

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

L'Ecole Bilingue, a single-track French Immersion school, with a well-established French Immersion program, opened its first class in 1973. While the majority of our students come from English-speaking households, we have seen an increase in students with diverse learning needs and families from a variety of socio-economic backgrounds. With entry into French Immersion being limited to Kindergarten and Grade 1 students, most of our 410 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.

Parental involvement at L'Ecole Bilingue is very high and very strong, as parents are committed to the French Immersion program, and understand the importance and value of creating a positive school culture of inclusion, belonging, a sense of community and common purpose. Since there are no catchment boundaries in the French Immersion program, parents must travel at times a distance to and from school, and therefore make a greater effort to connect with one another through school-based community building events which enhances the sense of belonging in a positive way.

In addition to the Parent Advisory Committee (PAC), parents play key roles in a wide variety of volunteer opportunities such as planning and running community building events, as well as providing us with funds to enhance our students' learning experiences.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

Our students are creative, curious, kind, inclusive and accepting of their peers. Post-pandemic, we are noticing more Social Emotional Learning (SEL) needs in our students based on staff observations that students are less capable of handling big emotions and challenging situations. Staff state that students are very reliant on adult approval and reassurance and are hesitant to take risks or try something new. Executive functioning; organizing, planning, task initiation, staying on task, transitioning, and their ability to engage in active listening is a challenge for many of our students. We are also seeing more and more students with high levels of anxiety and fixed mindsets and our community has welcomed more diverse learners over the past years.

This evidence tells us that post-Pandemic, students need further support in the area of SEL.

Results from the Middle Years Development Index (MDI) administered this year to our Grade 6 students tell us that 40% of our Grade 6 students feel that they are thriving in the well-being index, compared to 28% district wide, although only 38% of our students felt they could self-regulate.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

(SCANNING)

School staff have observed increased interpersonal conflicts, increased disrespectful or physical behavior and higher frequency of dysregulation among students during school break times. These observations lead us to believe that students need further SEL support and strategies. We are seeing more students volunteering in the library and around the school, wanting to help when asked and volunteering their recess time to assist as hall monitors and playground monitors. Students love reading in the library at recess, which demonstrates a connection to the school library, which is the hub of the school.

The MDI surveys from 2022-2023, tells us that: 60% of our Grade 6 students reported in the high range for School Belonging and 54% in the high range for School Climate, although we were surprised to learn that only 24% of our Grade 6 students would talk to an adult at school if they were feeling sad, stressed or worried.

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

Over the past three years, staff have worked hard to implement the Zones of Regulation program, and all are using Growth Mindset language in their classrooms. All students are familiar with the language and strategies from the Zones program and are familiar with the Growth Mindset language and way of thinking as well.

Based on our current observations, it is clear that we need to target our learners who need support managing their anxiety as well as taking ownership of their executive functioning skills. Working with all our students on Growth mindset, including counteracting rigid thinking, as well as building a flexible mindset surrounding failure, mistakes, taking risks, and being able to try to do things in a new way, is needed. We need to help our students build a toolkit to help them manage and self-regulate. These are life-long skills that all students can benefit from.

5. INQUIRY QUESTION (FOCUSING)

How can we support our students with high levels of anxiety, and challenges with self-regulation, executive functioning and a fixed mind-set? What are the strategies, tools and supports needed to support our most vulnerable students in these areas?

6. WHAT IS OUR PLAN? (PLANNING)

- As a staff, we need to be consistent with our SEL tools, such as all agreeing to use the Zones of Regulation program in our class, and Growth Mind-set language. A review and assessment of the value of these programs needs to take place amongst staff first.
- As a staff, we need to have conversations about our expectations and will therefore need to carve out time for this during staff meetings or through Professional Development.
- We need to begin by embracing self-compassion practices.
- We want to create more inviting spaces within the school for staff and students.
- All staff agree to have structured conflict resolution meetings in our classrooms.
- Increased communication and connections between intermediate teachers and feeder high schools, as well as with parents on transition to high school to reduce anxiety amongst our Grade 7 students.
- This year we implemented Grade 6 Playground monitors, to support our K- Grade 3 students when outside at recess. Next year, we need to offer our Playground monitors more training in order to support them in their work, including training them in how to play simple social games with the young students.
- A Buddy Bench has been ordered to be placed on the primary playground, to support students who need assistance with making social connections at recess.
- Continue to implement and use our RBLM room. Our three SSAs participated in the training with district staff and have worked hard to set up the RBLM room at L'Ecole Bilingue. They are using the room with the students that they support as well as taking small groups of students into the room. The next step is to train classroom teachers in how to use the room, so that they may visit the room with their whole class.

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Support will be needed for new staff members including SSAs, on how to implement SEL programs, tools and strategies, through Pro-d, mentoring or shadowing.
- Resources are provided for staff to be able to differentiate and meet all learners where they are.
- Release time to observe and document recess interactions when students are outside in unstructured recess times.

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

- Teachers and administration will assess progress toward our SEL goals using anecdotal data, self-assessments and surveys from students, asking if the programs and tools are helpful in managing their Executive Functioning and Self-Regulation skills. Staff will reflect on their practices in their classrooms.
- Track student referrals to the School Counsellor and those brought forward to School Based Team meetings for SEL support will be good indicators of progress.
- Track Number of Gotcha Tickets given to students by staff will also be counted as data. Gotcha Tickets are given to students by any staff member who “catches” students in the green zone or following our Code of Conduct.
- Track Number of students referred to admin and required to complete a Problem Solving sheet will also be important data. Problem Solving sheets are completed by students who have had a conflict, to reflect on their actions and come up with a plan for how to handle such conflict in a more peaceful way in the future.
- Students who use the RBLM and Sensory Room will be monitored, and their growth will be noted through anecdotal data by SSAs, who work with the students. RBLM training for enrolling and resource teachers will take place in the new school year.
- MDI and Student Learning Surveys data.

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

- Updates in newsletters and at PAC meetings, as well as presentations at PAC meetings from School Counsellor or other staff members.
- SEL on monthly staff meeting agenda. Time to discuss progress, stretches and challenges.
- Celebrate student success with weekly draws from our Gotcha ticket Box, which are then shared and read during morning announcements. Students receive Gotcha tickets from staff members when they are “caught” in the green zone or when following our Code of Conduct.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- Pro-d included: Métis workshop on storytelling, food and history for students- which included a lunch and learn for staff with a sharing circle, beading and art
- Made connections with local Indigenous artists
- Participation in We are Ocean Vancouver/UNESCO
- Orange Shirt Day projects
- Feather Art
- Learning new vocabulary and words
- Calls to Action resources shared on our Teams Library channel
- Red Dress collective art
- Authentic Inuit books added to library
- Indigenous Literature Circles

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

Evidence includes:

- We have a beautiful story studio on-site, where students in all grade levels create stories using Indigenous ways of knowing and seeing, as we know that “important teachings emerge through stories”.
- Beginning in Kindergarten, the students learn about the Salmon life cycle, through inquiry.
- The Grade 7 teachers chose a camp on the lands on Galiano Island, taking their philosophy and shifting it towards being more respectful of our surroundings, and what things can be learned from nature.
- Our library had a circle space to encourage sharing and listening.

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Continued opportunities for Pro-d and authentic experiences for staff and learners.
- Invite speakers
- Host workshops
- Continue to connect with nature, especially with our urban environment
- Use more novels with Indigenous authors for Literature Circles
- Decolonize our practice and spaces
- Look at the Indigenous principles of learning to build community