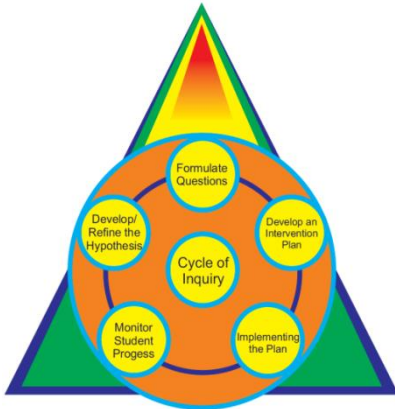


School Review Story 2019-20

Year of Plan		X		
	1	2	3	other

School Name: Ecole Hammond Bay
Principal: Christine Bohm
Date: June 2020



Response to Intervention (RTI) is a district-wide approach to teaching and learning that combines high quality instruction with a tiered system of interventions for students who need additional help in their learning. The prime motive for Nanaimo Ladysmith Public Schools focussing its attention on RTI at this time is its promise to provide an extraordinary education for all students regardless of which school they attend in the district

Tell us about your school improvement team (i.e. Who was on it? How many students? Teachers? Parents? Other partners?)

Ecole Hammond Bay's school improvement team consisted of all professional staff at our schools. Teachers and Educational Assistants, worked in collaboration with Student Support Teachers, Teacher-Librarian, Counselor, Child Youth and Family Care Worker and Administration. Administration provided an update to Ecole Hammond Bay PAC at each monthly meeting.

Share your school improvement story. Tell us what happened and how it went.

Ecole Hammond Bay staff engaged in Learning Sprints this year. Using the ALPIN, NLPS and FSA data, teachers analyzed the trends and/or areas of concern. Inquiry questions were generated based on the data. Teachers and staff engaged in the Spirals of Inquiry model in targeted and sustained intervention cycles (Learning Sprints). At the end of each Sprint cycle, staff reflected on the data collected and targeted further intervention. Improvement in student achievement were noted in all grade levels.

Ecole Hammond Bay staff also began an exploration of tiered intervention and support cycles for second language learners. Focusing on the concepts of Differentiation and Universal Design for Learning, staff broadened their learning and began to create a guide of strategies.

Reflections (What worked well? What would you do differently next year? Where are you going next in your learning?)

What worked well?

- The continuation of targeted 6 week intervention spiral of inquiries, grounded in data, worked well at Ecole Hammond Bay (year 2).
- Staff led learning sessions about differentiation and universal design for learning for second language learners.
- Development of guide of strategies for the three tiers of intervention and support
- Primary collaboration K-3 on basic reading strategies to increase decoding skills
- Intermediate collaboration 4-7 on writing strategies, especially making connections and organization of thought
- Intermediate collaboration 6-7 on numeracy with a focus on increasing comprehension and speed to calculate the basic math skills of multiplication and division.

What would you do differently next year?

- Deeper learning of the tiered intervention and support strategies and cycles
- Continue with the areas of collaborative study by both groups
- Development of both horizontal and vertical scope and sequences to align practice

Where are you going next in your learning?

- Expand the professional learning communities to have Immersion schools work together with a focus on differentiation and UDL for the success for all studying in a second language
- Continued focus on literacy and numeracy goals
- Further focus on Sustainability District goal