

Revised September 18th, 2023



# École Lloyd George Elementary Annual School Learning Plan 2023-2024

Written by Mélanie Dumas (Principal) and Hayley Hurren (Vice-Principal)



## Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our Local Education Agreement

<https://www.sd73.bc.ca/en/schools-programs/resources/Aboriginal-Education/Documents/TKEMLUPS-LEA---Final-Feb-24-2021.pdf> and the Aboriginal

Education Enhancement Agreement

[https://sd73aboriginaleducation.weebly.com/uploads/3/9/9/9/39998163/ea\\_2016\\_signed\\_colour\\_-\\_1.pdf](https://sd73aboriginaleducation.weebly.com/uploads/3/9/9/9/39998163/ea_2016_signed_colour_-_1.pdf)

## CONTEXT

Located in downtown Kamloops, École Lloyd George Elementary is a single track French Immersion school of choice with 448 students. We have 20 divisions, 25 teaching staff, 3 Certified Education Assistants, 1.5 Learning Assistant Resource Teachers, 1 Aboriginal Education Worker, a Principal and Vice-Principal. Lloyd George has an active Parent Advisory Council and a highly involved parent community. Lloyd George is pleased to offer a fantastic music program for grades 1 to 5 and a Band Program for grades 6 and 7. Our student leadership program has enabled many students to take on various leadership opportunities throughout the school year. Lloyd George students are well on their way to becoming educated, responsible citizens who can speak our two national languages.

Literacy and Sense of Belonging will be our focus as a bilingual school since we are a School of Choice and our kids draw from a large catchment on either side of the river.

To align with the SD73 Mission Statement in the new District Strategic Plan: École Lloyd George will be supporting learning opportunities that enrich the lives of students that allows them to thrive in school and life. We need to review the District French assessments and we have started the process with the District Early Years, Literacy, and Numeracy teams. To support this work, Jake Schmidt, District Principal of Information Technology, is assisting us with finding data that is beyond just a comparison to École South Sahali, but rather gives us data provincially against other French Immersion Schools. Again, District Principal Lisa Carson, Marianne Vande Pol and teachers from both École Lloyd George and École South Sahali have realized the need for a Kindergarten Assessment in French. A team worked on developing this assessment in May and June 2022.

As one of the SKSS Feeder Schools, we pride ourselves on our strong connection to our feeder highschool, not only because of the French Immersion Program, but due to the close proximity we have to our highschool. We can walk as it is only three blocks away. As a Family, we are a diverse group: urban/rural, Schools of Choice, dual track, broad social economic groups, First Nations communities, highly collaborative and student-centered. As a family we strive to align ourselves by using Family of Schools Meetings for Professional Development.

The school community will be involved in the development and progression of the plan on an ongoing basis. Parents will be informed through our School Newsletter (The Falcon Flyer) and monthly PAC meetings/minutes regarding our goals. Staff will focus their work on the School Learning Plan at our September Professional Learning Day September 25th, 2023. The staff made the decision in consultation with Administration on June 26th, 2023 to spend one staff meeting a month working on the school goals.

At every monthly PAC Meeting, the administration team engages the Parent Advisory Committee in the goals of the school and the SLP. The PAC will have a voice in this work and we hope that we can get parent support to assist us with improving in these areas. If the staff can support the work at school and parents assist us at home as partners we hope to see a shift in our results.

# Learning Goal

## INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed literacy/numeracy expectations for each level.

## SCHOOL RESULTS ANALYSIS:

Ecole Lloyd George Elementary						
Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2022-23	2022-23	2022-23			2/5 year Trend
Gr 4 Literacy	85%	75%	10%	80%	75%	5%
Gr 7 Literacy	95%	69%	26%	94%	71%	23%
Gr 4 Numeracy	85%	63%	22%	79%	67%	13%
Gr 7 Numeracy	85%	62%	23%	84%	63%	21%

An analysis of the Foundation Skills Assessment (FSA) data shows us that we are performing well, in fact, 'in the green' for our percentages for Literacy. However, the data above represents scores for an assessment done in English. The French District Primary Reading Assessment called Évaluation de lecture au primaire (ÉLAP) shows us that there is room for improvement.

It has been difficult to find out how we are doing in Literacy when learning a second language. District Principal Jake Schmidt is working on finding us French assessment data from other French Immersion schools in the province to compare our scores at a provincial level. We are looking to get a better sense of our performance. Are we under performing or meeting the norms across the province? The challenge resides in finding schools that are using the same assessments that we are using here in our District to assess Literacy with our French learners.

## SCHOOL GOAL:

Through developing students' competencies, 90% of our Grade 4 students will meet or exceed literacy expectations whereas our Grade 7 students will maintain 95%.

To improve in Literacy, we will:

- Keep improving our instruction of phonological awareness and use research based programs.
- Keep focusing on developing the framework to continue to teach the skills of reading in intermediate classes.
- Targeted instruction and intervention in early primary were implemented and will continue so that all students can be proficient in reading readiness using pre and post assessments.
- Learning Assistance models were changed and our Certified Education Assistants were trained to support at risk readers with consistent instruction.
- Continue to identify students who would benefit by being more challenged because as a school of choice we also need to enrich and stretch our proficient learners.

## AREAS TO CELEBRATE:

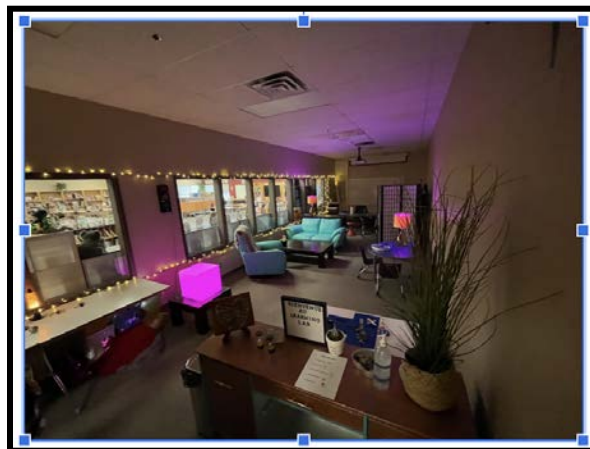
- Our FSA results show that our students are successful and that our students are on their way to do well in high school and in post secondary programs when there will be less or no French in their learning.
- Our Grade Four Literacy (85%) and Grade Seven Literacy (95%) for 2022-2023 are above district results.
- According to the percentages below, our Grade 3 students are proud to be learning a second language. Please note that this question was added by our Grade 3 teachers only when they created the survey for their own grade. It's positive for us because when students are proud of something, they tend to try harder when challenges arise.

Do you feel proud to be learning a second language?	Yes	Sort of	No
Grade 3	75%	21%	4%

- Our Learning Assistance models were changed during the 22/23 school year. Several new programs to our school were used to intervene with our students that are struggling with Literacy.
  - Kendore Kingdom
  - UFLI Foundations (an explicit and systematic program that teaches students the foundational skills necessary for proficient reading)
  - Pratique phonémique
  - Facile à lire
- After using the new programs for one year in our school, we now know the changes that we need to make to be more successful:
  - We need to use a Universal English Program for all students in Grade 3. Grade 3 is the first year in our school where English is introduced.
    - We will focus on phonological skills, sight words, and spelling.
  - Pratique phonémique will now be used by classroom teachers and not only by our Learning Assistance Teachers.
- The completion of a common space, the LABO. The LABO is a safe and quiet place where students go to learn, self-regulate and belong. Whether a student needs a calming break, help with morning transitions to school, academic or peer support, the LABO is the place to support their social, emotional and academic needs.

**LABO** - Laboratoire d'**A**pprentissage, de **B**ien-être et d'**O**pportunités

**LAB** - Learning **A**nd **B**elonging



**AREAS TO GROW:**

- The following table shows where our Primary students are at with French Literacy. The percentages below come from the ÉLAP. There is a lot of room for improvement, however, we would expect that for our students to be proficient it would take a little bit longer as they are learning to read in a second language. We are also working with the District Literacy Team on finding a new way to assess our students when it comes to French Literacy. Many of the books used are translated from English and the words that are easy and rhyme in English are not as easy once translated. They often don't rhyme and at times, have more syllables or are simply not known by our students yet.

	Performance	Grade 01		Grade 02		Grade 03	
GB+ Level	NA						
	DEV	18	30.51%	5	8.62%	12	20.34%
	PRO	18	30.51%	23	39.66%	27	45.76%
	EMG	4	6.78%	13	22.41%	10	16.95%
	EXT	19	32.20%	17	29.31%	10	16.95%
Accuracy	NA	1	1.69%	1	1.72%		
	Frus	19	32.20%	20	34.48%	14	23.73%
	Inst	24	40.68%	18	31.03%	32	54.24%
	Ind	15	25.42%	19	32.76%	13	22.03%

- We also know that as the learning in French becomes more challenging, we notice that our diverse learners have a more difficult time to stay at grade level and we often begin to worry about their well-being at Lloyd George. This is the reason why we focused more on our well being goal (Sense of Belonging) during the 22/23 school year. We know that belonging at school is linked to higher levels of student emotional and physical wellbeing and better academic performance and achievement.
  - Our interventions are built around our diverse learners therefore they can access the support needed alongside their peers. In a situation where the needs are more complex, they access small groups or one to one support.

Encountering difficulties when learning a second language



Can make students anxious and worried  
Can make students feel unsuccessful  
Can make students leave the program



Students become dysregulated, not ready to learn, and need a break from the classroom



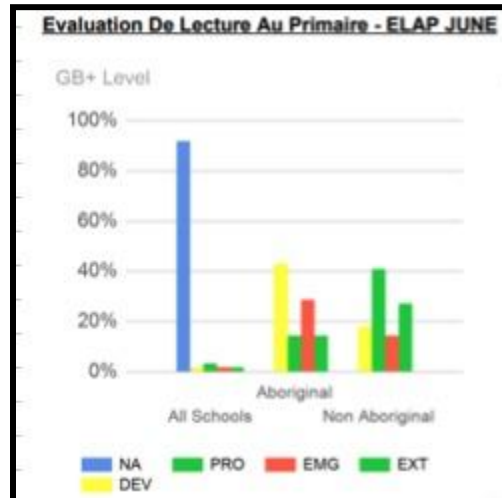
New focus - Literacy with a more in depth focus on French

In the process of revamping the French Immersion assessments to better attend our learners' needs



## OBJECTIVES:

Reducing the percentage of Aboriginal students who are “emerging” and “developing” in French literacy.



## SCHOOL STRATEGIES:

**To improve in literacy, we will (classroom practices):**

### Primary:

We only have a total of 34 K to 3 Aboriginal students and only 8 are not proficient in Literacy. It has been an easy task for us to support them as a team (LART and AEW). We have been able to give them small group interventions 3 times a week during the last trimester of the 22/23 school year.

K's- implement a formal phonics program in French. K's: daily reading/vocab/phonics in small groups.

Gr 1. - Successfully run Literacy Centres. Pull out groups for the phonémique programme.

Grade 2: Continue focusing on phonics and sight word recognition. A focus on one sound per week, using visual aides, word walls, cahier de vocabulaire, etc. continue with the home reading program, and Raz-Kids. Pull out groups for the phonémique programme.

Grade 3: A focus on 1-2 complex sounds per week. Word walls, visual aids, guided reading, home reading program, Raz-kids, Lalilo. Pull out groups for Jolly Phonics, Kendore Kingdom, and UFLI for English. Grade 3 is the first year in our school where English is introduced.

**Intermediate:**

Grade 4 & 5: Direct instruction for students reading below grade level during Uninterrupted Sustained Silent Reading (USSR), encouraging families to read at home with students. Implement Daily 5 structure.

Grade 6 & 7: continue with paragraph style dictée where students make corrections based on a correction code and multiple opportunities for success. Utilize USSR for times to read with students or support at promise learners. Use of Literature Circles and Adrienne Gear's frameworks.

**LART:**

- Use a systematic intervention program that is scripted and uses pre and post assessments. (Phonemique, EMS)
- Increase frequency and duration of small group intervention
- Train CEA's on specific programs
- Kendore Kingdom
- Jolly Phonics
- UFLI Foundations

**To improve classroom practices, we will (PD strategies):****Primary:**

K's: Implement the newly developed French Kindergarten Survey. It was reviewed in June 2023 with the Literacy team, our teachers' feedback was well received, and changes have been made. Continue to collaborate in Grade level teams to ensure consistency on what students are learning. Continue to share and learn from colleagues at staff meetings.

Gr. 1 to 3: Continue to collaborate in Grade level teams to ensure consistency on what students are learning. Continue to share and learn from colleagues at staff meetings. Continue to give time to teachers to look at the needs in their classrooms and what others of the same grade level have been doing to intervene. Create a group of passionate teachers between the two French Immersion schools to revamp the ÉLAP.

**Intermediate:**

Grade 4 & 7: Collaboration between the two French Immersion schools to improve practices. Continue to look at French assessments for Intermediate students around the province, but also start expanding our research to an international level. Many countries speak several languages and assess their students in Literacy. Start focusing

on improving oral French to ensure our students leave our school with the skills they need to communicate in French regions.

**LART:**

Provide teachers with class-wide Tier 1 & 2 literacy programs (Phonemique). Continue to do pull outs with the identified students who are more at risk (Tier 3).

**To improve in grade-to-grade transitions, we will...**

Ensure all teachers get time during one of the September staff meetings to share the previous year's academic challenges they encounter with their students. It's our hope that by giving time to our teachers early in the year, we will be more proactive, and intervene faster to help our students.

CBIEP Process: For our most vulnerable learners who are on a Ministry designated CBIEP, goals were created in June 2023 in draft form by their current teacher. By doing this, the teacher who knows them best is creating their goals and the next year's teacher can begin right away in September knowing what strategies are needed and where the areas of growth are. This is a change from the previous procedure of creating CBIEPs late in September, early October from a teacher who has only known them for a month or so. It is our hope that by doing this, we can begin applying essential strategies and intervention groups right away, avoiding the gap in September that we usually see.

**Primary:**

K's- Try to align phonics programs with Grade ones. Or at least to provide the building blocks for the Grade 1s to be successful when the K students start Grade one.

Grade 2: Collaborate with Grade 1 and 3 teachers, similar to the strategy above.

Grade 3: Collaborate with Grade 2 and Grade 4 teachers to develop continuity of learning and common expectations.

**Intermediate:**

Grade 4 & 5: Collaboration between grades to fill in holes in curriculum, collaboration within grades to ensure students are learning the same content

Grade 6 & 7: Increase opportunity for the students to collaborate and socialize in various settings. Also increase the opportunity for students to interact with students from South Sa-Hali. It's important for our Intermediate students to see that they can interact

and socialize outside of our school while speaking French. Give an opportunity for our Grade 7 teachers to meet the French team at SKSS and discuss what are the skills our students need before they start high school.

### **LART:**

Collaborate with teachers to develop continuity of learning.

1. Both LARTs will make a concerted effort in September to ensure our Aboriginal students are getting supported if needed by CEA's or LART groups.
2. Brenda Jules, Aboriginal Education Worker, will ensure all students are seen by her to assist with Literacy support if warranted.
3. Brenda Jules, Aboriginal Education Worker, will connect with parents often to build relationships and promote the importance of English and French reading at home.

\*École Lloyd George presently does not have students on the Nominal Roll list. We monitor our students as a school team. We also have an Aboriginal Education Committee who will have a standing agenda item whereby the Literacy progress of our students will be discussed and monitored.

### **Curriculum Resources**

1. L'enseignement multisensoriel simultané (EMS) is a language re-education method for people of all ages. It is based on the Orton-Gillingham methodology, which is a structured and highly organized method for language training. The EMS Program is for K-7, made up of a series of sequential lessons which teach reading, writing, and spelling with an emphasis on reading accuracy, followed by a thorough comprehension of written language and its structures.

<https://www.dyslexiacentre.ca/fran%C3%A7ais/lenseignement-multisensoriel-simultan%C3%A9>

2. Lalilo Premium Edition is a web-based French literacy subscription. This program supports literacy learning and instruction through interactive and developmentally appropriate exercises for students and extensive data tracking and planning tools for teachers. <https://lalilo.com/?language=fr>
3. Évaluation De Lecture Au Primaire (ÉLAP).

4. Heggerty Phonemic Awareness Curriculum: primary version. This is a 35-week program of daily explicit and systematic phonological and phonemic awareness lessons. Targeting our Gr. 3-5 in English is imperative since they only start to learn to read and write in English in Gr. 3.
5. Kendore Kingdom is an Orton Gillingham literacy based English curriculum for grades K-5. The Kendore Kingdom takes students systematically through reading concepts, beginning with fundamentals and progressing all the way through to advanced comprehension.

## **Human Resources**

1. Utilizing the skillsets of the Learning Assistance Resource Teachers.
2. Accessing support from the District Literacy Teachers.
3. Consulting with Tricia Persad for support with French assessments.

## **Evidence and Next Steps**

- Staff meeting Dates:
  - September 5th, 2023
  - September 11th, 2023
  - October 16th, 2023
  - October 30th, 2023
  - November 20th, 2023
  - December 11th, 2023
  - January 15th, 2024
  - January 29th, 2024
  - February 12th, 2024
  - February 26th, 2024
  - March 11th, 2024
  - April 8th, 2024
  - April 29th, 2024
  - May 13th, 2024
  - May 27th, 2024
  - June 10th, 2024
  - June 17th, 2024
- PBIS meeting Dates:
  - Fourth Thursday of the month
- Aboriginal and Outdoor Education Meeting Dates:
  - Third Wednesday of the month
- First PAC Meeting Dates:
  - Third Monday of the month

# Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

## HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

### SCHOOL RESULTS ANALYSIS:

In May 2022, staff had the opportunity to look at the École Lloyd George Student Learning Survey Report and more precisely analyze the results of the four following questions:

- Do you feel welcome at your school?
- Is school a place where you feel you belong?
- Do you feel safe at school?
- How many adults do you think care about you at your school? None, 1, 2, 3, 4 or more?

Student Learning Survey (SLS)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2020-21	2020-21	2020-2021		Next attachment	year Trend
Feel Welcome	73%	66%	7%	71%	65%	6%
Sense of Belonging	57%	52%	5%	57%	51%	6%
Feel Safe	82%	71%	11%	76%	71%	6%
Adults Care	66%	66%	0%	68%	67%	0%

After great discussions, staff needed a little more time to reflect on our students' answers. Respecting their wishes, the administration created a survey to hear their input and feedback. The following is the email that was sent to all staff in May 2022 and a screenshot of the three questions asked to staff.

*As per our discussion at the last staff meeting regarding our well-being goal that as a staff, we would like to work on for the next 5 years, please take 5 minutes to answer the following survey. All staff of LG can submit one answer. Please answer before Sunday 5pm as we would like to discuss the results at the staff meeting on Monday. We appreciate your input.*

### Well-Being Goal

As per our discussion at the last staff meeting, all schools in SD73 need to come up with a well being goal that all school staff will work on over the next five years. At this time, we are looking at our priority as a staff. What is an area we would like to focus as a staff. Students were asked the following 4 questions:  
Do you feel welcome at your school? 73% ANSWERED YES  
Is school a place where you feel you belong? 57% ANSWERED YES  
Do you feel safe at school? 82% ANSWERED YES  
How many adults do you think care about you at your school? None, 1, 2, 3, 4 or more? 66% ANSWERED AT LEAST 2 ADULTS

2. Please explain why you would like to focus on the area you have identified in the previous question. If you chose the lowest score as it was a great indicator for you that we needed to work on this area, please say "I chose the lowest score".

Long answer text

1. Which of the followings would you like to focus on over the next 5 years? Only check one. \*

Feel welcome

Sense of belonging

Feel safe

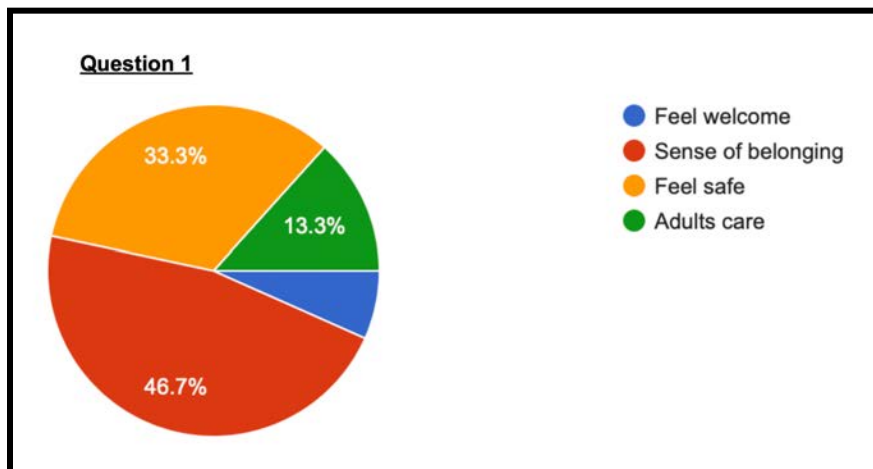
Adults care

Other...

3. According to your choice, please share any ideas you have as to what we could do as a staff to improve (Prod Day spent on..., special activities with our students in the classroom, outside of the classroom, a school wide activity...).

Long answer text

Our staff made it clear (46.7%) that they wanted to focus on the Sense of Belonging for the next 5 years.



It was also interesting to read their rationale for choosing Sense of Belonging.

I chose the lowest score	Belonging helps everyone; take risks, show up and contribute to the best of their abilities.
When you feel safe, you can learn.	Kids need to know that at least the adults at school care and are safe people to turn to for help. Relationship and connection is so important in order for kids to learn.
I chose the lowest score from the data. This is saying something to us.	I expect there are ways that we can be more intentional in communicating the value we place on our kids.
Anecdotally, it feels like we all need to reconnect.	Feeling welcome and sense of belonging, I feel like those goals can be used together, not only as a staff but also for the students, the whole school community
I think safety is most important. We could aim to get as close to 100% as we can. The others have some vague questions that could be interpreted in many ways.	If you feel safe, you will also feel welcome. You will feel that you belong and that adults care about you.
It has the lowest score and I do think we need to build a better sense of community at school	It is important that the children feel safe and loved in a learning environment.
Children can't learn if they don't feel safe or cared for. All goals seem to overlap to me anyways but safety is one I feel works for all age groups. It would be an easy concept for the little ones to understand.	We have so many issues with friendships that I think tie into much of the anxiety we see in our students. They need to be explicitly taught how to join others' games and how to be inclusive.
Students and staff need to have a sense of belonging at LG. We are a family and need to support one another. Belonging helps everyone; take risks, show up and contribute to the best of their abilities.	I chose the lowest score, and it is important for students to feel a sense of belonging.

The answers collected from question 3 of our survey were also very helpful as it guided us in starting the process in September 2022. The answers also showed commitment from the staff to improve in this area.

Lots of activities on Pinterest we can use/ PBIS Committee can make this a school wide theme/ Edutopia.org has many classroom activities / make a map of Kamloops and have every student put where they live on it.	Just reminding staff that this is not a natural skill that all kids have. I think we often assume that they already have strategies to navigate friendships and fitting in. Maybe something similar to some worry dragon themed lessons or have Melanie Parker offer some suggestions for how to teach these skills.
School-wide cultural presentations. Assemblies. After school or lunchtime clubs. Sport teams.	
Activities with our students in the classroom... then as a school maybe?	In my position often the smarter, quieter or well behaved kids don't get much attention. Maybe we could pick the top kids from class and reward them for their hard work and good behaviour by giving them a brain break and take them out for a bit of free time so they don't feel invisible? Maybe the class could nominate these students with teacher approval. Maybe they could bake something for the class or something. There are probably better ideas than this but we could brainstorm.
Consistent messaging about what to do when feel unsafe, resources to support students when feeling unsafe.	Or go opposite and just allow the teacher to choose students who fit this category.
more school wide activities, more french culture activities, more mixed grade activities	I would also love to see more clubs. Opportunity to see kids of different grades come together with similar interests.
It would be great to have a pro d to discuss possible ideas,	I am curious who the 43% of kids were who don't feel they don't belong. In a day I feel like I talk to at least 350 of them 🤔
We may need to survey our kids to identify what it is that shows them that we care.	
We need more input from the students. Why are they feeling the way they do?	Have some special days as a school, like we have done in the past, crazy hair day, maybe get more input about special days from students themselves.



## HUMAN & SOCIAL DEVELOPMENT

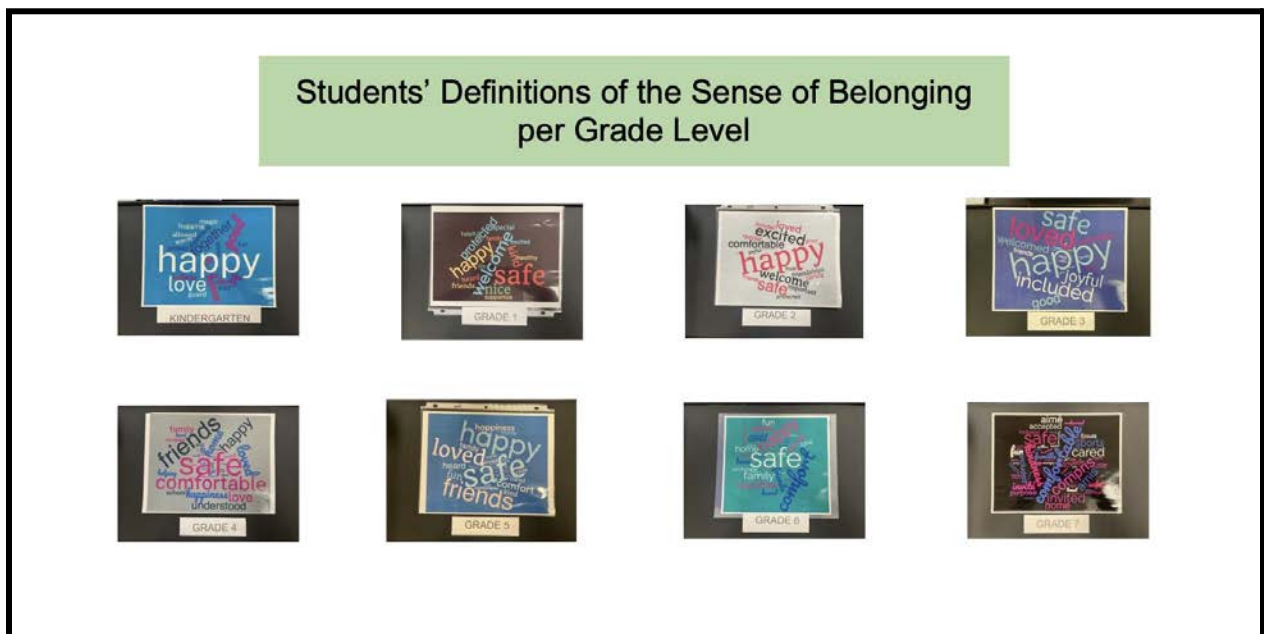
### SCHOOL GOAL:

At École Lloyd George, students will feel personally accepted, respected, included and supported within our school community.

School belonging can include a sense of affiliation with the school, relationships within the school environment, and an individual's perceptions and feelings about school.

### AREAS TO CELEBRATE:

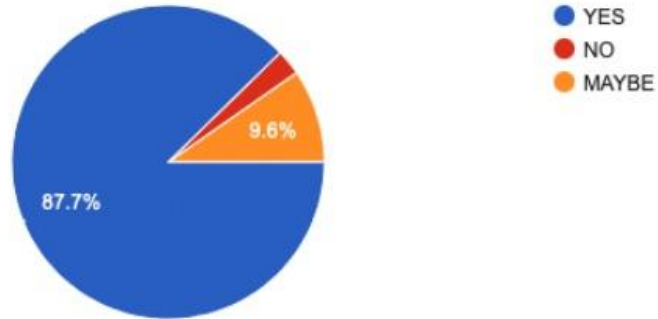
- All classes were visited by the School Principal to define the words "Sense of Belonging". Students gave three words each to define what it meant to them and from their answers, a word cloud per grade level was created. The visits happened from September to December 2022. As a staff, we are confident that most of our students now understand the meaning of the words "Sense of Belonging". Principal and Vice-Principal will hold an assembly at the beginning of September 2023 to reteach the meaning of the words "Sense of Belonging". We now have key words for each grade level.



- In December 2022, during our Winter Concert, parents were surveyed. As a staff, we value our parents' feedback. We see their answers as an area to celebrate because we know that our parents are the adults who know their child/children best and their answers are positive. When asked three questions, our students' parents answered the following:

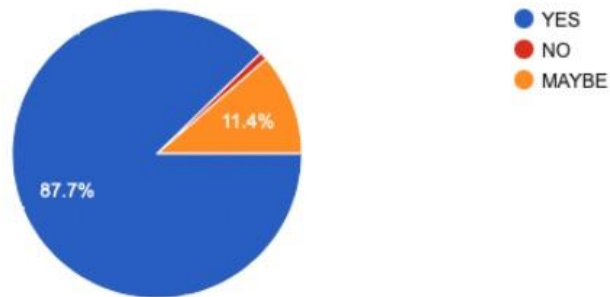
Do you feel welcome at École Lloyd George?

114 responses



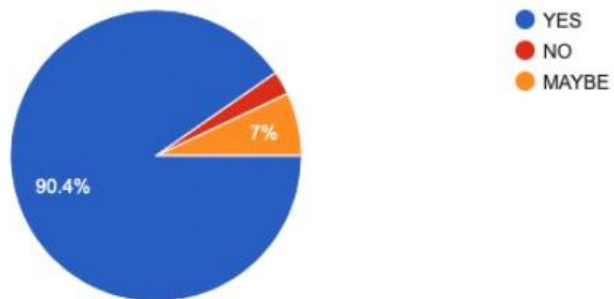
In your opinion, does your child feel like they have a trusted adult at the school to which they can go to for help?

114 responses



In your opinion, does your child feel accepted for who they are here at École Lloyd George?

114 responses



- In Spring 2023, the École Lloyd George Student Learning Survey Report showed a positive increase in the three of the four following questions:
  - Do you feel welcome at your school?
  - Is school a place where you feel you belong?
  - Do you feel safe at school?
  - How many adults do you think care about you at your school? None, 1, 2, 3, 4 or more?

Student Learning Survey (SLS)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2021-22	2021-22	2021-22			5 year Trend
Feel Welcome	72%	68%	4%	73%	67%	6%
Sense of Belonging	59%	53%	6%	59%	52%	7%
Feel Safe	83%	74%	9%	79%	72%	7%
Adults Care	72%	69%	3%	70%	68%	2%

- Leadership opportunities for students in our school have proven to be a great way for them to belong. During the 22/23 school year, we as a staff made a more consistent effort to share the leadership we require as a school throughout Gr. 5 to 7.
  - Gr. 5 Classroom and playground supervision during recess and lunch
  - Gr. 6 December and June school wide activities for Primary students
  - Gr. 7 School wide assemblies and fundraisers
    - Pizza lunches for the whole school
    - Street market for the school community (after school hours on our playground)
- In April 2023, staff met with their grade level partners and highlighted on their class list students who were more at risk (in their opinion) to struggle with a strong sense of belonging. The purpose of the activity was to be more proactive and ready to share the lists with the next year's teachers in September 2023. Working with their grade level partners, staff created a survey to collect street data from each student. The Principal and Vice-Principal visited all classes to survey all students. Kindergarten, Grade 1, and Grade 2 students were surveyed

on paper (individual interview) and students from Gr. 3 to 7 were surveyed using Google Forms.

Do you feel safe at school?				
	Yes	Sometimes	No	
Kindergarten	88%	12%	0%	
Grade 1	79%	19%	1%	
Grade 2	100%	0%	0%	

Do you feel cared for at school?				
	Yes	Sometimes	No	I don't know
Kindergarten	85%	5%	5%	
Grade 1	90%	0%	0%	9%
Grade 2	86%	6%	0%	6%

Do you feel comfortable at school?				
	Yes	Sometimes	No	I don't know
Kindergarten	73%	20%	7%	0%
Grade 1	81%	16%	4%	0%
Grade 2	90%	0%	6%	4%

Is school a safe place for you?			
	Yes	Sometimes	No
Grade 4 and 5	83%	15%	3%

How many people are excited to see you at school?			
	5+	1 to 4	0
Grade 4 and 5	50%	46%	2%

When you arrive at school do you feel happy?		
	Yes	No
Grade 4 and 5	93%	7%

Cared For
"She checked in on me on how I was feeling when they learned that my parents split up"
"whenever i go through a hard time they are always there to support me, and understand me"
"when a teacher takes time and explains something in a more detailed way"
"asked questions about what happend instead of just assuming what happened"
"One year I was in a class and my teacher loved all of her students but whenever I would say hi to her in the morning she would always give me hugs. It made me feel a lot better about my day and it also made me feel so welcome."
Comfort/Belonging
"Teachers are very open and make me feel like its okay to make mistakes andt ake the time to go over the hard stuff. They understand that we all have limits and let us take breaks"
"Teachers cared and knew each student, They weren't always serious and had comedy, They were fair and didn't have "favorite" students"
"Like I said in other answers I feel that a really good way to feel a sense of belonging is to connect deeply with others. I feel personally that I also need some more self confidence, it will help me in the future to talk to others and control my social anxiety."

- We were able to complete a common space at Lloyd George, called the LABO (mentioned as one of the areas to celebrate in the "Learning Goal" section). The new common space helped many students, even more so some of our diverse learners, to develop a sense of belonging at school.

### AREAS TO GROW:

- Our students come from a very large geographical area and therefore, the number of students they know is limited compared to that of a neighborhood school. It would make sense for our students to take longer than a student attending a neighborhood school to develop a Sense of Belonging. Some primary teachers organize activities with the same grade level classes and we see students connecting with more than one adult and with more than just their classmates. It would be a great way to grow if our Intermediate teachers would do the same on a weekly basis. The data collected when surveying our Grade 6 students shows that the need to connect with more adults and more students than just your classmates is evident.

<b>Do you feel that there is an adult in the school you can approach for a problem or worry?</b>		
	Yes	No
Grade 6	79%	21%
<b>Do you feel like you can be yourself at school?</b>		
	Yes	No
Grade 6	84%	15%

- As a staff, we have created more Gr. 4 to 7 leadership opportunities for our students, but a continuum of leadership with a detailed list of what each grade does, would allow younger students to look forward to taking leadership roles in the school. This will create succession planning for our students to feel connected to their school.
- Students who were identified at risk of not belonging by teachers in April 2023, need to be better known by staff and need connections with more than just their classroom teacher. Discussions as a staff around what it looks like need to happen in September 2023.

## SCHOOL STRATEGIES:

- **To improve our sense of belonging, as a school, we will:**
  - Grade 7 street market & PAC BBQ organized on the same evening
  - Friday night movies organized by PAC are scheduled to restart during the 23/24 school year.
  - School wide assemblies on the sense of belonging organized by the Vice-Principal and LDP candidate.
  - Continue to encourage sport teams participation for our Gr. 4 to 7 students. PAC has approved the purchase of 130 new jerseys with a new logo.
    - Recreational and competitive teams
    - Intramurals at lunch
  - Develop a continuum of leadership for Gr. 4 to 7
  - Create Community Bulletin Boards
    - Map of the city of Kamloops and all students put a pin where they live.
  - Promote our uniqueness of being a French Immersion school.
    - In partnership with South Sa-Hali Elementary, École Collines d'or, and Canadian Parents for French (CPF), create opportunities to teach French culture.
  - A new French logo for the sense of belonging (Ta place est ici!) is being created right now by Kelsey Jules. The new logo will be made into posters for around the school.
  - Continue with our Band program for the Gr. 6 and 7 students. The music program in our school has given the opportunity to several students to find a sense of belonging.
  - Train older students to run clubs at lunch for younger students under the supervision of staff.
  - Collaborate with Brenda Jules, Aboriginal Education Worker, on school wide projects.
    - Flower beds in front of the school and school garden. The purpose of beautifying the front of our school by adding Indigenous plants is for all students to be proud of their school.
    - Our Aboriginal and Outdoor Education Committee meets monthly. A standing item on the agenda is a conversation around how we can do better as a team to reach out to students who were identified at risk of not belonging. Our Aboriginal students really enjoy the connection they have with Mme Jules and really appreciate their visits with her at appropriate times during the week.
  
- **To improve classroom practices for the 23/24 school year, we will:**
  - Dedicate one staff meeting a month to our school goals. During the meetings, staff will get the opportunities to dig a little deeper and explore the relationship between the sense of belonging and students'

achievement, collaborate with their grade level partners, and report to all staff.

- Encourage our staff to join the same grade level classes and co-teach certain games and plan activities. Many of our teachers are already doing frequent learning opportunities and playing together at times and see great outcomes.
- Use the Zones of Regulation for students to self-assess how they feel in the morning and then from there make a point to do check-ins throughout the day with students that were not in the green at the start of the day.
- Give opportunities to younger grades to get involved in the functioning of a healthy school. Our grade 3 students are already taking care of recycling.
- Encourage teachers to create norms with their students within their classroom to ensure students know what to expect and feel safe when they need to ask for something or share their ideas.
- Collaborate with our students (especially the ones who were identified “at risk”) to find out what they need or what they think would be beneficial to them to better connect with the adults in our school.
- On a day to day basis, staff will continue to:
  - Classroom jobs/Responsibilities
    - Every Friday, all grade 3 students join together to do games and gym activities.
  - Sharing work blocks
    - Students read to one another.
  - Birthdays
    - Special announcements
  - Teachable moments
    - Take advantage of the small moments to connect with our students.
  - Talking Circle
    - Providing a safe place for students to voice their opinions.
  - Use opportunities throughout the year to make learning fun
    - Spirit Days, Holidays, Concerts
  - Being present in the hallways in the morning, at recess, and at lunch.
  - Greeting our students outside every morning.
  - Show & Tell (montre et raconte)
    - Several teachers do Show & Tell that are about the students’ interests and passions which celebrate who they are outside of École Lloyd George.
  - Use our students’ names when addressing them.
  - One to one conversation when students need it. This practice shows the staff cares about students.

- **To improve in grade-to-grade transitions, we will... (Review your grade-to-grade transitions results and list key strategies to improve)...**
  - Ensure staff get the time to meet with the previous year's teachers at the beginning of September to discuss students who were identified at risk of not belonging by teachers. Knowing which students are at risk very early in the year will help us as a staff to make a bigger difference.
  - Ensure our support staff are well aware of the students who were identified at risk of not belonging by teachers.
  - Organize school wide activities where students will need to partner with older/younger peers and interact with different adults than their classroom teacher.
  - Dig deeper in the key words that each grade level used to define the words "Sense of Belonging". We now know that younger students need to feel "protected, guarded" to better belong and that our older students need to be "heard and comfortable" to belong.
  - Value our parents' voice. The parents of Lloyd George have an important role in the school community. Finding ways to reach out to them and let them tell us how we are doing is a great way to know how we are doing and what they are hearing at home. We will keep finding opportunities to survey our parents at different occasions during the year (Band Concerts, Come Read With Me, Winter Concert).

## **EVIDENCE AND NEXT STEPS**

- Staff meeting Dates:
  - September 5th, 2023
  - September 11th, 2023
  - October 16th, 2023
  - October 30th, 2023
  - November 20th, 2023
  - December 11th, 2023
  - January 15th, 2024
  - January 29th, 2024
  - February 12th, 2024
  - February 26th, 2024
  - March 11th, 2024
  - April 8th, 2024
  - April 29th, 2024



- May 13th, 2024
- May 27th, 2024
- June 10th, 2024
- June 17th, 2024
- PBIS meeting Dates:
  - Fourth Thursday of the month
- Aboriginal and Outdoor Education Meeting Dates:
  - Third Wednesday of the month
- First PAC Meeting Dates:
  - Third Monday of the month