



2026-2027 School Plan for Student Success École Lac des Bois

PREAMBLE

We respectfully acknowledge that our school is situated on the traditional unceded territory of the Lheidli T'enneh First Nation. We are grateful to live, work, and play on these lands. We embrace fostering meaningful relationships, understanding, and respect for Indigenous ways of knowing and being.

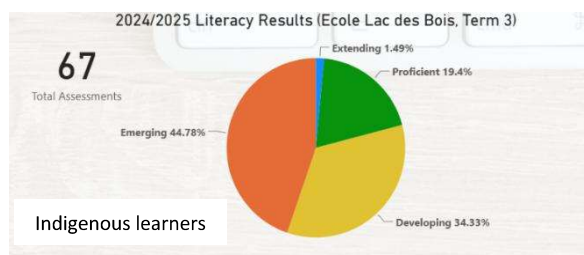
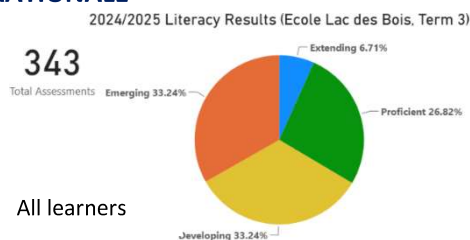
Our school is a caring and inclusive learning community that values high expectations, strong relationships, and student success. Lac des Bois staff work collaboratively to support student achievement and well-being while creating engaging learning environments that meet diverse learner needs.

Our student population represents a range of learning needs and experiences. Recently, we have implemented a meals program to ensure all our learners have access to nutritious food every day without judgement. Lac des Bois also offers robust extra-curricular options for our students, including musical theatre, cross country, volleyball, basketball, leadership, and many more.

SCHOOL LEARNING GOAL

As we strive for excellence for every learner, our school focus this year is on increasing literacy achievement for all students in kindergarten through grade 7 through consistent implementation of evidence-based structured literacy instruction, targeted intervention, and ongoing progress monitoring. Specifically, we aim to increase the percentage of students meeting grade-level literacy expectations and reduce the number of students performing below benchmark in foundational reading skills, fluency and comprehension.

RATIONALE



Equity consideration: The data show a clear achievement disparity between Indigenous learners represented by 67 assessments and the larger all learners represented by 343 assessments. In the Indigenous cohort, 44.78% of results are Emerging, compared with 33.24% in all learners—an 11.54 percentage-point difference. Only 20.89% of Indigenous learners are Proficient or Extending, compared with 33.53% of all students, creating a 12.64 percentage-point gap. Overall, 79.11% of Indigenous



learners are Emerging or Developing, versus 66.48% of all learners. From an equity perspective, this pattern suggests that the Indigenous learners may not yet be experiencing the same literacy outcomes and should be prioritized for timely, targeted, and sustained support.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Kindergarten:

Use the K-4 Foundational Learning Progressions Français langue seconde – Immersion document to inform instruction.

Use the Kindergarten Pathways to Proficiency document to inform assessment standards.

Tier 1 (Universal class instruction):

- Phonemic and phonological awareness instruction term 1 using equivalent to Sunform (learning materials from ONTlit and Alphagraphe) + son-au-graphe (SAG) pre lessons
- Term 2 and 3 use SAG lessons 1-38 as part of language arts instruction

Tier 2 (Targeted, small group instruction):

- Small group instruction in class with support from classroom teacher and/or educational assistant
- Phonemic and phonological awareness intervention with Learning Assistance or our French Monitrice teacher starting February 2026

Grades 1-2:

Use the K-4 Foundational Learning Progressions Français langue seconde – Immersion document to inform instruction.

Use the Grade 1 and Grade 2 Pathways to Proficiency document to inform assessment standards.

Tier 1 (Universal class instruction):

- SON-AU-GRAPHE – Grade 1 begin with review of lessons 1-38 as per program recommendation; Grade 2 begin with review of lessons 21-38 based on baseline assessments.
- Grade 1 goal to complete lessons 1-65 by June, grade 2 goal to complete lessons 1-70 by June, based on program recommendations

Tier 2 (Targeted, small group instruction):

- Phonemic and phonological awareness intervention with Learning Assistance, or the French Monitrice teacher starting February 2026
- Based on previous literacy data, small group intervention with Learning Assistance or our French Monitrice starting October 2026

Grade 3:

Use the K-4 Foundational Learning Progressions Français langue seconde – Immersion document to inform instruction.

Use the Grade 3 Pathways to Proficiency document to inform assessment standards.

Tier 1 (Universal class instruction):

- SON-AU-GRAPHE used as part of French Language Arts, beginning at lesson 21 for struggling learners and 41 for those at grade level to lesson 100 by June.

Tier 2 (Targeted, small group instruction):

- Small group instruction in class with support from classroom teacher and/or educational assistant
- Based on previous literacy data, small group intervention with Learning Assistance or our French Monitrice starting October 2026

Grade 4:

Use the K-4 Foundational Learning Progressions Français langue seconde – Immersion document to inform instruction.

Tier 1 (Universal class instruction):

- SON-AU-GRAPHE used as part of French Language Arts, beginning at lesson 71 for whole class, to lesson 100 by Christmas

Tier 2 (Targeted, small group instruction):

- Small group instruction in class with support from classroom teacher and/or educational assistant
- Based on previous literacy data, small group intervention with Learning Assistance, Resource teacher or our French Monitrice starting October 2026

Grades 5-7

Tier 1 (Universal class instruction):

- In-class: All students taking part in Partner Reading, Paragraph Shrinking program

Tier 2 (Targeted, small group instruction):

- Small group instruction in class with support from classroom teacher and/or educational assistant
- UFLI taught by Resource teacher or Indigenous Education Worker for students who scored at risk on placement assessment starting October 2026

MONITORING for IMPACT – Student Learning Change

Kindergarten

Sept/Oct: Acadience English

December assessment: Éclair parts 1-4 to assess phonemic and phonological awareness for own reference.

District assessment requirements:

Beginning of year: Acadience English

February Assessment: Acadience French

May Assessment: Acadience French

School data collection:

Progress monitoring ongoing using SAG and Éclair tools

Grade 1-2

Sept/Oct: FRENCH - Éclair or new SAG placement assessment

District assessment requirements:

December assessment: Beginning of year Acadience French



Late February assessment: Acadience French

Late May assessment: Acadience French

School data collection:

Progress monitoring ongoing using SAG and 2 Éclair tool, Saanich Reading Fluency Assessment

Grade 3:

Sept/Oct: Éclair/new SAG assessment to determine intervention

Nov/Dec: Assessments: French-Saanich Fall Reading Fluency Assessment, Éclair/new SAG assessment.

District assessment requirements:

December: GB+

March: GB+

June: GB+

School data collection:

January - June - TBD based on Data, Saanich Reading Fluency Assessment

Grade 4

Sept/Oct: ENGLISH - UFLI placement test to determine where to begin instruction

Nov/Dec: English-UFLI, French-Saanich Fall Reading Fluency Assessment

District assessment requirements:

December: GB+

March: GB+

June: GB+

School data collection:

January - June - TBD based on Data, Saanich Reading Fluency Assessment

Grade 5-7

Sept/Oct: ENGLISH - Dibels, UFLI placement , FRENCH -Saanich Fall Reading Fluency Assessment

December: English- Dibels, French-Saanich Fall Reading Fluency Assessment

District assessment requirements:

December: GB+

March: GB+

June: GB+

School data collection:

January - June - TBD based on Data, MAZE, Dibels ORF, Saanich Reading Fluency Assessment

REFLECTIONS and OUTCOMES

