

June 2025



École Lloyd George Elementary Annual School Learning Plan 2025-2026

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/TKEMPLUPS-LEA---Final-Feb-24-2021.pdf> and the Aboriginal

Education Enhancement Agreement

[Aboriginal-Education-Enhancement-Agreement.pdf](#)

CONTEXT

Located in downtown Kamloops, École Lloyd George Elementary is a single track French

Immersion School of Choice with 453 students. We have 20 divisions, 25 teaching staff, 4 Certified Education Assistants, 1.5 Learning Assistant Resource Teachers, 1 Indigenous 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 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.

As a bilingual school and a school of choice, our focus will be on enhancing French literacy and academic sense of belonging. Many of our students didn't initially choose French Immersion in Kindergarten, and when they encounter struggles, they often express feeling like they don't quite fit in or are not recognized as contributing members of our school community. We've identified these students at the margins through "street data" collected over the past two years, and we're hopeful that our new initiatives will provide them with the support they need to thrive.

To align with the SD73 Mission Statement in the District Strategic Plan, École Lloyd George is committed to supporting learning opportunities that enrich the lives of students and allow them to thrive in school and life. Since the 2023 school year, administrators from both École South Sa-Hali and Lloyd George have spearheaded several key initiatives. We formed a French Immersion Primary Literacy Assessment Committee to develop a French Continuum for Kindergarten to Grade 4 and update our existing primary assessment tool, the *Évaluation de lecture au primaire (ÉLAP)*. We're proud to announce that the French Continuum for Kindergarten to Grade 4 is now finalized, and dedicated teachers have already begun work on the continuum for Grades 5 to 7. The ÉLAP is also nearing completion. Our two French Immersion staff members will continue collaborating on the ÉLAP and the Intermediate Continuum during our Professional Learning Day on September 22nd, 2025. Moving forward, staff meetings will continue to be focused on staff collaboration.

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 high school. 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.

At every monthly PAC Meeting, the administration team engages the parent community in the school's goals and the School Learning Plan (SLP). We believe that when staff supports the work at school and parents assist us at home as partners, we can continue to make strides 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:

ELAP - June							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 Year Avg	3 Year +/-
Lloyd George Gr 1	47%	69%	63%	92%	71%	75%	4%
District Gr 1	44%	62%	53%	71%	62%	62%	5%
Lloyd George Indigenous Gr 1	25%	25%	36%	100%	80%	72%	22%
District Indigenous Gr 1	34%	30%	41%	80%	64%	62%	12%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Lloyd George Gr 2	44%	74%	68%	80%	84%	77%	8%
District Gr 2	58%	66%	61%	76%	72%	70%	6%
Lloyd George Indigenous Gr 2	20%	33%	36%	44%	83%	54%	24%
District Indigenous Gr 2	44%	47%	49%	53%	82%	61%	17%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Lloyd George Gr 3	56%	70%	62%	71%	84%	72%	11%
District Gr 3	58%	71%	66%	67%	75%	69%	5%
Lloyd George Indigenous Gr 3	42%	50%	25%	33%	63%	40%	19%
District Indigenous Gr 3	43%	72%	57%	43%	64%	55%	4%

An analysis of our French District Primary Reading Assessment (ELAP) data reveals encouraging overall scores. We're seeing a notable improvement within the Grade 3 cohort for the 2024/25 school year, with scores rising from 63% in Grade 1 to 84% in Grade 3 - an increase typical for students learning a second language. However, we've observed a decrease in scores for our Grade 2 Indigenous student population during the 2024/25 school year.

Literacy FSA				
Positive Response Rate	2021/22	2022/23	2023/24	2024/25
Grade 4 Lloyd George All	74%	85%	72%	84%
Grade 4 SD73 All	74%	75%	72%	64%
Grade 7 Lloyd George All	94%	95%	87%	96%
Grade 7 SD73 All	73%	69%	73%	70%

An analysis of the Foundation Skills Assessment (FSA) data shows us that we are performing well for Literacy. We are above the District for both Grade 4 and Grade 7. Cross-linguistic transfer refers to the phenomenon where literacy skills learned in one

language can be applied and utilized when learning or developing literacy in another language.

SCHOOL GOAL:

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

To improve in Literacy, we will:

- Keep improving our instruction of phonological awareness and use research based programs.
- Keep focusing on developing the French continuum for teaching the skills of reading in intermediate classes.
- Continue the targeted instruction and intervention in early primary so that all students can be proficient in reading readiness using pre and post assessments.
- Continue to change and adapt our models and ensure our Certified Education Assistants are 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 ÉLAP results show that our in class interventions are helping our students. They also show that once students are identified with challenges in the early grades, our pull out interventions are also making a difference.
- Our Grade 7 FSA for Literacy results show that our students are successful and on their way to do well in high school and in post secondary programs.
- Our Grade Four and Grade Seven FSA for Literacy results for 2024-2025 are above the district results.
- According to the percentages below, our Grade 4 and 7 students are proud to be learning a second language. The data comes from the Student Learning Survey administered in the Spring of 2025. This supports our Literacy goal because when students are proud of something, they tend to try harder when challenges arise.

Grade 4

I am proud that I speak French.	Count	Percent
Always	23	50%
Often	14	30%
Sometimes	8	17%
Never	1	2%
Total	46	100%

Grade 7

I am proud that I speak French.	Count	Percent
Always	20	41%
Often	19	39%
Sometimes	8	16%
Never	1	2%
Total	48	100%

- Our Learning Assistance models were changed during the 22/23 school year. Several new programs to our school are now used to intervene with our students that are struggling with Literacy.
 - Kendore Kingdom
 - UFLI Foundations
 - Pratique phonémique
 - Facile à lire
 - Heggerty
 - Lalilo.com
- A group of teachers from École South Sa-Hali and our school developed a French Continuum of Literacy skills for Kindergarten to Grade 4. The purpose of this continuum is to provide a visible representation of the individual French immersion student's journey as they learn to read. Inspired by the work of John Hattie (2012), it is meant to visibly demonstrate where the reader is now, where they are going, and how they can get there. It's our hope that the continuum will help our school team to intervene sooner when students are identified with learning difficulties.
- A group of teachers from École South Sa-Hali and our school were part of the French Immersion Primary Literacy Assessment Committee. This committee has been working on updating the assessment we have in place for our Primary students (ÉLAP). The committee continued to meet during the 24/25 school year in the hope to have an updated assessment for the 2025/26 school year. Our two French Immersion staff from the two schools will continue collaborating on the ÉLAP during the Professional Learning Day on September 22nd, 2025.
- We're proud to announce that dedicated teachers have already begun the work for a French continuum for Grades 5 to 7 and are actively looking at French Immersion assessments for Intermediate students.

AREAS TO GROW:

- Our Grade 4 and 7 Literacy FSA results are strong and above the District results. However, we see a minimal decrease with our Indigenous learners. We still need to keep using the programs listed above (Kendore Kingdom, UFLI Foundations, Pratique phonémique, Facile à lire, Heggerty, Lalilo.com) with both our Primary and our Intermediate students to ensure their results increase by the time they get to grade 7.
 - We will keep using the Kendore Kingdom Program for all students in Grade 3. We still need this specific program in Grade 3 as it is the first year in our school where English is introduced.
 - We will focus on phonological skills, sight words, and spelling.

- Pratique phonémique is now being used by classroom teachers and not only by our Learning Assistance Teachers.
- 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 last two school years and it will continue to be a priority in the 25/26 school year. We know that belonging at school is linked to higher levels of student emotional and physical well being and better academic performance and achievement. The picture below explains what we often see happening when students don't belong.

OBJECTIVES:

Our aim is to intervene earlier with our primary students to ensure they reach Proficient or Extending levels in French Language Arts by Grade 7. Similarly, we want to implement earlier French interventions to help retain students in the French Immersion Program. We've observed an increasing number of Grade 6 and 7 students submitting assignments in English within our French Immersion setting, indicating their French proficiency isn't sufficient to consistently produce work in the language.

At the end of June 2025, 10 Grade 7 students, representing 19% of our Grade 7 population, transitioned to the English program in high school. We believe the primary reason for this was insufficient French proficiency. We hypothesize that earlier interventions in their schooling could have helped us retain more of these students.

SCHOOL STRATEGIES:

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

Primary:

The number of Diverse Learners and students not reaching proficiency from Kindergarten to Grade 3 remains low. This smaller number allows us to more easily support them as a team, integrating both the Learning Assistance Resource Teacher (LART) and classroom teachers. Our goal is to provide support directly in the classroom while also offering targeted small-group interventions.

Kindergarten:

- Follow the French Continuum finalized during the 24/25 school year.
- Focus on strategies being used, phonological awareness, phonics, executive function skills, reading fluency, and comprehension.

Grade 1:

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

- Follow the French Continuum finalized during the 24/25 school year.
- Focus on strategies being used, phonological awareness, phonics, executive function skills, reading fluency, and comprehension.

Grade 2:

- Continue focusing on phonics and sight word recognition.
- Focus on one sound per week, using visual aids, word walls, cahier de vocabulaire.
- Continue with the home reading program, and Lalilo.com.
- Pull out groups for the phonématique programme for students who are struggling.
- Follow the French Continuum finalized during the 24/25 school year.
- Focus on strategies being used, phonological awareness, phonics, executive function skills, reading fluency, and comprehension.

Grade 3: (Grade 3 is the first year in our school where English is introduced)

- A focus on 1-2 complex sounds per week, incorporating word walls and visual aids.
- Small group for guided reading.
- Continue with the home reading program, and Lalilo.com.
- Pull out groups for Kendore Kingdom and UFLI for English.
- Follow the French Continuum finalized during the 24/25 school year.
- Focus on strategies being used, phonological awareness, phonics, executive function skills, reading fluency, and comprehension.

Intermediate:

The number of Diverse Learners and students not reaching proficiency In French Language Arts from Grade 4 to 7 is higher than the Primary grades, but still comparatively low to other schools, therefore we can use two models for our interventions: pull out and push in support.

Grade 4 & 5:

- Direct instruction for students reading below grade level during Uninterrupted Sustained Silent Reading (USSR).
- Encourage families to read at home with students.
- Implement Daily 5 structure.
- Follow the French Continuum finalized during the 24/25 school year (Grade 4's).
- Focus on strategies being used, phonological awareness, phonics, executive function skills, reading fluency, and comprehension.

The French Continuum goes from Kindergarten to Grade 4. We have started the process of developing the French Continuum for the higher Intermediate grade levels and to be able to intervene sooner when we notice that some of our students haven't reached proficiency on all areas of the continuum.

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-risk learners.
- Use of Literature Circles and Adrienne Gear's frameworks.
- Use scripted intervention programs (Kendore, Heggerty, Pratique phonématique).

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.
- Heggerty.
- UFLI Foundations.

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

- Keep using the newly developed French Kindergarten Survey. It was reviewed several times since June 2023. Our teachers' feedback was well received, and changes have been made. However, as teachers get more familiar with it, they are noticing that more changes need to be made.
- Familiarize themselves and follow the French Continuum that was finalized during the 2024/25 school year.
- 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.
- Training is scheduled on September 22nd, 2025 for the new 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.
- Continue developing the French Continuum with École South Sa-Hali Intermediate teachers.

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 2025 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 change was implemented in June 2024 and was used again in June 2025. This change allowed us to be better prepared for our Diverse Learners in September 2024. 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 see.

Primary:

K - 1- Kindergarten teachers familiarize themselves and follow the French Continuum that was finalized in the fall of 2024 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 - 3: Familiarize themselves and follow the French Continuum that was finalized in the Fall of 2024. Collaborate mostly with Grade 1, 3 and 4 teachers, similar to the strategy above.

Intermediate:

Grade 4 & 5: Collaboration between grades to fill in holes in curriculum, collaboration within grades to ensure students are learning the same content. Familiarize themselves and follow the French Continuum that was finalized in the Fall of 2024.

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. Familiarize themselves and follow the French Continuum (K to Gr. 4) that was finalized in the Fall of 2024. If teachers know what is taught in the earlier grades, they will be able to identify students with gaps in their learning sooner.

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, Indigenous Education Worker, will ensure all students are seen by her to assist with Literacy support if warranted.
3. Brenda Jules, Indigenous Education Worker, will connect with parents often to build relationships and promote the importance of English and French reading at home.
4. Familiarize themselves and follow the French Continuum that was finalized in the Fall of 2024.

*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 Indigenous Education Committee who will have a standing agenda item whereby the Literacy progress of our students will be discussed and monitored.

Curriculum Resources

1. The SD73 French Continuum - The Development of Reading in Early French Immersion (K-4).
2. 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>

3. 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>
4. Évaluation De Lecture Au Primaire (ÉLAP). A group of teachers from École South Sa-Hali and our school were part of the French Immersion Primary Literacy Assessment Committee. This committee has been working on updating the assessment we have in place for our Primary students (ÉLAP).

The committee will continue to meet during the 24/25 school year in the hope to have an updated assessment.

5. 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.
6. 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 meetings: Staff meetings are scheduled every second week for a total of 20 per year.
- Le comité des enseignements sacrés/ 7 Grandfather Teachings Committee 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:

Student Learning Survey Feel Safe						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Lloyd George Gr 4	89%	75%	93%	80%	83%	3%
SD73 Gr 4	80%	74%	79%	78%	77%	2%
Province Gr 4	80%	79%	78%	79%	79%	0%

Grade 7	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Lloyd George Gr 7	76%	91%	81%	91%	88%	0%
SD73 Gr 7	66%	73%	74%	71%	73%	-1%
Province Gr 7	71%	76%	75%	76%	76%	0%

Student Learning Survey Feel Welcome						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Lloyd George Gr 4	77%	67%	91%	83%	80%	8%
Lloyd George Gr 4 Indigenous	75%	75%	43%	50%	56%	-13%
Lloyd George Gr 4 Diverse	75%	25%	50%	50%	42%	13%
SD73 Gr 4	77%	73%	76%	75%	75%	1%
SD73 Gr 4 Indigenous	81%	66%	71%	68%	68%	1%
Sd73 Gr 4 Diverse	67%	62%	66%	73%	67%	6%
Grade 7	2020-21	2021-22	2022-23	2023-24		
Lloyd George Gr 7	67%	77%	77%	82%	79%	3%
Lloyd George Gr 7 Indigenous	75%	67%	71%	75%	71%	4%
Lloyd George Gr 7 Diverse	60%	67%	100%	83%	83%	8%
SD73 Gr 7	61%	69%	69%	65%	68%	-2%
SD73 Gr 7 Indigenous	54%	58%	62%	58%	59%	0%
Sd73 Gr 7 Diverse	61%	65%	63%	60%	63%	-3%

An analysis of our Ministry Student Learning Survey results shows that students at École Lloyd George feel notably welcome and safe. This sense of safety and belonging is directly linked to higher levels of emotional and physical well-being, as well as improved academic performance and achievement. When students feel welcome and safe, they are more likely to be their authentic selves and seek help when facing difficulties.

HUMAN & SOCIAL DEVELOPMENT

SCHOOL GOAL:

At École Lloyd George, students will feel personally accepted, respected, included and supported within our school community with a focus on the Sense of Belonging.

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:

Initiatives by the School Principal for the 2024/25 school year and that will continue during the 2025/26 school year:

- **Sense of Belonging Committee made of 7 students from Gr. 5 to 7**
 - The Committee started to meet in February and met prior to school assemblies to collaborate with the planning.
- **Seven Grandfather Teaching and Sense of Belonging Assemblies**
 - 3 Primary Assemblies (Fall, Winter, Spring)
 - 3 Intermediate Assemblies (Fall, Winter, Fall)
- **Monthly School Spirit Days**
 - The days were created with a purpose to align with our well-being school goal. As an example, "Wacky Hair Day" became an opportunity for all classes to take a funny picture that was enlarged, developed, and posted on our main entrance bulletin board.
- **STEM Challenges with the Principal and staff members**
 - The Principal invites one grade level at a time to participate in a STEM challenge during lunch. The winners from each grade level then competes again during a school assembly.
- **Weekly French Games on the Announcements**
 - Most popular games were "Guess the Word", Guess the Staff Member, Numeracy games.
 - Students listen to clues given by the Principal or Vice-Principal on the morning announcements and try to find the answer. They submit their answers to the office, and a draw is held on Friday. Prizes are financed by our PAC.
- **The Gift of Time for all Teachers**
 - Teachers were given an hour to either focus on connecting with their vulnerable students or complete an assessment with small groups of students

who needed extra support. Our main goal with this offer is for students to feel safer and connected to staff.

- **Street Data Strategy:**

- In November 2024, staff worked on drafting an equity-centered inquiry question. We came up with the following question: How can we improve academic and social engagement for struggling students?
- In December 2024, we surveyed staff to assess their current practices, identify students struggling academically and socially, and gather ideas on how our school could collectively improve engagement for these students.
- In February 2025, we shared a list of students, identified by staff, with the entire team. The goal was to ensure these students were widely recognized, fostering connections with as many adults as possible.
- In Spring 2025, the École Lloyd George Student Learning Survey Report showed positive scores when Gr. 4 and Gr. 7 students were asked ***I feel like I can be myself at school*** and ***At school I feel like I am seen, heard, and understood***. When you can be yourself at school and when you feel seen, heard, and understood by staff and students, you are more likely to take academic risks and seek help when things get difficult.

Grade 4 Students

	Count	Percent
I feel like I can be myself at school.		
Always	16	34%
Often	16	34%
Sometimes	14	30%
Never	0	0%
Total	46	100%
At school I feel like I am seen, heard, and understood.		
Always	5	10%
Often	21	45%
Sometimes	20	43%
Never	0	0%

Grade 7 Students

I feel like I can be myself at school.		Count	Percent
Always		24	50%
Often		16	33%
Sometimes		8	16%
Never		0	0%
Total		48	100%
At school I feel like I am seen, heard, and understood.		Count	Percent
Always		14	28%
Often		30	61%
Sometimes		5	10%
Never		0	0%
Total		49	100%

- Leadership opportunities for students in our school have proven to be a great way for them to belong. During the 24/25 school year, we continued as a staff to make a consistent effort to share the leadership we require as a school throughout Gr. 5 to 7. We will continue providing opportunities during the 2025/26 school year.
 - 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)
 - Assemblies
 - Terry Fox
 - Remembrance Day
 - Talent Show

- Our common space at Lloyd George, called the LABO has helped many students, even more so some of our diverse learners, to develop a sense of belonging at school. 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.



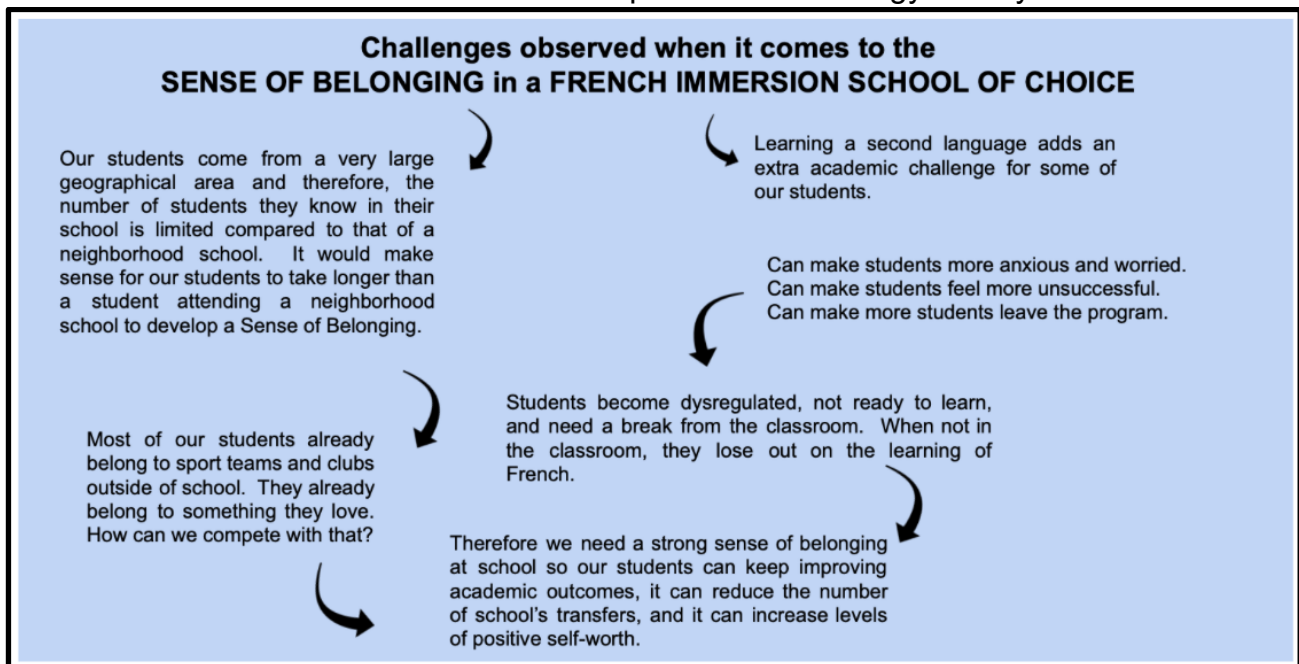
AREAS TO GROW:

- A deeper analysis of the The Student Learning Survey administered in the Spring of

2025 results show that as our students grow older we see a decrease when it comes to belonging at École Lloyd George.

Student Learning Survey School Belong						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Lloyd George Gr 4	61%	52%	85%	74%	70%	11%
Lloyd George Gr 4 Indigenous	38%	50%	17%	50%	39%	0%
Lloyd George Gr 4 Diverse	75%	25%	50%	50%	42%	13%
SD73 Gr 4	62%	55%	65%	63%	61%	4%
SD73 Gr 4 Indigenous	63%	48%	59%	59%	55%	6%
Sd73 Gr 4 Diverse	59%	52%	57%	54%	54%	1%
Grade 7	2020-21	2021-22	2022-23	2023-24		
Lloyd George Gr 7	53%	67%	66%	61%	65%	-3%
Lloyd George Gr 7 Indigenous	50%	67%	67%	43%	59%	-12%
Lloyd George Gr 7 Diverse	25%	33%	67%	44%	48%	6%
SD73 Gr 7	46%	54%	57%	56%	56%	1%
SD73 Gr 7 Indigenous	43%	45%	53%	47%	48%	1%
Sd73 Gr 7 Diverse	42%	48%	49%	52%	50%	2%

- 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 implement this strategy weekly.



- As a staff, we have created more Gr. 5 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.

- We need to have more regular conversations about our students' academic and social engagement. This will help us gather ideas on how our school can collectively improve engagement for all students, especially those who are struggling. Students who appear disengaged need to be better known by all staff and should connect with more adults than just their classroom teacher.

SCHOOL STRATEGIES:

● To improve our sense of belonging, as a school, we will strive to implement or continue to:

- Host the Grade 7 Street Market & PAC BBQ organized on the same evening.
- School Community events organized by Grade 7 families are scheduled for the 2025/26 school year. The initiatives are also fundraiser events for the Grade 7 cohort.
- Hold school wide assemblies on sense of belonging organized by Administration and some teacher volunteers.
- Continue to encourage sport teams participation for our Gr. 4 to 7 students.
 - Recreational and competitive teams
 - Intramurals at lunch
- Develop a continuum of leadership for Gr. 4 to 7.
- Create Community Bulletin Boards.
- Promote our uniqueness of being a French Immersion school.
 - In partnership with South Sa-Hali Elementary, create opportunities to teach French culture.
- Maintain 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.
- Keep training older students to run clubs at lunch for younger students under the supervision of staff.
- Collaborating with Brenda Jules, Indigenous 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 Indigenous 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 Indigenous students really enjoy the connection they have with Mme Jules and really appreciate their visits with her at scheduled times during the week.
 - The creation of a school continuum for the Seven Grandfather Teachings. Each grade level has chosen one of the Seven Grandfather Teachings to work on class or individual goals for their students.

LES 7 SAGESSES

<p>Maternelle L'aigle: Amour</p>  <p>L'amour est pour tous. Il faut savoir s'aimer.</p>	<p>1^{re} année L'aigle: Amour</p>  <p>L'amour est pour tous. Il faut savoir s'aimer.</p>	<p>2^e année Le cygne: Honnêteté</p>  <p>1. Je dis la VERITE 2. Je partage mes SAVOIRS 3. Je RESPECTE les autres 4. Je m'occupe de SOLIDARITE 5. J'accueille les autres SERIEUSEMENT</p>	<p>3^e année L'ours: Courage</p>  <p>Je suis courageux quand</p> <ul style="list-style-type: none"> • je fais de bons choix. • j'essaie quelque chose de nouveau. • j'aide les autres. 	<p>4^e année Le saumon: Respect & Persévérance</p>  <p>Etre respectueux c'est</p> <ul style="list-style-type: none"> • se respecter. • respecter les autres. • respecter l'environnement. • respecter l'investissement. <p>tout en montrant beaucoup de persévérance.</p>	<p>5^e année La tortue: Vérité</p>  <p>La tortue porte le temps et tous les autres attendent sur son dos.</p> <ul style="list-style-type: none"> • Je suis digne de confiance. • Je suis fiable. 	<p>6^e année Le coyote: Humilité</p>  <p>Nous faisons tous partie d'une grande famille.</p> <ul style="list-style-type: none"> • Je comprends que chacun a son parcours différent dans la vie. • Je respecte tout d'abord et le dernier des autres. 	<p>7^e année Le castor: Sagesse</p>  <p>Je suis fier • de mes idées • de mes projets • de mes réalisations • de mes réussites</p> <p>Je travaille en équipe</p> <ul style="list-style-type: none"> • j'écoute les idées des autres • je trouve des solutions <p>Je suis un leader • je suis gentil • je suis humble • je suis curieux</p>
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LES 7 SAGESSES




● **To improve classroom practices for the 25/26 school year, we will:**

- Dedicate one staff meeting a month to our school goals. During the meetings, staff will get the opportunity to choose to work on our academic or well-being goals. If they choose to work on the sense of belonging, they will get 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.
- Continue to use the LABO to help students feel safe and to develop a sense of belonging at school.
- 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, several grades in the school 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 by name 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.
 - One to one conversation when students need it. This practice shows the staff cares about students.
- Administration will continue with the following initiatives:
 - School Spirit Days with a purpose
 - Sense of Belonging Committee

- Sense of Belonging Assemblies
- The Gift of Time for all Teachers
- Weekly French Games on the Announcements
- STEM Challenges with the Principal and staff members

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

- Ensure staff get the time to meet with the previous year's teachers at the beginning of September to discuss students who were identified as being on the margins. Knowing which students are at risk very early in the year will help us as a staff to make a bigger difference.
 - Organize school wide activities where students will need to partner with older/younger peers and interact with different adults than their classroom teacher.
 - As a staff, survey students using a set of questions common to both French Immersion schools. The goal is to identify commonalities within this student group and make changes to increase their level of engagement.
 - 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/Spring/Year-end Concerts).

EVIDENCE AND NEXT STEPS

- Staff meetings: Staff meetings are scheduled every second week for a total of 20 per year.
- Le comités des enseignements sacrés/ 7 Grandfather Teachings Committee meeting Dates:
 - Fourth Thursday of the month
- Aboriginal and Outdoor Education Meeting Dates:
 - Third Wednesday of the month
- PAC Meeting Dates:
 - Third Monday of the month

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- As a school team, how do we support the students who are not engaging in the learning, and often falling behind academically and socially. (Still a work in progress)

Identify which cohort of learners (at the margins) the staff is prioritizing:

- We are focusing on the students who just are not succeeding. These are the students avoiding the work (always in the hallways, always asking for a bathroom break or water break, etc). This group is also the students who can display the big behaviours, but also the quiet, passive behaviours where they just blend in. This group is often EMG or DEV in the LA courses and do not engage with the learning.

State one or two actions taken by staff to understand these learners' school experience:

- Staff identified who they believe are the students at the margins.
- We created questions as a staff to interview our students.
- We will slowly start to transition over to Academic Belonging versus Sense of Belonging.

Share how you have used, or plan to use, this information to create positive change:

- During the 2025/26 school year, staff will survey students using a set of questions common to both French Immersion schools. The goal is to identify commonalities within this student group and make changes to increase their level of engagement.