



1. GENERAL SCHOOL STORY (to be updated each year)

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

L'École Bilingue, a single-track French Immersion school near 14th Avenue and Oak St., opened its lead class in 1973. While the majority of our students come from relatively comfortable, well-educated English-speaking households, our community is enriched by an increasingly wide variety of linguistic and socio-economic backgrounds. Entry to French Immersion, being restricted to new Kindergarten and Grade 1 students, most of our 500+ students enjoy the stability of an entire elementary education in one school and the benefits of long-standing friendships and on-going connections with the staff.

In January 2017, we moved back to our regular site, following two years at South Hill during which our school was rebuilt to be seismically upgraded. We are now in our brand new school which offers state of the art technology for students and staff to work and learn in. Our new school's design also enhances students' development of the core competencies described in the BC curriculum: creative and critical thinking, positive personal and cultural identity, social responsibility and communication. It allows for collaborative work with pods of classes that share a common area.

Like most early French Immersion programs, the tradition of parental involvement continues to be very strong, as does the sense of community and common purpose. In addition to the Parent Advisory Committee, parents play key roles in a wide variety of committees and other volunteer opportunities as well as providing us with funds to enhance our technology and assist us in moving towards 21st century learning.

Since our school joined the Vancouver School Board's Early Literacy Project in 2002, our primary teachers have devoted their energy towards systematic improvement in student reading and writing. To this end, we applied for and received District funding to implement the Reading Recovery (IPLE) program in French. We are proud to announce that we have completed year 4 of this excellent program and will continue next year! Significant funds have been targeted for the acquisition of classroom and grade-level resources, particularly at the primary level as we strongly adhere to the early intervention model. We have created final base line data to track reading and writing skills development over the years. This Primary data is included in our data collection section.

As we now feel established with our literacy program, staff felt ready to start working toward a new goal, while maintaining our literacy goals. Therefore, 2017-2018 will be our first year to engage in our new social-emotional learning goal. As we notice more anxiety in our student population, staff feels strongly

that it is necessary to develop various school-wide strategies to enable our students to better manage emotions, stress and anxiety. We are hoping to develop school-wide strategies and approaches to support our students' social-emotional needs. To this end, we will engage in professional development (2 days) around issues of SEL.

We are pleased to be able to utilize technology to engage and motivate our learners with respect to improving their written communication and reading comprehension skills overall. Our teachers are energized and highly motivated to engage their learners with the redesigned B.C. Education Plan curriculum and with the focus on personalized (differentiated) learning. The teachers are also focusing on the development of the key competency of problem solving and higher level critical thinking as well as assessment for and of learning. Our planning revolves around the three questions highlighted in the assessment for learning approach. Where are we now? How is it going? What's next?

Teachers also want to provide more **authentic teacher assessments** rather than only focusing on the Foundation Skills Assessment (FSAs). The Intermediate team will commence with School Wide Writes and our Resource team will commence the data collection process both in September and again in late May or early June for writing and reading comprehension. We are also pleased to have Sally Boschung, District IPLE mentor working with several of our grade ones. We have also included three Literacy Professional Development and In Service days for the redesigned curriculum with a focus on reading and writing connections. To better support staff we will provide one day for multimodal (technology) literacy as well.

Teachers and administration will assess progress toward our SEL goals using anecdotal data and self-assessments from students. We will also use the grade 4 and 7 Ministry satisfaction surveys as a means to measure the level of comfort and safety our students feel in our school.

2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (Scanning)

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

SEL:

- Teachers have noticed that their students are more anxious, and are therefore seeking more support from the School Counsellor and Professional Development opportunities around issues of social-emotional learning.
- For the first time in 2016-2017, we had two students participate in the district SELC program.
- Supervision Aides have reported an increase in the frequency of interventions on the playground to resolve conflicts.
- There has been an increase in the number of office referrals related to anxiety and Social-Emotional Learning, and an increase in the number of students requiring SSA and STIBBS support to navigate the social world of our school.

Conclusion: Our students need to develop strategies to cope with strong emotions, stress and anxiety.

Writing:

- Since the implementation of the Early Intervention initiative and the Reading Recovery Program, the number of primary students not meeting or minimally meeting expectations is decreasing.
- There is also a significant increase in the number of students who are exceeding expectations
- Students identified as potentially at risk are getting more preventative support earlier on
- The number of at risk students is decreasing as we gain more experience with our Early Intervention and Reading Recovery implementation

Conclusion: As we are seeing good progress toward our literacy goal, staff feels it is appropriate to focus on a different goal, while maintaining this current literacy goal for our learners.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (Scanning)

SEL (anecdotal evidence):

- There has been an increase in the number of School Based Team referrals related to anxiety, social-emotional concerns and behavioural concerns.
- For the first time in 2016-2017, we had two students participate in the district SELC program, and we are considering applying to SELC for other students in 2017-2018.
- There has been an increase in the number of office referrals related to anxiety, social-emotional and behavioural issues.
- There has been an increase in STIBBS and SSA support this year for students with social-emotional and self-regulation issues.
- Teachers and administrators have reported an increase in the instances of anxiety due to homesickness and lack of coping strategies with our older students, during the Grade 7 Quebec Exchange trip, despite more intense pre-trip preparation and support. This supports the idea that early intervention in social-emotional learning would be beneficial for all students.

Writing (quantitative evidence):**K-3 Résultats d'écriture 2016-2017 (2^e trimestre – Mars 2017)**

	Maternelle (T=64)	1 ^{re} année (T=64)	2 ^e année (T=69)	3 ^e année (T=67)
Not Meeting	0	1	2	10
Minimally Meeting	6	7	11	13
Fully Meeting	43	50	42	43
Exceeding	13	6	14	1

French Writing: 20% Not meeting and Minimally Meeting

French Writing: 80% Fully Meeting and Exceeding

Literacy Project Assessment (2014- 2017)**Percentage of Primary Students Fully Meeting or Exceeding Expectations**

	2014 (June)	2015 (June)	2016 (June)	2017 (March)
Fr. Writing	77 %	76 %	79 %	80 %

Analysis

Since the implementation of the Early Intervention initiative and the Reading Recovery Program the number of primary students not meeting or minimally meeting is decreasing. There is also an increase in the number of students who are fully meeting or exceeding expectations. The students identified as potentially at risk are getting more preventative support earlier on, and the number of at risk students is getting lower as we gain more experience with our Early Intervention and Reading Recovery implementation.

The professional development and inquiries provided by the Early Intervention initiative has had a great impact on our team of Kindergarten, Grade 1 and Primary Resource teachers, giving us the opportunity to learn new strategies and deepen our understanding of the reading process for early readers. It also had a beneficial impact by increasing collaboration between primary teachers and Resource teachers. Collaborative consultation with parents also increased. Furthermore, the K-3 team collaborated to create a writing continuum to enable learners to be self-aware of their abilities in writing and to facilitate and support the choice of future goals in their writing endeavours.

FSA Results from February 2016

Percentage of Grade 4 Students Meeting or Exceeding Expectations

School Year (2015)	School	District	Province	% Participation
Reading Comp.	93	74	82	86
Writing	98	79	86	86
Numeracy	96	87	78	86

Percentage of Grade 4 Students Meeting or Exceeding Expectations

School Year (2016)	School	District	Province	% Participation
Reading Comp.	95	85	82	93
Writing	78	82	83	93
Numeracy	96	86	80	93

Percentage of Grade 4 Students Meeting or Exceeding Expectations

2016	Boys	Girls
Reading Comp.	97	92
Writing	70	88
Numeracy	97	96

Percentage of Grade 7 Students Meeting or Exceeding Expectations

School Year (2015)	School	District	Province	% Participation
Reading Comp.	92	86	79	68
Writing	97	88	89	68
Numeracy	83	85	73	68

Percentage of Grade 7 Students Meeting or Exceeding Expectations

School Year (2016)	School	District	Province	% Participation
Reading Comp.	92	80	78	94
Writing	96	92	86	94
Numeracy	89	82	73	92

Percentage of Grade 7 Students Meeting or Exceeding Expectations

2016	Boys	Girls
Reading Comp.	96	88
Writing	96	96
Numeracy	96	83

4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (Focusing)

- Which learners and which areas will we be focusing on?
- Where are we connected?
- How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
- How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
- How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

We will set two goals: our main goal will be SEL oriented and our second will be focused on writing.

SEL:

The increase in the number of staff interventions suggests that there is a need for self-awareness and self-regulation strategies in many of our students. All learners would benefit from early social-emotional interventions and teaching of self-regulation and self-awareness strategies. This is why we have voted as a staff to begin using the Zones of Regulation program school-wide. Not only will the program assist the students, it will also provide a common language among all staff, administrators, supervisors and the parent community to support our students. This will be our first step in supporting our students with their social-emotional learning needs.

Putting our focus on this SEL goal connects to the district strategic plan in the following ways:

- Connect to Strategic Plan **Goal 3, Objective 3: "Create a culture of care and shared social responsibility. Encourage and enhance practices that support cultural, emotional, physical and mental well-being."**
- Connect to Strategic Plan **Goal 1, Objective 2: "Engage our learners through innovative teaching and learning practices. Support the implementation of the curriculum."**

Putting our focus on this SEL goal connects to the Aboriginal Education Enhancement Agreement (AEEA) in the following ways:

- Connect to **AEEA Goal 1, "Belonging: To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools."** Encourage and enhance practices that support cultural, emotional, physical and mental well-being." Although we do not have known Aboriginal students in our school, putting our focus on SEL would connect to the AEEA for all our students, including potential Aboriginal students.

Putting our focus on this SEL goal connects to the redesigned curriculum in the following ways:

- Connect to the curriculum's core Personal and Social competency (PS)'s two facets: positive personal & cultural identity and social responsibility.

This year we have observed a decrease among our Grade 4 learners in writing. With instruction being 100% in French from K-3, Grade 4 is the first year that the students are assessed on writing in English, which explains why our students are lower in writing than their provincial counterparts. One other possible explanation for this result is the significant increase in the number of participants this year, compared to last year. However, Gr. 7 writing results indicate that our students' capabilities to write in English are likely to improve and become comparable or better than their provincial counterparts by the time they reach that grade level.

In the Grade 7 year we do observe growth and improvement in writing overall, including a remarkable improvement for the boys. This reminds us that we are on the right track with our strategies and structures and we will continue to implement these as we target our Grade 4 students with further support in written communication skills.

Continuing to focus on this writing goal connects to the district strategic plan in the following ways:

- Connect to Strategic Plan Goal 1, Objective 1: “**Engage our learners through innovative teaching and learning practices.** Enhance assessment and reporting strategies to support teaching and learning.”
- Connect to Strategic Plan Goal 1, Objective 2: “**Engage our learners through innovative teaching and learning practices.** Support the implementation of the curriculum.”
- Connect to Strategic Plan Goal 1, Objective 3: “**Engage our learners through innovative teaching and learning practices.** Enhance support for the students with specific needs.”

Comment [VC1]:

Comment [VC2R1]:

Continuing to focus on this writing goal connects to the Aboriginal Education Enhancement Agreement (AEEA) in the following ways:

- Connect to AEEA Goal 2, “**Mastery: To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.**” Although we do not have known Aboriginal students in our school, continuing with our efforts on writing would connect to the AEEA for all our students, including potential Aboriginal students.

Continuing to focus on this writing goal connects to the redesigned curriculum in the following ways:

- Connect to the curriculum’s core competency of communication (C).
- Connect to the curriculum’s core competency of thinking (T)’s two facets: critical thinking and creative thinking.
- Connect to the curriculum’s curricular competencies in *Français Langue Seconde – Immersion*’s: Exploring & Reflecting and Creating & Communicating.
- Here is a sample of big ideas that will be explored through this goal:
 - K: Each letter has its own graphic representation and its own sound.
 - Grade 1: Texts follow specific structures, depending on their type.
 - Grade 2: Organizing and connecting our ideas in a logical fashion helps others better understand our message.
 - Grade 3: Every language has a system of rules that distinguishes it from other languages.
 - Grade 4: The use of stylistic devices and specific vocabulary creates unique effects.
 - Grade 5: The interpretation of a text depends as much on its structure and visual presentation as on its content.
 - Grade 6: Reflecting on the form of the language improves the coherence of the message.
 - Grade 7: Expressing our thoughts enables us to situate ourselves in relation to our own and others’ cultures

Next year, we will move away from the FSA results as we include more teacher assessed data. We are pleased to observe that our reading comprehension results continue to demonstrate improvement and that we are above District levels. Data demonstrates the need to pursue our writing goal, particularly at the Grade 4 level and upwards.

5. INQUIRY QUESTION (Focusing) – previously known as “Goal”

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?

1. Social Emotional Learning (SEL): What strategies can our staff, learners and school community develop to foster knowledge, skills, and empathy in regards to the strands of the Social Emotional Curriculum?

2. Multimodal Literacy: How can we encourage and improve written communication skills through the use of authentic oral experiences and technology with a focus on all learners, but paying particular attention to boys?

3. Aboriginal Enhancement Goal: How can we increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students?

6. WHAT IS OUR PLAN? (Planning)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?

Inquiry Question 1

Year 1:

- Teach Zones of Regulation as a school-wide program
- Encourage staff to explore other programs (Roots of Empathy, ALERT Program, Virtues Projects, Mind Up, Second Step, Kids in the Know, and Mindfulness Education, DIRE (<http://www.witsprogram.ca/dire/>), Ready Bodies Learning Minds, The Incredible Flexible You, PATH)
- Have and develop common language to work from a mutual approach
- Forge and support strong connections between the classroom and the playground to ensure that the same language is being used around the school
- Organize assemblies, performances, and classroom meetings

- Strong focus on the school Code of Conduct (Je prends soin de moi, des autres et de mon milieu) beginning at the start of the year by modeling appropriate behaviour and providing direct instruction. Engage students to support and follow our Code of Conduct.
- Develop expectations in behaviour matrices
- Learn how and teach self-assessment to students and engage them in their learning
- Involve administration and school counsellor to establish objective baseline for pupils' current social emotional needs at our school (% of students requiring support from administration and counsellor)
- Involve school counsellor in class meetings and/or social emotional learning sessions
- Develop a survey to be implemented school-wide at the beginning of Year 2 as a baseline

Year 2:

- Include and "train" students so they can be buddies/mentors/peer-leaders
- Participate in 'Buddy' Social Responsibility activities.
- Whole-school activity stations at the beginning of the school year with a focus on the Code of Behaviour - Rights and Responsibilities - Teamwork
- Put in place sensory stations for students to use and teach them how to use them
- Organize solidarity projects in school and extending out to the community (ie. Random Act of Kindness Day)
- Form a professional book club (book to be determined based on Year 1 results and needs)

Year 3:

- Support teachers in working together to develop an Inquiry Question related to student acquisition and demonstration of socially responsible skills, attitudes, and the development of social responsibility.

Inquiry Question 2

Year 3:

- Continue to develop and implement a full Scope and Sequence for French Writing Skills across the grades (this is a work in progress)
- Continue to use assessment for learning strategies and focus on Learning in the 21st Century and integrating technology and personalized learning
- Expand on opportunities to showcase student writing in the school hallways and lobby bulletin boards, visiting nursing homes, and showcasing student writing in cross-grade classrooms
- Continue to vary buddy reading pairings with others to include buddy writing opportunities and cross-grade student mentoring support
- Incorporated a new Math Grade 8 placement exam provided and marked by the Churchill Math team to better place our former Grade 7 students into the appropriate Math ability classes
- Continue to implement the teacher learning exchange between our Grade 7 teachers and the Grade 8 teachers at Churchill to discuss current trends and areas of focus, particularly French writing and Numeracy skills
- For primary, begin a "Writing Collection" book where all students will keep their published work throughout the year
- Continue to focus on the gender specific achievements of boys to find ways and strategies to improve written communication skills among our male learners
- Continue to acquire literacy and learning resources that are more appealing to boys in order to build ownership, enhance enjoyment, motivation and enthusiasm
- Seek ways to encourage our learners to take on more responsibility towards their overall written

communication skills through positive reinforcement, male role models, Secondary School buddies and cross grade peers

- Use of iPad technology to inspire and enhance the writing of our male learners (we have now purchased 85 iPads for student use)
- Continue to focus on the 6 Strategies from Assessment for Learning
- Bring back Intermediate School Wide Writes to enhance our teachers' classroom assessments and evaluations
- Use of online portfolios to track student progress throughout the year; 2 teachers are currently using FreshGrade
- Compare September and June writing samples to observe growth and/or areas requiring monitoring or further instruction (Vice-Principal has worked with the Grade 3s in Literacy with regard to improving writing skills)

7. WHAT SUPPORTS WILL WE NEED? (Planning)

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum

Inquiry Question 1

- Time dedicated to reporting out and discussion during Staff Committee Meetings
- Visuals designed to reinforce the stated expectations in the Code of Conduct for both school and home usage, using common language
- The Social Emotional Learning Committee leads the staff in moving forward
- Integrate Professional Development days to learn and find common language available to all staff (administrators, teachers, counsellors, SSW's and Supervision Aides)
- Pro-D opportunities to explore the implementation of sensory stations (OT) as a tool for self-regulation; Request funds from PAC to support development of stations.
- Invite specialists for staff, students and parents (PAC meetings) to continue learning
- Regular meetings between Administration and Supervision Aides
- School Counsellor support with the most at-risk students with language and skills learning and to proactively work with classes with at-risk students and other classes beginning in September
- Staff members attend conferences (e.g. Making Connection) and district training sessions (e.g. on Positive Behaviour Support (PBS) training)
- Inquiry project to develop school-wide expectations pertaining to school code of conduct and develop a social emotional wellness survey
- Engaging our Finance Committee to set aside funds in our Staff professional development account for release time for teachers to: visit other classrooms both within in the school and at other schools focusing on self-regulation and social responsibility, attend workshops/pro-d or to bring in professionals to our school to speak more to this area of instruction
- Engaging our District office to access more support in the areas of self-regulation, social responsibility and self-assessment

Inquiry Question 2

- Currently we are in our fourth year of a French Reading Recovery (IPLÉ) program and with our learning resource allocation we continue to have a fulltime Early Intervention position for our current staff member
- Assessment, documentation and running records will provide us with additional data from the reading recovery model
- Train our teacher in Reading Recovery and offer guidance and support to other teachers on staff should enhance and improve practice
- District IPLÉ mentor and trainer, Sally Boschung, works with our Grade One teachers and several students within our school
- All teachers now have their own iPad and MacBook Air
- Each classroom has an Interactive Projector
- Continue to use L'École's teacher leaders and trainers with regard to Literacy and Interactive Projector technology

8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (Checking)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?

Inquiry Question 1

- Using Social Emotional Learning Performance Standards each term for every student
- Present report card data and results of student self-assessment of Core Competencies to staff in order to review our specific goals and achievements
- Using assemblies as a reflective tool for the school community to share our social emotional growth
- Grade 4 and 7 students will complete the Satisfaction Survey
- Social Emotional Wellness Survey to be conducted by students and staff to establish baseline and track progress over time
- Student portfolios, journal writing, and class feedback

Inquiry Question 2

- Increase in the number of students who are exceeding expectations in writing
- Decrease in the number of students who are identified as at risk, and/or are not meeting expectations in writing
- Improved Grade 4 & 7 FSA results in writing
- Intermediate classes to provide School Wide Write data to be used as a baseline writing assessment

9. HOW WILL WE SHARE THIS INFORMATION? (Checking)

- How will we make parents, students and other members of the community aware and involved?

Inquiry Question 1

- Student-led conferences, goal setting conferences, report card comments
- School website and newsletter
- Student-led assemblies
- Document student self-assessment of Core Competencies
- PAC meetings
- Bulletin boards
- Participating in greater community outreach programs (e.g. visit a senior's home)

Inquiry Question 2

- Continue to use assessment measures such as IDAPEL and DIBELS to give us more accurate assessments of our Primary learners
- Continue to use GB+, KTEA, FIAT, EFAR and the primary Date Collection as an assessment tool for primaries and intermediates
- Continue to pay attention to valid trends in FSA results
- Use pre and post testing in September and June in order to observe and track yearly growth (resource teachers have assisted in these measurements)
- Insight testing for our Gifted learners
- Publishing student writing in a L'École Bilingue Student Council newsletter, titled 'Le Journal Bilingue' which includes articles and poems from students of various grade levels



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

10. What do we know about the Aboriginal Learners in Our School?

- Include numbers of students, grade levels, etc.

L'École Bilingue currently has 0 Aboriginal learners.

11. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
 - Used Aboriginal “principes d’apprentissage” in teaching and instruction; in designing and implementing experiential hands-on learning opportunities to build connections and relations with Aboriginal culture
 - Used holistic teaching approaches to include story-telling, music, art and dance
 - Connected teaching and learning to the environment and the earth
 - Aboriginal performance for whole school
 - Improving the library collection of Aboriginal Resources
 - Purchased grade appropriate resources for classroom instruction
 - Supporting teachers’ Professional development in Aboriginal Education
 - Many classes went on field trips to the Museum of Anthropology at UBC
 - The Kindergartens raised salmon, learned about the significance of salmon in Aboriginal culture and released them at Spanish Banks
 - Grade 7 students visited a traditional Huron village while in Quebec on the Grade 7 Exchange
 - One of our grade 7 class participated in a year-long biennale project with a focus on aboriginal culture and art.

12. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
 - Continue to use the Aboriginal “principes d’apprentissage” in teaching and instruction; in designing and implementing experiential hands-on learning opportunities to build connections and relations with Aboriginal culture
 - Continue to use holistic teaching approaches to include story-telling, music, art and dance
 - Continue to connect teaching and learning to the environment and the earth
 - Continue to schedule presentations, guest speakers, performances and field trips
 - Include more Aboriginal readings, movies, music, and dance in assemblies and class settings
 - Continue to build the library collection of Aboriginal Resources
 - Continue to encourage teacher Professional Development in Aboriginal Education

13. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

This year we do not have Aboriginal students at our school. We have supported aboriginal education through whole class instruction, whole school cultural and artistic performances. The Aboriginal tool has been working well within our school as we follow the Circle Of Connectedness by creating a place of caring and belonging.