



SCHOOL DISTRICT NO. 35 LANGLEY

## Action Plan for Learning James Hill Elementary 2020-2023

“A caring, dedicated community helping every child to flourish.”

A collaborative effort from the staff of James Hill Elementary.

Principal: Lynn Fairley

### School Context

James Hill Elementary is part of the Langley School District which resides on the unceded traditional territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nation. Located in Murrayville, just south of the Fraser Highway in the Township of Langley, the school is centrally located in stable residential area bounded by a green belt to the south and a large park/playing field complex just to the east. The school is 25 years old, built in 1995, and presently has a population of approximately 305 students in grades Kindergarten through Grade 5. There is also a daycare/preschool and a StrongStart Centre on site.

James Hill is a school with a strong sense of community and inclusion. It is our **Vision** to create, “**A caring, dedicated community helping every child flourish**”. At James Hill, our **Vision Actions** include:

- *Create the conditions for students to become respectful, responsible and caring citizens*
- *Foster a positive learning environment that encourages critical and creative thinking*
- *Inspire and guide students to fully develop their whole person, leaving our school as confident and capable learners*

It is our **Mission** to, “**Ensure high levels of learning for ALL students**”. ‘**High levels**’ of learning is defined within our school as high school plus trajectory to post-secondary grade level or better, and ‘**ALL**’ is any child who will one day become an independent adult.

The school staff has an established culture of professionalism with high expectations for student learning. The parents are very supportive of the school and take an active role in their children’s education. The school has a number of outstanding opportunities for students including student leadership, fine arts, high levels of Response Tiered Intervention support (including LLI, ELL, SLP & OT etc.), technology initiatives, a music program, and strong athletic participation from students.

<b>James Hill Elementary School Student Population</b> <b>(*Based on September 30<sup>th</sup> - 1701 data)</b>	
Total Students	305
Aboriginal Students	22
Students with Diverse Needs	26
English Language Learners	31
Children in Care	2

## Vision

At James Hill Elementary, we understand that literacy (Reading & Writing) is the cornerstone to learning success for all students. Therefore, we seek to align with the district's Action Plan for Learning (APFL) to have at least 85% of grade three students reading and writing at grade level, or goals set out by IEP or AIP, by the end of their primary years, but include a goal lens to ALL our children, K-5 when building our action plan. At James Hill, our literacy goal is to build a systematic process of Response Tiered Intervention, which is a multi-tier approach to apply to early identification and support of all our students with learning and behaviour needs.

We are committed to high-quality instruction and universal screening of all children in our general education classroom. Our struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning through a variety of personnel supports with their progress being closely monitored. This design will assist when making decisions in both general and special education, creating a well-intergraded system of instruction and intervention guided by child outcome data. In using this systematic process, we aim to see a 5-10% increase in our Proficient and Extending reading level expectations in grades 1-5 by the end of 2021.

Our goal is to support all of our readers & writers to improve in their encoding, decoding, fluency, and comprehension, by committing that every class offers a Tiered balanced literacy program that utilizes ongoing formative assessment practices in order to ensure accurate data. In doing so, it is our hope to enhance the likelihood of all our students future academic and personal success throughout their school experience through to graduation and beyond.

Additionally, we aim to focus on and offer all of our learners Social-Emotional Learning supports in order to create classroom environments that are conducive to student learning and personal success. This will include explicit instruction and support with all students surrounding the EASE, W.I.T.S, Zones of Regulation programs and Self-Regulation Studios/Centres. The goal is to develop self-aware citizens in the classroom, who are able to clearly respond and regulate themselves when dealing with a difficult situation, identifying their feelings, utilize strategies to change zones when they are escalated, and maintain optimal learning readiness supporting success for all of our learners.

## Team

At James Hill Elementary, **all** of our staff are passionate about supporting **all** of our learners, and therefore, we are **all** part of the James Hill Action Plan for Learning Team.

Our team is comprised of staff members and members of our parent community including:

**PAC** -President & Vice President -Lindsay Gallichen & Kathryn Croutch

**StrongStart** -Sam Collie

**Aboriginal Support Worker** -Tina Maphoso

**Counselor** -Pal Manhas

**Youth Care Worker** -Bernie Steier

**ELL** -Geraldine Olaybal, Benjamin McDougall Cranston

**Support Staff**

**Resource, LLI & LA** -Ana Candido, Leah Cesarone, Shelby Timmer

### **Teaching Staff**

**Principal** -Lynn Fairley

In addition to our staff on site, we are also inviting supports from District Staff to be part of our team including:

**Reading Recovery, LLI Teacher Leader** -Amanda Leach

**Centre for Child Development for Langley Schools** -Kari Olesen

**District Coach: Literacy** -Shelley Hegedus

**Social Emotional Learning** - Leanne Fleming

**District Integration Teacher -Autism K-12** -Janet McLean

**Occupational Therapist** -Ross Taylor

**Registered Speech Language Pathologist** -Gillian Parker

Other teams that support our Action Plan for Learning:

**SOGI representative** – Laura Baird

**Primary Team** -all Primary teachers

**Intermediate Team** -all Intermediate teachers

**EASE Team** -Bernie Steier, Kelsey Barlee, Christina Fraser, Nicola Beauchamp, Guneet Dhillion, Lynn Scheitel

**Tech Team** -Kristin Maki, Jennifer Anderson

**Indigenous Perspective Committee** -Tina Maphsos, Sam Collie, Barb Peck, Ana Candido, Laura Baird, Lynn Fairley

**CORE Team** -Vulnerable Students -Ana Candido, Leah Cesarone, Tina Maphsos, Pal Manhas, Lynn Fairley

**BLB Team** (Breakfast/Lunch/Backpack) -Marg Deibert, Ana Candido, Bernie Steier & support staff

**O/G Team** (Orton Gillingham) – Ana Candido, Leah Cesarone, Shelby Timmer, Kelsey Barlee, Christina Fraser, Nicola Beauchamp, Guneet Dhillion, Lynn Scheitel and some LTA staff

## **Community**

In order to support all of our learners, it is important that we build and clearly communicate our Action Plan for Learning, Vision, Mission, and Action goals with our school and parent communities. It is essential that we do so in an ongoing fashion, therefore we have several communication systems in place to keep stakeholders informed.

- **Bi-Weekly Newsletters to Parents:** In our Newsletters, we are not only sharing the upcoming events in our school, we are also celebrating the successes and activities within our classrooms. We will mention learning activities, collaboration, and the core competencies in action. We will refer to our Action Plan for Learning Mission statement, Vision and Action goals and share some of the interesting lessons being taught by teachers. We intend to also include a “Learning at Home” section in our newsletters to share ideas with parents on fun and engaging ways they might support and continue the joy of learning at home.
- **Learning in Action Blog:** This portion of the website is committed to helping parents better understand the various aspects of the new Communicating Student Learning (CSL), Assessment and BC’s Curriculum. In this blog, we intend to break down our Action Plan for Learning in family-friendly language so parents can better understand the “why” behind our teaching. The focus in this blog is to highlight learning and assessment practices, and to explain activities and how they might be useful at home for parents to support their children in their literacy and social-emotional learning.

## James Hill Elementary: Where YOU Belong

Aspects of the Response Tier Intervention, Balanced Literacy Guide, literature from the learning commons and other instructional tips will be shared in this portion of the website.

- **Social Media:** A simple and approachable way to engage parents is through social media. We acknowledge that our families lead busy lives, so by highlighting learning, core competencies, and activities through Instagram and Facebook, we are able to engage more families, and extended families, into our James Hill Community.
- **PAC Meetings:** At our monthly PAC meetings, the Action Plan for Learning is shared by the principal and discussed with all present, centering discussion around the instruction that is happening in the building to support our learning goals and to get feedback from the parent community on how we might align with families to further improve our learners' experiences to lead to improved success for all learners.
- **In progress: "Home & School as Partners in Reading" Initiatives:** This year we had hoped to offer opportunities for family to join students in the school environment to support our literacy focus such as hosting DEAR (Drop Everything and Read) family mornings and family reading time in primary classrooms. We will be redirecting this focus this year as we build our Home Reading program that will run from grades K-5, which will be supported by students reading 20 minutes nightly. This means students will read an additional 3600 minutes in a school year, or 60 whole school days and an additional 1,800,000 words.
- **School Digital Sign:** by posting current and upcoming school events on our easily visible digital sign as a one-to-many approach, we are able to communicate important information easily and quickly as it grabs attention of many who all must come through one place. It also acts as a communication tool with some families & students who haven't always had the time to check their online communication.

## Environmental Design

### **Physical Environments to support APFL:**

At James Hill Elementary, we understand the importance of literacy-rich environments to support student learning in a Tiered Balanced Literacy program. We approach our instructional methods and environmental design through the systematic process of Response Tiered Intervention and UDL (Universal Design for Learning) lens. Some of the environmental/classroom structures we encourage are (but are not limited to):

- Daily 5/CAFÉ
- Student shared Assessment rubrics
- Next Steps Forward in Guided Reading -Jan Richardson
- Word Work exploration -Words their Way
- Classroom libraries
- Various areas within the classroom to support whole group instruction, collaboration, small group instruction, and independent work
- Celebration of student work -displayed in the classroom (with a focus on reading, writing & numeracy)
- Learning intentions visible around the classroom for students to understand the focus for their learning experience
- Word walls, alphabet charts, classroom labels, anchor charts, core competency magnets to support student learning
- Explicit instruction and Choice in reading and writing tasks

## James Hill Elementary: Where YOU Belong

- Collaboration across grade groups/cohort's literacy activities (writing and reading)
- First Peoples Principles of Learning Connections to Literacy:
  - Sharing stories/oral storytelling (with permission)
  - Connection to heritage in reading and writing activities
  - Connecting core competencies to literacy
  - Sharing Aboriginal literature through the reading and writing process
- Incorporating technology to support literacy in all classrooms
- Learning commons with a flexible seating learning environment

In addition to classroom and school environments to support literacy, our classroom environments are also physical spaces that can foster opportunities for students to self-regulate for optimal learning success while supporting our Social Emotional Learning goal. Some of these structures include:

- *Chill Zones and/or calm spaces* -within each classroom to allow students to break, reset or self-regulate within the classroom environment
- *Zones of Regulation posters* -within each classroom to foster discussions on self-identifying moods and strategies to change 'zones'
- *W.I.T.S. posters* -within each classroom to foster discussions to create responsive environments that help students deal and manage challenging situations
- *EASE Training in every classroom (Everyday Anxiety Strategies for Educators)* -a collection of evidence-informed anxiety prevention and resilience building resources to provide a sustainable and compressive plan for supporting school mental health in every classroom
- *Self-regulation rooms* -student can (or it is built into their schedule -proactive use vs reactive use) to use these spaces for self-regulating
- *Peace/Restorative Circles*- an Indigenous concept to help build relationships and community within the classroom while honouring and respecting diversity within the class -also a strategy to promote calm, problem solve, build understanding, actively model self-regulation strategies and check-ins with students
- *Marvelous Mornings (8:15 each morning with a theme; led by SEA's)* -allow students to have a soft start to the day to prepare their brains for learning (*on hold this year*)
- *Brain Gym (8:46 each morning; led by SEA's)* -students begin their day with movement-based techniques that help address balance, posture and coordination skills associated with daily life success. It is designed to synchronize your system for better comprehension, focus, organization, communication, and emotional health. (*on hold this year*)
- *Flexible seating* -opportunities in the classroom (soft spaces, wiggle cushions, wobble stools, bean bags, low seats, rocking chairs, standing tables) that offer a variety of seating options to meet each learner's needs

## **Resources to Support APFL**

Shared resources among the staff is essential to align instructional practices for consistency throughout the school and across grades. Our team has chosen to focus our Literacy and SEL practices around the following resources:

- Responses Tiered Intervention
- The Langley School District Balanced Literacy Guides (Kindergarten, Primary & Intermediate)
- Reading Power - Adrienne Gear
- W.I.T.S
- Zones of Regulation
- EASE -Everyday Anxiety Strategies for Educators

## James Hill Elementary: Where YOU Belong

Other resources/practice supporting our literacy goal:

- Indigenous literature/Indigenous leveled reading books
- Daily 5/CAFE – Gail Boushey & Joan Moser –(*goal to have a cross grades*)
- Next Step Forward in Guided Reading -Jan Richardson –(*goal to have a cross grades*)
- Word Works Daily
- Words Their Way/ Orton-Gillingham
- Faye Brownlie: Assessment for Literacy

### **Structures to Support our APFL**

As a team, we know that implementing school-wide structures helps all students in our Response Tiered Intervention and Universal Design for Learning. Therefore, we have some additional ideas on how to implement in-school initiatives to excite students about literacy, which includes ways to support staff in their development of literacy instruction:

- **Reader Leaders** -Intermediate students reading with primary students to foster early decoding and comprehension skills (*on hold this year*)
- **School-wide Reading Camp Out** (*on hold this year*)
- **Buddy Classes** (*on hold this year*)
- **DEAR (Drop Everything and Read)** -Family (*this part on hold*) reading time in the whole school (once a month)
- **Langley Picture Book of the Year and Langley Book of the Year** -Learning Commons
- **Home Reading** -in ALL grades, K-5
- **Collaboration** -using grade/cohort collaboration time to focus our attention on our APFL goals and create resources to support it
- **Staff meetings/Design and Assessment Days** -utilizing shared time to focus on literacy and SEL instruction; collaborative discussions and sharing
- **Parent Literacy Nights** -as a school providing parents the opportunity to benefit from professional experience so that they can be involved in their children's education and their children's literacy activities in particular. Research shows that parental involvement in their children's learning positively affects the child's performance at school.

## **Measurement**

We have collected and sorted through our school and district data to set our APFL goals for 2020-2023. The data used includes teacher reading levels for the last few years, FSA (grade 4) results from the last few years and District Writing (grade 5) and Numeracy Assessments (grade 3). We have had to revisit previous years data as last year's data was interrupted with Covid and assessments were not completed. We will also be adding a School-Wide Write 2x yearly for all classes (Kindergarten at year end only) as part of our data collection for upcoming years.

Our data from September 2020 teacher reading levels indicate that **62% & 36%** of our grade 1 & 3's, **and 50%** of our grade 5 students are meeting or exceeding expectations in reading. In writing, our **32%** of grade 5 students, according to our 2019 data, are meeting or exceeding expectations.

Although the current data indicates that our writing is further behind than our reading, given our current worldwide situation and the previous 6 months that students were away from school, the staff felt strongly that reading should continue to be the primary focus for our current Action Plan this year, including writing next year. We will also further consider resources that support the development of reading and writing simultaneously so that we can tentatively prevent our writing from falling even further behind.

**PM/F&P Reading Data:**

*2018 data:* Grade 1:

- MM/NYM – 24%
- FM/EX – 67%
- UND - .1%

*2018 data:* Grade 3:

- MM/NYM – 30%
- FM/EX – 70%
- UND - 0%

*2019 data:* Grade 1:

- MM/NYM – 40%
- FM/EX – 58%
- UND - .02%

*2019 data:* Grade 3:

- MM/NYM – 15%
- FM/EX – 81%
- UND - 0%

*2019 data:* Grade 5:

- MM/NYM – 33%
- FM/EX – 64%
- UND - .07%

*2020 Sept. data:* Grade 1:

- MM/NYM – 32%
- FM/EX – 62%
- UND - 4%

*2020 Sept. data:* Grade 3:

- MM/NYM – 50%
- FM/EX – 36%
- UND - 12%

*2020 Sept. data:* Grade 5:

- MM/NYM – 39%
- FM/EX – 50%
- UND - 8%

**Grade 5 District Writing Assessments (DWA):**

*2018 data:*

- MM/NYM - 50%
- FM/EX - 25%
- UND - 25%

*2019 data:*

- MM/NYM - 64%
- FM/EX - 32%
- UND - .1%

We have identified all students that are not yet meeting reading expectations for grades 1-5 and will track their progress through ongoing assessment throughout the 2020-21 year. We intend to desegregate the data in the following ways in order to support our learners fully:

- Gender
- Aboriginal Ancestry
- ELL
- IEP
- CIC (Children in Care)

In order to better understand our students in the progression of their learning around literacy, we intend to use the following measurement tools for our formative and summative assessments:

- DART assessments\*
- Fountas and Pinnell -Running Records\*
- Guided Reading
- Leveled Literacy Intervention -LLI



## James Hill Elementary: Where YOU Belong

- Reading Power strategies (connecting, questioning, visualizing, inferring, transforming)- taking students from remembering to creating (Blooms Taxonomy)
- School Wide Write -Fall and Spring\*

\*Whole school student reading levels will be identified in December 2020, March 2021 and June 2021

### Social Emotion Learning -SEL:

- MDI -grade 4 once a year
- Teachers will do an assessment rubric for each child via social responsibility rubric twice (Fall 2020 and Spring 2021) to monitor growth and personal-social development and social- emotional learning

## Actions for Student Learning

***Target:** We have set a goal to improve the overall FM or EE reading and writing levels for each grade 1 through 5, by 5-10% by the end of 2021.*

In order to support student learning, we intend to support all learners where they are at in their literacy journey and foster future growth through the following supports:

- RTI model for literacy instruction:  
<http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching>
- Determine Essential Outcomes for Reading & Writing for grades K-5
- Build common assessment and assessment practice across grades
- Identify where each child's reading level is across K-5
- Identify where each child's writing level is across K-5
- Focus on developing the Reading Powers for each child across all grades- building on the past APFL goal of Thinking to support the Core Competencies
- Work towards each classroom engaging in leveled, small group, guided reading instruction for literacy, daily
- Leveled explicit instruction with word work, daily (including training staff on Tier 3 intervention practice -Orton-Gillingham)
- Focus on making literacy joyful and engaging for all learners
- Promoting opportunities for leadership between intermediate readers and primary readers (*on hold this year*)
- Providing release time for teachers to develop peer mentorship and coaching within the building to support literacy practices
- Provide collaboration time for grade/cohort group collaboration
- Infusing Aboriginal Literature and First Peoples Principles of Learning into every classroom and within every subject
- Focused literacy centers/Daily 5 (with clear learning intentions) to enrich learning experiences and promote joy around literacy

### SEL goals for student learning:

- Parents as partners in supporting and teaching W.I.T.S. and Zones of Regulation
- EASE implementation within every classroom
- Common language used across all grades



- Visible tools available in all areas of school for student self-regulation identification and strategy implementation
- Regular use of Self-regulation studios

## Actions for Professional Learning

Our team at James Hill Elementary acknowledges that student learning is directly impacted by professional learning of all staff. We strive for constant improvement to ensure that we are meeting the needs of all of our learners, constantly improving our practice and creating professional learning communities within our staff for ongoing, supportive professional development.

Our plan to support this learning includes:

### Staff meetings focused on professional development to support APFL:

- APFL Redesign: Begin on School Improvement Day Sept. 23/2020
- Response Tiered Intervention -ongoing throughout year
- TARGET Time -ongoing meetings with teachers & resource to build student/classroom support -begin Oct 2020
- EASE Team Training –(then ongoing implementational into classrooms) -Oct 23/2020
- Next Steps in Guided Reading Team Book Club (then ongoing Staff meeting sharing) – Oct 23/2020
- Adrienne Gear school use -Sept/Oct 2020
- Zones of Regulation Introduction: revisit/introduce Oct/Nov
- Ross Taylor -Executive Functioning/Zones of Regulation/Self-Regulation spaces Oct 22/2020
- APFL development and planning: Review draft Nov 5
- Future focal points for staff meetings:
  - Essential outcomes defining across grades
  - Formative literacy assessment
  - Literacy interventions for vulnerable readers
  - Gear planning for schoolwide use: Nov/Dec 2020
  - Zones of Reg strategies
  - W.I.T.S. implementation
  - Thinking and Literacy- Active brains

### Workshops/District Coaches & Speakers to support professional learning:

- Running Records with Amanda Leach -Sept 23 & Oct 1
- EASE Training with Leanne Fleming or online -Oct 23 -4 teachers/4 SEA's/2 Resource Teachers
- Next Steps in Guided Reading Book Club – Oct 23 -9 teachers
- Literacy-based district workshops
- Build School Teams around development of APFL
- Ross Taylor -Executive Functioning/Zones of Regulation -Oct 22

### Collaboration & Professional Learning Committees (PLC):

- Admin to release staff to do side-by-side teaching or peer coaching
- Admin to release staff to collaborate in grade/cohort groupings
- Primary Literacy Collaboration
- Intermediate Literacy Collaboration

## James Hill Elementary: Where YOU Belong

- Literacy Team
- EASE Team
- Next Steps in Guided Reading Team
- Indigenous Perspectives Team

## Financial Sustainability

In order to ensure success for our Action Plan for Learning, we intend to support this process financially in the following ways:

- Purchasing literacy resources to support Adrienne Gear's Reading Power series, *(completed 2019/20)*
- Purchase Next Steps in Guided Reading for NSF Team, *(Purchased 9 sets Oct 2020)*
- Building up classroom libraries -upcycle current books in school, *(in progress)*
- PAC Sponsored \$9000 support for Literacy, *(Oct 2020)*
  - Guided Reading books -sponsored by PAC
  - Home Reading program books -sponsored by PAC
- Aboriginal Literature to support literacy initiative, *(in progress)*
- W.I.T.S literature and resources, *(purchased Nov 2020)*
- Build EASE library (hardcopy & virtually) as resource for school use, *(in progress)*
- Zones of Regulation materials (in-class materials), *(building on 2020/21)*
- Regulation space in classroom (Chill zones), *(in progress)*
- Regulation Rooms/spaces, both inside and outside of school, *(re-working 2020/21)*