

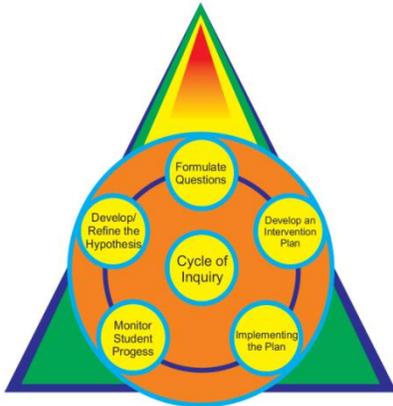
School Review Story 2019-20

Year of Plan			X	
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School Name: Ecole Pauline Haarer

Principal: Shannon Apland

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 Pauline Haarer's school improvement team consisted of Enrolling Teachers, Educational Assistants, our Student Support Teacher, our Teacher-Librarian, our Counselor and our Child Youth and Family Care Worker, as well as our District Speech and Language Pathologist and District Psychiatrist and Manager of Mental Health and Addictions and District Learning Coordinators. Administration provided updates on school initiatives to our PAC at each monthly meeting.

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

Ecole Pauline Haarer staff worked to build collaborative capacity in administering and planning based on data from our District French assessment tool (the ALPIN), District English Assessment tool NLPS and the Island Math Assessment Tool. The team worked towards common administration of assessment across grade levels and also between other French Immersion schools to ensure we are using consistent practices to analyze the needs of our learners and to plan for instruction. Inquiry questions were generated based on this data. Teachers and staff engaged in collaborative meetings and workshops to develop targeted interventions and universally designed lessons that met the needs of our learners. Our primary team focused on literacy centers and manipulatives and worked beyond our school to collaborate with the other French Immersion primary teachers, Student Support Teachers and Learning Coordinators as well as Administrators across our district to try to ensure

equitable access to ideas and supplies in meeting the needs of primary French Immersion students across our District.

Intermediate teachers met in pods to create subject specific cross curricular units that reflected the core competencies of the new BC curriculum as well as the spectrum of proficiency in understanding and communicating understanding through the French language . The intermediate team began creating the units with the lens of having several learning styles and wide gaps in abilities of students in regards of reading comprehension and writing in French. The goal of the units was to have several “entry points” to access the Big Ideas and to show mastery of concepts to meet the needs of various learners in each grade level. The intermediate team was also working designing a marking Ruberic to accompany their units to reflect different competencies met.

In May, our school purchased the newly printed Cheneliere French Science Text Books and Student manuals. These texts have been written and printed to align with the new BC curriculum in an engaging high graphic layout that is designed to engage struggling French Readers with high quality photos, Facts and Critical thinking questions without overloading them with text.

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

What worked well?

- Primary collaboration of French literacy resources and manipulatives across the district.
- Support from District Speech and Language pathologists and Learning Coordinators in helping all staff dive deeper into their learning of Tier 1 practices in the classroom, including differentiation or lesson plans and universal design for learning.
- Intermediate collaboration and the thoughtful discussions and planning towards meeting differentiated learning needs in intermediate classes.

What would you do differently next year?

- Next year we need to assess earlier as, due to COVID 19 and not having true French “Immersion” opportunities for instruction, we need to really get a feel for where our learners are at before we can plan for instruction and supports.
- We need to embark on structured, data driven interventions, and cycle back to check on progress every 6 weeks-8weeks.
- We need to work even more closely and collaboratively with all French Immersion teachers across the district and our District Learning Coordinators to ensure we are implementing best practices in French Immersion schools and that we are using up to date French Immersion resources.

Where are you going next in your learning?

- District wide professional learning communities that focus on common learning goals at each grade level across the district.
- Deeper learning and District wide conversations about tools and strategies for supporting students with various learning challenges in French Immersion Schools.

- Deeper conversations and learning about resources and technology needed to support French Immersion learners
- Continued professional development of our support staff on how to ensure that we have the proper assessment tools, learning resources and technology to support students with learning challenges In French Immersion.
- Continued focus on literacy and numeracy goals