

## Ecole Lac des Bois – School Plan for Student Success

École Lac des Bois is a single-track French Immersion school consisting of 20 divisions from Kindergarten to Grade 7. As of 2017-2018, the school has a student population of 462 students. The students come from diverse family backgrounds 14 % of our students are of Aboriginal Ancestry. Beyond the newly refreshed BC curriculum, École Lac des Bois offers an enriched learning environment with special events and activities including Student Leadership, Music, Band, Aboriginal programs, Cross-Country, Basketball, Volleyball, Floor Hockey, Red Cedar Reading, Guitar Club, Pottery Club, QuizMe, LegoMania, and Carnaval to name some.

The staff of Ecole Lac des Bois includes 25 teachers, 5 support staff, 2 supervisors, 3 custodians, and 1 administrator. The school staff is both committed and enthusiastic. They come from a variety of cultural backgrounds and experience levels. Liaising between the school and the community is a dedicated Parent Advisory Council (PAC). This PAC advises the school administration on all aspects of school organization.

The French Immersion (FI) program is designed for students whose first language is not French. Immersion means French is the language of instruction and communication in the school setting. FI is structured so that children learn both French and English skills, using the BC curriculum. FI students from Kindergarten to Grade 3 receive all their instruction in French. In Gr 4-7, students receive up to 80% of their educational program in French. The school is very spacious and students enjoy the benefits of a computer lab, a large gym, an art and science room, a spacious and well stocked library, and an outdoor track. This year students have a new play structure, courtesy of the PAC! This gives us three playground areas for children to enjoy. There are many learning opportunities for the students at Lac des Bois.



Un pour tous, et tous pour un

Project of Heart



## Data Summary

### Literacy

Literacy skills in a second language show a tendency to 'lag' behind grade level until Grade 3. For this reason, the data collected at the school level is not reflected in District data until Grade 3.

This includes both reading and writing measures. However, French reading assessments are done in Grade 1 and 2 and are used to inform instruction and possible intervention as needed. While our results are very close to the District results, we are committed to raising reading scores for all primary students to ensure they are at or above expectations in the spring.

GB+ is the standardized assessment tool with leveled reading benchmarks. Currently the students in gr 2 are a focus as 47% of the Gr 1 students were not reading at grade level in the spring. This fall the number of students NYM reading levels has dropped to 36% but it is still a focus for planning both instructional strategies and interventions.

Writing is assessed using the PM Benchmarks. Data will be collected to use as further evidence in analyzing literacy skills.

### Numeracy

Numeracy data is collected school wide at Gr 4, 5, and 7 using Island Net and FSA results. While our results show strong overall results, more accurate data is being collected this year with the CAT assessment. More detailed information will help to inform math instruction, especially given the challenge of attaining conceptual understandings in a second language.

### Literacy

Assessment Measure	Grade Level	% of Student Meeting Expectations
(DRA) GB + (French)	2	59% meeting or above expectations (reading at level 9-13 GB+)
Gr 5 Writing		55% Spring meeting (ME) or exceeding expectations (EE) 46% at District level ME or EE
FSA Reading	4	60 % meeting or exceeding expectations - school
FSA Writing	4	78% meeting or exceeding Expectations - school
DART Overall score	6	67% scored 3 or 4 Fall - school 100% at 3 or 4 in Spring – school 59% scored 3 or 4 –Spring District
FSA Reading	7	69% meeting or exceeding expectations
Writing	7	76% meeting or exceeding expectations

### Numeracy

Assessment Measure	Grade Level	% of Student Meeting Expectations
Island Net	5	56% District (spring)
		<b>81% School (spring)</b>
FSA 4		77% meeting or exceeding
FSA 7		75% meeting or exceeding



### **Aboriginal Student Learning**

The new curriculum incorporates many aspects of aboriginal ways of knowing. Our school focus is Restorative Practise and Restitution as supported by the district Aboriginal Education Dept. To that end we have a district resource person two days a week. She works with teachers and students to help implement the restorative justice model as a part of the school wide discipline system. More importantly, teachers and students are learning 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.

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 bring aboriginal content into our learning community.

Our Learning Team project which was finished in late spring last year is on display in the front foyer – every member of our school contributed to this project and it was revealed at a school wide ceremony which included an elder/survivor from a residential school. The Project of Heart tree is a step towards helping our school community understand the long lasting impact of residential schools and how we can become part of the healing process.

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 at all grade levels and in every class over the course of the year to share knowledge and skills appropriate to the students. She monitors the students on her case load and offers academic, emotional, and family support as needed.

### **Skills, Trades and Careers**

Several ambitious projects have been undertaken in the past year (4 out of 19 classes) and several more are planned for this year (6 out of 20). We have purchased two of the Maker Tool Kits (with advice from the DLC). Projects usually involve Big Buddies and younger buddies or a partner class at the secondary level (both Duchess and PGSS were involved with our projects last year) There is a raised garden project in progress and many more opportunities will likely evolve this year.

Hour of Code\*, the Cardboard Challenge, and Maker Space sessions are smaller scale opportunities offered to classes at Lac des Bois. In addition we are participants in the CanFor Trades program where Gr 7 students go to classes at CNC to learn about trades in a 'hands on' environment. Find Your Fit has also been a traditional much enjoyed by the Gr 6-7 students: they will attend again this year.

Finally, a Learning Team project is being discussed to learn about and use 3D printing. This project may take some time to evolve as we are looking for corporate partners and some possible funding support.

Hour of Code: This activity has been very popular over the last two years and each year we increase our participation rates. This year our goal is to have 100% participation in Hour of Code activities for every grade level.



# School Plan for Student Learning

## 2017-2021

### Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

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

### Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

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

### Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

- ✓ 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 for all students



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
- The number of students in Grades 3, 5, and 7 scoring at Stanine 4 and above on all Canadian Achievement Tests (CAT4) subtests will reach or exceed 85%
- Incorporate special events to support experiential learning about entrepreneurial skills and opportunities

### Achievement Strategies

- Use effective reading and writing strategies such as Adrienne Gear
- Implement Balanced Literacy Learning Series with K-3 teachers: ten seminar style sessions with District resource teacher; optional book study as additional professional learning
- Use constructivist instructional approach for math in K through Grade 7
- Continue to supplement hands on manipulatives and math materials
- Attend ProD session for more effective use of Jump Math resource and strategies
- Continue to implement Assessment for Learning strategies
- On-going 'learning conversations' with teaching and support staff to align school mission and goals and with Strategic Plan goals
- Student planned fundraisers (Stuffies for Sick Kids, Mini Marché, Bake Sales)

### Quality Indicators

- Numeracy Data
  - CAT4 Assessment Grades 3, 5 and 7
  - Diagnostic Math Assessment Grade 5
  - FSA Grade 4 & 7
- Literacy Data
  - Diagnostic Reading Assessment equivalency levels in GB+ at Grade 2
  - Data profile to be developed for all students



- Analysis of individual student achievement demonstrating growth over time; ; those designated as at risk tracked specifically
  - CAT4 Assessment Grades 3, 5 and 7
  - FSA Grade 4 & 7

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

### Achievement Strategies

- Mind Up and Zones of Regulation
- Restorative and Restitution Practice

### Quality Indicators

- All classrooms will implement the class circle meeting model at least three times a year
- Students will learn and demonstrate ability to use strategies from Mind Up in order to help their own self-regulation
- Classroom and school wide data will show decreased numbers of behavioural incidents (behaviour jogs, journals, YCW data, office data)

SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



### School Specific Goals

- Include families, community members, and outside agencies in our learning



- 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
- Students will be actively engaged in learning and leadership opportunities

### Achievement Strategies

- Use of newsletter and website to keep families informed of opportunities
- Use of Remind app to keep parents informed and engaged in school communications

### Quality Indicators

- New PAC members at each meeting
- More parent volunteers at school wide events (Hot Lunch, assemblies, concerts)
- Student survey results from annual Ministry of Education assessment



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

- Increase achievement rates for all aboriginal students to match those of non-aboriginal students in reading, writing and math
- Increase number of students in primary grades who read at grade level by the end of Grade 3
- Increase number of students achieving at or above district averages in intermediate district wide assessments (FSA 4 and 7,Cat 5)



### Achievement Strategies

- Create and support opportunities for students to engage in the exploration of self-identity
- Plan week of Aboriginal Celebration activities with students, staff, and community members
- Participate in Aboriginal Day celebrations in June 2018 at city level
- Continue our learning about the Seven Sacred Teachings

### Quality Indicators

- CAT results at Gr 3,5,and 7
- FSA results
- MDI data from 2017-18 school year
- Classroom based reading assessments
- Attendance at Celebration activities by students and family members



PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

### School Specific Goals

- Provide Hour of Code, Cain's Arcade, Maker Space, or other ADST project opportunities
- Students can identify personal attributes, interests and accomplishments
- Students will know jobs available in the local community

### Achievement Strategies

- Participate in Hour of Code, Cain's Arcade, Maker Space, LegoMania, or other ADST project opportunities
- Explore and begin using AllAboutMe (online tool K to 6) and My BluePrint (online tool for Gr7 +)

### Quality Indicators

- Increase number of students/classes involved in projects or initiatives (6/20)
- Record number of classes participating in Hour of Code (goal 100%)
- Maker Space, Lego Mania, and ADST project participation numbers continue to grow





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

### School Specific Goals

- Students will demonstrate grade appropriate language fluency skills in oral and written communication
- Inclusive and supportive classroom environments will enable all students to find success
- Staff will explore ways to incorporate differentiation and adaptations in all areas of learning for students
- All students will have access to targeted intervention in literacy and numeracy as needed

### Achievement Strategies

- French language will be used at all times in classrooms and school environments (where appropriate)
- Incentives to encourage use of French language in both structured and unstructured environments will be implemented
- Continue to plan and deliver Professional Learning opportunities specific to Frlmm and language learning
- Incorporate best practise in classroom instruction using both district and specialised resources and persons (C Fullerton, A Gear, K Trehearne, L-J Levesque, etc)
- Provide opportunities for teachers to work in grade groups to analyze and discuss data and plan interventions accordingly
- Access District staff and opportunities to support teachers with inclusion and Universal Design of Learning

### Quality Indicators

- Scores on French Fluency assessment will demonstrate language proficiency
- Number of students receiving incentive 'prizes' or recognition will increase over time
- Grade group meetings will be held once a term per grade
- Increased use of UDL, adaptations, and open-ended tasks or projects
- Improved student achievement and engagement

## Summary

Ecole Lac des Bois is uniquely situated in the educational community by virtue of location, school mandate, and opportunity.



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 (the pool, library, Twin Rivers Gallery, CNC, Kin Centers, etc). We have many community partners who enable us to enhance the learning experience of our students with programs such as pottery (with an accredited potter using our own kiln) ice skating (on the community rink on our grounds) and gardening (AimHi community garden).

Our music program is excellent and enhances both skills and creativity for all students through choral, international, traditional, and interpretive music instruction. We are blessed to have a choral music teacher, an instrumental music teacher, and a musical movement teacher which allows students to learn about dance and movement, take band, and to join a choir. 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 than choice 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 LdB a special place to learn together.

 UN POUR TOUS ET TOUS POUR UN 

