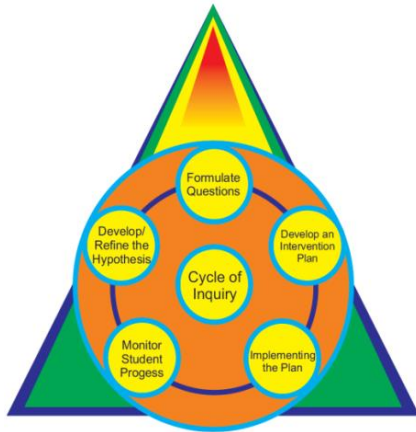


School Planning Document 2017-2018

Year of Plan	X			
	1	2	3	other

School Name: École Pauline Haarer
Principal: Shannon Apland
Date: February 2018



Collaborative Inquiry and Response to Intervention (RTI) are frameworks that focus on collaborative problem solving to improve all students' learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

École Pauline Haarer is a single-track French immersion school located right in the heart of the downtown core of Nanaimo. We are a close-knit group with 241 students and 20 full and part-time staff members. ÉPH has 11 divisions from K to grade 7. Parents and staff at our school are passionate about education and about the learning community. Ecole Pauline Haarer is very fortunate to have many committed parents and community volunteers who are involved in all aspects of the school.

What's our goal?

Our school goal is in direct alignment with our district's vision of "Success for all". At Pauline Haarer our goal is to help each student develop into a healthy, confident, socially conscious learner while acquiring the French language. As a French immersion school, we are cognizant that student confidence is linked to the acquisition of the French language. The ability to read, write and express oneself in French, along with the ability to understand and apply Math skills in a second language, is essential to realizing our goal. Our desire is to work with parents and the community to create and sustain a positive, supportive and rich culture of learning using BC's new curriculum, collaboration, inquiry and reflective solution based practices.

What's our inquiry question?

How do we collaborate effectively to increase communication and learning between staff members, students and parents to ensure we are supporting our learners and meeting our goal?

How do we want to get there? What steps should we take? How will we know that we have had an impact?

We will get there by:

- Reviewing what we know about our learners and reflecting on our next steps using our school level (level A) assessments as well as through keeping a pulse on the social/emotional needs of our school population.
- Focusing on Tier 1 universal design instructional strategies and environmental design in an attempt to meet all learning styles within a whole group environment.
- Ongoing professional development
- Building our Professional Learning Community and extending our knowledge to our students and to the parent community so that they can share in the learning experience.
- Developing clear lines of communication between the school and home.

How will we know we have had an impact?

- By reviewing our school level data (level A):
 - i. ALPIN reading Assessment K7
 - ii. NLPS data (intermediate classes)
 - iii. GB+
 - iv. Classroom teacher formative and summative assessments
- Through Ongoing Communication of Learning between school and home
 - i. Parent-Teacher interviews
 - ii. Ongoing communication of learning artifacts
 - iii. Student self-evaluations
 - iv. Phone calls, emails, meetings (as necessary)
 - v. Formative and Summative Report cards
- Ongoing discussions between school and PAC
- By keeping a close eye on the social/emotional wellness of our school population-- which will be reflected in the overall school climate and tone