

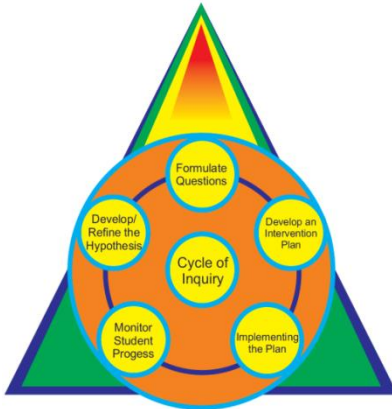
School Review Story 2017-18

Year of Plan				X
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School Name: Ecole Hammond Bay

Principal: Christine Bohm

Date: June 2018



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?)

At Ecole Hammond Bay, we are committed to working collaboratively with our stakeholder groups. To this end, the Grade 6/7 students, Parent Advisory Council, school staff and administration have been involved in the creation, development and implementation of our 2017-18 school goal: Literacy.

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

As per the School District's direction, Ecole Hammond Bay staff conducted the District Assessments of ALPIN (French Immersion) K-7 and NLPS (English) 4-7 in the Fall. This data, combined with other formative assessments (FSA, DMA, GB+, PM Benchmarks) informed the staff and PAC of the trends of learning in our students at Ecole Hammond Bay. Staff worked in our Professional Learning Community to address the identified underlying learning challenge of our students, the lack of vocabulary which facilitates comprehension and expression. This challenge is a common thread in French Immersion education, and is not unique to Ecole Hammond Bay. Using the Spirals of Inquiry model, staff worked in grade groupings and as Primary/Intermediate collaborative teams to focus on increasing students' vocabulary base, oral expression and fluency. The following are the inquiry questions of Ecole Hammond Bay's PLC:

- what vocabulary and expressions do we need to learn/practice in order to be able to communicate our ideas/emotions spontaneously in French

- How will a more varied approach to Math impact the students' number sense and ability to manipulate numbers
- How will criteria based assessment improve the quality of student writing when students are involved in determining criteria; and are able to rely on rubrics throughout the writing process
- How can we promote indigenous culture, develop vocabulary and resiliency through integrated culturally based PE units

In addition to the Spirals of Inquiry data, other data was collected regarding the learning of students'. These included the Written Progress Reports (January), Summative Written Reports (June), and Student Support Services Intensive Intervention Progress Tracker, student feedback through classroom meetings, the EHB Behaviour Tracking tool, and the Google + collaborative learning hub for staff.

Based on the data we collected this year, our students have made notable improvements in their French oral language. Math scores, reading levels, improvisation and spontaneous oral expression have all increased. In addition, through PLC and Google +, the staff have evolved into a cohesive and supportive group of educators, focused and working towards a common goal.

At monthly PAC meetings, the administration shared general assessment trends of learning, ongoing inquiry and PLC information, and at the year end, Ecole Hammond Bay's summary of data.

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

What worked well?

- Were able to collect the initial data, enter it into Edudata and return it to staff for analysis during PLC, to guide our conversations and school goal for the 2017-18 school year
- Creation of online Personal Learning Network for staff where resources, academic literature and exemplars of learning are shared
- At the conclusion of EHB's year of PLC, groups came together in a showcase of learning to summarize their projects, share their data, and how they implemented a Spirals of Inquiry approach

What would you do differently next year?

- Continue the conversation about what constitutes meaningful assessment, streamlining assessment tools and criteria, and collecting data in a consistent manner which supports our learning

Where are you going next in your learning?

- Continue to examine inclusionary strategies for effective learning support
- Explore a collaborative approach to optimize learning
- Continue to explore and promote the theme of Reconciliation in all aspects of our school

