



Framework for Enhancing Student Learning School Plan

École Mount Prevost Elementary



Our Story

École Mount Prevost Elementary is a single-track French Immersion School with an enrolment of approximately 410 students for the 2021-2022 school year. We pride ourselves on tradition that stems from our French-Canadian Culture and rich history. Our students are currently organized into 17 divisions ranging from Kindergarten to Grade 7 and each year we have a waitlist for Kindergarten children whose families wish to enrol in the French Immersion Program.

Students begin their education in French Immersion in Kindergarten or Grade 1 on a path that gives them the opportunity to graduate from grade 12 with a Dogwood certificate specifying that they have completed the French Immersion program. Students who complete this journey are effectively bilingual.

École Mount Prevost students reside in various parts of the Cowichan Valley and represent diverse family structures, socio-economic and cultural backgrounds. We have thirty-one students who self-identify with Aboriginal ancestry and we believe in integrating Indigenous Ways of Learning in most facets of our learning. Also, we are an inclusive community who have children with diverse learning needs that access the French Immersion Program and are successful.

As a school, we are particularly proud of our students' success and achievements, our supportive parent community, and our professional and dedicated staff. We have a strong emphasis on personal and social core competencies. Our Ready for Respect Program is taught at every grade level. Our philosophy is to have students be motivated to doing the right thing for the right reason and we recognize this through our "Bonnes Actions Spontanées".

Also, we have a strong Fine Arts and Arts programs, including community displays of our artwork and yearly concerts.

École Mount Prevost Elementary has a committed group of parents who regularly attend PAC meetings and who are involved with fun fairs, driving students to sporting events, helping in classrooms and on field trips, etc. This strong parental involvement in school activities and the support that they give our school and students is an integral part of our school's success.

Our Learners

Our learners have access to current and relevant teaching practices that include a strong focus on student engagement.

Our Strengths:

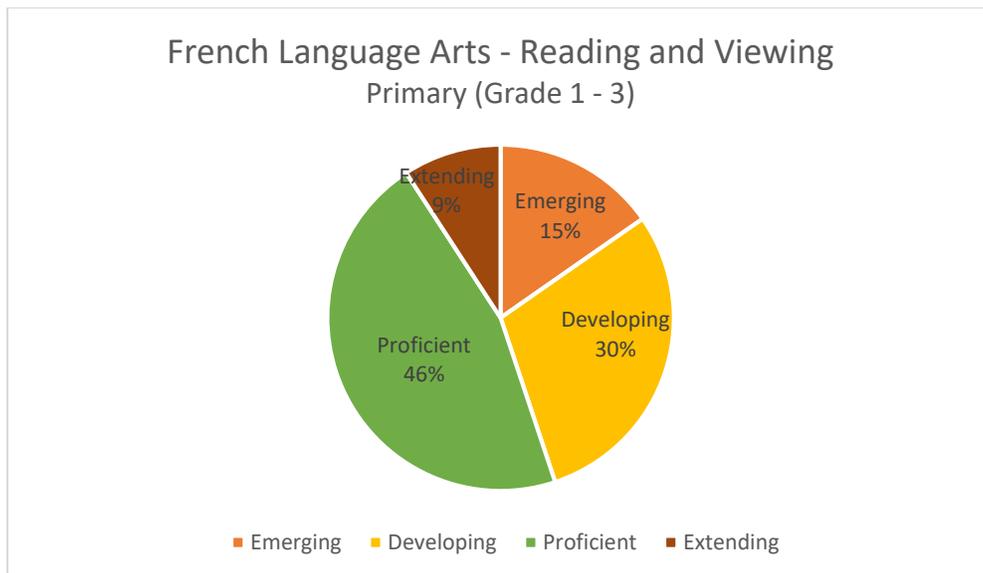
Our students are learning to communicate purposefully and meaningfully in a second language by engaging in respectful debate and critical thinking activities guided by their teachers, by engaging socially in the classroom environment and throughout the school using respectful dialogue in French, and by applying their knowledge of a second language to conduct research on topics of interest to them.

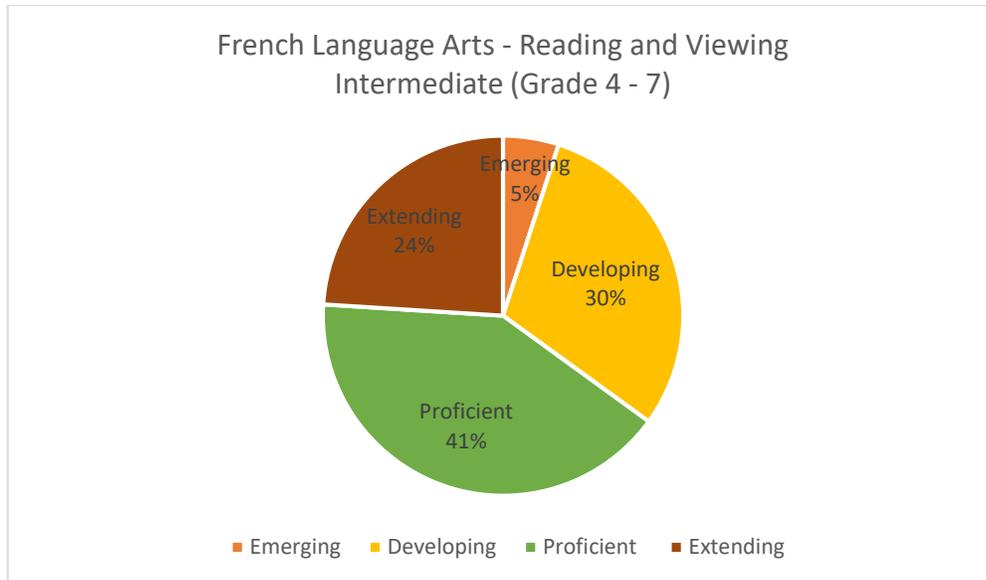
Through self-reflection and ongoing feedback, our students continually develop French oral, reading and written proficiency skills that will enable them to become active, engaged and confident members of either an English or French community.

Our Stretches:

During the past year and a bit, we have noticed a decline in our student's abilities to read and write in French at grade level. This could be a result of so much time away from school and most families in our school community speak English at home, therefore, struggling to support from home during the pandemic has proven to be a greater challenge.

In addition, we have noticed an increase in interventions and strategies needed to support students with their social and emotional development over the past year. This information is evident in the increased amount of student counseling referrals at the school and student access to outside supports needed through Child Youth and Mental Health (CYMH).





Our Goals

Our school plan is focused on communication proficiency and literacy skills in French Immersion with a focus on reading and its five critical components. Combining this with the important social elements and oral language skills will support our learners to become competent communicators in French.

Another focus for us is on social awareness and responsibility. We want our students to be aware, responsible citizens who can take steps to ensure their well-being, regulate their emotions and have empathy towards others.

What actions/strategies will we take/use to support our goals?

- professional development for our staff with a focus on supporting reading and assessment strategies and methods during PLC time
- continue building our shared guided reading collections (Primary and Intermediate) and purchase online tools in French to support leveled reading for K-4 and 5-7 struggling readers ie. Je lis, je lis, litt ratie
- provide supports for teachers in dealing with social/emotional learning...EASE, CALM...have more teachers trained
- Play is the Way

What evidence of learning will we collect to check the progress of our goals? Please include both map (school level) and street level (student voice) data.

- consistent data collection using reading levels (screen in late fall and April/May) and ELOC in French (DART) (February)
- ESS screening for primary students in May

- report card data that can be used to track progress over the years
- track office referrals and counselling referrals
- keep track of the number of “bonnes actions spontanées”
- parent surveys
- student learning surveys

Our story is beyond . . .

We are a vibrant and caring school community that supports our focus of providing strong academic programs enriched with opportunities to learn French. We encourage our students to work and play together co-operatively, modeling responsible, respectful, and safe behaviour. We strive to build a strong sense of community that works collaboratively and responds positively to the needs of others. We feel honoured to work with the school community in preparing our students for the future to become educated citizens.

We have a big focus on building community and creating positive relationships by bringing students and families together. This is often done through school dances, picnics, video nights, concerts, Fine Arts, and sports.

At École Mount Prevost, we like to give back to the community. At the beginning of each year, we have the Terry Fox Run where we bring our school and parent community together and run outside on our field so we can encourage each other to “Run for Terry”; the fundraising is also important, and we try to raise more than the previous year. Jump Rope for Heart is our biggest fundraiser that takes place in the spring. Students have an opportunity to get pledges in person and online and then we have a morning of jump rope and movement stations, run by our Grade 7 students, to go through. The parking lot is full of music, laughter and encouragement, and everyone is worn out by the end.

One year we decided to push the envelope. Our administration team told the students that we would let them pie us in the face if they met our fundraising goal of \$3000. In the end, the students raised \$5805.45 which was more than we had ever raised. The part that was so touching was that two of our youngest students were our top fundraisers. One was a Grade 1 girl who had had many heart complications herself and the other was a young boy with a mom and sister with congenital heart conditions. He is a young boy with many things going against him who often seeks out negative attention. This was his chance to shine, and he did just that. The whole school community made sure that he knew how proud we were of him and gave him the positive attention that he so needed. These two students won the opportunity to “pie” us in the face and we made a big deal of it by having a reporter from the local newspaper here to record the event. Seeing how thrilled both children were made a “pie in the face” worth it.