



**School**

**“A goal without a plan is merely a wish.”**

Antoine de Saint-Exupery

**School Story**

Ecole des Deux Mondes is one of two French Immersion elementary schools in Campbell River. We are located in the north end of town while the other elementary French Immersion school is in the south end. Our enrollment is steady at (177) with 8 divisions. 15% of our population is Indigenous. As a French Immersion school, we do not have an ELL ministry report. Having said that, seven ELL student K and 1. In other grades we have students whose parents are ELL learners at different levels. We are trying to reach out to them and trying to take down any barriers that prevent parents from asking questions about their child's learning and/or school culture.

We have a cohesive staff and engaged parent community that will bring a sense of team towards reaching our goals.

Staff had the opportunity to personally reflect and share their ideas on the Strategic Goals as they connect to our learners/community. We viewed the responses as staff, and more details surfaced as we engaged in a discussion (not added to original feedback). Then a K, grade 1 and grade 3/4 teacher met to dig a bit deeper and ask more questions. At this point we have two goals which I feel will be a two-year plan. But as we create observable measures, engage in formative feedback to assess impact, build tasks, have check points, the goals may shift/evolve.

To note, the feedback clearly showed how staff feel there is more work to be done integrating Indigenous culture and history in the learning. We will continue this commitment.

**Goal**

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

**Goal:** Students will increase their proficiency in oral French. In the classroom and in the halls, it sounds like students interacting mainly in French (or rather, with the French they know as there will be a range between grades, and students in different grades), with as little substitution of English words and expressions as possible.

This goal will see improvement in all our learners. Learning an additional language takes some unique skills and approaches. These approaches will benefit our ELL students and those that need more time to grasp French phonics and vocabulary.

The goal will connect to our Strategic Plan Priorities in the following way:

- Oral language is an important part of literacy that will lead to growth in reading and writing as well

- Through professional collaboration, staff will be involved in learning and exploring progressive practices
- We are considering a school wide approach to growth mindset learning/review and using the “one book one school” approach to support the theme. Currently we are considering *Fail – a – Bration* by Brad and Christie Montagne. It is in English however so we are searching for French stories with the same theme.
- We are inviting student leadership into the conversation to put forward ideas as to initiatives that are fun but also build community

**Goal:** Students will gain proficiency in communicating and representing mathematical thinking in many ways. Concretely, pictorially, symbolically and by using spoken or written language to express, explain, describe and justify ideas (“Prove it!”). And with this, embedding/integrating mathematical strategies in contextual examples/questions/situations. The goal is to bring in cultural perspectives and Indigenous content for some of these examples/questions/situations.

This goal is connected to the Strategic Plan:

- In reaching grade level proficiency in Numeracy as part of *Evolving for Tomorrow*

## Reflection

## Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

In written feedback and staff meeting discussions (using key questions) it was agreed that proficiency in oral language competencies is a priority. Classroom observations indicated that where there “could be students using more French vocabulary and speaking French” most are not. It was inconsistent as well as to the progress students make, or the amount they use from class to class. The Summary of Data for June 23 also indicated inconsistencies in progress (see attached sheet). This led to questions such as “Are we all confident with the French Immersion Oral Language Rubric and align with those expectations? What are the methods we are using?”

For our goal connected to Numeracy it did not have any data as part of the discussion except our Mathematics results in our June Summary but that is more of a wholistic picture and so I could not pull out data connected to specific skills/competencies.

- I did not have last year's FSA data and the data from June 2023 Summary of Learning did not break down the Numeracy skills
- When I met with a smaller group to review our qualitative feedback, the discussion naturally wrapped around the communication skills in numeracy
- We reviewed the curriculum and the particular competencies under Communicating and Representing and agreed this is the starting point in Numeracy
- This connects to other important considerations in French Immersion with Numeracy such as how do we ensure language is not a barrier to Mathematical thinking?

## Reflection

### What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Our staff will identify the "students will..." "teachers will..." and "formal leaders will..." and use that as check points for both goals. We will also be referencing again the Learning Updates and Summary of Learning to monitor our progress in oral language acquisition.

Once as a staff we have had opportunities to articulate the visible learning/measures we will review and share strategies. What is really needed is a review of Oral French Competency Rubric and Core Competency of Communication.

### Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

- Share goal with our students – make the goal visible
- Use Learning Target language
- Share language teaching strategies
- Student I Can and I will statements
- Professional Development around how to instruct for proficiency and not just the quantity (One of our teachers has led some school based pro-d and will do so again)
- Creating school wide Numeracy Write where two questions are answered by each student. The questions would need students to Prove It! – could use FSA rubrics

### Reflection

### Communicating the plan to your school community

*How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?*

I shared the goals and the process at a PAC meeting. Once this DRAFT is complete, apart from reflection I will share it again. As to how students know, we have not explored that yet.

### Reflection

**Principal Signature:** \_\_\_\_\_