

June 2026



École Lloyd George Elementary Annual School Learning Plan 2026-2027

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 450 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 of choice, our focus is on strengthening French literacy and fostering an academic sense of belonging. While many students thrive in French Immersion, some experience challenges that affect their confidence and connection to learning. Using academic and school-based data, staff have identified these students and are shifting our well-being focus from a general sense of belonging to an academic sense of belonging. Beginning in September 2026, targeted staff initiatives will support students feeling connected to both the school and their learning.

In alignment with the SD73 Strategic Plan, École Lloyd George and École South Sa-Hali have collaborated since 2023 to strengthen French literacy instruction. Together, we developed a Kindergarten to Grade 4 French Continuum and revised the Évaluation de lecture au primaire (ÉLAP). Teachers are now developing the Grades 5 to 7 continuum. Every second staff meeting is dedicated to collaborative professional learning to support this ongoing work.

As one of the South Kamloops Secondary (SKSS) feeder schools, we value our strong partnership with the high school, strengthened by both our shared French Immersion program and our close proximity.

We are also proud of the comprehensive transition process we have in place to support our Grade 7 students as they move to high school. The transition begins in March and continues through the end of June. Throughout this process, our Grade 7 teachers, administration, and Learning Assistance Resource Teacher (LART) meet with the high school team to share information about students' strengths, needs, and any potential challenges, helping to ensure a successful transition. For students requiring additional support or experiencing anxiety about the move, we also arrange individual visits to the high school to help build familiarity, confidence, and a sense of readiness for the next stage of their learning.

The School Learning Plan is developed and monitored in partnership with staff, students, and families. Progress is shared regularly through the Weekly Update email, monthly PAC meetings, and ongoing communication, ensuring parents remain informed and engaged as partners in supporting student achievement and well-being.

Learning Goal

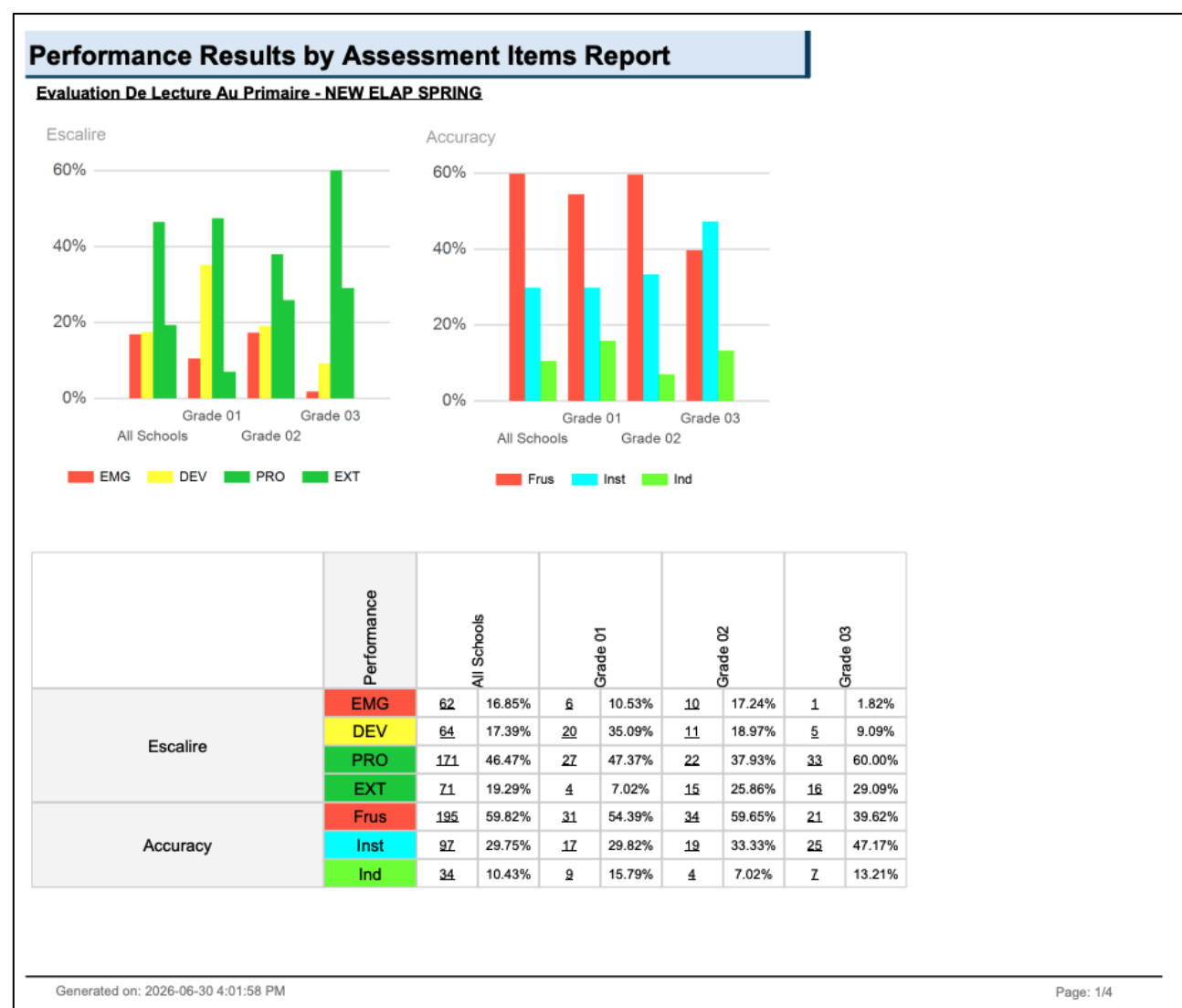
INTELLECTUAL DEVELOPMENT

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:



With our revised ÉLAP, we are no longer able to directly compare scores to previous years. However, the current results will guide our interventions moving forward. We are confident that the updated ÉLAP provides a more accurate picture of our French Immersion students' proficiency. We are also pleased to see that our Grade 3 results show 89.09% of students achieving proficiency or extending.

Literacy FSA					
Positive Response Rate	21/22	22/23	23/24	24/25	25/26
Gr. 4 LG	74%	85%	72%	84%	77%
Gr. 4 SD73	74%	75%	72%	64%	72%
Gr. 7 LG	94%	95%	87%	96%	92%
Gr. 7 SD73	73%	69%	73%	70%	74%

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:

ÉLAP Outcomes:

- 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.
- A group of teachers from École South Sa-Hali and our school were part of the French Immersion Primary Literacy Assessment Committee. This committee worked on updating the assessment for our primary students (ÉLAP). Throughout the 2025/26 school year, the committee continued to gather feedback and make revisions to the assessment. We believe the assessment is now complete; however, we remain open to ongoing feedback to ensure it meets staff needs and supports the early identification of students who are struggling.

FSAs

- 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.

Student Learning Survey

- 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 2026. This supports our Literacy goal because when students are proud of something, they tend to try harder when challenges arise. We have unfortunately seen a decrease in our Grade 7 numbers, which appears to be linked to students choosing to leave the French Immersion program as they transition to high school. However, we are encouraged by the data at the Grade 4 level, as these students still have three years remaining in our school.

Grade 4 Student Learning Survey

Unofficial Results

Printed on June 30, 2026

I am proud that I speak French.	Count	Percent
Always	20	52%
Often	12	31%
Sometimes	5	13%
Never	1	2%
Total	38	100%

Grade 7 Student Learning Survey

Unofficial Results

Printed on June 30, 2026

I am proud that I speak French.	Count	Percent
Always	14	36%
Often	11	28%
Sometimes	8	21%
Never	5	13%
Total	38	100%

LART

- 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

French Continuum

- 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. The continuum has helped our school team to intervene sooner when students are identified with learning difficulties.
- 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:

FSA's

- Our Grade 4 and 7 Literacy FSA results are strong and above the District results. 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.

Academic Belonging

- 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 school years and it will continue to be a priority in the 26/27 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. Using academic and school-based data, staff have identified these students and are shifting our well-being focus from a general sense of belonging to an academic sense of belonging. Beginning in September 2026, targeted staff initiatives will support students feeling connected to both the school and their learning.

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.

We are beginning to see an increase in the number of Grade 7 students leaving the French Immersion program as they transition to Grade 8 and begin high school. We believe the primary reason for this is 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	Grade 1	Grade 2	Grade 3
French Continuum			
Phonological Awareness, Phones, Ex. Functioning, Fluency and Comprehension Strategies			
	Literacy Centers		
	Pull out groups for phonemique programme		
		Sight words	
		Home reading and Lalilo.com	
		1 sound per week	1-2 complex sounds per week
			Pull out for Intervention Groups (UFLI, Kendore Kingdom)

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	Grade 5	Grade 6	Grade 7
USSR – Direct instruction and time to support at risk learners			

French Continuum			
Phonological Awareness, Phones, Ex. Functioning, Fluency and Comprehension Strategies			
		Dictée	
		Literacy Circles and Adrienne Gear's framework	
		Scripted intervention programs (Kendore Kingdom, Heggerty)	

LART:

- Use a systematic intervention program that is scripted and uses pre and post assessments (Phonémique, EMS)
- Increase frequency and duration of small group intervention
- Train CEA's on specific programs
- Kendore Kingdom
- Heggerty
- UFLI Foundations
- Better way of targeting or identifying struggling students - SBTMs

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

Primary:

K's:

- Keep using the screener DIBELS three times a year.
- Keep familiarizing 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.
- Being part of the BC PILOT of UNIVERSAL SCREENER.

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.
- Use the revised ÉLAP twice a year as a required assessment tool to better identify students who need targeted interventions.
- Being part of the BC PILOT of UNIVERSAL SCREENER.

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. In early September, teachers will also be provided with a class list of students who were not proficient or extending in numeracy and literacy the previous year.

CBIEP Process: For our most vulnerable learners who are on a Ministry designated CBIEP, goals were created in June 2026 in draft form by their current teacher. By doing this, the teacher who knows them best, 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 and 2026. This change allows us to be better prepared for our Diverse Learners in September.

Primary:

K - 1- Kindergarten teachers keep familiarizing themselves and follow the French Continuum that was finalized in the fall of 2024 to align phonics programs with Grade ones.

Grade 2 - 3: Keep familiarizing 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. Our Indigenous Education Worker will ensure all students are seen by her to assist with Literacy support if warranted.
3. Our 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.

As a school:

In September 2026, teachers will have the opportunity to meet with the previous year's grade-level teachers to identify vulnerable students. During this meeting, teachers will receive a list of students who did not achieve proficiency or higher in Literacy and Numeracy.

In October 2026, teachers will be asked to submit a record of interventions implemented for students who did not reach proficiency in Literacy and Numeracy during the 2025–2026 school year.

In January 2027, an updated student list will be distributed to all teachers, and the same process will be repeated again in April 2027.

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). In collaboration with École South Sa-Hali, we developed a Kindergarten to Grade 4 French Continuum and revised the Évaluation de lecture au primaire (ÉLAP).
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
- Indigenous 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:

Students - Belonging Reporting Positive Responses								
Belonging	Ecole Lloyd George Elementary (07324005)							
	Grade 4		Grade 7		Grade 10		Grade 12	
	#	%	#	%	#	%	#	%
I am happy at my school.								
2022/2023 (NQ10)	46	88	***	***	Not asked	Not asked	Not asked	Not asked
2023/2024 (NQ10)	46	77	***	***	Not asked	Not asked	Not asked	Not asked
2024/2025 (NQ10)	40	77	***	***	Not asked	Not asked	Not asked	Not asked
2025/2026 (NQ10)	Not asked	Not asked	***	***	Not asked	Not asked	Not asked	Not asked
Do you feel welcome at your school?								
2022/2023 (NQ16)	48	91	36	80	Not asked	Not asked	Not asked	Not asked
2023/2024 (NQ16)	50	86	45	82	Not asked	Not asked	Not asked	Not asked
2024/2025 (NQ16)	39	78	47	90	Not asked	Not asked	Not asked	Not asked
2025/2026 (NQ16)	40	80	47	94	Not asked	Not asked	Not asked	Not asked
Do you like school?								
2022/2023 (Q3)	41	79	24	52	Not asked	Not asked	Not asked	Not asked
2023/2024 (Q3)	44	75	31	56	Not asked	Not asked	Not asked	Not asked
2024/2025 (Q3)	29	62	34	65	Not asked	Not asked	Not asked	Not asked
2025/2026 (Q3)	32	64	29	57	Not asked	Not asked	Not asked	Not asked
Is school a place where you feel like you belong?								
2022/2023 (S81)	44	86	31	69	Not asked	Not asked	Not asked	Not asked
2023/2024 (S81)	42	75	33	65	Not asked	Not asked	Not asked	Not asked
2024/2025 (S81)	36	77	40	77	Not asked	Not asked	Not asked	Not asked
2025/2026 (S81)	36	78	47	89	Not asked	Not asked	Not asked	Not asked

An analysis of the Ministry Student Learning Survey results indicates that students at École Lloyd George report a strong sense of welcome and belonging. This sense of belonging is closely associated with higher levels of emotional and physical well-being, as well as improved academic achievement and performance. When students feel welcome and included, they are more likely to express their authentic selves and seek support when facing challenges.

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 2025/26 school year and that will continue during the 2026/27 school year:

- **Seven Grandfather Teaching and Sense of Belonging Assemblies**
 - 2 Primary Assemblies (Fall, Winter)

- 2 Intermediate Assemblies (Fall, Winter)
- **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.
- In Spring 2026, 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 Student Learning Survey

Unofficial Results

Printed on June 30, 2026

I feel like I can be myself at school.	Count	Percent
Always	19	47%
Often	10	25%
Sometimes	9	22%
Never	2	5%
Total	40	100%
At school I feel like I am seen, heard, and understood.	Count	Percent
Always	13	32%
Often	14	35%
Sometimes	12	30%
Never	1	2%
Total	40	100%

Grade 7 Students

Grade 7 Student Learning Survey

Unofficial Results

Printed on June 30, 2026

I feel like I can be myself at school.	Count	Percent
Always	21	55%
Often	11	28%
Sometimes	6	15%
Never	0	0%
Total	38	100%
At school I feel like I am seen, heard, and understood.	Count	Percent
Always	18	47%
Often	11	28%
Sometimes	8	21%
Never	1	2%
Total	38	100%

- A deeper analysis of the Student Learning Survey, administered each spring, shows that Grade 7 students report a strong sense of belonging, with results increasing over the past few years, likely reflecting the sustained focus in this area. Intermediate students also have several opportunities to connect and belong within the school. Leadership opportunities for students in our school have proven to be a great way for them to belong. During the 25/26 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 2026/27 school year.
 - Gr. 5 Classroom and playground supervision during recess and lunch
 - Gr. 6 December 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

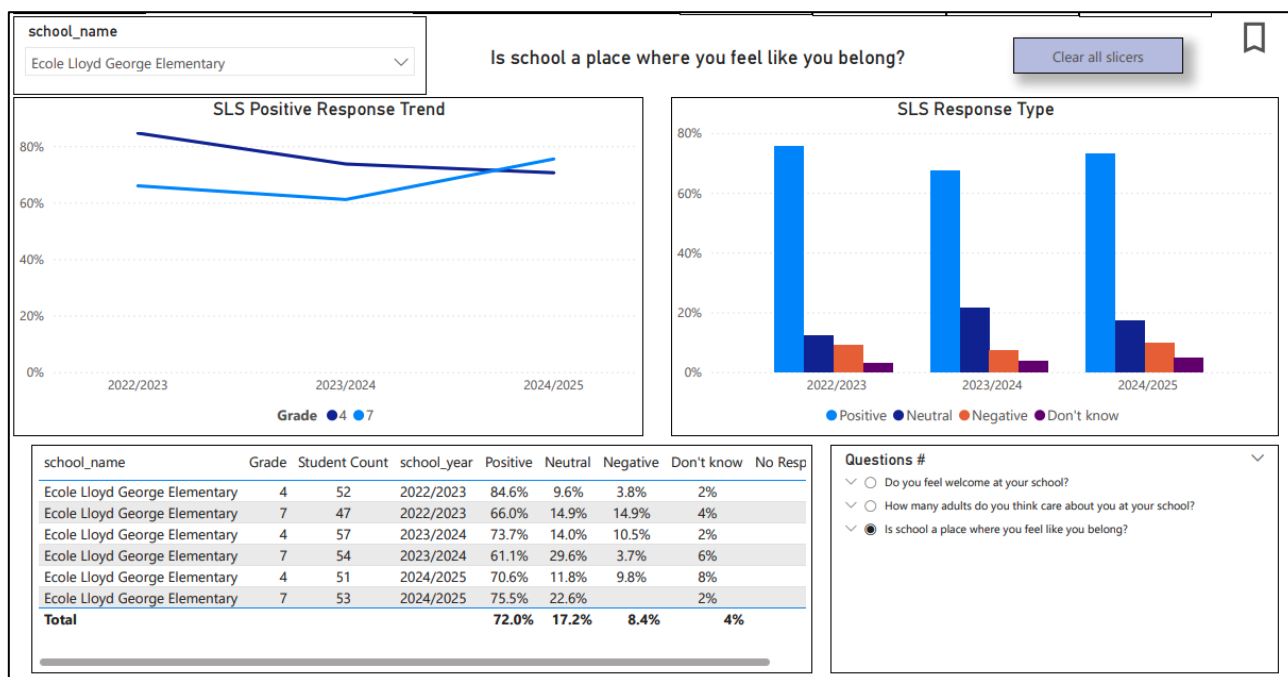
school_name	Grade	Student Count	school_year	Positive	Neutral	Negative	Don't know	No Resp
Ecole Lloyd George Elementary	4	52	2022/2023	84.6%	9.6%	3.8%	2%	
Ecole Lloyd George Elementary	7	47	2022/2023	66.0%	14.9%	14.9%	4%	
Ecole Lloyd George Elementary	4	57	2023/2024	73.7%	14.0%	10.5%	2%	
Ecole Lloyd George Elementary	7	54	2023/2024	61.1%	29.6%	3.7%	6%	
Ecole Lloyd George Elementary	4	51	2024/2025	70.6%	11.8%	9.8%	8%	
Ecole Lloyd George Elementary	7	53	2024/2025	75.5%	22.6%		2%	
Total				72.0%	17.2%	8.4%	4%	

- 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.

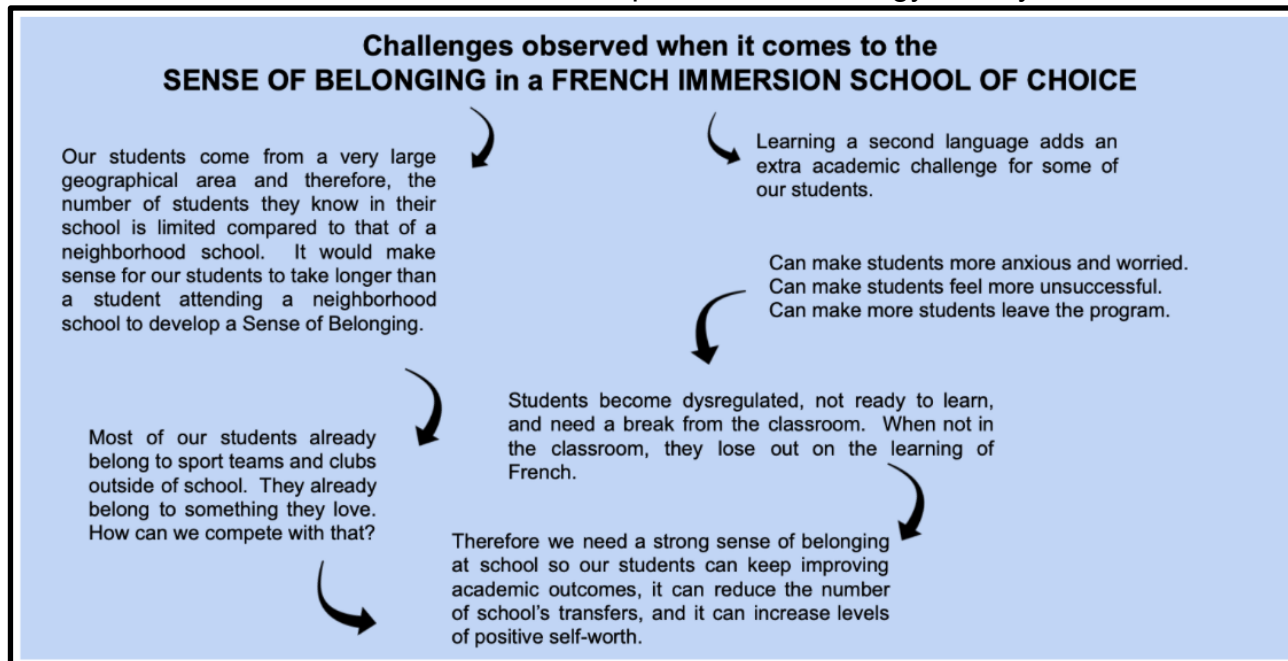


AREAS TO GROW:

- However, the analysis indicates a decline in sense of belonging among Grade 4 students over the past three years. This may reflect the difference between strong classroom belonging and fewer school-wide opportunities for connection at younger ages. Overall, the data suggests that as students get older, their sense of belonging at École Lloyd George tends to increase.



- 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 2026/27 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 our Indigenous Education Worker, on school wide projects.
 - 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

Maternelle L'oiseau: Amour  L'amour est pour tous. Il faut savoir s'aimer.	1^{re} année L'oiseau: Amour  L'amour est pour tous. Il faut savoir s'aimer.	2^e année Le cygne: Honnêteté  1. Je dis la VÉRITÉ 2. Je partage mes MAÎNAGES 3. Je RESPECTE les autres 4. Je trouve mes SOLUTIONS 5. J'accueille les idées DIFFÉRENTES	3^e année L'ours: Courage  Je suis courageux quand: • je fais de bons choix. • j'essaie quelque chose de nouveau. • j'aide les autres.	4^e année Le saumon: Respect & Persévérance  Être respectueux c'est: • se respecter. • respecter les autres. • respecter l'environnement. • tout en montrant respect et persévérance.	5^e année La tortue: Vieillesse  La tortue porte la sagesse et tous les autres animaux sur son dos. • Je suis digne de confiance. • Je suis fidèle.	6^e année Le coyote: Humilité  Nous faisons tous partie d'une grande famille. • Je comprends que chacun a un parcours différent dans la vie. • Je respecte mon chemin et le chemin des autres.	7^e année Le castor: Sagesse  Je suis sage. • Je respecte les idées des autres. • Je trouve des solutions. • Je suis un modèle. • Je suis gentil. • Je m'entraîne. • Je suis fier de moi-même.
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- **To improve classroom practices for the 26/27 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 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, Sports
 - 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 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
- **Indigenous 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 identify students they believe may be at the margins in September. During a staff meeting, teachers also meet with the previous year's teachers to discuss these students and review Literacy and Numeracy data. This collaborative process supports the planning and implementation of early interventions beginning in September.
- As part of our ongoing work, we are also shifting our focus from sense of belonging to academic belonging, recognizing the importance of ensuring that every student feels valued, capable, and connected as a learner within the classroom community.

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

- Staff's growing understanding of which students may be at the margins helps strengthen relationships and foster meaningful connections. Teachers collaborate closely with their grade-level partners, and ongoing conversations about these students encourage a shared sense of responsibility among staff. This collective awareness helps ensure that students are recognized, supported, and connected with caring adults throughout the school.