



Prairie Rose School Division
St. Laurent School
Framework for Continuous Improvement Plan/Report 2025-2026
Grades K-12

School:	St. Laurent School	Principal:	Bobby Ellis	Updated	05/29/2026
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Land Acknowledgement: We [I] would like to begin by acknowledging that Prairie Rose School Division (PRSD) is in Treaty 1 territory and that the land on which we gather is the traditional territory of the Anishinaabe and the homeland of the Metis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

School Profile
A. Overview of relevant geographic and/or demographic information St. Laurent School is a K-12 school on the western shore of Lake Manitoba, serving about 180 students from St. Laurent and nearby rural areas. Over 80% of students self-identify as Indigenous, primarily Métis, reflecting the community’s strong cultural identity. The school is the heart of a close-knit community that values connection, culture, and resilience. Many families face economic and social challenges, and the school plays a key role in providing stability, belonging, and opportunity for all learners. Mission At St. Laurent School, we foster a safe, inclusive, and culturally rich environment where every student can achieve their potential through academic excellence, personal growth, and community engagement.

B. School staffing profile (full-time equivalent)					
Principal	1.0	Resource Teachers	2.0	Library Technicians	1.0
Vice Principal	0.5	Guidance Counsellors	1.0	Career Development Teacher	0.2
Classroom Teachers	13	Educational Assistants	12.5	Itinerant Substitute Teachers	N/A

C. Disaggregated data for students		
Disaggregation	Number of students	Percentage of student population
Total Student Enrolment	174	100%
English as an Additional Language	0	0%
Self-Declared Indigenous	152	88%
Children in Care	37	21%
Tier 1 Students (Students requiring SSP)	55	31.8%
Tier 2 Students (Intermediate supports - Students who can learn outcomes with modifications)	9	5.2%
Tier 3 Students (Intensive supports - Students have individualized programming)	1	0.6%

D. Education for sustainable Development Plan.

This year, St. Laurent School will continue to strengthen environmental and cultural learning through hands-on projects that connect students to the land and community. ESD funds will be used to expand our raised garden areas and community medicine plots, providing opportunities for students to learn about growing traditional plants, sustainability, and food security. Funds will also support outdoor learning initiatives, including Indigenous games, snowshoes, and skis for winter activity, helping students stay active and connected to nature year-round. These projects align with our school's commitment to sustainability, cultural understanding, and lifelong stewardship of the environment.

E. Description of Framework for Continuous Improvement team.

(Who is involved in the planning process? How often does the team meet?)

Continuous Improvement Team for St. Laurent School

- Principal: Leader and overseer of the continuous improvement plan, ensuring alignment with school and divisional goals while driving the overall direction of the document.
- Guidance/Well-being Leader: Focuses on student well-being and emotional regulation, leading initiatives that support mental health, belonging, and student guidance.
- Literacy/Numeracy K-7/8A: The primary resource for K-7/8A literacy and numeracy strategies, ensuring structured learning and support in early years education.
- Behavior Lead (8-12): Specializes in managing behaviour and regulation strategies for grades 8-12, leading initiatives that support positive student conduct and academic success.
- Middle Years: Provides expertise in middle years education, supporting initiatives that foster student development and regulation during this critical phase.
- Community/Parents: Parent Advisory Committee will act as a supportive body, ensuring that the school community has a voice with regard to the direction the school is taking.
- Students: Students will be given a voice with regard to the direction the school takes. They are at the heart of all planning.

Meeting Schedule: This team will meet monthly to review progress, set priorities, and hold each other accountable in reaching our school's goals. All staff will have input on PD days throughout the year.

GOAL #1: LITERACY					
What is LITERACY? Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world around us.					
Why is LITERACY important? “Literacy empowers and liberates people. Beyond its importance as part of the right to education, literacy improves lives by expanding capabilities which in turn reduces poverty, increases participation in the labour market and has positive effects on health and sustainable development.” (UNESCO)					
School goal for LITERACY: Achieve measurable literacy growth across all grades, with 95% credit obtainment in Grades 9–12, by strengthening reading and writing through structured literacy practices, targeted interventions, and integration of Indigenous and Métis language, storytelling, and cultural perspectives to deepen comprehension, engagement, and identity. CAR data will demonstrate student growth where at least 70% of students are meeting expectations.					
THE PLAN	Who will take action:	When will this be done:	Resources/PD needed:	Data sources:	How to tell if the plan is working (Data):
For students (High Quality Learning) 1. Grades K-5 UFLI lessons. 2. K - EYE assessment 3. K-8 targeted intervention provided by CTs, RTs and EAs. 4. Senior Years programs such as Foods and Nutrition, Graphics, Woodworking, Cultural Activities, ACE, and AP offer various pathways to earn a wide range of credits and hone real-world literacy skills.	Classroom Teachers Resource Teacher Educational Assistants ISST IAA Leader	-Ongoing -Strong Beginnings	-Further UFLI and OG training for all K-6 teachers, EAs, and student services team members -UFLI-aligned decodables and other literacy materials that include diverse characters and Indigenous perspectives -Training for K-4 teachers in Really Great Reading (RGR) and UFLI	-Literacy data RGR -EYE-TA -Provincial (3, 8, 10 and 12) -Report card data -F&P reading benchmark levels (optional)	1. Grade 1-3 literacy scores will improve at each reporting period, as compared to the Strong Beginnings baseline 2. K-8 report card indicators will show growth in literacy over the three reporting periods 3. Traci / Courtney / Bobby visiting ELC June 4, 2026 4. Student enrollment in these programs will grow year-to-year

For staff (High Quality Teaching) 1. Teachers will use structured literacy training and assessments to direct their teaching. 2. Classroom teachers will have literacy goals based on structured literacy. 3. K-5 classroom teachers will start assessing literacy using RGR. 4. School Leaders will monitor literacy data. 5. All school staff will be scheduled one period per cycle to meet with Resource so that supports can be put into place to best meet the needs of students. 6. Grades 7-12 teachers will create a continuum of skill development based on each grade. 7. Two K-6 PLC for teachers	Classroom Teachers ISST School Leaders Educational Assistants MY/SY Literacy Committee	-Ongoing -Reporting Periods -Strong Beginnings -Classroom teachers will go over their data with RT and/or school leadership once per month, beginning in March -Regularly scheduled meetings among all stakeholders to address implementation and needs for assistance will be scheduled as necessary. -MY/SY Literacy Committee will have scheduled time to collaborate on PD Days.	Divisional PD- Orton Gillingham and UFLI training for K-6 teachers; RGR training for K-3 teachers	-Literacy Data Tool (RGR, Dibels 8) -EYE-TA -Provincial Assessments (3, 8, 10 and 12) -Report card data -F&P reading benchmark levels (optional) -Classroom Profiles	1. Teaching staff are using Structured Literacy strategies and assessment tools. 2. Teachers will have measurable goals that respond to students needs and are aware of students developmental requirements. 3. School Leaders will use data and observations to encourage appropriate professional development and resources for teachers 4. Teachers will feel confident in their abilities and supported in their role as literacy instructors when participating in opportunities for reflection on their teaching practices.
For families/communities (Communication and Collaboration) 1. Families will be given access to supportive materials and feedback to help them support their students at home. 2. Assessment results will be shared with parents during reporting periods.	Classroom Teachers ISST School Leaders	-Ongoing -Reporting Periods	-Parent/guardian access to literacy assessment data & teacher feedback. -Access to supportive literacy materials for home use.	-Individual literacy assessments and teacher observations. -Individual Provincial Reports for Grades EY and MY assessments. -Student portfolios K-6	1. Families will receive home reading materials that are appropriate for students' developmental needs that include Indigenous characters and themes. 2. Report cards, student reports from provincial assessments, student portfolios, and parent/guardian interviews will be used

					to share literacy progress and data.
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GOAL #2: NUMERACY Enhance numeracy achievement by implementing data-driven math instruction across all grade levels.					
What is NUMERACY? Numeracy means understanding how math is used in the real world and being able to apply it to make the best possible decisions. It is about thinking and reasoning as well as being able to interpret data, charts and diagrams.					
Why is NUMERACY important? “Numeracy fosters critical thinking skills. It enables us to analyze information, evaluate data and make sound judgements. This is vital in navigating daily challenges, solving problems and making decisions based on evidence.” (ABC Life Literacy Canada)					
School goal for NUMERACY: Achieve measurable numeracy growth across all grades, with 95% credit obtainment in Grades 9–12, by strengthening foundational math skills, closing learning gaps through targeted interventions, and embedding culturally relevant, hands-on numeracy experiences that connect mathematics to Indigenous and Métis knowledge, land, and community practices.					
THE PLAN	Who will take action:	When will this be done:	Resources/PD needed:	Data sources:	How to tell if the plan is working (Data):
For students (High Quality Learning) 1. Grades 4-9 students will be assessed with NAP 2.0 quizzes and given opportunities to improve their understanding of each learning outcome. 2. Students will actively engage in numeracy tasks (including mental math and symbol	Classroom Teachers ISST School Leaders IAA Leader NAP Coach (Paul)	- Ongoing: With key checkpoints in each term for assessment, data review, and adjustment of strategies.	- Mini-sessions facilitated by our IAA Lead. - High quality bank of problem solving activities, including materials that include Indigenous content. - grade appropriate hands on materials/manipulatives.	- Report card data - Provincial Assessments (3, 7, 10 and 12) - mRLC NAP 2.0 data	1. Improved numeracy assessment results 2. Increased student engagement 3. Positive teacher feedback on NAP strategies 4. Higher family involvement in math activities.

decoding), participate in assessments, and reflect on learning. 3. K-12 “Bootcamps”					
For staff (High Quality Teaching) 1. Remaining staff will receive NAP 2.0 training. 2. PD relating to critical thinking and problem-based math. 3. Implement NAP strategies, use student data to guide instruction, and integrate culturally relevant practices. 4. School Leaders will monitor numeracy data and observe instructional practices. 5. Differentiated instructional practices will be embraced by all K-12 math teachers. 6. Create a list of K-12 manipulatives and their location within the building.	Classroom Teachers Resource Teachers School Leaders NAP Coach (Paul)	- Ongoing: With key checkpoints in each term for assessment, data review, and adjustment of strategies.	- NAP training for teachers - Use of NAP data tracking tools - Culturally responsive teaching materials such as Mathology and land-based or outdoor learning experiences. - Family engagement resources (e.g., workshops, home learning kits)	- Student assessments - Classroom observation records - Feedback from teachers, students, and families. - mRLC NAP 2.0 Data - Provincial Assessments (3, 7, 10 and 12) - Report card data - Classroom Profiles	1. Grades 4-9 classroom teaching staff are using NAP 2.0 strategies and assessment tools. 2. School Leaders will use data and observations to select appropriate professional development and resources for teachers. 3. Teachers will feel confident in their abilities and supported in their role as numeracy instructors when participating in opportunities for reflection on their teaching practices. 4. Differentiated instructional practices may include: a. Use of manipulatives; b. Use of technology (Mathletics for example); c. Integrating literacy with math instruction (<i>The Doorbell Rang</i> for example); d. Use of games (ex.BUMP)
For families/communities (Communication and Collaboratio	Classroom Teachers Resource Teachers	Ongoing: With key checkpoints in each term for assessment, data	- Access to numeracy assessment data & teacher feedback.	- Individual numeracy assessments and teacher	1. Families will receive materials that are appropriate for students’

1. Families will be given access to supportive materials and feedback to help them support their students at home. 2. Assessment results will be shared with families during reporting periods.	School Leaders PAC	review, and adjustment of strategies.	- Access to supportive numeracy materials for home use.	observations. - Grade 4-9 NAP quizzes - Individual Provincial Reports for EY and MY assessments.	2. numeracy developmental needs. Report cards, student reports from provincial assessments and parent/guardian interviews will be used to share numeracy progress and data.
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GOAL #3: WELL-BEING AND BELONGING

What is WELL-BEING AND BELONGING? The World Health Organization (WHO) defines mental health as a ‘state of well-being in which one realizes their abilities, can cope with the normal stressors of life, work productively, and is able to make a contribution to their community.’

Why is WELL-BEING AND BELONGING important? People who are in good mental health tend to have a passion for life. This allows individuals to reach their full potential and live *The Good Life* in which they feel they have a place in society, feel safe and can truly thrive. Good mental health also affects people’s interactions with others and the natural world.

School goal for WELL-BEING AND BELONGING: Enhance student well-being and belonging by embedding Indigenous and Métis cultural teachings, celebrations, and community connections that promote pride, regulation, and identity within a safe and inclusive school environment.

THE PLAN	Who will take action:	When will this be done:	Resources/PD needed	Data sources:	How to tell if the plan is working (Data):
For students (High Quality Learning) 1. PBIS Implementation 2. Curricular- all K-10 classes will receive Kids in the Know	Classroom Teachers School Counsellors School Leaders ISST IAA Leader SOS Coaches and Adult Advisors	Ongoing: Throughout the year with key conversations taking place in Sept, Jan, and June (specific checkpoints) - Students will receive KIK & SOS programming on a	- Communication tools like School Messenger. -Teacher Idea Fund for cultural activities. - Local Elder (Peter Durocher)	- SOS surveys - Attendance data - TIF survey - Student presence and engagement data - Peer feedback - PBIS Tracker Data	1. Students engage with counsellors for 1 on 1, group, and large group offerings. 2. Students are oriented towards the ISST and identify them as trusted adults in the building. 3. Students are using shared language around mental health and wellbeing. 4. Targeting grade levels that self reported low in

programming, Sources of Strength lessons (K-6) and Zones of Regulation instruction (K-6). a. Each class will have at least 6 lessons. 3. K-12 school-based activities will build community and a sense of belonging. a. By the end of the year, 97% of students will be able to identify one adult they can go to. 4. K-8 Kindness Club will focus on peer relationships, wellness and belonging, 5. St. Laurent School Breakfast Program will contribute to community wellness. 6. Students will engage in peer collaboration, and participate in assemblies. a. (K-6 Seven Teachings/On a Roll) b. Elder Visits 7. Students will be given the opportunity to participate in various cultural activities (as outlined in the TIF Grant: Infusing Métis culture into student programming) such as		rotational basis throughout the 2024-2025 school year. - Classroom and group targeted interventions based on need and skills of group.			school climate surveys. 5. Over time the number of students requiring intervention for absenteeism will reduce. 6. Students will participate in school-based community building activities including: a. Spirit Weeks; b. I Love to Read; c. 100s Day; d. Student-initiated Fundraisers; e. Book Fairs; f. Winter Concerts; g. Buddy Reading; and h. Candy-grams 7. Reduced suspension rates.
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drum making, Michif language learning, moccasin making and the PRSD Graduation Pow Wow/Jamboree. 8. Staff will provide students with movement breaks when needed. 9. Lifeworks / Lifeskills classes will fundraise and buy at least one item to contribute to a positive school culture.					
For staff (High Quality Teaching) 1. Deliver K-6 SOS lessons in class. 2. Deliver K-10 KIK lessons in class. 3. Administer well-being and belonging surveys, including SOS surveys and school climate surveys. 4. Assist in the delivery of the school nutrition program. 5. All Staff will receive treaty education training. 6. School Leaders will monitor wellness data and observe instructional practices. 7. Staff will participate in school-based community	All Staff	- Weekly ISST Meetings - Morning EA Meetings - After school Teacher Meetings - Weekly updates	- Effective communication training for all staff. - SOS PD for staff (K-6: SOS Coach Training, and 7-12: Adult Advisor Training). - Treaty Education training for all staff who have not yet received it.	- Meeting minutes - SOS Surveys - School Climate Surveys - Attendance data - PBIS Tracker Data	1. Student participation in SOS lessons will indicate that students are embracing the program. 2. Student participation in KIK lessons will indicate that students are embracing the program. 3. Survey data will indicate an improved percentage of students who feel a sense of belonging. 4. Student nutritional needs will be met at school and their ability to focus and perform academically will increase over the course of the year. 5. All staff will be trained in treaty education and classrooms will incorporate Indigenous perspectives in their classrooms. 6. School Leaders will use data and observations to select appropriate professional development and resources for teachers. 7. Staff will participate in school-based community activities such as: a. Sunshine Cart; b. Staff Appreciation from Students;

building activities. 8. Restitution Training for all divisional staff					c. Social Events; d. Comfort Food; e. Time to Gather and Collaborate f. Staff Spirit Weeks
For families/communities (Communication and Collaboration) 1. Families will receive correspondence on KIK programming prior to beginning said program. 2. Families will receive correspondence on the schools' nutrition program, and will be encouraged to volunteer where possible. 3. Families will have access to summative SOS Data which will be shared in the Pulse. 4. Students/families have access to winter gear (jackets, toques, mittens, boots) from the school if needed.	Classroom Teachers Guidance Counsellors School Leaders PAC	- Ongoing: Community Communication via PRSD Pulse, website, and social media. - Guidance Counsellors will have direct communication re: large scale events and connect with PAC for ideas.	-Pull community members in to be a part of SOS when possible. - PAC involvement with wellness initiatives and school planning - fundraisers, funds & grant writing. -Invite local Memeres, Elders and Knowledge Keepers into school as often as possible. - make connections with local elders and invite into the school when appropriate.	- School climate surveys utilized with community members.. - Consistent anecdotal feedback from PAC. - Divisional SOS Survey data.	1. Monthly PAC meetings to connect with stakeholders. 2. Parents & Guardians join school initiatives/celebrations. 3. Families will receive correspondence on KIK programming prior to beginning said program. 4. Families will receive correspondence on the schools' nutrition program and will be encouraged to volunteer where possible. 5. A PRSD Pulse article will be made to summarize the survey of student wellness; this done as part of SOS programming.
Early Childhood Transition Event	School Leaders Kindergarten Teacher PAC Preschool Director & Staff	- Ongoing throughout the school year.	- Event Budget. - Marketing Materials - Technology	- Attendance Records for Event(s) - Enrollment Data	1. Increased pre-school engagement 2. Higher Kindergarten enrollment numbers 3. Positive parent feedback 4. Successful events

GOAL #4: RECONCILIATION

What is RECONCILIATION? “Reconciliation is a meaningful action that moves reconciliation forward.” - The Gord Downie & Chanie Wenjack Fund

Why is RECONCILIATION important? Reconciliation is important because it brings to life the goals of reconciliation; “building a renewed relationship with Indigenous Peoples based on the recognition of rights, respect, and partnership.” - Government of Canada

Division goal for RECONCILIATION: (This section is not meant to repeat the Numeracy and Literacy goals above, but rather reflect efforts to support Indigenous students and reflect plans that are specifically targeting that groups development and inclusion).

THE PLAN	Who will take action:	When will this be done:	Resources/PD needed	Data sources:	How to tell if the plan is working (Data):
LITERACY: - Seven Teachings - Dreamcatchers - Moccasins - Raised gardens - Michif language - Drum/Tipi making - Outdoor education & Cultural exploration elective	Teacher Idea Fund Members: Vicki Leggett Mike Young Bobby Ellis Traci Turko Critical Friend: Crystal Millar-Courchene Teachers: Keri Sowa Jeanette Seinbeisser	Timeline varies per topic: Michif - preparation in Sept, start in Oct, conclude lessons in May, have a celebration in June Pow Wow - June Drums /Tipis/ ribbon skirts / shirts - throughout the school year Raised Gardens - created in semester 2 & planted in spring. Jeanette will work with small groups, Day 1,3,5 & Keri will work with small groups Day 2,4,6 throughout semester 2.	Crystal will facilitate teachings to our students throughout the school year, including sessions on creating dreamcatchers. Our PAC president, Michelle Campbell, will support our moccasins goal. Mike Young will purchase material and have students engage in the creation of gardens. Michif language will require our local mamayrs expertise.	TIF surveys K-12 classroom teachers. Evidence through examples. Keri Sowa, resource teacher	Review of raw data from student feedback in the TIF surveys. Memayrs and Elders Feedback: qualitative reflections on how well students represent, respect, and engage with local language and stories. Teacher reflections: evidence of culturally responsive resources and literacy lessons being implemented. Student work samples: visible integration of Indigenous themes, language, land based education, storytelling, or cultural literacy projects (ex, Michif word walls, beading pattern stories, drum narratives)

NUMERACY: - Dreamcatchers - Mocassins - Ribbon Shirts / Skirts	Local experts; Jane Chartrand Michelle Campbell (PAC President)	Throughout the school year, primarily over lunch.	Resources for items, we will purchase utilizing our Teacher Idea Funds	TIF surveys K-12 classroom teachers. Evidence through examples.	Teacher reflections and photos documenting how numeracy concepts (patterning, measurement, symmetry, geometry, and proportional reasoning) are embedded in: - Dreamcatcher construction (symmetry, circles, angles, spatial reasoning) - Moccasin making (measurement, perimeter, pattern transfer, proportion) - Ribbon shirt/skirt design (patterns, fractions, alignment, sequencing) Student work samples showing applied math in cultural design and creation Teacher Idea Fund Survey data
WELL-BEING AND BELONGING: - Pow wow - Michif-French celebration - Feasting of the drums - Drum making - Ribbon skirts / shirts	Crystal as our critical friend to help support and help prepare throughout the year. Jeanette Steinbeisser Jane Chartrand Michelle Campbell (PAC President)	Ribbon skirts / shirts, among other Indigenous crafting, will take place throughout the year. The feasting of the drums, Pow Wow, and Michif-French Celebration will take place toward the end of the school year.	Available time for our trained staff. Funds from our Teacher Idea Fund Project.	TIF surveys Student and staff feedback. Evidence through examples. Formative TIF Member conversations Observation and participation records.	Students express pride in identity and connection to culture Staff note improved engagement, regulation, and community spirit following cultural events. Elders and Mamays affirm that school activities respectfully reflect local traditions and values.
ELDERS AND KNOWLEDGE KEEPERS: - Feasting of the drums - Michif celebration - Michif Language Development	Crystal as our critical friend. All TIF members, referenced above. All ISST members - Mike Young - Keri Sowa - Shamain Hartman - Traci Turko	Michif-French language development will begin in September with our Mamays preparing for a new school year and will continue with lessons and hands on experience until course lessons conclude in May, followed by our Michif-French celebration in June.	Funds from our Teacher Idea Fund Project. Support finding Elders for drumming. Support from the division to bring our Jigging and Fiddling teachers to perform during these celebrations, Jason and Brittany Appleyard	Elder and Knowledge Keeper feedback following events and lessons Teacher reflections on student engagement and understanding Student reflections or TIF surveys Attendance and participation	Increased student use and recognition of Michif words Greater student respect and understanding of cultural protocols Ongoing Elder involvement in school programming Positive feedback from Elders, Mamays, and community partners

	- Bobby Ellis - Vicki Leggett Local Knowledge Keepers	We will feast the drums in May or June, depending on the timeline the students finish them.		records for these events Classroom document of Michif vocabulary use or cultural integration.	Evidence of sustained language and cultural integration in daily learning.
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