

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

L'Ecole Bilingue is a single-track French Immersion school, nestled within the hub of the community, located on West 14th Avenue between Grandville Street and Oak Street, with a well-established French Immersion program that opened in 1973. With entry into French Immersion being restricted to Kindergarten and Grade 1 students, most of the approximately 400 students remain with their Kindergarten cohort throughout the grades, and staff work very collaboratively to ensure connections throughout the grade levels.

Some highlights of our program include working with our community partner Earthbites in the on-site community garden, where students learn about growing and harvesting vegetables, cross-grade passion projects, enriching Field Studies such as our Grade 7 camp with Vancouver Outdoor School, cooking workshops and many art projects.

Our Grade 7 students play a very important role within the school and serve as leaders in many ways such as organizing and running school wide assemblies, preparing and leading activities in primary classes and volunteering as Hall Monitors and Playground Monitors, where they support the younger students at recess, help serve Sushi lunch in the primary grades, help in the office with tasks, as well as reading the morning announcements.

Most of our divisions are paired with a buddy class, where the intermediate classes work with a primary class weekly, on literacy and numeracy skills. This also fosters relationships between the older and younger students.

Our Student Council meets regularly to organize theme days to enhance school spirit, and fundraisers, such as a popcorn sale with the profits going to the Children's Hospital.

Parent involvement is high and very strong, and parents are supportive and committed to their children learning French in the French Immersion program. In addition to the Parent Advisory Committee, parents play key roles in a wide variety of volunteer opportunities, such as planning and running community building events, such as the Welcome Back BBQ and the Halloween Haunt, as well as providing funds to enhance students' learning

experiences, such as bringing in sexual health educator Saleema Noon to lead Body Science workshops, or Kitsilano Gymnastics to teach gymnastics during Physical Education classes.

French speaking staff work cohesively as a team and are dedicated to the social-emotional well-being of learners first and foremost. There is a strong athletic commitment from staff and parents, with many school teams at the intermediate grades, such as volleyball, basketball and cross-country teams and daily fitness within the class.

Staff and parents value creating a positive school culture of inclusion, belonging, sense of community and common purpose.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at L'École Bilingue are creative, curious, kind, inclusive, caring and inclusive of their peers. Being a district program, our students are well-connected to one another within the school community. This is evident in the number of sports teams we have with high student participation, the large number of students volunteering within the school for tasks such as hall and playground monitors, our intermediate students volunteering in primary classes, in the library and in the office, as well as serving on Student Council, planning and running school wide assemblies, helping serve sushi lunch, as well as volunteering for community events such as the Welcome Back BBQ, Halloween Haunt, Sports Day and fundraising for community partners such as the Children's Hospital and the Buddy Backpack program. Students ran lunch time clubs such as the Board Game Club, Book Club and Diversity Club. They were also instrumental in designing and painting our two buddy benches. As our students travel from different areas of the city to attend this French Immersion program, it is evident that the school is their home community, and they feel a sense of belonging and connectedness.

We have noticed through staff observations that despite many interventions and programs put in place, our students continue to have needs in the area of SEL and struggle with transitions, change, and managing their emotions. Risk taking, executive functioning and a fixed mind-set continue to be areas of challenge for many of our students. In the 2023 MDI results, it was surprising to see that only 38% of our students felt that they could self-regulate, despite work done in classrooms in this area, as staff have witnessed students successfully using the RBLM (Ready Bodies Learning Minds) and the Sensory Rooms, to self-regulate when needed.

In terms of literacy, data from the Student Learning reports demonstrates that the majority of our students in Grade 4 and Grade 7 in the area of English Language Arts are attaining the Proficient/Extending level in literacy. At L'École Bilingue, we follow the CELI (Collaborative Early Literacy Intervention) program at the primary level, where staff are committed to and invested in focused support and intervention in the early years, which in return will decrease the required intervention in the later years. This year, most of the students participating in the Reading Recovery program with our trained Resource teacher are reading at a Developing/Proficient level by the end of the school year.

While L'École Bilingue has lower Indigenous population, our staff and students are actively engaged in learning about and committed to their own journey of reconciliation. During the morning announcements and at assemblies, the land acknowledgement is shared, and our Grade 6/7 students did an amazing job writing their

own personal land acknowledgment while respecting criteria. These personal land acknowledgments were displayed for the community to view and were read during the morning announcements.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

We are fortunate at L’Ecole Bilingue, to have a staff that strongly believes in and supports the CLIP & IPLÉ model and program. There is a positive and favorable attitude towards literacy support and IPLÉ support. There is also a responsive and collaborative initiative towards discussing students’ needs and bringing them to SBT for an action plan. The community is also collaborative and trusting of teacher’s recommendations. All teachers at L’Ecole Bilingue are informed and follow a ‘balanced’ framework of the Literacy model. There is also exceptional collaboration amongst the teachers.

Resource support for at risk students involves, IPLÉ at the Grade 1 level, one-on-one small groups, in-class support and guided reading model, big reading buddies, SEL support, and French monitor involvement. This year, 8 Grade 1 students participated in the IPLÉ program. All these supports and interventions resulted in 61% of our Grade 3 students reading at the Proficient level in June 2024.

GB+ Instructional Reading Level of ALL French Immersion Grade 3 students at L’Ecole Bilingue in June 2024.

	Emerging (Level 0-21)	Developing (Level 22-23)	Proficient (Level 24-25)	Extending (Level 26 +)	Total #s
Total Number of Students	5	5	28	8	46
Number of Ministry Designated Students	1	0	1	1	3
% of All Students	11%	11%	61%	17%	100%

SEL has been a goal at L’Ecole Bilingue for many years now, and we have successfully implemented many resources and programs school wide that are used on a daily basis by our students, such as the Zones of Regulation, the WITS motto, Mindset language seen and heard throughout classrooms and

the MindUp program in some classrooms. Students are seen using the two sensory paths when a body break is needed, and we are so fortunate to have the initiative and support from staff who created and implemented a calming room and an RBLM room. Many staff members were trained this year in how to use the RBLM by district staff and now classes are seen using the room either in a small group with their classroom teacher, or with our SSAs.

This year, thanks to the generous donation of a community partner, we were able to purchase and install two wooden benches on our school ground, which have been designated as Buddy Benches. The two benches were proudly designed and painted by a Grade 5 class. As this occurred in late June, next year, students will be introduced to the Buddy Bench in September, and our Playground Monitors will monitor the use of the bench for students to feel included and connected when on the playground.

Other ways to enhance our students' sense of belonging this year included: having Student Council organize theme days, Grade 7 leaders organizing and running assemblies, where classes could present and celebrate their achievements, students at the Intermediate level were invited to be Hall Monitors, Playground Monitors, Library monitors, Morning Announcers, and join many lunch hour clubs such as a Board Game Club, Book Club and Drawing Club. Two Talent Shows were organized by staff, and all students who wanted to perform were invited to do so. It was especially meaningful to see students who struggle academically perform at the Talent Show. We have also begun to use Restorative Circles when conflict arises as a meaningful, safe and inclusive way to resolve conflict with those involved.

The PAC also worked hard to create community events to enhance well-being and a sense of belonging to the community, by organizing the Welcome Back BBQ, Halloween Haunt and our second annual Walk-a-Thon.

Buddy Bench designed and painted by Grade 5 students- June 2024



Improve equity

At L'École Bilingue, we strive to ensure that every student, regardless of their abilities or stretches, has the resources and supports to achieve personal and academic success. Staff recognize that equity looks different for every child, and therefore, every child's program and supports will not be the same. Staff tailor their teaching methods, materials, and academic expectations to meet their students' needs. We very much work as a team, sharing pertinent information with all staff members, including the PE teacher, Teacher-Librarian, Student Support Workers, Supervision Aides, Administration and office staff, in order to have a wraparound understanding of the students' needs in order to best support the student.

A Diversity Club was started this year by a classroom teacher, where students had a safe place to be at lunch, playing games, chatting or doing art. The goal is to expand the club next year with specific goals.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our Reconciliation journey is ongoing, as our community of learners continues to engage in acts of reconciliation on a daily basis. Such acts include having our Grade 7 students who read the morning announcements, give the land acknowledgement, and practice referring to our three host nations using the correct pronunciation, to demonstrate respect for the lands we are on. This is also read at our school wide assemblies. Grade 6 & 7 students created and wrote their own personal land acknowledgements this year, using criteria set out by their teachers and making personal connections. We are so proud of them, as they read their personal land acknowledgement during the morning announcements for the school to hear.

All staff are working hard to continue this journey in their classrooms through literature, such as literature circles, stories read to students, art and poetry. Our teacher-librarian continues to support this work by purchasing books and resources for all grade levels. All students attended a school wide performance about the story How Raven Stole the Sun with 3 Crows Production.

Over the past two years, many classes participated in workshops with educator and artist Eddie Mendoza. Eddie is a 2s Michif educator and artist from the Treaty No. 1 Territory and the Red River Settlement of the Metis Nation Homeland. In the workshops, students learned about the origins of the Métis people, particularly the Michif and their connections to French settlers. Students learned with the Métis Education toolkit, looked at maps of Manitoba pre-colonialism and also learned about Louis Riel. Students also did some beautiful beadwork and created a canvas that will be hung in our foyer, as a welcoming piece to our school.

Staff participated in two lunch and learn sessions this year with Eddie Mendoza, where staff learned about the Michif culture, created their own dream catcher and heard from Eddie about his journey as a 2s Michif person.

Next year, staff will continue to look at whole school reconciliation activities. Despite having no students who have identified themselves as Indigenous learners this school year, staff are committed to actions of reconciliation.



HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to use data from the Student Learning Surveys, MDI/EDI, FSA, School-Based team minutes and Reading Recovery results. At the primary level, the reading assessment GB+ will be used as an ongoing assessment tool to track our students' progress in reading. More specifically in literacy, we will look at the results of the students who are in the Reading Recovery program.

As a school team, we will continue to work collaboratively, to ensure our students are successful by building on their strengths, creativity and social-emotional skills. This will be tracked through student self-reflections and comments on Learning Updates.

Our Reconciliation journey will be shared with the parent community through newsletters, at PAC meetings, assemblies and bulletin board displays throughout the school.

We will continue to provide opportunities to support our students' SEL and sense of belonging through classroom and school wide activities such as clubs, Student Council, leadership opportunities, sports teams and various monitor roles. We will monitor student progress and student behaviour through observations and School Based Team meetings.