

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



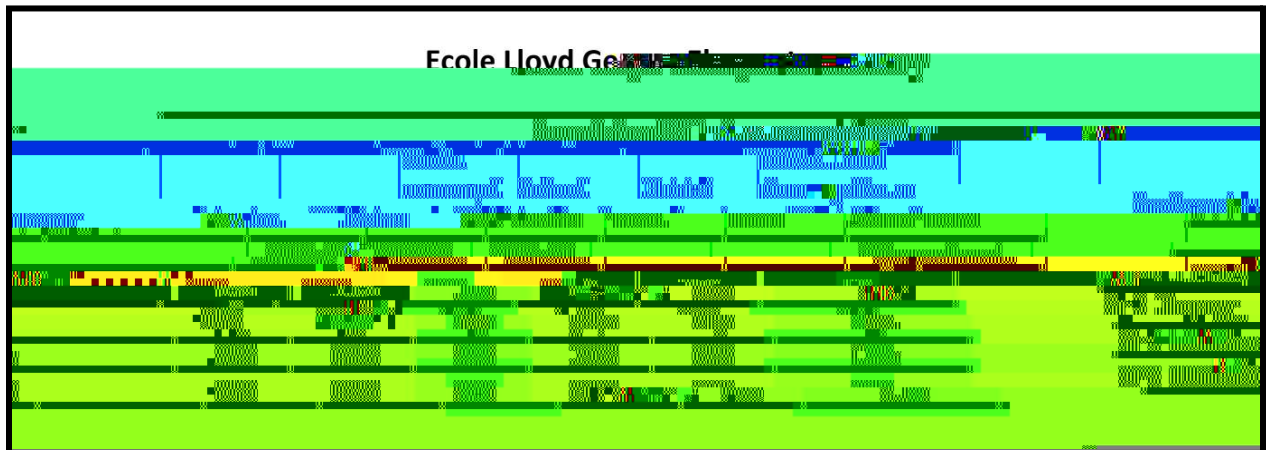
Located in downtown Kamloops, École Lloyd George Elementary is a single track French Immersion school of choice with 448 students. We have 20 divisions, 25 teaching staff, 3 Certified Education Assistants, 1.5 Learning Assistant Resource Teachers, 1 Aboriginal Education Worker, a Principal and Vice-Principal. Lloyd George has an active Parent Advisory Council and a highly involved parent community. Lloyd George is pleased to offer a fantastic



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.

Every learner will develop competencies and skills to succeed academically.

Students will meet or exceed literacy/numeracy expectations for each level.



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.

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:

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

Encouraging literacy attainment when learning a second language

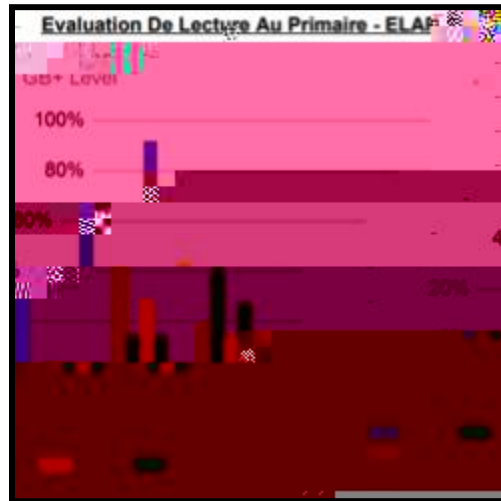
Can make students anxious and worried
Can make students feel unsuccessful
Can make students leave the program

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

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



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.

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

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).

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.

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.

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.

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.

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).

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

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.

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

Students will feel welcome, safe, and connected to their school.

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	School	District	School Trend
	2020-21	2020-21	District	Trend	Trend	District Trend
			2020-2021		Next attachment	year Trend
Feel Welcome	73%	66%	7%	71%	65%	6%
Sense of Belonging	57%	52%				
Feel Safe	82%	71%	11%	76%	71%	6%
Adults Care	66%					

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.

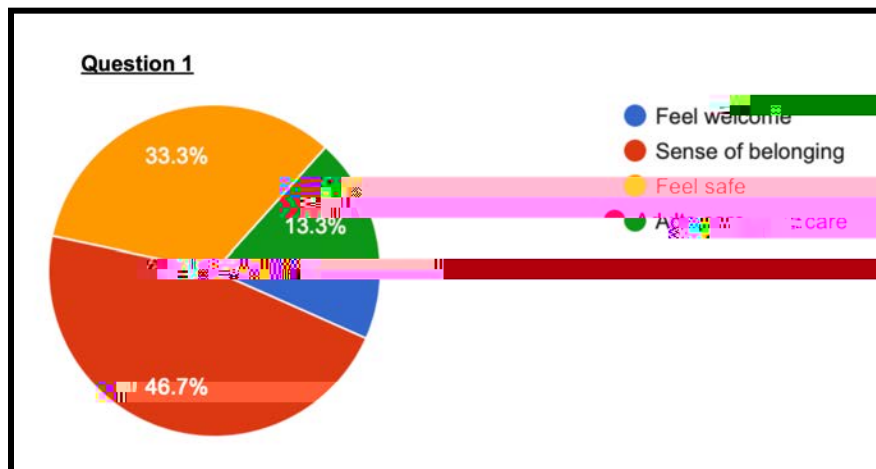
As per our discussion at the last staff meeting regarding our well-being goal that as a staff, we would like to work on for the next 5 years, please take 5 minutes to answer the following survey. All staff of LG can submit one answer. Please answer before Sunday 5pm as we would like to discuss the results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

The screenshot shows a survey titled "Well-Being Goal". It includes an introductory paragraph and three questions. Question 1 is a multiple-choice question about focus areas for the next 5 years. Question 2 is a Likert scale question about the lowest score. Question 3 is a text-based question for ideas.

2. How do you feel about the lowest score? (1 = I chose the lowest score, 2 = I chose a low score, 3 = I chose a middle score, 4 = I chose a high score, 5 = I chose the highest score)

3. According to your choice, please share any ideas you have (e.g., Do any staff or students' ideas from our discussions in the classroom, outside of the classroom, a school wide activity...).

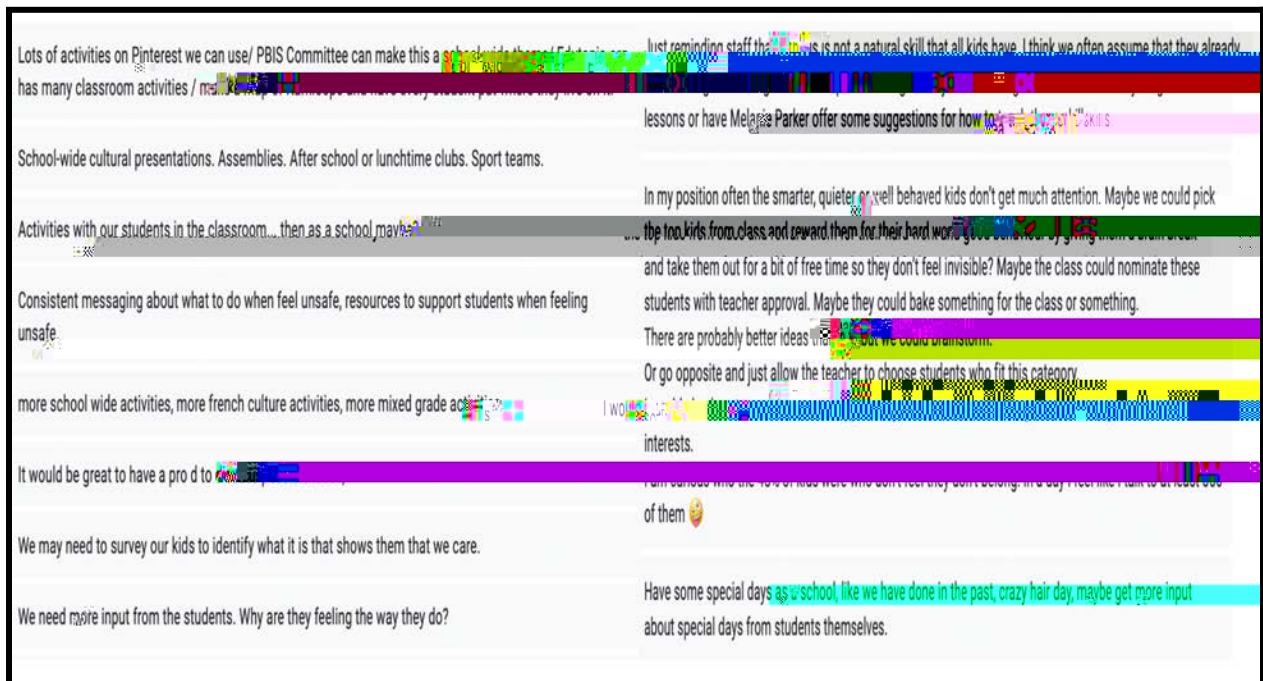
Our staff made it clear (46.7%) that they wanted to focus on the Sense of Belonging for the next 5 years.

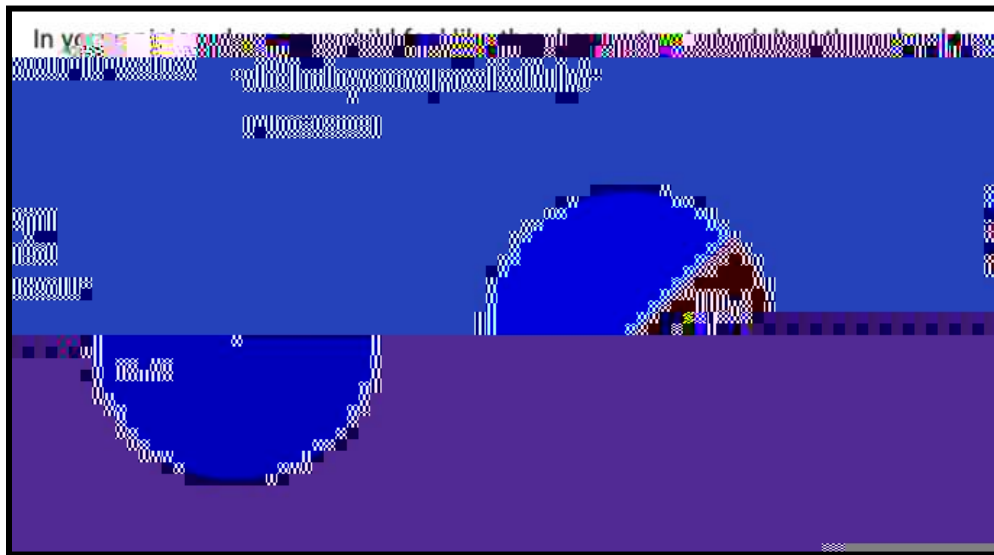


It was also interesting to read their rationale for choosing Sense of Belonging.



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.





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?

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

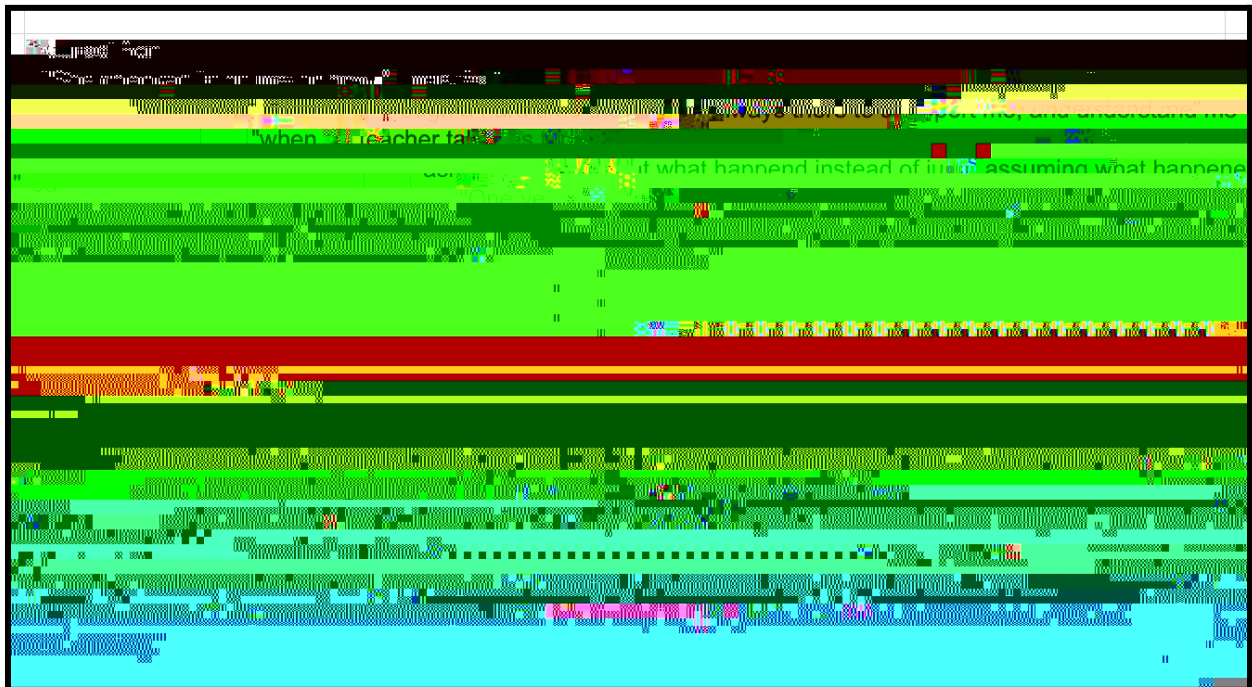
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on paper (individual interview) and students from Gr. 3 to 7 were surveyed using Google Forms.



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.

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.

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

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

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).

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