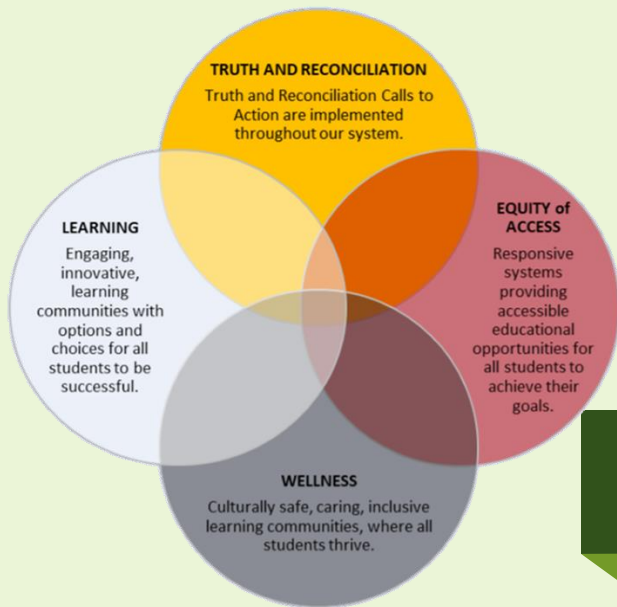




# École Lac des Bois

School Plan for Student Success  
2021 - 2022



École Lac des Bois resides on the unceded ancestral lands of the Lheidli T'enneh First Nations

## MISSION

At École Lac des Bois, we recognize and value the partnership between school and home. We strive to meet academic goals while developing each student's ability to think and communicate in both French and English, to grow personally, and to interact with all members of our learning community.

## VISION

Our belief is that all children are capable of learning. We recognize that children are individuals and as such, possess individual abilities, differences, and skills and that these must be respected with the aim of preserving and fostering a positive self-image. We believe a positive self-image is a critical factor in determining the success or failure of the child's daily endeavors, be they academic, physical, or social. As educators we can ensure a healthy self-image by building on and celebrating student strengths and success. We focus on how students learn to ensure success in an inclusive environment.

Our primary objectives are to:

- Develop skills in reading, writing, speaking, listening and math in French and English
- Develop pride in work and self
- Develop good character and self-respect
- Develop a desire for learning now and for the future
- Use skills and competencies to further learning
- Develop self-discipline

## VALUES

Collaboration

Community

Inclusiveness

Integrity

Perseverance

Resiliency

## About Our School

École Lac des Bois resides on the unceded ancestral lands of the Lheidli T'enneh First Nations in Prince George, British Columbia. Our school is a vibrant French Immersion school that offers students rich authentic language and learning opportunities from Kindergarten to Grade 7. École Lac des Bois opened its doors in September 2010 and we currently nurture and inspire 430 students to become confident and enthusiastic learners. Courage, persistence, effort, and integrity are some of the values that guide our instruction. Our students have a second language learning experience that is exciting, immersive, and comprehensive. At École Lac des Bois our motto is « Un pour tous, tous pour un! » / “One for all, all for one!”

École Lac des Bois is the only exclusively French Immersion school in Prince George. We have students from all over School District 57 who have chosen to be part of our learning community. Indeed, we benefit from the diverse cultural backgrounds that each of our families share with us. We have an engaged PAC, parent community, and local partners that support all of our students in becoming their best selves.



### First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of Indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

# Truth and Reconciliation

École Lac des Bois will work toward seeing the Truth and Reconciliation Calls to Action implemented in our school.

## Goal

*Engage staff and students in the development of knowledge and understanding of the Truth and Reconciliation Calls to Action*

## Strategies

- Invite staff and students to create opportunities to honour and implement Indigenous ways of knowing
  - Daily land acknowledgement
  - Create opportunities for Dakelh language development (ex: morning announcements, signage, Word of the Week, etc.)
  - Embed Lheidli T'enneh culture into our classrooms and our school's physical environment
- Promote connections to the land and environment using our school's outdoor learning space – lhana dune lhughwesdel-a
- Invite feedback from our school community, including from Stakeholders and Rightsholders, about ways to make our spaces more welcoming to everyone
- Valuing and increasing visibility of Indigenous culture through the installation of Indigenous artwork
- Students will participate in the sharing of traditional knowledge through drum making. The drums will then be gifted to the school so that everyone may share in the learning
- Professional development and weekly lessons around the Truth and Reconciliation Calls to Action

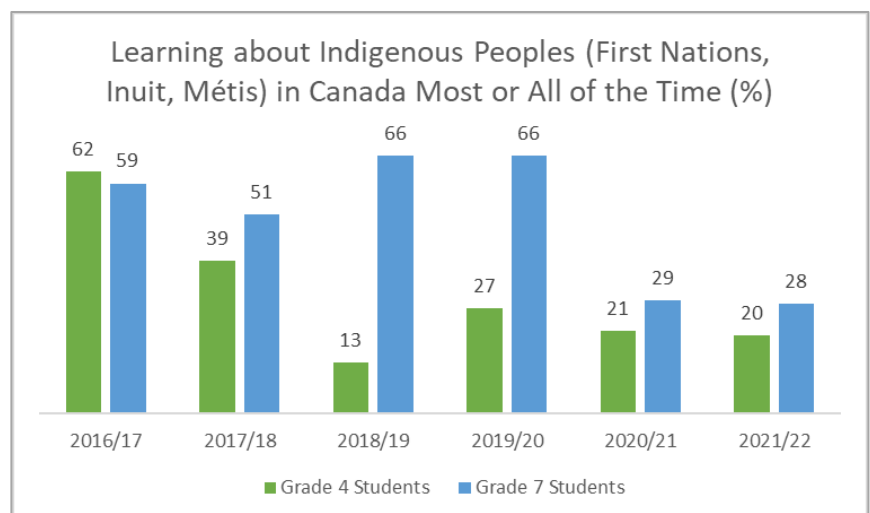
## Success Measures

We will look to our Student Learning Survey administered to Grades 4 and 7 to measure the percentage of students identifying that they are learning about Indigenous content in our school. We expect to see an increase to 50% or higher of students reporting they are learning about Indigenous Peoples (First Nations, Inuit, Métis) in Canada in the next year.

## Progress Update (June 2022)

The graph below shows similar results to last year. Although we have implemented most of the strategies listed above, we will implement additional strategies to reach our goal.

- *Increase staff understanding of Indigenous language and culture*
- *Explicit teaching of local, provincial, and national Indigenous history, language, and culture*
- *Increase opportunities for land-based experiential learning opportunities*



# Equity of Access

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

### Goal

Enhance our learning environment to build diverse supports for students to feel connected, engaged, and safe to take learning risks

### Strategies

- Increase our communication with students and families while developing personalized learning opportunities and supports to remove barriers for student success
- Providing spaces and resources to meet individual basic needs of students (ex: Breakfast Club, sus'an, Ihana dune lhughwesdel-a, etc.)
- Targeted daily and weekly activities focusing on Indigenous days of learning (ex: Wednesday Orange Shirt Day, weekly lessons to discuss Truth and Reconciliation Calls to Action)
- Ongoing classroom and direct student support by our Student Support Team
- Professional learning for staff about creating equitable access to learning
- Staff book study to explore ways to promote mental, spiritual, and emotional health that benefits all students and address Truth and Reconciliation Commission's Calls to Action.

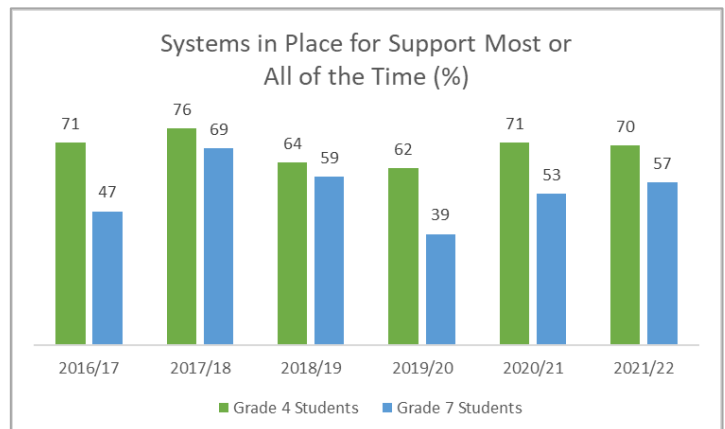
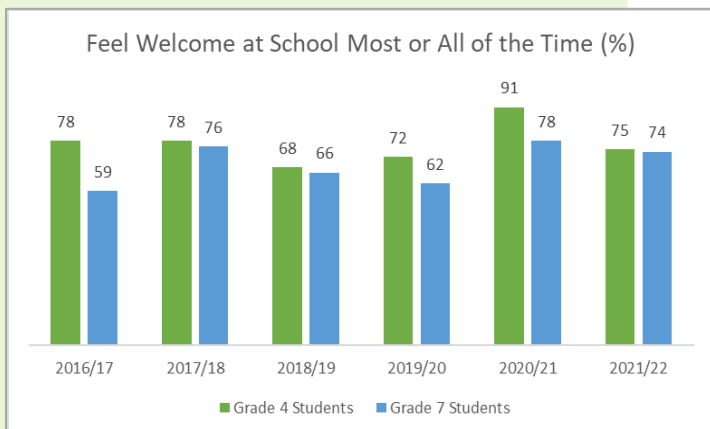
### Success Measures

We will monitor the success of our goal by reviewing the Grade 4 and 7 results of the Student Learning Survey. We will focus on the number of students who feel welcome at school and have systems in place for support (for example, students are able to get the information, advice, or support they need from an adult such as a teacher, counsellor, etc.). We expect to see an increase of 10% or higher of students reporting that they feel welcome and feel supported at school.

### Progress Update (June 2022)

Students continue to feel welcome at school and have systems in place to support them as needed, however, we have not met our goal of an increase of 10% or higher of students reporting that they feel welcome and feel supported at school. Although we have implemented many of the strategies listed above, we will implement additional strategies to reach our goal.

- Increase staff understanding of how to decolonize teaching practices
- Increase opportunities for parents/guardians to provide input of their children's educational experience
- Participate in a Network of Inquiry for Indigenous Education to ensure Indigenous students feel connected with peers and adults in both elementary school and as they transition to secondary school



# Wellness

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff, and families.

## Goals

To increase students' sense of belonging and feeling of safety at school.  
Enrich the French cultural experience for our students and staff.

## Strategies

- Continue to offer Breakfast program supported by our Indigenous Education Worker, as well as the Fruit, Veggie, and Milk program (PAC) to offer nutritious snacks for all students and staff.
- Review the MDI (Middle Years Development Instrument) results to understand and support our students' well-being and positive development. The results of this Grade 5 questionnaire will inform our work as we set priorities, plans, and goals.
- Develop an EDIB (equity, diversity, inclusion, and belonging) team to address racism and support anti-racism initiatives
- Ongoing social-emotional and academic support from all staff, including our Indigenous Education Worker, Youth Care Worker, Counsellor, Learning Assistant and Resource Teacher
- Cultural activities, festivals (ex: Carnaval), athletics, and club opportunities throughout the year

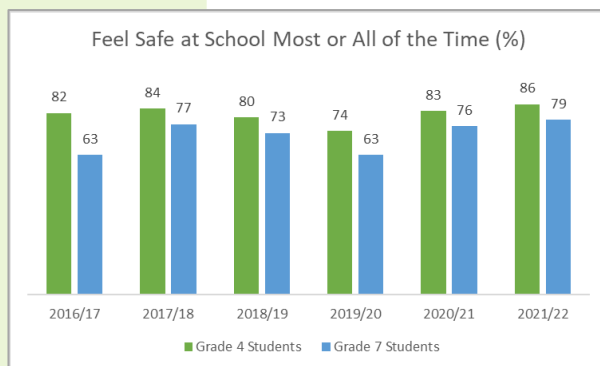
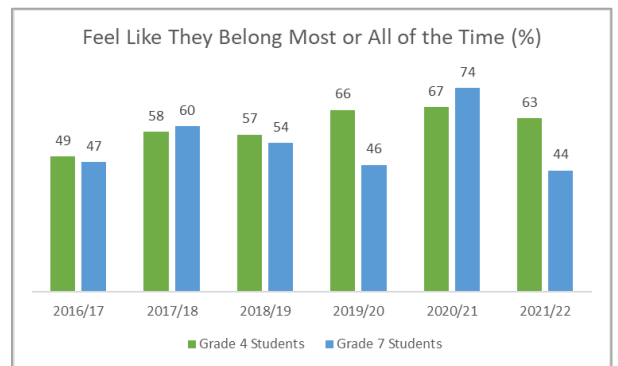
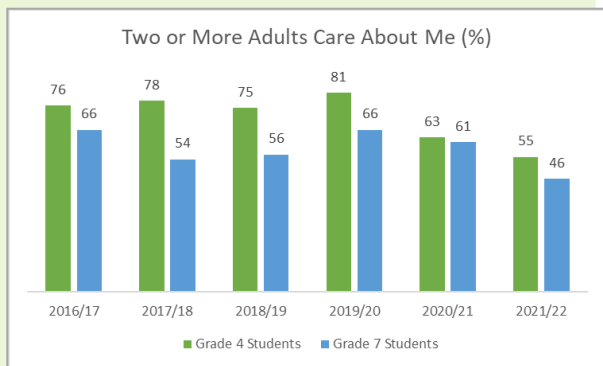
## Success Measures

Our Student Learning Surveys for our Grade 4 and 7 students help us to identify a sense of belonging, inclusion, and connectedness for our students. When students are connected and feel like they belong, they tend to be more successful. We expect to see an increase in students feeling like they belong. We will also be looking for a 10% increase in students being able to identify at least 2 adults who care about them and that they feel safe at school.

## Progress Update (June 2022)

Although students continue to feel safe at school, we need to ensure students recognize that two or more adults care about them and ensure that they feel like they belong. Strategies will also include:

- Continue to build leadership and mentorship opportunities for students and staff
- Increase student understanding of virtues, self-regulation, and social-emotional well-being
- Participate in a Network of Inquiry for Indigenous Education to ensure Indigenous students feel connected with peers and adults in both elementary school and as they transition to secondary school



# Learning

Engaging, innovative, learning environment with options and choices for all students to be successful. The focus of increasing student proficiency in the areas of French literacy and numeracy will be prioritized.

## Goal

Increase students' proficiency in the areas of numeracy and French literacy, and close the gap for Indigenous learners, children and youth in care, and students with diverse abilities/disabilities.

## Strategies

- Increase use of formative assessments to inform numeracy practice and provide appropriate next steps in learning
- Professional development around common resources and instructional and assessment strategies to provide consistency around literacy and numeracy instruction and assessment.
- Invite our district French Immersion Support Teachers to collaborate with our staff
- Form team that will review resources for both French literacy and numeracy in our school to ensure current and culturally responsive resources are available for students
- Administer a district numeracy assessment to monitor students' progress

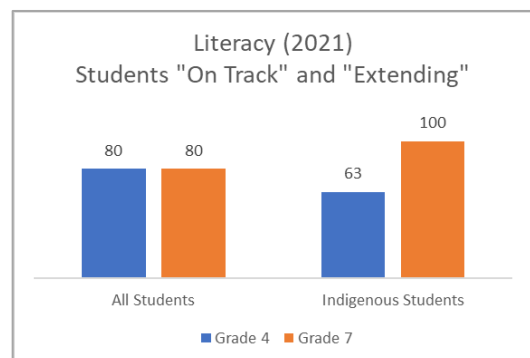
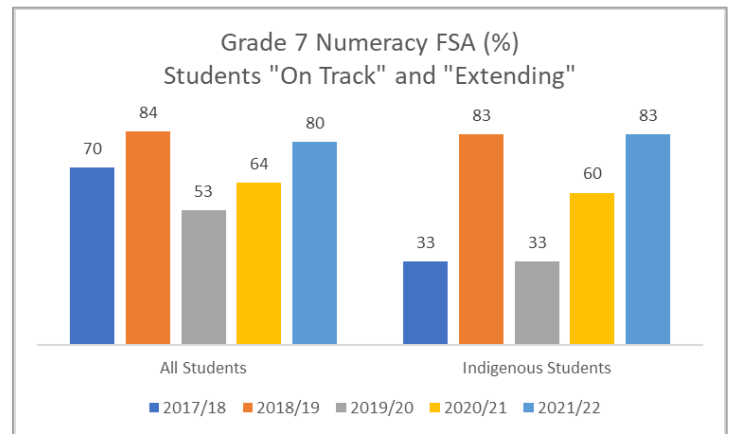
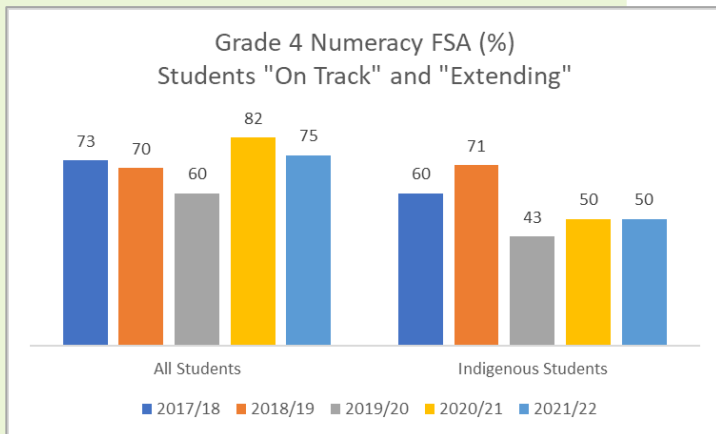
## Success Measures

We will look to our Foundation Skills Assessment (FSA) to monitor our students' progress toward our goals. With enhanced focus on instruction and ongoing assessment, we expect to see a 10% increase on our Grade 4 and Grade 7 FSA results where students are meeting or exceeding expectations. We will also be reviewing the results of our SNAP assessments, FI-DWW (French Immersion – District Wide Write) assessments, and GB+ measures collected in Spring 2022 to continue monitoring our students' progress toward our goals.

## Progress Update (June 2022)

For the FSA numeracy assessment, the Grade 4 results for Indigenous students have remained steady from last year, whereas the Grade 4 results for all students show a slight decline. For the Grade 7 numeracy assessment, we saw an 16% increase for all students and a 23% increase for Indigenous students. The Literacy results show 80% or better for students who scored "On Track" or "Extending" for both Grade 4 and Grade 7, however, Indigenous students in Grade 4 scored 17% lower. Strategies to improve results include:

- Continue to develop teacher efficacy in numeracy and literacy
- Identify and implement programming to meet the individualized needs of students



The staff at École Lac des Bois will strive to work with our school community to sustain and enhance personal achievement for each of our students and celebrate their personal successes.

« UN POUR TOUS, TOUS POUR UN »