



Framework for Enhancing Student Learning School Plan

ÉCOLE COBBLE HILL



Our Story

École Cobble Hill is a Kindergarten to Grade 7 single-track early French Immersion school with an enrollment of approximately 380 students for the 2021-2022 school year. Our school is one of only two early French Immersion schools in our school district, and it is located in the idyllic rural setting of Cobble Hill.

Our school is located on the traditional, unceded lands of the Quw'utsun people and we are grateful to work, learn and play in this beautiful area. Our school's proximity to forests, local beaches and community hiking trails, coupled with a staff committed to and enthusiastic about outdoor learning, offers many experiential and community-based opportunities for our students to learn and grow as they become proficient at speaking, reading and writing in French.

Our students are currently organized into 16 divisions, with many divisions organized into combined grade groupings. French Immersion is a District Program and, as such, École Cobble Hill does not have catchment boundaries. However, most of our students reside in the southern portion of our school district which includes Shawnigan Lake, Mill Bay, Cowichan Bay, Cowichan Station and Cobble Hill. A large number of our students rely on school district busses to travel to and from school each day.

Approximately 5% of our students identify as being of Indigenous ancestry, and approximately 85% of our students identify as Métis. While our Indigenous student population is not high, we are committed to working with our local Knowledge Keepers to gain a deep understanding of local indigenous culture and to integrate Indigenous Principles of Learning into daily life and learning at École Cobble Hill.

Our school has an extremely strong sense of family and community. Students call teachers and administrators by their first names and, during non-COVID times, parents are regularly encouraged to visit the school and volunteer in classrooms for various learning activities, or to participate in events and celebrations. Students of all ages can be seen playing together at recess often creating and modifying games so that kindergarteners and grade sevens can be seen playing alongside each other. Students of all ages also love volunteering to help out around the school whenever an opportunity presents itself to do so.

Finally, École Cobble Hill is a friendly and welcoming place where it is common to hear children of all ages saying, 'Bonjour!' and 'Comment ça va?' ('Hello!' and 'How are you?') to adults whose paths they cross. Our school is a place where diversity is celebrated and where staff are committed to building positive relationships and strong connections with students and their families.

Our Learners

Our strengths:

If we asked our students what they believe the strengths of our school are, they would say:

- Our school encourages us to show kindness and empathy towards others.
- Our school has many clubs and extra-curricular activities including robotics, math club, chess club, rainbow club and a variety of sports.
- Our school has a forest near the school and we get to learn outside a lot.
- Our teachers are nice and we do fun things in class.

Student Learning Survey data from the Spring of 2021 indicates that over 81% of students feel welcome at our school and 88% feel safe at school. Seventy-seven percent of students in Grade 4 indicated that they could identify three or more adults who care about them in the school. This number is lower in Grade 7 at 53%. However, over 95% of students in Grade 4 and 7 felt that at least one adult cares for them at school.

If we asked our staff what they believe the strengths of our school are, they would say:

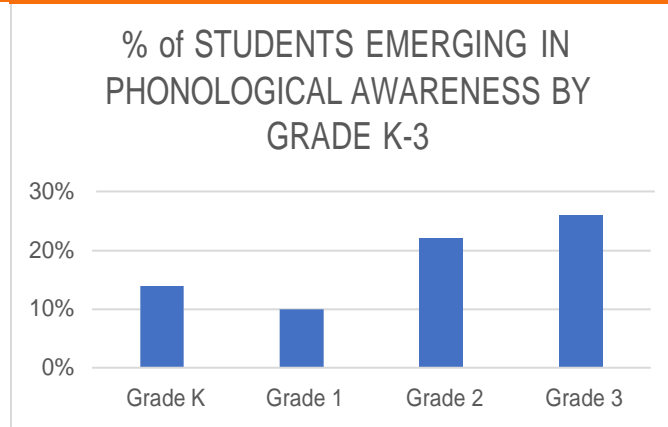
- Our students exhibit a wide variety of strengths, both in terms of their level of social responsibility and academically.
- Our families are supportive and highly engaged in their children's learning.
- Our staff is collaborative, really enjoy working together, and demonstrate a deep commitment to lifelong learning.
- Our school has a strong feeling of community and warmth. It is a really fun place to work and learn.

Data pulled from our Learning Summaries in 2021 indicate that teachers assessed over 90% of our students across all grades as being friendly, considerate and helpful, and that our students treat others fairly and respectfully.

École Cobble Hill is committed to working hard to ensure that all students who wish to learn a second-language, including students who experience learning difficulties, feel supported and have a place in our school community.

Our Stretches:

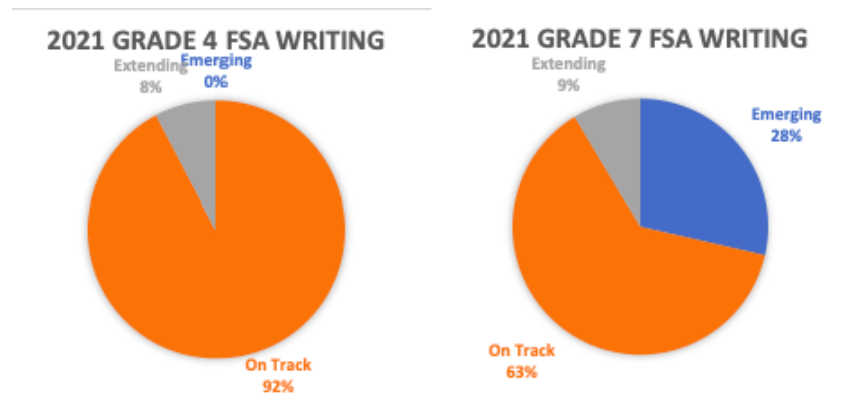
At the primary level, we use the Early Success Screen to track student progress in their development of phonological awareness. Our assessment data indicates by Grade 3, approximately 26% of students struggle with phonological awareness, which impacts their reading progress.



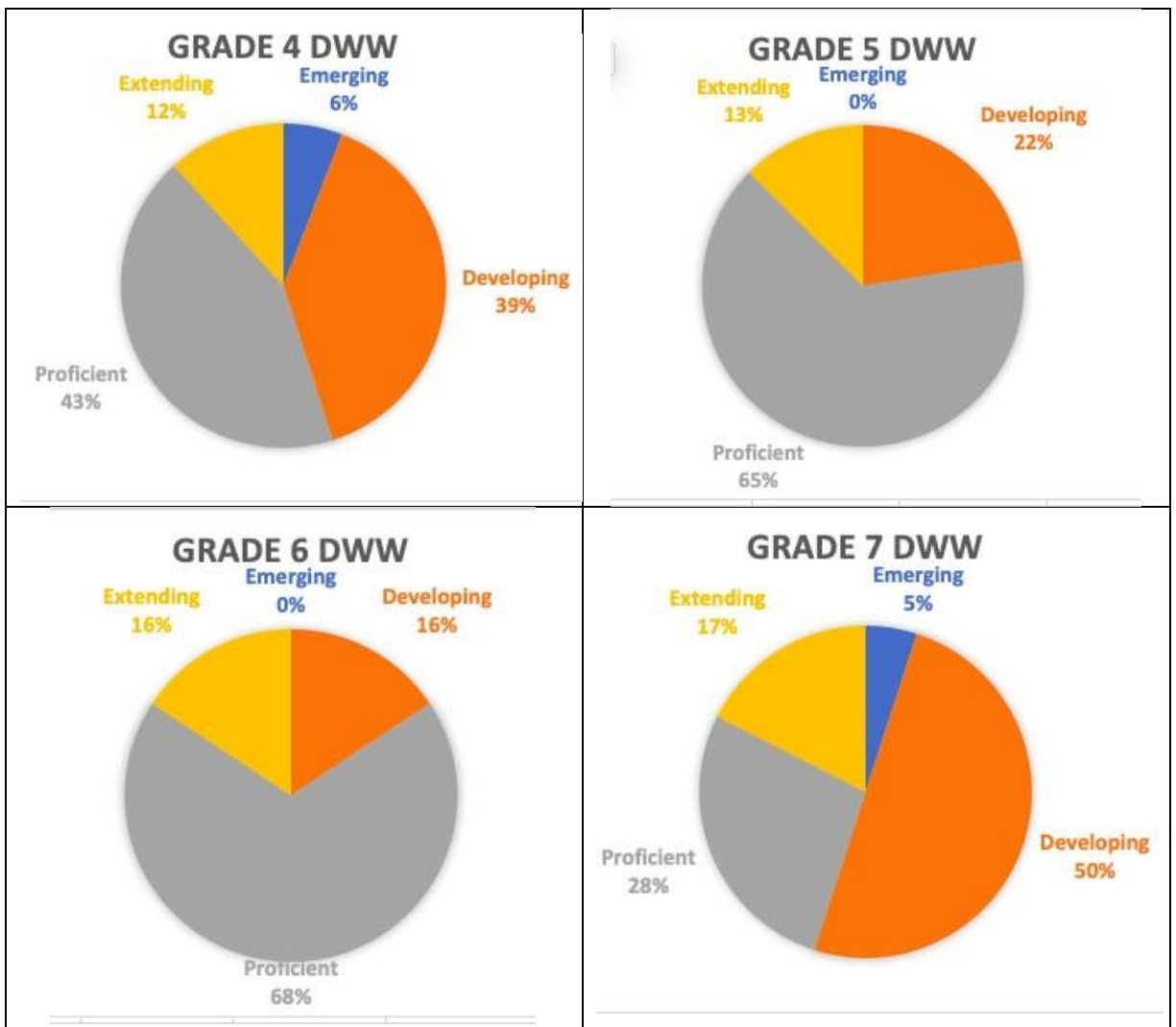
Anecdotally, teachers in the upper primary grades note that many students who continue to struggle with phonological awareness in Grades 3 and 4 sometimes begin to disengage in their learning and feel anxious when presented with reading exercises, even when they are discretely, specifically and individually adapted to target their learning needs.

Our school's FSA reading data indicates that 93% of our Grade 4 students are 'on track' or extending in English reading and that 97% of our Grade 7 students are on track or extending in English reading. It is important to note that 'on track' includes students in both the developing and proficient range of literacy development and that more than 50% of the students who are 'on track' in both of these grades are developing readers.

Our school's FSA writing data presents a wider range of results:



The data suggests that as the years progress in elementary school and writing becomes increasingly challenging, the number of learners who are struggling with writing increases. Our internal data also indicates that this trend is similar for French writing. Our teachers have also noted a significant drop in the use of oral French between students when working collaboratively.



Our Goals

Based on the needs in our school and the District's Strategic plan, we have developed the following goals.

GOAL 1 – To improve phonological awareness for all primary students

This past school year, our primary staff met to discuss an early intervention plan for students in grades K-3. Our team has collected data related to specific areas of need for our most at-risk learners. A plan will be created to track and monitor all students' progress as a primary team with specific and targeted supports in place for our at-risk learners. Our plan will eventually include:

- Reading assessments at Grade 1-3 level 3 times per year.
- Writing assessments at Grade 1-3 level 3 times per year.
- Oral Language Assessment at Grade K-3 level 2 times per year.
- Creative and Critical Thinking self-assessment Grade K-3 level 2 times per year.

Other actions include:

- The use of ongoing and consistent assessment and intervention tools to support the development of phonological awareness across all primary grades.
- Whole-school adjustments to our timetable to create opportunities for additional staff to support primary grades literacy development.
- Explicit teaching of the 5 foundations of reading
- Ongoing communication with parents suggesting ways to support phonological awareness at home.
- Formation of a PLC sub-group to address inquiries that arise from our reading assessment data, classroom observations and interventions.
- Participation in school district professional development related to reading.

Measures:

- As above, once determined
- GB+ (French PM benchmarks)
- Heggerty (in English for at-risk learners in Grades K and 1)
- Early Success Screen

GOAL 2 – To improve French oral language and writing for all intermediate students

This past school year, our intermediate staff met to discuss a plan to address use French oral language activities to support students with their writing in French and English. A plan will be created to track and monitor all students' progress as an intermediate team with specific and targeted supports in place for our at-risk learners. Our plan will eventually include:

- Writing assessments at Grade 4-7 level 3 times per year.
- Oral Language Assessment at Grade 4-7 level 2 times per year.
- Reading assessments at Grade 4-7 level 3 times per year.
- Critical Thinking self-assessments for Grade 4-7 level 2 times per year.

Other actions include:

- The use of ongoing and consistent assessment of and tracking of use of oral French during collaborative work periods.
- Project-based learning and place-based learning with French vocabulary explicitly front-loaded to promote and support the use of oral French.
- Celebrate and showcase oral and written learning with presentations in different formats: movies, posters, flyers, slideshows, etc.
- Formation of a PLC sub-group to address inquiries that arise from our oral language and writing assessment data and classroom observations.
- Ongoing participation in a French reading club focused on the book 'Vers une approche intégrée' by Roy Lyster.

Measures:

- As above, once determined
- GB+ (French PM benchmarks)
- District Reading and Writing Assessments

Our story is beyond . . .

École Cobble Hill has a strong sense of community where students and staff feel included, safe, supported and happy to be a part of. We want all students to feel like they can meet with success in our program and develop a strong sense of identity and pride as they become functionally bilingual in Canada's second official language. But our school is not just a place for learning French, is a place of community and care.

Our students are 'givers' and are becoming outstanding citizens of the world. Over the past three years, our school goal has been focused on empathy. We saw our students rise to the occasion time and again as they organized fundraisers for the greater community and sought out opportunities to be involved in environmental awareness campaigns and local food and clothing drives for those who needed them most.

We are proud of our students and community and look forward to supporting their continued growth as educated citizens.