



School

Ecole Cedardale Elementary

FESL Year

One - 2021-2022

Two - 2022-2023

Three - 2023-2024

School Context

École Cedardale aspires to create a caring, inclusive and engaging collaborative community of multi-lingual lifelong learners. Through knowledge, creativity and inquiry we are inspired to think critically and take action both locally and globally in an environment of mutual respect.

École Cedardale Elementary is a K – 7 single-track French Immersion IB PYP school with a growing population of approximately 285 students from a wide variety of backgrounds. The school is located along the eastern boundary of the municipality of West Vancouver which attracts students not only from within West Vancouver, but also from other Districts.

Students from diverse backgrounds are welcomed into an inclusive environment where respect for self and others and achieving your personal best in a supportive environment is stressed.

Cedardale will continue to foster the strong community connections that it has already established with the introduction and enhancement of new initiatives.

An extensive process involving all stakeholders was struck to clarify objectives and lead to the decision and eventual board approval for Ecole Cedardale to pursue the International Baccalaureate Primary Years Program (PYP). The school was authorized as the first French Immersion IB PYP school in British Columbia in June of 2016.

The strong reputation of the rigor and international-minded focus of the programme, combined with its availability in French and English lends itself well to the mind-set of the community. The students at Cedardale are all inherent “risk-takers” with their learning as they are accustomed to learning in a language

that they do not practice at home. Having the common language of the learner profile and clear alignment of the Program of Inquiry increases awareness of how students can more fully embrace their potential.

The standards and practices embodied by the PYP help to provide a common vision and direction for the entire learning community. The learning cycle and the meta-cognition of the reflective practice involved in learning in combination with the necessity for the students to take action with the learning engages learners at a deeper level and recognizes their strengths and talents.

While the language of instruction at school is French, school enrollment data continues to mirror District enrollment data with respect to students whose mother-tongue is not English. 48% of the 2021-2022 Kindergarten students class are eligible and receive English Language Learning (ELL) support. Comparatively 23% of the general student population (287) receive ELL support.

The population of the school has continued to grow since the introduction of the International Baccalaureate Program and the District has responded, in kind, with extensive capital projects that have enhanced the physical spaces. A classroom will be added for the 2023-2024 school year which will provide additional much sought-after primary spaces.

The parent community has provided extensive support both to build community and culture and to enhance learning opportunities for students. These have included support with the following:

- cultural celebrations (Lunar New Year, Norooz, Diwali, Latin Heritage, Carnaval)
- cultural presentations (Art Starts) and guest speakers (parents, Dr. Scott)
- community partners (Victory Gardens, Science World)
- enhancements to the school site (Outdoor Classroom, Outdoor garden boxes, Gaga Ball pit, Sports Court)
- equipment (Chromebooks, ipads, guitars, ukuleles, 3D printer, choir risers)

Stakeholder engagement and dialogue has been central to the success of Cedardale and the sense of pride and connection that learners have and will continue to feel. Prior Cedardale Action Plans have included focuses on (1) Inquiry and student questioning and (2) Student Literacy. Although these two themes are no longer identified as FESL goals, they continue to be important areas of focus as they are central to our identity as IB learners and additional language learners. The introduction of a new goal, linked closely to District goals and supports, is timely and enthusiastically embraced by all stakeholder groups.

2022-2023 Year 2

Cedardale has a population of 291 students and continues to grow with the addition of more students at the Kindergarten and Grade 1 level for the 2022-2023 and 2023-2024 school year. The percentage of students for whom English is an additional language also continues to increase with 25% of the population receiving ELL support.

In 2021-2022 West Vancouver Schools underwent a review of the French Immersion Program. This review has inspired staff, families, and the wider community to focus on fostering a sense of belonging specifically within a French Immersion community.

In 2022-2023, Cedardale began a transitional plan to grow to 14 divisions in 2024-2025. As this plan unfolds, we expect to see a shift in previously established multi-age groupings. Multi-age groupings that were previously established at the school shifted and will continue to do so for the next two years.

2023-2024 Year 3

Cedardale has a population of 304 students across 13 divisions. We continue to work through our transitional plan for 2024-2025. The percentage of learners receiving ELL support and the support of our Inclusive Education team continues to increase.

Identified Goal:

Is your goal specific, meaningful, measurable and evidence informed?

Tracking the same cohort of students and using data from the Grade 4 and 7 Ministry of Education Student Learning (formerly Satisfaction) Survey, we would like to increase students' sense of belonging.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

In many ways, the role and importance of school has become even more critical in the face of our current community pandemic response. When children have a sense of belonging to their community, they are universally more successful in terms of mental wellbeing and ability to learn. An increase in the percentage of students who reported a sense of belonging to their Cedardale school community will be reflected in their willingness to take action, improved sense of self, and general approaches to learning. Ecole Cedardale has the unique position of being the only French Immersion International Baccalaureate school in British Columbia. As such, introducing, reinforcing, and engaging learners with the IB learner profile and French culture will continue to foster a sense of belonging and build school culture.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

When examining the Ministry Student Learning (Satisfaction) Survey results, several questions address Cedardale students' sense of belonging. These questions/prompts include: Is school a place where you feel you belong? How many adults do you think care about you at your school? Do you feel welcome at your school?

Grade 4 and 7 students are surveyed annually and therefore it is possible to compare responses from the same cohort and how their responses differed over time. Ideally, we hope to see an increase in the percentage of students who respond favorably in the top two categories of the Likert scale (Most of the Time/All of the Time) with respect to survey questions/prompts that address their sense of belonging.

Grade 7 student responses in the 2020-2021 school year indicated that 69% of the cohort felt that "school [is] a place where [I] feel like [I] belong Many Times or All of the Time. This same cohort responded that 58% of them felt similarly when surveyed in the 2017-2018. By comparing the responses over time of the same cohort, it is possible to track how attitudes may have changed over time and hopefully link that data with further information about what may have led to these changes. Grade 4 and 7 students could be asked to further reflect on what factors may lead to an increased sense of belonging to affect further school-wide changes.

2022-2023 Year 2

Student Satisfaction Survey to be completed in the spring of 2023

Considering Family Survey

2022-2023 Year 2

Student Satisfaction Survey to be completed in the spring of 2024

Grade 7 participation in CSADS (Canadian Student Alcohol & Drugs Survey) providing information on mental health, bullying, and sense of belonging

Anecdotal Evidence of Sense of Belonging

Participation in school extracurriculars (150 students this year)

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

Students are encouraged to take action and self-advocacy skills are scaffolded throughout the Cedardale journey. Student voice is supported beginning with class meetings, use of self-regulation supports and programmes, and use of problem-solving tools. Student action is scaffolded, celebrated, and reflected upon in every Unit of Inquiry. Student-initiated extra-curricular opportunities reflect and celebrate the diversity of interests within the student community.

Collaborative practices are pervasive within the school community. Collaborative periods and discussions are encouraged and intentionally planned through structures such as weekly collaboration time, professional development days, school-based team meetings, formal and informal discussions, and staff meetings. All staff will continue to collaborate and reflect on increasing our students' sense of belonging during these times.

Parents will continue to be engaged through informal and formal communication with learners and staff. Information meetings will continue to provide parents with opportunities to build their knowledge and understanding of programmes and practices; offerings in the 2021-2022 school year have already included "How to Support your IB Learner," "How to Support your ELL Learner." Twice-annual learning conferences have taken the format of Learner-Parent-Teacher Goal-setting conferences and Parent-teacher conferences. Bi-monthly PAC exec meetings address parent requests and provide feedback and guidance for topics to be addressed at future general PAC meetings. Weekly e-bulletins and additional email communications highlight school happenings, offer suggestions, and share upcoming events. Ongoing communication between the school and parents will continue to address Q & As, district goals, school goals, and student goals. Parents are encouraged and understand that they are partners with teachers, support staff, district staff and administration in their child(ren)'s learning journey at Cedardale.

2022-2023 Year 2 – Ongoing Collaboration with Stakeholders

Cedardale continues to engage caregivers as described above.

Some highlights for 2022-2023 include:

- Caregiver input in French Immersion Review (results incorporated in action plan)
- Curriculum Night – Supporting your French Immersion Learner and being a part of the French Immersion IB Community: Families were encouraged to model the use of French in the turnaround, this has been taken up by many families and sets the tone as learners entre the school
 - Community building events to foster connections – movie nights, Primary Winter Concert, Intermediate Karaoke, Soiree fundraiser with a French focus
 - Planning phases - Caregiver information session: "Supporting your French Immersion PYP Learner"
 - French Fry Friday
 - Canadian Parents for French & WVML Partnerships
 - Ongoing collaboration with Ecole Pauline Johnson

2023-2024 Year 3 – Ongoing Collaboration with Stakeholders and Sharing Out

Cedardale continues to engage caregivers as described above.

Some highlights for 2023-2024 include:

- Curriculum Night – Supporting your French Immersion Learner and being a part of the French Immersion IB Community: Families encouraged to model the use of French in the turnaround as well as kindness and respect (manners)
- Community building events to foster connections – French and English movies at Cineplex Park Royal, Primary Winter Concert, Intermediate Winter Showcase, Dundarave Festival of Lights
- Caregiver sessions:
 - October: “Coffee & Curriculum with Kristina”
 - February: “Empowering your French Immersion Reader”
- Canadian Parents for French
- Home reading program (Raz-kids, Lalilo)
- Crepe Day for Grades 1-3
- Winter Sports for Grade 4-7
- La meilleur poutine de Cedardale (Grade 6/7, Sentinel Secondary School students, District Staff)
- IB Unit Planner Parent Handout
- Various updates to e-portfolio (Seesaw)
- WVML Concert

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Direct alignment to District FESL Goal targeting Student Sense of Belonging

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1 - Gathering baseline data, building understanding of the FESL goal and its importance, working with stakeholders and community, taking stock, seeking resources, putting in place structures to encourage ongoing dialogue and attention

Year 2 - Exploring our Identity in relation to our goal – French Immersion IB School, French Immersion identity and sense of belonging

Staff Engagement

- Professional Development around who we are as French learners
- Sense of belonging rooted in place – going into the community, library, museum, etc.
- Staff Meeting Shout Outs and Thank Yous have become a highlight to make staff feel appreciated
- Staff initiated birthday celebrations
- Staff support at pick-up and drop-off to ease traffic and provide safe student transfers to and from school
- Coaching extracurricular sports

French Immersion Community

- Logo refresh - new design, but still the HAWKS
- Conversations and shifts to Grade 7 into 8 transitions
- Professional development across French Immersion schools to increase staff sense of belonging
- Grade 7 Trip to Quebec re-established after pandemic
- Partnership with West Vancouver Memorial Library
- La festival de la francophonie

Learner Engagement

- Grade 7 Trip to Quebec

Year 3 - Strengthening our Identity

- Professional Development - focus on French Immersion Sense of Belonging
- French Immersion Coordinator Role -focused on French identity
 - Semaine de la francophonie
 - Strengthened connections between district FI Coordinators
- Community partnerships and involvement - continue ongoing partnerships, encourage language learning, more opportunities to connect with Sentinel & PJ
- Collect anecdotal and formal data - continuing to review and reflect on this as a community
- Opportunities to discuss FESL and sense of belonging at staff meetings
- Focus on transitions (early learning, secondary)

Reflection/Summary of Learning/Next Steps (End of each year))

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?

Year 1

- Staff engagement and motivation to increase learner sense of belonging
- Anecdotal progress evidenced through the success of 2022 Welcome to Kindergarten Event & family picnic

Year 2

- Increase in Cedardale students enrolling in French Immersion at Sentinel Secondary (instead of other Secondary Schools or English programs)
- Fun Fete - great success, great feedback

Year 3