

Schools' Self-Assessment

School Initiatives in 2016-2017

Schools were asked to indicate their initiatives (up to a maximum of 5) that built on the successes and/or addressed challenges in the French Immersion Program in the school. They were also asked to assess the level of success of each initiative in meeting the goal of the selected category or key area.

Figure 32: Level of Success of School Initiatives, by Key Area

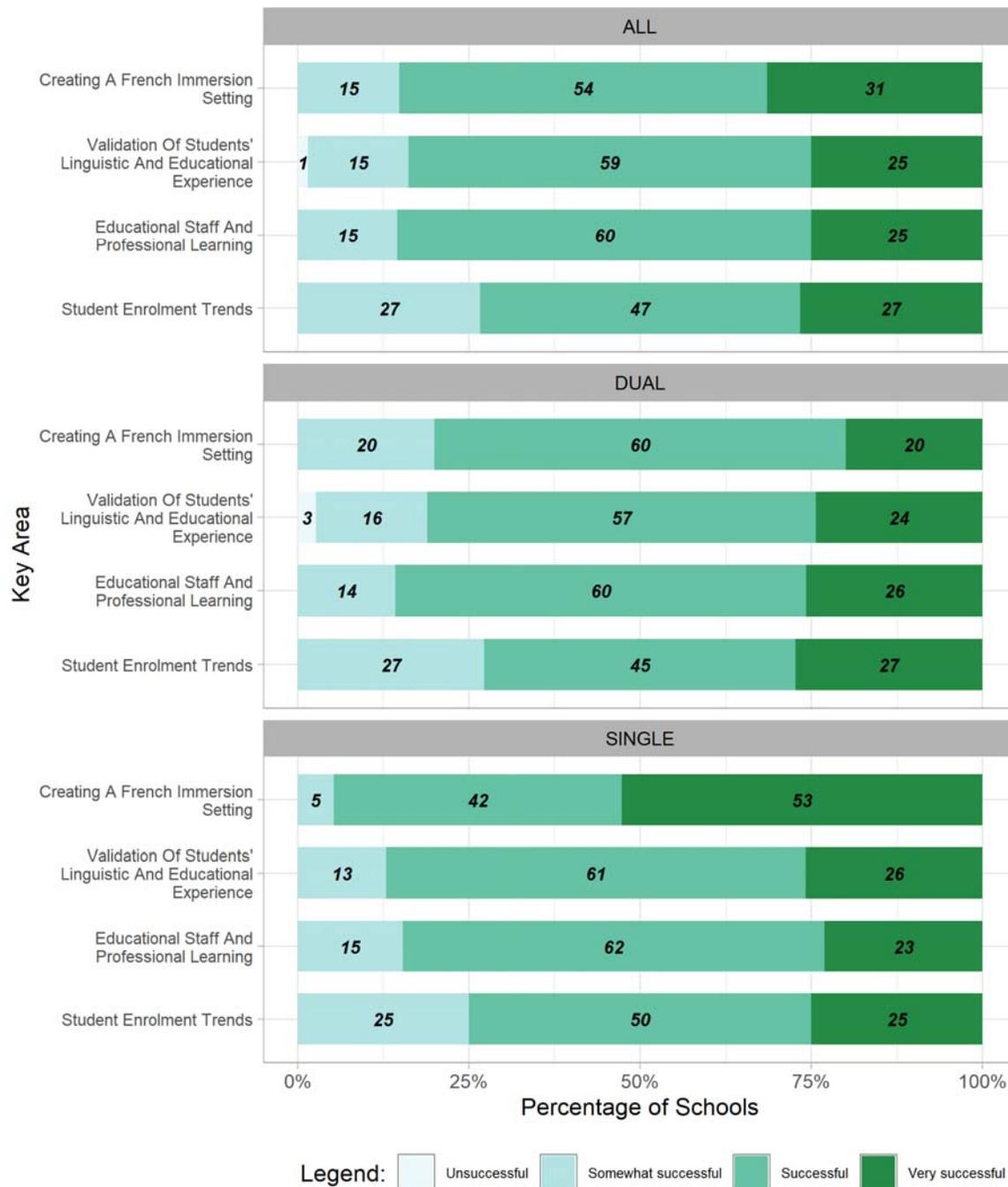


Figure 32 shows schools' assessment of their success in meeting the goal of each key area by implementing initiatives that built on the successes and/or addressed challenges in the 2016-2017 school year. Schools reported their initiatives to be "successful" or "very successful" the vast majority of the time. The main difference between dual- and single-track schools was a greater perception of success by single-track schools in creating a French Immersion setting.

Overall School Self-Assessment in the Four Key Areas

Schools were asked to assess their level of success in supporting students in the development of their language proficiency, academic success and plurilingual identity in the four key areas:

- Creating a French Immersion Setting
- Validation of Students' Linguistic and Educational Experience
- Educational Staff and Professional Learning
- Student Enrolment Trends

Figure 33: Schools' Level of Success, by Key Area and Track

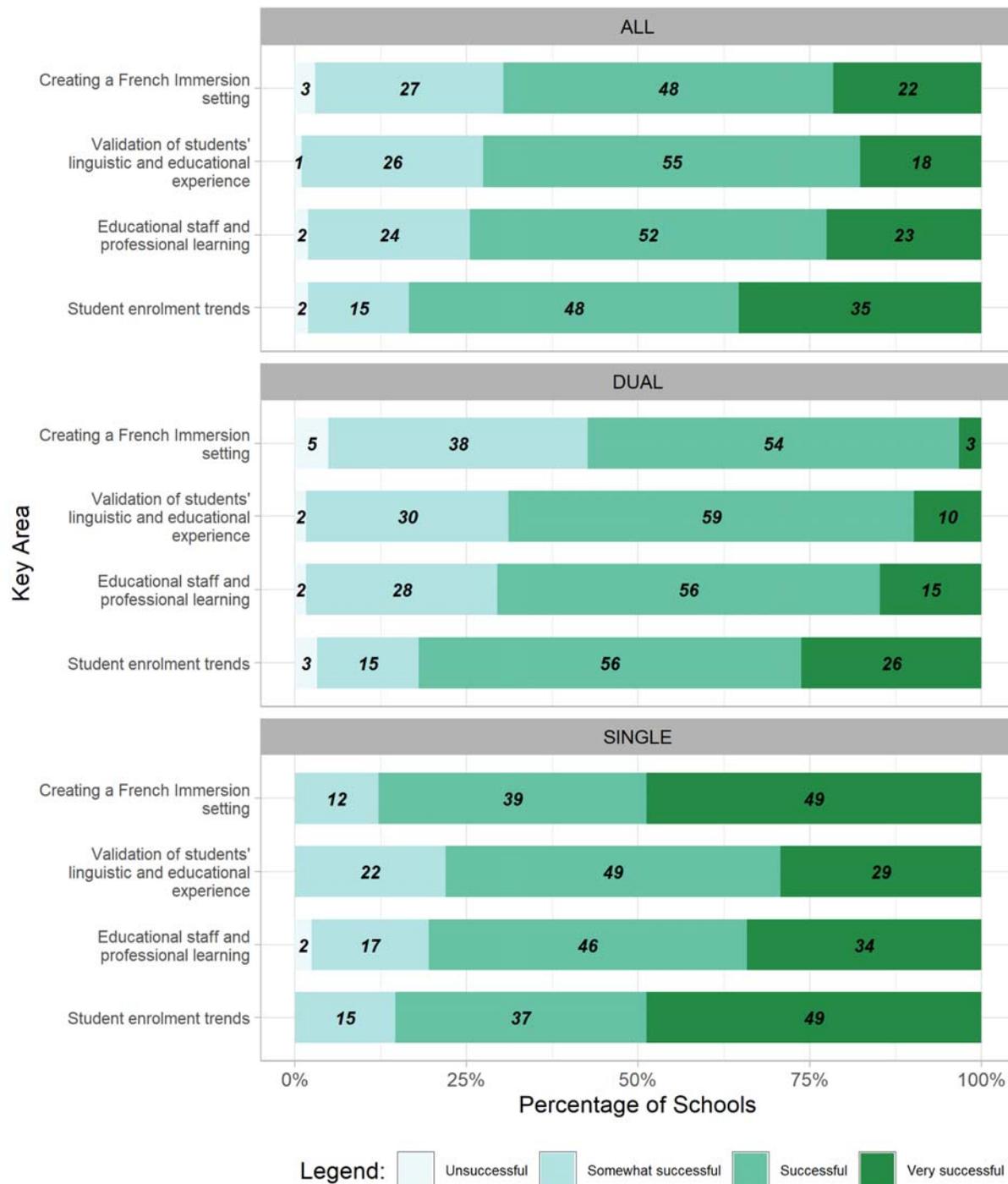


Figure 33 shows the schools' overall assessment of their success in achieving the outcomes in the four key areas to support students in the continual development of their language proficiency, academic success and plurilingual identity.