

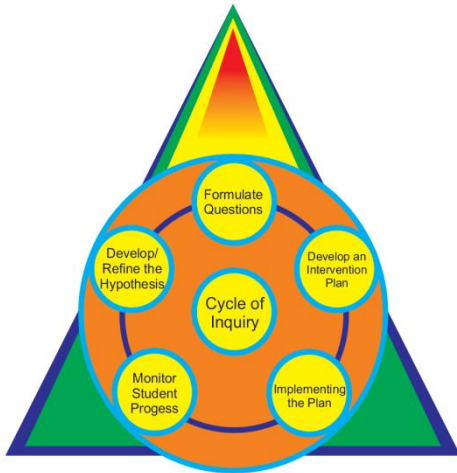
School Planning Document 2015-16

Year of Plan
1 2 3 other

School Name: Hammond Bay

Principal: Christine Bohm

Date: October 2015



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. It combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving as critical factors for improving student learning.

School Community Context

Hammond Bay is a single track French Immersion school. Our mandate is to develop the learning of the second language. In primary years we focus most upon oral expression, building the vocabulary base needed for reading and writing in a second language. As their knowledge of the language increases, the students will extend their oral expression by engaging more frequently in French conversations. This in turn augments their reading and decoding skill sets. Our objective is to develop stronger and more confident French language learners.

What's our goal?

Literacy – to increase students' French language comprehension and communication skills by providing opportunities designed to enhance student perception and acquisition of the language in our school community

What's our inquiry question?

Will purposeful focus to develop French oral language lead to improvement in student perception and acquisition?

How do we want to get there? What steps should we take? How will we know that we have had an impact? (See Response to Intervention school rubric as well as available student data)

We will get there by:

- As part of the universal tier 1 of instruction: "Lecteurs Engages, Cerveaux Branches" (Adrienne Gear), including Making Connections, Visualization and Determining Important Information from non-fictional text, understanding math story problems, making inferences and posing questions
- Buddy work, Student Council events, extra-curricular activities
- Maintaining the Communate d'Apprentissage Professionnelle (PLC)
- French author/illustrator visits
- French Fine Arts performances
- Continue Guided Reading sessions with primary classes and Literacy Circles with Intermediate classes
- continue to increase the amount of French spoken in the classroom.
- Find French resources for the development of the language
- Continue to partner with other Immersion schools for activities in French
- Using a variety of technological resources to support and reinforce the utilization of the French language

How will we know that we have had an impact:

- GB+ data
- ALPIN Reading assessment K-Gr7
- Staff and Student Surveys
- PLC inquiry projects
- Concours d'arts oratoire – TED Talks
- Report card data