings
- Increased communication between teachers and families regarding student learning and behaviour (Suggesting positive phone calls to offset negative only calls)
- 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 and Facebook pages

