



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 2025-26

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 210 Gr. 10 students with an experienced staff that includes a vice-principal, seven classroom teachers, one learning assistant teacher, one social-emotional learning teacher, and one teacher who provides counselling and behaviour support, as well as serving as our Indigenous Transition Coach. We also have six support staff (an administrative assistant, an Indigenous student support worker, three educational assistants and a custodian). We currently have seven community/homeroom groups. We have several students who participate in extracurricular sports programs. In September of 2025, 47 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, Leadership, Art, and Art 2D. We also have a number of students involved in Work Experience. Regarding technology, we have 210 Chromebooks. Every student is assigned a device to use for the school year. At the end of Grade 10 at the ELC, all students will attend North Peace Secondary School Main Campus for Grades 11-12.

Framework Development Process

The ELC staff spent the September 2025 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 students' social and emotional learning.
-

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, which aid in skill development to help learners transition into their roles 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 require support with executive functioning skills, such as organization, task logs, and visual schedules.
- Science teachers will provide a support package for all students with formulas and the periodic table.
- Math and Science teachers use duotangs for their units to help students stay organized. As well, all teachers use duotangs for PBL projects.
- Teachers post lessons and notes on Google Classroom.
- Consistent use of Redcat systems in all classes.
- Visual schedules and To-Do lists are displayed in classrooms.
- A list of UDL strategies is provided each year by our LAT.

Indicators

- Teachers use course Curricular Grids to aid in developing their Scope and Sequence and assessments.
- Teachers include clear UDL strategies in course previews and planning.
- 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 in developing executive functioning skills through the use of task logs and visual schedules.

Targets

- Teachers are familiar with the curricular grids for the courses they teach and use them to aid in planning their Scope and Sequence and assessments.
- Classroom teachers have at least one UDL visual in their classroom.
- Each PBL project incorporates a minimum of two UDL strategies.
- 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 at least 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?
- Indigenous academic RTI used to monitor red zone students.
- 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.
- There are subject-specific teachers in the morning tutorial.
- All teachers offer lunchtime tutorials on a consistent day of the week.
- List of tutors and learning resources shared with families.
- Implemented a dedicated Workplace Math teacher.
- The Math department uses colour-coded duotangs, where students get the whole unit at the start, and this is consistent throughout all math classes. This 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 to discuss 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.
- Review Gr. 9 Transition Document notes.
- Review Gr. 9 Insight notes.
- Learning Support Fund - Full-time Social-Emotional teacher.
- Learning Support Fund - Increase ISSW hours - 1 additional hour/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 Parent 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

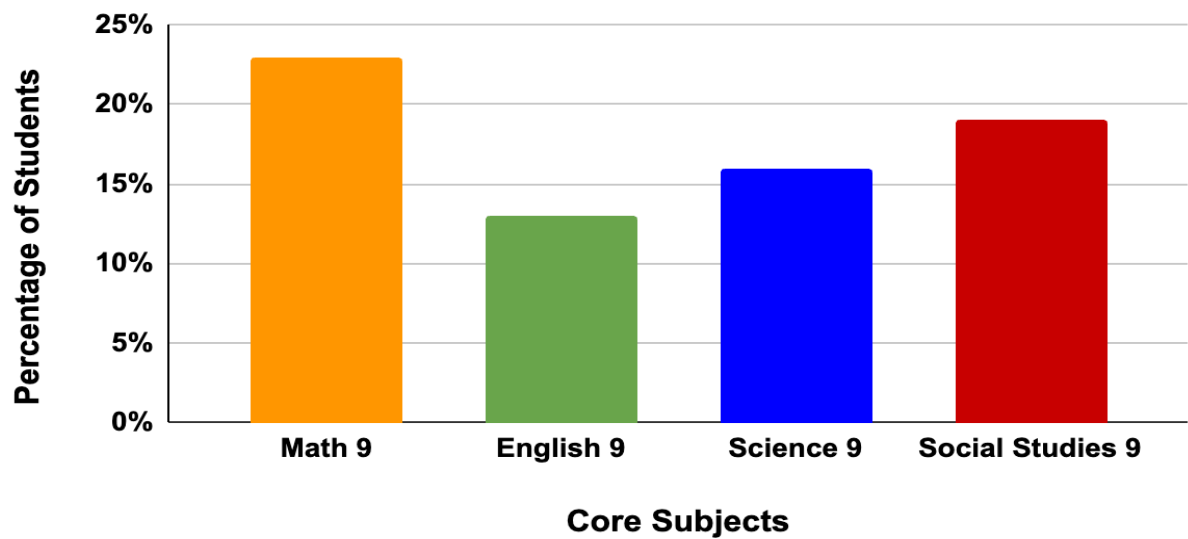
Indicators

- Gr. 9 Learning Update Data
- ELC Learning Update Data
- Honour Roll Data
- Literacy Assessment Data
- Numeracy Assessment Data
- Monthly Attendance Report

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

2024-25 Gr. 9 Final Grades



2024-25 Term 3 Honour Roll

Term 3 Honour Roll	Principals	Gold	Burgundy	Total
Students on the Honour Roll	21	31	19	71/184
% of Students on Honour Roll	11%	17%	10%	39%

Numeracy Data

Numeracy Assessment Results % of Students	2022 2023	2023 2024	2024 2025
1 - Emerging	11%	9%	5%
2 - Developing	44%	35%	41%
3 - Proficient	39%	51%	46%
4 - Exceeding	6%	5%	8%

Math Summary of Learning Grade is a C+ or Higher	2022 2023	2023 2024	2024 2025
Foundations and Pre-Cal	76%	70%	75%

Math Summary of Learning Grade is a C- or Higher	2022 2023	2023 2024	2024 2025
Workplace Math	94%	80%	89%

Math Failure Rate	2022 2023	2023 2024	2024 2025
Foundations and Pre-Cal Math	3%	8%	3% (6)
Workplace Math	6%	20%	11% (4)

Literacy Data

Literacy Assessment Results % of Students	2022 2023	2023 2024	2024 2025
1 - Emerging	2%	5%	3%
2 - Developing	22%	14%	28%
3 - Proficient	66%	70%	64%
4 - Exceeding	10%	11%	5%

English Summary of Learning Grade C+ or Higher	2022 2023	2023 2024	2024 2025
Total	77%	70%	79%

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

Key Strategies

- Post a copy of the core competencies posters in each classroom to familiarize students and staff.
- Students include core competencies self-reflection and goal setting on their Learning Updates.
- Students complete Learning Profiles at the beginning of the year which include core competencies reflection.
- Teachers connect the core competencies in the lessons they teach.
- Students include the core competencies self-assessment in the Student-Led Conferences in January.
- Students include core competencies self-reflection in their Transitional Presentation of Learning (TPOL) held in June.

Indicators

- Core competencies posters in all classrooms.
- Students reflect on the core competencies during Student-Led Conferences (SLC), Learning Updates, and the year-end Transitional Presentation of Learning (TPOL).
- Core Competencies language is represented in course previews and teacher lesson plans.

Targets

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

Alignment of Resource Allocations With This Goal:

- Learning Support Fund
 - Educational Assistants (3)
 - Social Emotional Teacher (1)
 - 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.
- Pillar posters are in all classrooms.
- Students reflect on the pillars they used in each PBL project.
- Cross-comm PBL projects to promote collaboration and community.
- 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.

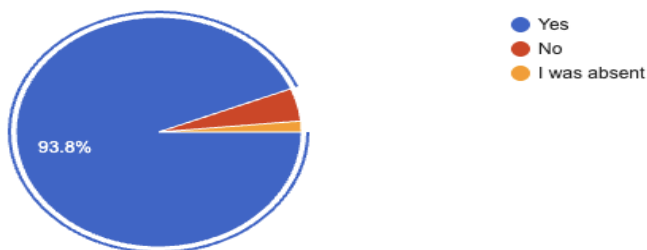
Indicators

- Pillar Survey after the first week of school
- Student Wellness Survey
- School Connectedness Survey

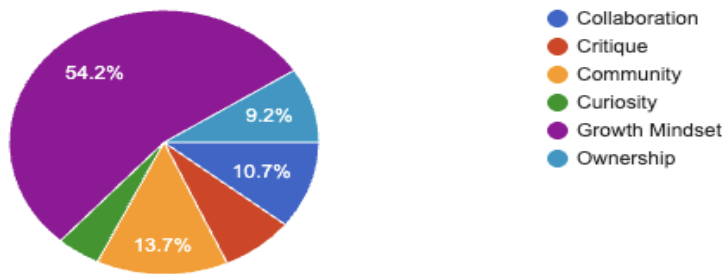
Targets

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

Are you aware that the ELC has foundational pillars?



What ELC Pillar are you going to focus on this year?



Objective 2.2: Fostering Awareness of Health and Mental Well-being

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

- The 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 SEL caseload is derived from Gr. 9 transitional data, counsellor, LAT, and teacher recommendations.
 - Referral form for staff to use to recommend students for SEL and/or counselling.
 - SEL/behavioural and academic intervention.
 - Provides Mindful Monday activities. Students can sign up for each week.
 - Provides monthly well-being activities in Connect Ed.
- 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 unit.
- 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.

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	2022 2023	2023 2024	2024 2025
Do you feel welcome at school? All of the Time and Most of the Time	85%	77%	79%
Do you like school? All of the Time and Most of the Time	51%	45%	41%
Do you feel safe at school All of the Time and Most of the Time	83%	84%	84%
At school, how many adults do you feel care for you? 2 or More	76%	70%	65%
Do adults at your school treat you fairly? Strongly Agree and Agree	72%	75%	66%
How many teachers help you with your schoolwork when you need it? 2 or More	77%	87%	69%
At school, I am learning how to care for my mental health. Strongly Agree and Agree	43%	37%	29%
How would you describe your mental health? Excellent, Very Good and Good	63%	54%	52%

ELC School Connectedness Survey

ELC School Connectedness Survey	2022 2023	2023 2024	2024 2025
I feel safe at school At all times/Most of the time	88%	95%	91%
If there's a problem at school, I can talk to at least 1 or more trusted adults.	96%	91%	93%
I feel 1 or more adults are respectful toward me.	94%	98%	95%
Are you aware of the ELC pillars? All of the time/Most of the time	87%	88%	86%

Targets

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

Alignment of Resource Allocations With This Goal:

- Learning Support Fund
 - Portion of SEL Teacher
 - Increase Indigenous Support Worker hours

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 who signed up for Work Experience and the Jr. Volunteer program with Northern Health.
- Tours of Northern Lights College - FSJ and Dawson Creek Campuses.
- ELC hosts an annual Career Fair and has approximately 15 local businesses participate.
- Volunteer component in Athletic Leadership and Sport.
- All students create a resume and a cover letter.
- SEL teacher has a job board with local opportunities for students.

Indicators

- Number of students who completed Work Experience
 - 28 students completed Work Experience
- Number of students who completed Creating Energy Careers
 - 11 students completed Creating Energy Careers
- Number of students accepted into YETS
 - 12 students accepted into YETS for their Gr. 11 year

- Number of students who completed the Junior Volunteer Program
 - 7 students completed the Jr. Volunteer Program

Targets

- The 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
- Student volunteer opportunities through Northern Health - Jr. Volunteers

Indicators

- 3rd Annual Career Fair with 15 local community members taking part.
- Career Fair Post Survey and Assignment
- 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 the FSJ Innovation Day put on by Inside Education from Edmonton
- 7 students participated in the Jr. Volunteer Program with Northern Health

ELC Careers Indicators:

Learning Survey Questions:	2022 2023	2023 2024	2024 2025
Are you satisfied that school is preparing you for a job in the future? All of the time and Most of the time	36%	52%	36%
Are you satisfied that school is preparing you for post-secondary education? All of the time and Most of the time	47%	62%	47%

ELC Career Fair Question:	2024 2025
The ELC Career Fair was helpful in planning for your future careers. Strongly agree and Agree	84%

Targets

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

Indicators

- Career Post Survey

Alignment of Resource Allocations With This Goal:

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

Learning Support Fund Used to Support All ELC FESL Goals

LSF 2025-26 \$110,296

