

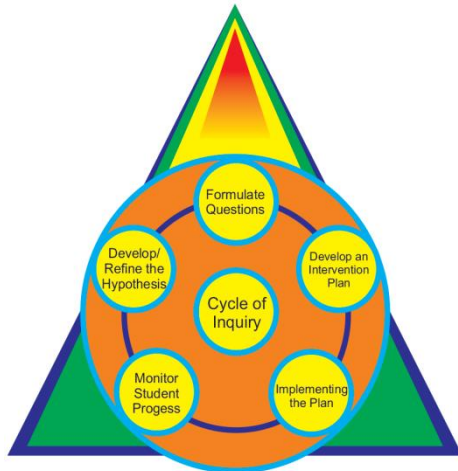
# School Planning Document 2017-18

Year of Plan    \_ \_   \_    \_ x \_  
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School Name:    \_\_\_ Hammond Bay \_\_\_\_\_

Principal:    \_\_\_ Christine Boehm \_\_\_\_\_

Date:    \_\_\_ October 2017 \_\_\_\_\_



**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 build capacity and resiliency through a focus on increasing vocabulary and expressions (communication skills) in the French language.

## What's our inquiry question?

Inquiry Question: Will purposeful focus on language development skills 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:

- 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 initiatives that support our goal of increasing French vocabulary and expressions.
- Leveraging our INI time to create project teams tasked with developing and introducing initiatives that support our school goal.
- Building and leveraging our House program in order to promote natural French dialogue between students.
- Exploring and developing strategies to use assessment tools such as Freshgrades to promote formative assessment.
- Continued focus on universal tier 1 instruction and strategies including: "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.
- Classroom partnerships, "Buddy Program", Student Council run events, extra-curricular activities.
- French Fine Arts performances.
- Participation in the Patati-Patata (presentation oratoire) program
- 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 including (Planet French and ClassCraft)

How will we know that we have had an impact:

- GB+ data
- ALPIN reading assessment K-Gr
- NLPS reading assessment (Intermediate)
- FSA assessments (Grades 4 and 7)
- Staff and Student Surveys
- Review of PLC inquiry projects
- Report card data