

Year of Plan \_\_\_\_ \_x\_

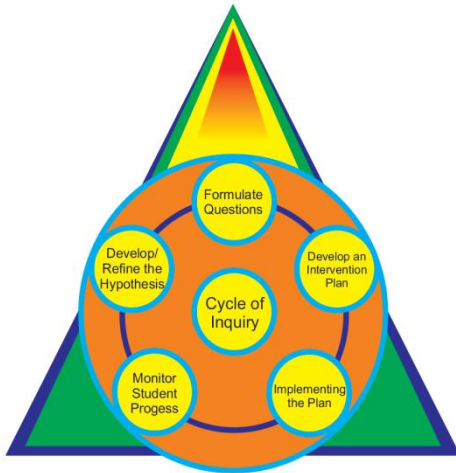
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## School Planning Document 2018-19

School Name: \_\_\_\_Hammond Bay\_\_\_\_

Principal: \_\_\_\_Christine Bohm\_\_\_\_

Date: \_\_October 2018\_\_\_\_



**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 a second language (French). In the 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?

To increase the literacy skills of our students, through targeted interventions and support.

## What's our inquiry question?

Inquiry Question: Will purposeful focus on language development skills lead to improvement in student achievement?

**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:

- Maintaining and building our work through PLC (Communate d'Aprentissage Professionelle)
- Reviewing common assessments as part of our PLC
- Working in collaborative teams to develop spirals of inquiries that support our goal of increasing French language acquisition.
- Building and leveraging our House program in order to promote natural French dialogue between students.
- Exploring and developing strategies to use assessment tools to promote formative assessment.
- Continued focus on universal tier 1 instruction
- Structured and intensive interventions in Student Support Services
- Classroom partnerships, "Buddy Program", Student Council run events, extra-curricular activities.
- French Fine Arts performances.
- Participation in Patati-Patata, Improv, Northern Games, and various other school wide activities which promote French dialogue.
- Continue Guided Reading sessions with primary classes and Literacy Circles with Intermediate classes.
- 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-Gr 7
- NLPS reading assessment (Intermediate)
- FSA assessments (Grades 4 and 7)
- Review of PLC inquiry projects
- Report card data
- Student Support Services data