

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

L'Ecole Bilingue

MISSION STATEMENT

Our aim is to develop each student's ability in French and English in a safe environment of mutual respect, trust and equality to inspire our learners to fulfill personal goals and make positive contributions to the school and society

2015-2016 GOALS

GOAL: Multimodal Literacy: to encourage and improve written communication and reading comprehension skills through the use of authentic oral experiences and technology with a focus on all learners, but paying particular attention to boys

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

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

L'Ecole 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, thus most of our 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 September of 2015 we may have the largest enrollment since 1973, with 518 learners attending L'Ecole Bilingue.

In January, 2015 we relocated to the South Hill swing site as we are in the midst of a seismic replacement. After one year and five months at the new swing site we are happy with its location, size and safety for our students, staff and parents. We hope to be back to our new school after it is completed by January, 2017. This past year has been extremely rewarding for our learning community as we have all settled in and great learning is taking place. Thankfully our children, teachers and parents are all very happy and content here at our new location at 5987 Prince Albert Ave.

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 our new Reading Recovery (IPLE) program. We are proud to announce that we have completed year 3 of this excellent program! We also requested and received additional LIF funding so that we could offer a full time primary resource position and continue training several of our Grade One teachers in the Reading Recovery program. 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 year. This Primary data is included in our data collection section. We are pleased to be able to utilize technology to engage and motivate our male and female 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 have provided two days for multimodal (technology) literacy as well. We are most interested in analyzing the data and will include reading comprehension as part of our goal next year as well.

Aboriginal Education:

This year we have only one Aboriginal family that joined us in March, 2016. We have supported these two female siblings, without an Enhancement worker. Our Aboriginal population (0.1 %) has been supported by 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.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOALS: 1. Multimodal Literacy: to encourage and improve written communication and reading comprehension skills through the use of authentic oral experiences and technology with a focus on all learners, but paying particular attention to boys

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

What steps did we take to address the identified student(s) needs?

- Currently we are in our third year of a French Reading Recovery (IPLE) program and with our learning resource allocation we continue to have a full time 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 IPLE mentor and trainer, Sally Boschung works with our Grade one teachers and several students within our school
- Continue to develop and implement a full Scope and Sequence for French Writing skills across the grades (this continues to be 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
- Bring in Aboriginal storytellers (Elders) to enhance writing among our Aboriginal learners
- 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 and support
- Incorporated a new math Grade 8 placement exam provided and marked by the Churchill math team to better place our former Gr. 7s into the appropriate math ability class
- Continue to implement the teacher learning exchange between our Gr. 7 teachers and the Gr. 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 (use of writing portfolios)
- Continue to focus on the gender specific achievements of boys and to find ways and strategies to improve written communication skills among our male learners and to also address the learning needs of our Aboriginal writers
- Continue to acquire literacy and learning resources that are more appealing to boys in order to build ownership and create enjoyment and improve motivation and enthusiasm
- Seek ways to encourage our learners to take on more responsibility toward 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 and we purchased 15 more IPADS and 2 more charging carts
- Continue to focus on the 6 strategies from Assessment for Learning
- Continue to use L'Ecole's teacher leaders and trainers with regard to Literacy and Smart Board technology (we have now purchased 85 IPADS for student use
- All teachers now have their own IPAD
- Bring back Intermediate school wide writes to increase our teachers' classroom assessments and evaluations
- Use of student writing portfolios to track written composition throughout the year
2 teachers are piloting Fresh Grade this year (One K and one Grade 7)

- 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 reading and writing skills.

Please note June 2016 results are not available presently; however, June 2015 results are indicated below.

What was the evidence of success for each student?

PRIMARY RESULTS

K-3 RÉSULTATS LITTÉRATIE 2014-2015 : (June) École Bilingue

MATERNELLE (T : 66)	ÉCRITURE	LECTURE
Not Meeting		N/A
Minimally Meeting		10
Fully Meeting		56
Exceeding		-

1^{re} année (T : 71)	ÉCRITURE	LECTURE
Not Meeting		2
Minimally Meeting		27
Fully Meeting		34
Exceeding		8

2^e année (T : 66)	ÉCRITURE	LECTURE
Not Meeting		1
Minimally Meeting		7
Fully Meeting		38
Exceeding		20

3^e année (T : 58)	ÉCRITURE	LECTURE
Not Meeting		5
Minimally Meeting		11
Fully Meeting		21
Exceeding		21

French Reading: 24% Not meeting or Minimally Meeting
French Reading: 76% Fully Meeting or Exceeding

The number of Grade One students Minimally Meeting is higher than usual. This is perhaps due to a larger number of new students to French Immersion and some students coming from other schools and Districts.

K-3 RÉSULTATS LITTÉRATIE 2015-2016 term 2
École Bilingue

MATERNELLE (T : 66)	ÉCRITURE	LECTURE
Not Meeting	na	na
Minimally Meeting	18	18
Fully Meeting	44	48
Exceeding	4	-

1^{re} année (T : 72)	ÉCRITURE	LECTURE
Not Meeting	3	0
Minimally Meeting	17	4
Fully Meeting	41	25
Exceeding	4	43

2^e année (T : 71)	ÉCRITURE	LECTURE
Not Meeting	0	5
Minimally Meeting	17	7
Fully Meeting	44	34
Exceeding	10	25

3^e année (T : 68)	ÉCRITURE	LECTURE
Not Meeting	4	10
Minimally Meeting	16	9
Fully Meeting	43	18
Exceeding	5	31

French Reading: 19% Not meeting and Minimally Meeting
French Reading: 81% Fully Meeting and Exceeding
French Writing: 27% Not meeting and Minimally Meeting
French Writing: 73% Fully Meeting and Exceeding

In reading, the number of students not meeting are gradually lowering from one Grade to the other and more students are exceeding. The writing will need more attention next year.

Literacy Project Assessment (2013 – 2016)
Percentage of Primary Students Exceeding or Fully Meeting Expectations

(NB: Only 4 categories: Exc, Fully Meet, Minimally Meet, Not Meet)

	2013 (June)	2014 (June)	2015 (June)	2016 (March)
Fr. reading	76%	77%	76%	81%
Fr. writing	68%	64%	N/A	73%

Analysis

K-3 Literacy Project Assessment for 2015-2016

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 a significant increase in the number of students who are 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 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 K, 1 and Resource teachers. Collaborative consultation with parents also increased.

This year and last year, the K, 1 and Resource teachers participated in three different projects where they met numerous times in order to learn more and to collaborate to more effectively engage our early readers, and enhance their literacy learning. During these three projects we developed and learned to use:

- New guidelines
 - Effective teaching prompts
 - Strategies to use in reading instruction
 - New assessments for K students
 - New material carefully selected to progressively lift our students reading levels.
- (We were also supplied with a starter collection of carefully guided reading books)

for K and Grade 1)

**Gr. 5 Teacher Assessment:
French Writing
3 Day write**

Percentage of Gr. 5 students meeting or exceeding expectations

Class One (Oct. 2015)

2015 (Oct.)	Boys	Girls
French Writing	87 % (last year's results)	95 % (Last year's results)
French Writing	50 %	87 %

Class One (May, 2016)

2016 (May)	Boys	Girls
French Writing	87 % (last year's results)	96 % (last year's results)
French Writing	68%	92 %

These classroom teacher assessments continue to demonstrate the need for further strategies and structures to improve student achievement in writing.

FSA Results from February 2015

Percentage of Grade 4 students meeting or exceeding expectations

2014	School	District	Province	% Participation
Reading Comp.	85	58	72	80
Writing	85	59	73	84
Numeracy	87	56	68	86

Percentage of Grade 4 students meeting or exceeding expectations

School year (2015)	School	District	Province	% Participation
Reading Comp.	80	74	74	89
Writing	85	79	78	86
Numeracy	83	87	79	86

Comparison to an International Benchmark:

Our school's FSA Gr. 4 reading results have been aligned with the most recent Progress in International Reading Literacy study (PIRLS). Our school performed **at or above** the international benchmark. Writing and reading comprehension results clearly demonstrate the need to continue our focus on writing and reading, although we remained the same in **reading** over last year, however our **writing results** have **dropped by 5%**.

Percentage of Grade 4 students meeting or exceeding expectations (FSA)

2015	Boys	Girls
Reading	85%	75%
Writing	81%	81%
Numeracy	89%	79%

Percentage of Grade 7 students meeting or exceeding expectations (FSA)

School Year (2014)	School	District	Province	% Participation
Reading Comp.	81%	51	66%	82
Writing	84%	57	72%	84
Numeracy	95%	56	63%	84

Percentage of Grade 7 students meeting or exceeding expectations (FSA)

School Year (2015)	School	District	Province	% Participation
Reading Comp.	85%	76	81%	84
Writing	82%	84	84%	86
Numeracy	68%	54	62%	87

Percentage of Grade 7 students meeting or exceeding expectations (FSA)

2015	Boys	Girls
Reading	80%	82%
Writing	79%	90%
Numeracy	90%	97%

ANALYSIS

This year we have observed a flat line of progress among our Grade 4 learners in writing. In the Grade 7 year we do observe growth and improvement in writing overall, however, boys writing results still require addressing.

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 and reading comprehension.

We were unable to include our school wide write results as they will not be completed until June, 2016. Next year, we will continue to move away from the FSA results as we include more teacher assessed data. We did, however, include one Grade 5 classes', 3 day write results.

We are pleased to observe that our reading comprehension results continue to demonstrate improvement and that we are above District levels. Data clearly demonstrates the need to pursue our writing goal, particularly at the Grade 4 level and upwards.

How did we communicate and celebrate student success

What will be our assessments and evidence of student success?

- We will continue to use assessment measures such as IDAPEL and DIBELS to give us more accurate assessments of our Primary learners
- We will continue to use GB+, KTEA, FIAT, EFAR and the primary Data Collection as an assessment tool for primaries and intermediates and to pay attention to valid trends in FSA results.
- We have started the use of pre and post testing in September and June in order to observe and track yearly growth (resource teachers have assisted teachers with these measurements)
- We have incorporated Insight testing for our gifted learners
- Resource teachers have taken the 2 day training course for L'Echelle and francophone d'appréciation du rendement.(EFAR)
- We continue to discuss the use of alternate in house measures to track and record writing and reading comprehension skills among our students with the use of teacher assessments
- We have been publishing student writing in a L'Ecole Bilingue grade 7 student newspaper, titled, Le Journal Bilingue which includes written stories, poems and events from across the various grade levels. PAC will support the newspaper with financial support and resources.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

We will continue with the current goals as outlined in our reflections for 2016-2017.

