



Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

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 450+ 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.

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 new goal, while maintaining our literacy goals. 2018-2019 is our third year engaging in with social-emotional learning goal. As we still notice some anxiety in our student population, staff feels strongly that it is necessary to continue to develop various school-wide strategies to enable our students to better manage emotions, stress and anxiety. We are hoping to deepen our knowledge and to continue develop school-wide strategies and approaches to support our students' social-emotional needs. Our meeting with Dr. Kim Schonert-Reichl has confirmed our grade 4 students are doing very well. Results from the MDI survey indicate the following:

- L’Ecole Bilingue scored above average within relation to students’ school experience: Adult and peer relationships, nutrition and sleep and 100% of our students are engaged in after school activities.
- Very optimistic and demonstrating empathy – above district average
- Pro-social behaviour – significantly above district average
- High self-esteem, Happiness and Absence of sadness and worries - significantly above district average
- Our students frequently have meals with adult and sleep well

It was suggested that we continue to focus on developing self-regulation strategies soon and equip our learners with ways to adapt to various demands and situations. Dr. Schonert-Reichl also recommended we ask ourselves: Why are our learners doing so well?

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 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. For various reasons, this year’s Satisfaction Survey was not administered.

2A. WHAT DID WE SEE?

SEL:

- Teachers have noticed that their students are still anxious and continue seeking more support from the School Counsellor and Professional Development opportunities around issues of social-emotional learning.
- Zones of Regulations strategies are taught and implemented. It has become our school common language.
- Five of our students (emotionally at risk) worked with an expressive art therapist in training. Four of them are currently in grade 4.
- For the first time, we created an RBLM room (allocated about \$800 for equipment) our students in need.
- We change our eating format and allow students to eat during instructional time (just before 12:10 pm). This change made parents and guardians very happy!
- Supervision Aides have reported a significant decrease in interventions on the playground to resolve conflicts.
- There has been a constant 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.
- This year we were fortunate to host an Expressive Art student in training for the whole school year.

Conclusion: Our students need to develop strategies to cope with strong emotions, stress and anxiety. MDI indicate that our student who need support managing their big emotions on a short-term basis.

2B. WHAT DO WE NEED TO RE-ADJUST?**SEL**

- There has been an increase in the number of School Based Team referrals related to anxiety, social-emotional concerns and behavioral concerns.
- 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. Sending our school counsellor on the trip help students managed their anxiety as she was able to intervene in a pro-active manner.

2. INQUIRY QUESTION (previously known as “Goal”)

- **1.Social Emotional Learning (SEL):** What strategies can our staff, learners and school community develop to foster knowledge, skills, and empathy in regard to the strands of the Social Emotional Curriculum?
- **2. Aboriginal Enhancement Goal:** How can we increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students?

3. WHAT IS YOUR NEW PLAN?

- We plan to deepen our understanding by learning more about Growth Mind Set, continue implementing Zones of Regulation
- We plan to continue working with the whole school community on the WITS program (supervision aides and families)
- We will continue eating during instructional time called this “Mindful Eating”
- We will apply for an Expressive Arts student in training
- We will continue to offer “Morning Chats” for families on various topics

4. WHAT SUPPORTS WILL WE NEED?

- We will need support from PAC and the District with related resource and Pro-D opportunities.
- We would apply and hope to host an expressive art therapist in training
- We will allocate a Pro-D to social emotional Learning with a focus on Inclusion

5. HOW WILL WE KNOW WE'RE SUCCESSFUL?

We hope to see an indication of some improvement on our MDI survey results with relation to self-regulation (short term)

6. HOW WILL WE SHARE?

We will continue communicating on a weekly basis with our families. We plan to continue our morning chats series on various topics such as “sleep”, curriculum, neuro- diversity and anxiety...



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

7. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

L'École Bilingue has NO registered students with indigenous (aboriginal) status.

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

Many classes visited MOA. We purchase new resources in French including picture books. Three of our performances had an indigenous content. Teachers continue to explore ways to linked aboriginal content with performances (story telling) and curriculum. Library invited and indigenous author for a whole week to work with the whole school. We included an indigenous component to our gardening program (particularly around tea). Acknowledgement before every assemblies and gathering respecting the unseeded Traditional Territories. Continue to incorporate Aboriginal principals of Learning.

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

Integrated content. We hope to continue adding more indigenous element to our garden program. Continue visiting MOA, Squamish, Le Village Huron in Québec, Inviting one or two performances with indigenous content. We purchased a whole new series of resources in French with indigenous content.

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

Student will build on their knowledge base. Teacher will recognize and assess connections at high-level with the content. Teacher will continue to invite guests to meet and work with our students. Teacher will continue working with the Vancouver Biennale with a focus on Indigenous. Include opportunities for our student to explore narrative stories using indigenous inspired material in our new Reggio - Story Studio