

# Pauline Haarer Elementary

Year: 2021-2022

Principal: Christine Bohm



## Our School Story

### What are the unique, positive characteristics that we celebrate in our school/community?

Ecole Pauline Haarer is a community oriented school. The school has a very supportive and caring network of staff, students, PAC, families and community members. Ecole Pauline Haarer:

- Is a fun and safe place to learn together, and diversity is celebrated
- Is where everyone is respectful and respected
- is where we take care of each other emotionally and physically
- is where we learn to take care of the environment around us

### What are the important demographics of our school and community?

Ecole Pauline Haarer is a single track French Immersion Elementary School in Nanaimo Ladysmith Public School District 68. We are located in the downtown core of Nanaimo, adjacent to beautiful Swy-a-lana and Bowen Parks. Ecole Pauline Haarer's enrolment is approximately 220 students, and while we are not a catchment school, a high proportion of our population lives locally.

## Our School Goals

**Literacy:** to develop and increase phonological awareness in literacy skills. Focus on letter and sound recognition, simple and complex combinations of sounds, accuracy of reading, reading with focus (text features, prediction, comprehension, and inference)

**Environmental Stewardship and Sustainability:** to develop an awareness of our impact on the environment and the development of a sustainable plan of action regarding reducing our contributions to waste, water and energy pollution.

**Our School Celebration Story**

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# NLPS Board Goals

Continuous improvement of instruction and assessment.

## NLPS Board Objective(s)

**Literacy: to develop and increase phonological awareness in literacy skills. Focus on letter and sound recognition, simple and complex combinations of sounds, accuracy of reading, reading with focus (text features, prediction, comprehension, and inference)**



## Collaborative Inquiry Goal

### PLAN

**Scanning:** What’s going on for our learners? How do we know? Why does it matter

This is the first year of this goal. Data from District preliminary reading assessments (ALPIN, NLPS Reading Assessment, GB+), as well as classroom assessments and class reviews have indicated that students struggle with phonemes, decoding, using text features, comprehension (in French) and making inferences.

**Focusing:** Where will concentrating our efforts make the most difference? How are we contributing to the situation?

We will be focusing on all levels of K-7 literacy skill development and providing additional interventions as needed. Research and development of the assessments and the format of data collection will be determined during this first year of the goal.

### ACT

**New Action:** What can we do differently to make “enough” of a difference?

**New Learning:** How and where will we learn more about what to do?

For Kindergarten and Grade 1: focus on letter and sound recognition, simple sound combinations, simple decoding of words, beginning reading strategies. Tools to assess are: NLPS Screener, The Press, ALPIN, GB+, Escalire, Je lis, La Roue

For Grade 2 and 3: complex sound combinations, complex decoding of words, development of reading strategies. Toos to assess are: The Heggerty, ALPIN, GB+, level appropriate texts for accuracy

For Grade 3: GB+, level appropriate texts for accuracy, PM Benchmark

For Grade 4 and 5: GB+ for accuracy

For Grade 4-7: level appropriate texts for accuracy, understanding text features, making predictions,

## OBSERVE

**Checking:** Have we made “enough” of a difference?

**Evidence:** How do we know? What evidence do we have to show our impact?

## REFLECT

**Lessons Learned:** How and when will we share our progress and insights?

**Next Steps:** What are our next steps for students? What do we need to learn more about?

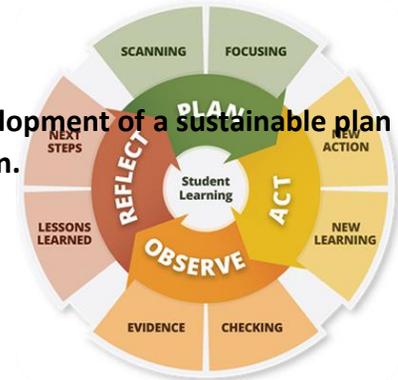
## NLPS Board Goals

To be a leader in environment stewardship and sustainability.

## NLPS Board Objective(s)

to develop an awareness of our impact on the environment and the development of a sustainable plan of action regarding reducing our contributions to waste and energy pollution.

## Collaborative Inquiry Goal



### PLAN

**Scanning:** What's going on for our learners? How do we know? Why does it matter?

**Focusing:** Where will concentrating our efforts make the most difference? How are we contributing to the situation?

This is the first year for this goal. Our goal is to bring awareness to our students of the current environmental crisis of the world, their impact and what changes we can make individually and collectively at Ecole Pauline to take responsibility for our actions.

We will be focussing on energy and waste pollution.

### ACT

**New Action:** What can we do differently to make "enough" of a difference?

**New Learning:** How and where will we learn more about what to do?

1. Energy Pollution – Ecole Pauline Haaerer will participate in the Energy Cup. We will be reducing our heat and dimming the lights.
2. Waste Pollution – Ecole Pauline Haarer will be conducting a waste audit and campaign to reduce our paper recycling waste. We will be weighing each classes paper waste and challenging them to reduce to a pre-determined minimum amount.

## OBSERVE

**Checking:** Have we made “enough” of a difference?

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## REFLECT

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**Next Steps:** What are our next steps for students? What do we need to learn more about?