



The Energetic Learning Campus is where our students feel safe and belong to our ELC community. Students take personal responsibility for their learning and their interactions with others. Our students have a voice and choice in their assignments/projects and are engaged in learning.

Framework for Enhancing Student Learning 2024-25

Goal 1: Increase academic achievement and foster independent learners.

Goal 2: Encourage a safe, caring, inclusive school community where members live within the foundational pillars of the ELC.

Goal 3: Increase opportunities for our students to explore a variety of careers.

Introduction

We are a secondary campus to the North Peace Senior Secondary School (NPSS) Main Campus. Our campus consists of 194 Gr. 10 students with an experienced staff that includes a vice-principal, six classroom teachers, one learning assistant teacher, one social-emotional learning teacher and one teacher who provides counselling and behaviour support and is also our Indigenous Transition Coach. We also have five support staff (an administrative assistant, an Indigenous student support worker, two educational assistants and a custodian). We currently have six community/homeroom groups. We have several students who participate in extracurricular sports programs. In September of 2024, 37 students were identified as having Aboriginal ancestry. Students can take classes in Digital Photography, Self-Defense, Hockey, Entrepreneurship, Athletic Leadership, Outdoor Education, Movement and Mind, Textiles, Learning from the Elders, Leadership and Art. We also have a number of students involved in Work Experience. With regard to technology, we have we have 175 Chromebooks and 20 Macbooks. Every student is assigned a device to use for the school year. At the end of Grade 10 at the ELC, students will attend North Peace Secondary School Main Campus for Grades 11-12.

Framework Development Process

The ELC staff spent the September 2024 School Planning Day reviewing our previous Framework with an eye on our data dashboard, reviewing our school goals and focusing on where we would like to go this year and beyond. Our staff developed key indicators and strategies to help us reach our core goals. Our framework will be reviewed throughout the year.

What the Evidence Told Us

1. There is an ongoing need for teachers to use UDL strategies to plan and support the diverse academic needs of our students.
 2. There is an ongoing need to support our struggling students in the Red Zone (C-/F).
 3. There is an ongoing need to support our student's social and emotional learning.
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Focus

Through the guiding foundation of our Pillars, the Energetic Learning Campus is a community of learners where staff and students abide by the principles of Community, Collaboration, Curiosity, Critique, Growth Mindset and Ownership aid in skill development to help learners transition into their role as educated, global citizens.

Goal 1: Increase Academic Achievement and Foster Independent learners.

Objective 1.1: Increase Universal Design for Learning (UDL) and Tier 1 Supports Capacity and Usage Amongst Staff.

Key Strategies

- Bi-weekly support team meetings to discuss student academic progress and student social-emotional needs.
- The support team provides examples of UDL strategies during staff meetings.
- The SEL teacher will check in with students who need support with executive functioning skills, such as organization, task logs, and visual schedules.
- Science teachers will provide a support package for all students - vocabulary, formulas, and the periodic table.
- Math and English teachers will use duotangs for their units to help students stay organized.
- Review the BC K-12 Reporting Policy - Inclusive Assessment Practices

Indicators

- Teachers use Course Curricular Grids to aid in assessment and planning.
- Teachers include clear UDL strategies in course previews and planning.
- Teachers have reviewed the BC K-12 Reporting Policy - Inclusive Assessment Practices.
- Increase UDL visuals in classrooms.
- Increase UDL strategies for PBL projects.
- Increase UDL strategies for lesson planning and assessments.
- Classroom teachers and our SEL teacher support students with executive functioning skills - task logs and visual schedules.

Targets

- Teachers know the curricular grids for the courses they teach and use them to help with planning and assessment.
- Classroom teachers have at least one UDL visual in their classroom.
- Each PBL project has a minimum of two UDL strategies being implemented.
- Classroom teachers incorporate visual schedules, use task logs, and review the “What to Do When” posters.

Objective 1.2A: Support struggling learners with a C- or lower in the core subjects: Math, English, Science, and Social Studies

Objective 1.2B: At the end of the year, the Foundations and Pre-Cal Math Fail Rate will be 5% or less and 15% or less for Workplace Math for students who attend more than 75% of these classes.

Key Strategies

- Measure Green/Yellow/Red Zones for each course at the end of each term.
 - Green = A and B
 - Yellow = C+ and C
 - Red Zone = C- and F
- Send out our ELC Student Wellness Survey in December, March, and May to hear the students' voices.
 - Do students need academic support?
 - How are students doing regarding their mental health?
- Offer morning tutorials three days/week for students needing academic support. These tutorials are subject-specific each day. Students can attend a maximum of 2 tutorials per week.
- The Math and Science department uses colour-coded duotangs, where students get the whole unit at the start, and this is consistent throughout the comm classes. Helps with organization.
- The English and Social Studies department is using cross-curricular assessments.
- Teachers are using proactive home contact. They also reach out early if students fall behind.
- Bi-weekly support team meetings to discuss struggling students and students who may need SEL support.
- The support team connects with classroom teachers regarding student support and strategies that might be helpful in the classroom.

- Review Gr. 9 Summary of Learning data to gauge who may need academic support when they enter the ELC.
- Teachers pool their remedy money to hire a Math/Science support teacher 2-3 days/week.
- Learning Support Fund - Full-time Social-Emotional teacher.
- Learning Support Fund - Increase ISSW hours - 3 additional hours/week.
- ISSW provides academic check-ins with Indigenous students and their teachers.
- All teachers present their Class Review at the School Planning Day.
- Students present their academic progress at the Student Led Conferences in Term 2.
- School-Based Team Meetings for struggling students. Students and parents are present.
- Identifying at-risk students due to absenteeism in October, December, and March

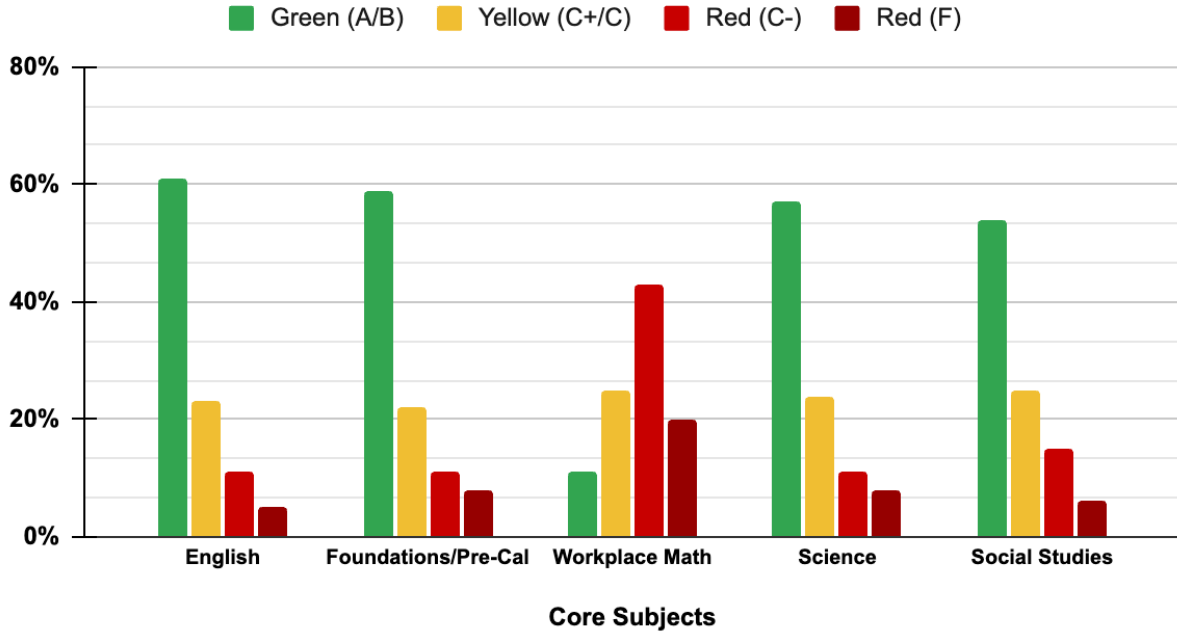
Indicators

- Gr. 9 Report Card Data
- ELC Report Card Data
- Honour Roll Data
- Literacy Assessment Data
- Numeracy Assessment Data

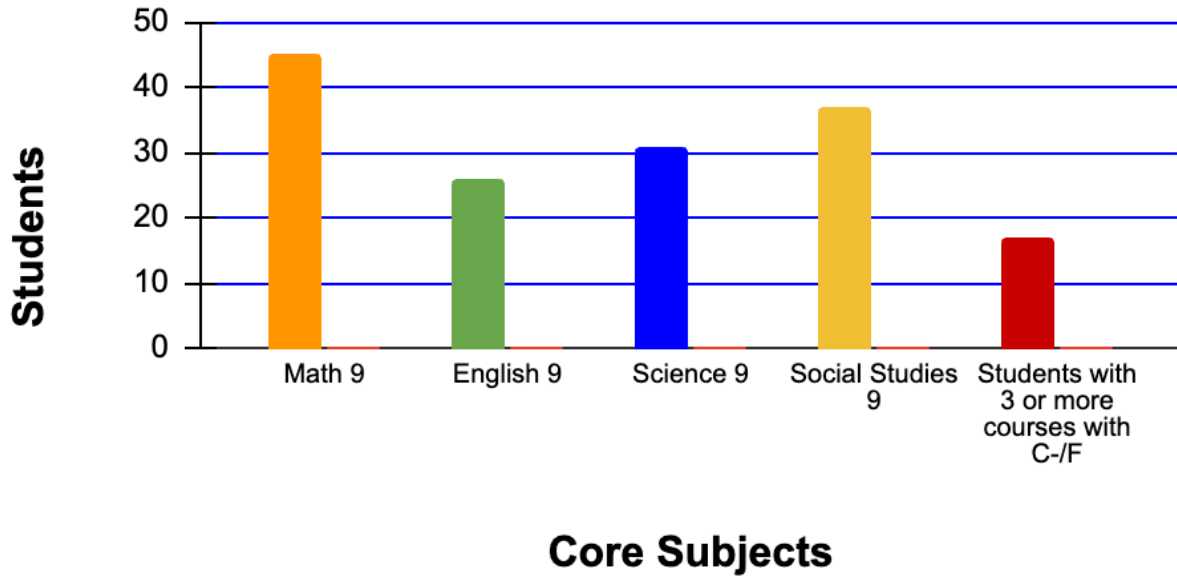
Targets

- 80% of students will achieve a C+ or higher in Foundations and Pre-Calculus Math
- 80% of students will achieve a C or higher in Workplace Math
- 80% of students score 2-4 on their Numeracy Assessment
- 80% of students score 2-4 on their Literacy Assessment

ELC 2023-24 Summary of Learning Grades



2024-25 Gr. 9 Summary of Learning Students with C-/F



2023-24 Term 3 Honour Roll

Term 3 Honour Roll	Principals	Gold	Burgundy	Total
Students on the Honour Roll	25	34	31	80
% of Students on Honour Roll	14%	19%	17%	50%

Numeracy Data

Math Summary of Learning Grade is a C+ or Higher	2021 2022	2022 2023	2023 2024
Foundations and Pre-Cal	61%	76%	70%

Math Summary of Learning Grade is a C- or Higher	2021 2022	2022 2023	2023 2024
Workplace Math	69%	94%	80%

Math Failure Rate	2021 2022	2022 2023	2023 2024
Foundations and Pre-Cal Math	8%	3%	8%
Workplace Math	31%	6%	20%

Literacy Data

Literacy Assessment Results % of Students	2021 2022	2022 2023	2023 2024
1 - Emerging	4	2	5
2 - Developing	29	22	14
3 - Proficient	64	66	70
4 - Exceeding	3	10	11

English Summary of Learning Grade C+ or Higher	2021 2022	2022 2023	2023 2024
Total	50%	77%	70%

Objective 1.3: Increase Staff and Student Awareness and Use of Core Competencies

Key Strategies

- Students complete a self-reflection on the core competencies in their PBL projects.
- Post a copy of the core competency information in each classroom to familiarize students and staff with the core competencies.
- Teachers connect the core competencies in the lessons that they are teaching.
- Students include core competencies self-assessment in the Student-Led Conferences in January.
- Students include core competencies self-assessment in their Transitional Presentation of Learning (TPOL) held in June.
- Student self-reflection of core competencies and goal setting on their Learning Updates.

Indicators

- Core competencies posters in all classrooms.
- Students reflect on the core competencies used in their PBL projects at their Student-Led Conferences (SLC), Learning Updates, and year-end Transitional Presentation of Learning (TPOL).
- Core Competencies language is represented in course previews and teacher's lesson planning.

Targets

- Core competencies posters are in all classrooms.
- 100% of students reflect on their core competencies during their PBL presentations, SLC, TPOL and Learning Updates.
- Regular usage of competencies language within the classroom.
- Usage of competencies language in reporting - student and teacher.

Alignment of Resource Allocations With This Goal:

- Learning Support Fund
 - Educational Assistants (2)
 - Social Emotional Teacher
 - All teacher's class reviews are shared with all staff
 - Extra teacher 2-3 days/week - Math and Science support
 - Technology - Chromebooks, Redcats, Google Read and Write

Goal 2: Encourage a Safe, Caring and Inclusive School Community Where Members Live Within the Foundational Pillars of the ELC.

Objective 2.1: Teach the Foundational Pillars of the ELC

Key Strategies

- Implementation of Social-Emotional Teacher
- Spend the first week of school teaching the pillars and creating a common language.
- Students reflect on the pillars they used in each PBL project.
- Each PBL project has one pillar on which to focus.
- Students reflect on the pillars during their year-end Transitional Presentation of Learning (TPOL) and Student-Led Conferences (SLC).
- LAT/Counsellor/SEL Teacher and Administrator refer to our pillars when working with students.

Indicators

- PBL reflections - 1 on 1 with the teacher. Include pillars to discuss with the teacher.
- Student Wellness Survey
- School Connectedness Survey
- Create a Pillar Survey after the first week of school.

Targets

- 100% of students know that we have foundational pillars
- 85% of students can reflect on the pillars they use in PBL projects

Objective 2.2: Fostering Awareness of Health and Mental Wellbeing

Social-Emotional Goal: If we include 6-8 Mental Health Moments in classes and offer ‘Mindful Mondays’ focused on mental health and well-being, students will learn to care more about their overall well-being.

Key Strategies

- Student Wellness Survey is sent out in December, February and April.
 - Mental well-being - stress, anxiety, friendship
 - Physical well-being - sleep, exercise, nutrition, screen time
 - Support required - Teacher, SEL Teachers, EA, LAT, ISSW, Counsellor
- SEL Teacher
 - The student list is derived from Gr. 9 transitional data, counsellor, LAT, and teacher recommendations.
 - Created a Referral Form for staff to use to recommend students for SEL and/or Counselling
 - SEL/behavioural and academic intervention
- Counsellor
 - One day/week.
 - Classroom visits on specific health and mental well-being topics.
- DPA - Start every morning with physical activity.
- Career Life Education - Mental Health Awareness through the teacher carousel.
- SEL committee meetings and sharing ideas at staff meetings.
- The PBL mask project helps to foster awareness about self and creates a sense of belonging in our community.
- Provide a quiet space for students to work during our Diversified Learning blocks.

Indicators

- Student Learning Survey (Ministry) - January
- ELC Student Wellness Survey - December, February and April
- ELC School Connectedness Survey - May

Ministry Student Learning Survey

ELC Grade 10 Learning Survey	2021 2022	2022 2023	2023 2024
Do you feel welcome at school? All of the Time and Most of the Time	75%	85%	79%
Do you like school? All of the Time and Most of the Time	37%	51%	47%
Do you feel safe at school All of the Time and Most of the Time	76%	83%	84%
At school, how many adults do you feel care for you? 2 or More	55%	76%	71%
Do adults at your school treat you fairly? Strongly Agree and Agree	56%	72%	76%
How many teachers help you with your schoolwork when you need it? 2 or More	61%	77%	82%
At school, I am learning how to care for my mental health. Strongly Agree and Agree	30%	43%	37%
How would you describe your mental health? Excellent, Very Good and Good	N/A	63%	54%

ELC School Connectedness Survey

ELC School Connectedness Survey	2021 2022	2022 2023	2023 2024
I feel safe at school At all times/Most of the time	86%	88%	95%
If there's a problem at school, I can talk to at least 1 or more trusted adults.	67%	96%	91%
I feel 1 or more adults are respectful toward me.	89%	94%	98%
Are you aware of the ELC pillars? All of the time/Most of the time	85%	87%	88%

Targets

- 100% of students know that the ELC has pillars.
- 85% or more students feel they are learning to care about their mental health.

Alignment of Resource Allocations With This Goal:

- Learning Support Fund
 - Increase Indigenous Youth Care Worker hours
 - Learning with the Elders supplies - honorarium, beading, tanning, ribbon skirts/shirts.

Goal 3: Increase the Opportunities for our Students to Gain Knowledge and Explore a Variety of Careers.

Objective 3.1: Increase Student Awareness Regarding Work Experience, Trades and Dual Credit Opportunities

Key Strategies

- Louis Vaccaro, from the Main Campus, gives work experience and trades presentations as part of our first-week schedule.
- Sharon Hoecherl, from the Main Campus, meets with students interested in the YETS program and Dual Credit.

- Louis Vaccaro provides weekly support for students interested in signing up for work experience and the Jr. Volunteer program with Northern Health.
- Tours of Northern Lights College - FSJ and Dawson Creek Campuses
- ELC puts on an annual Career Fair and invites 15 local businesses to participate.
- All students have a resume and cover letter

Indicators

- Number of students signed up for Work Experience.
- Number of students completed Work Experience
- Number of students who sign up for YETS/Apprenticeship/Junior Volunteers

Targets

- 75% of students who sign up for WEX complete the course.
- NPSS Career Department provides two presentations per year to ELC students.
- Host the annual ELC Career Fair.
- Provide three or more opportunities for students to have career exposure in the community.

Objective 3.2: Increase Career Exploration for Students

Key Strategies

- ELC Career Fair in October
- PBL Project: My First Investment
- My Blueprint
 - Career Survey
 - Research careers
- Student volunteer opportunities through Northern Health - Jr. Volunteers

Indicators

- 3rd Annual Career Fair with 14 local community members taking part.
- Career Fair - Student Survey
- 26 students participated in the Louisiana Pacific Mill Tour and Career Fair
- 14 students participated in the Creating Energy Careers Tour
- 15 students participated in FSJ Innovation Day put on by Inside Education from Edmonton

ELC Careers Indicators:

Learning Survey Questions:	2021 2022	2022 2023	2023 2024
Are you satisfied that school is preparing you for a job in the future? All of the time and Most of the time	48%	36%	52%
Are you satisfied that school is preparing you for post-secondary education? All of the time and Most of the time	49%	47%	62%

Targets

- 85% of students feel the Career Fair was helpful in the planning for their future careers.

Alignment of Resource Allocations With This Goal:

- Thank you gifts and snacks for our ELC Career Fair presenters