École Lac des Bois – School Plan for Student Success

École Lac des Bois is a single-track French Immersion (FI) school consisting of 20 divisions from Kindergarten to Grade 7. As of this year, the school has a student population of 470 students, 14% of whom are of Aboriginal descent. Our students come from diverse family backgrounds and socio-economic status. Uniquely, our school is housed in a former junior high school, which means our students have access to a spacious gymnasium, a large and well-stocked library space, an outdoor track, a computer lab, and specially designated art and music spaces. We have three playground areas for children to enjoy thanks to our Parent Advisory Council (PAC).

The FI program is designed for students whose first language is not French. FI students from Kindergarten to Grade 3 receive all of their instruction in French. In Grades 4-7 students receive up to 80% of their educational program in French. French Immersion programs offered in BC require that the language of instruction be French, with English being formally taught beginning in Gr 4. This may happen through the curriculum (eg Sc, SS, or other subject areas) or as a subject itself.

École Lac des Bois offers an enriched learning environment with numerous special events and activities including Student Leadership, Music, Red Cedar Book Club, Chess, Art, Pottery, QuizMe, LegoMania, Carnaval, and many sports opportunities. Our students also participate in many local field trips. Additionally, for the past four years our Grade 7 students have participated in a parent-driven exchange program where they spend a week in Quebec; this has been a rich learning experience for our learners!

The staff of École Lac des Bois includes 28 teachers, 8 support staff, 2 secretaries, 1 supervisor, 3 custodians, a principal, and a vice principal. The school staff is both committed and enthusiastic. They come from a variety of cultural backgrounds and have different experience levels. Our busy and dedicated PAC serves as liaison for parents and school, and advises the school on many aspects of school organization.

At École Lac des Bois our motto is “un pour tous, et tous pour un”—all for one, and one for all!
Data Summary

Learning in a Second Language
Research shows that children need hundreds of hours of exposure to oral language in order to become proficient in expressing themselves in a second language. Reading builds on this language acquisition. Students generally need support from home as well as at school to become fluent in in written and oral skills in the second language.

Literacy
Literacy skills in a second language have a tendency to ‘lag’ behind grade level until Grade 3. The Foundation Skills Assessments (FSA) tests given to Grade 4s are a particular success of ours as this is the first year they have any instruction in English, and they still achieve very high scores in reading. The writing data, however, indicates the challenge of writing in English for the first time.

French reading assessments done in Grade 2 are used to inform instruction and plan intervention as needed. When our reading scores for Grade 2 were very low two years ago, they became a focus. An intervention called “the Blitz” was introduced in 2018 as a pilot. The results were very positive. The Blitz is now an established intervention and lasts 6-8 weeks for each primary grade.

GB+ is the standardized assessment tool to evaluate student reading as it provides leveled reading benchmarks. Writing is assessed using the PM Benchmarks which are standard for BC.

Numeracy
Numeracy data is collected school wide at Grades 4 and 7 using FSA results. Our Grade 6/7 teachers have embarked on the Thinking Classrooms project being supported in the district. To date the results in terms of student engagement are promising.

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<thead>
<tr>
<th>Assessment Measure</th>
<th>Grade Level</th>
<th>% of Student Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesigned FSA Reading</td>
<td>4</td>
<td>70-80% “on track” to “extending”</td>
</tr>
<tr>
<td>Redesigned FSA Writing</td>
<td>4</td>
<td>60-85% are “on track” to “extending”</td>
</tr>
<tr>
<td>Redesigned FSA Reading</td>
<td>7</td>
<td>75-85% are “on track” to “extending”</td>
</tr>
<tr>
<td>Redesigned FSA Writing</td>
<td>7</td>
<td>85-95% are “on track” to “extending”</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Grade Level</th>
<th>% of student meeting or exceeding expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB+ (French)</td>
<td>2 Oct ’19</td>
<td>77% meeting or above expectations (reading at level 9-22 GB+)</td>
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<tr>
<th>Assessment Measure</th>
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<th>% of Student Meeting Expectations</th>
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<tbody>
<tr>
<td>Redesigned FSA Numeracy</td>
<td>4</td>
<td>60-65% are “on track” to “extending”</td>
</tr>
<tr>
<td>Redesigned FSA Numeracy</td>
<td>7</td>
<td>55-65% are “on track” to “extending”</td>
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Aboriginal Student Learning

The new curriculum incorporates many aspects of aboriginal ways of knowing. Our school has been working to incorporate Restorative Practice and Restitution as supported by the district Aboriginal Education Department. Teachers and students use the language as they work in class circles to resolve conflicts, solve problems, discuss topics of relevance, and work to establish an inclusive class community and climate. When student behavior requires more intensive remediation, a restorative approach is used whenever possible.

Many units of study are being implemented at most grade levels to enhance each subject area – the impact of residential schools, aboriginal literature, science and nature studies, and various cultural, musical and art-based activities support Aboriginal ways of knowing and doing.

Our aboriginal students are involved in both small group and school wide projects and initiatives such as L’il Mudder, drumming, Bears’ Den, and other projects. Our Ab Ed worker works with all grade levels over the course of the year to share cultural knowledge and skills. She monitors the students on her caseload and offers academic, emotional, and family support as needed.

As part of our learning around reconciliation, a school project was designed through a Learning Team Grant for the tree pictured above. Led by several staff members, each student decorated a heart to make a wish for every child in Canada – wishes included that all children have a safe and loving home, a good education, that they are never hungry or afraid. These are all wishes children would make. The tree is on display in our main entry to the gym so all members of our school community can see it and remember that we have much to learn and do, but that we can achieve it if we all work together.
Skills, Trades, and Careers

Several teachers have embarked on new Applied Designs, Skills and Trades (ADST) initiatives. We have purchased two of the Maker Tool Kits. Projects can involve big buddies and younger buddies, guest helpers, or district staff. Bird houses, step stools, bee homes, and a variety of smaller projects have been produced so far. We have had a week long session with the CanFor Skills trailer. A raised garden project is in progress for the spring and many more opportunities will likely evolve this year.

Hour of Code, Cardboard Challenge, and Maker Space sessions are smaller scale opportunities offered to classes at Lac des Bois. Find Your Fit has also been a tradition much appreciated by the Grade 6 & 7 students that they enjoyed again this year.

Finally, one of our teachers has been working on designs for the use of 3D printing. Students design and make projects such as magic wands and small figures. Learners also participate in coding, with a Coding for Girls club starting in the new year.
School Plan for Student Learning

2017-2021

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences.
- All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens.

Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students’ learning.

- Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students
- Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators
- Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff
- Increase a sense of belonging, cultural safety and identity for Aboriginal students
- Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- To provide a learner focused, responsive and flexible education
ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.

School Specific Goals

Literacy and Numeracy

- Student achievement on selected district-wide longitudinal benchmark assessments will meet or exceed grade level or IEP expectations
- To maximize opportunities to speak and use French in authentic situations
  - Culminating experience is Exchange trip to Quebec with home stay component
- To incorporate special events to support experiential learning about entrepreneurial skills and opportunities (Mini Marche, Caine’s Arcade, fundraising events at classroom level)

ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

School Specific Goals

- All students will be able to self-regulate in normal classroom and school settings
- All students will choose and display behaviours that demonstrate respect for self, others, and the environment
- All students will make healthy personal and social choices
- All students will demonstrate the ability to transfer their learning to real life situations
**School Specific Goals**

- To include families, community members, and outside agencies in our learning
- To provide a variety of opportunities for families and community members to participate in school events
- To increase the number of parents volunteers at all levels of school activities
- All students will be actively engaged in learning and leadership opportunities

**Increase the Overall Academic, Literacy, Numeracy, Transitions and Overall Graduation Rates of Aboriginal Students**

**Increase the Knowledge and Skills of Environmental Stewardship and Traditional Environmental Knowledge for all Students and Educators**

**Increase Aboriginal Ways of Knowing to Support Learning for all Students, Educators, Administrators and Staff**

**Increase a Sense of Belonging, Cultural Safety and Identity for Aboriginal Students**

**School Specific Goals**

- To increase achievement rates for all aboriginal students to match those of non-aboriginal students in reading, writing, and math
- To increase the number of students in primary grades who read at grade level by the end of Grade 3
- To increase number of students achieving at or above district averages in intermediate district wide assessments (FSA Grades 4 and 7)
PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

**School Specific Goals**

- To provide Hour of Code, Cain’s Arcade, Maker Space, or other ADST project opportunities
- All students will be able to identify personal attributes, interests, and accomplishments
- All students will know jobs available in the local community

TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

**School Specific Goals**

- All students will demonstrate grade appropriate language fluency skills in oral and written communication
- All students will find success in inclusive and supportive classroom environments
- Staff will explore ways to incorporate differentiation and adaptations in all areas of learning for students

**Summary**

École Lac des Bois is a vibrant learning community that offers students rich language and learning opportunities.

We are in a large and well-equipped facility with amenities not usually found in an elementary school. Our central location gives us easy access to many facilities in the city and surrounding areas as we can utilize public transportation and/or walk. We have community partners who enable us to enhance the learning experience of our students with programs such as pottery in the school, ice skating on the community rink on our grounds, and seniors’ centres in our neighbourhood.

Our music program enhances both skills and creativity for all students through international, traditional, and interpretive music instruction. We are blessed to have choral, instrumental, and movement components in our program which enable students to experience a wide range of musical learning. Performances throughout
the year give students many opportunities to demonstrate their creativity and artistic expression. These learning opportunities are also celebrated at our annual Talent show.

Our mandate as a French Immersion school allows us to offer more choice in how we teach and learn. It means we incorporate culture, language, and music into every day as a regular part of our school life. It means that students have a second language learning experience that is both immersive and comprehensive. Being a choice school means we have students from all over the district and the world: we benefit from the diverse cultural backgrounds our families share with us. Our staff is also multi-cultural, which brings a level of richness and uniqueness to the learning environment. Our parent community is committed to having their children learn a second language in order to better their choices and options going forward. The dedication and engagement by all members of our learning community help to make École Lac des Bois a special place to learn together.

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~ UN POUR TOUS ET TOUS POUR UN ~