

School Planning Document 2020-2021

Year of Plan	X			
	1	2	3	other

School Name: École Pauline Haarer
Principal: Shannon Apland
Date: October 2020



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 220 students and 20 full and part-time staff members. ÉPH has 10 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?

- Continuous improvement of instruction and assessment
- Safe, caring and healthy learning and working environment that is inclusive of the diversity of our entire learning community.

What's our inquiry question?

What universal teaching and assessment strategies and resources are we currently using and what new strategies and resources could we be using to ensure that our Tier 1 instruction is reaching the diverse needs of our French Immersion Students?

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 our ALPIN and NLPS Fall data to know more about our learners.
- Review our school based team notes and meet within grade like groups to ensure we understand the individual learning styles of our students.
- Analyzing each learning space to decide what universal strategies and resources we can include to ensure we are maximizing the learning environment for all learners.
- Using PLC time to collaborate and discuss of research and resources on Tier 1 universal design for learning at the elementary level that we feel we could try to implement in our school.
- 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.

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
- School Review story