

JHE Elementary School Action Plan for Learning -APFL

The Langley School District's Vision is "An Innovative, Inspiring and Unified Learning Community" where we work to create compassionate and inclusive social and academic learning opportunities that provide access for every learner. The Langley School District is committed to ensuring all learners have equitable access for transition through the collective work outlined in this [Strategic Plan](#).

Langley School District's initiatives in Intellectual Development, Human & Social Development and Career Development align with Langley's Ensouling our Schools model. This model is committed to inclusivity, fostering a sense of belonging, and ensuring that every learner has access to education. It incorporates Social Emotional Learning, Response to Intervention, First Peoples Principles of Learning, Trauma Informed Practice, evidence-based instruction, and sound assessment practices, all of which contribute to creating compassionate and inclusive learning communities.



JHE Elementary School Context:

We respectfully acknowledge that Langley is located on the traditional, ancestral, and unceded territories of the qicāy (Katzie), q^wɑ:nλən (Kwantlen), Máthxwi (Matsqui), and se'mya'me (Semiahmoo) First Nations. We honour the enduring presence and deep traditional knowledge of these Nations, and we are grateful for their stewardship of the land past, present, and future.

James Hill Elementary is situated in the heart of Murrayville, just south of Fraser Highway in the Township of Langley. Nestled within a residential neighborhood, the school is bordered by a lush greenbelt to the south and a spacious park and playing field complex to the east, offering a vibrant and natural setting for learning and play.

Established in 1995, James Hill continues to grow and thrive, currently serving approximately 370 students from Kindergarten to Grade 5. The school community is enriched by its diversity, with around 17 languages spoken among students and families. On-site, the Nurturing Hearts program provides before and after school care for about 60 children daily, supporting families with flexible and nurturing childcare options.

Community Connections are a vital part of James Hill's identity. The school fosters strong relationships among families, students, and staff, and actively engages with external partners and the Parent Advisory Council (PAC) to support student success and well-being. These collaborative efforts help create a welcoming, inclusive, and dynamic learning environment.

*Our Children are
our Medicine.*



Executive
Summary

INTELLECTUAL DEVELOPMENT

Literacy

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

All students will meet or exceed literacy and numeracy expectations for each grade level or individual IEP or AIP goals.

LITERACY GOAL:

At James Hill Elementary, in alignment with the Langley School District's Framework for Enhancing Student Learning (FESL), students will develop and apply listening, speaking, reading, viewing, and writing skills to explore ideas, express themselves clearly, build meaningful connections with others, and deepen their understanding of the world. This literacy-rich approach supports the development of core competencies, fosters inclusive and engaging learning environments, and encourages students to become confident, curious, and compassionate learners. Through intentional instruction and collaborative inquiry, we aim to nurture student agency, promote equity, and ensure every learner thrives.

MEASUREMENT DATA:

District Wide Assessment (DWA): Tracks writing growth across grades. **FSA Results:** Measures literacy and numeracy achievement in Grade 4. **School Wide Write (SWW):** conducted three times a year to assess writing development. **Reading Level Tracking:** Teacher-collected data to monitor guided reading progress. **Word Inventory:** Assess vocabulary development and word recognition over time. **Classroom Observation Notes:** Insights from teacher notes. **Collaboration Logs:** Records of weekly grade group planning and instructional adjustments.

RESOURCES TO SUPPORT:

Literacy Support: School-wide writing assessments, guided reading groups, and phonological awareness strategies. **Differentiated Instruction:** UDL strategies and scaffolded supports across subjects. **Culturally Responsive Teaching:** Indigenous perspectives and inclusive curriculum. **Data-Informed Planning:** Use of FSA, DWA, and teacher assessments to guide instruction. **Family Engagement:** Events like Family Literacy Night.

PROFESSIONAL LEARNING:

Balanced Literacy Training: focus on phonological awareness, guided reading, and writing instruction. **UDL Workshops:** Inclusive teaching strategies for diverse learners. **Culturally Responsive Teaching:** PD on Indigenous perspectives and equity. **Classroom Observation Release Time:** Opportunities for staff to observe peers and reflect on effective practices. **Weekly grade Group Collaboration:** Dedicated time for planning, sharing strategies, and reviewing student data centred on 4 critical questions. **Langley SD Learning Hub:** Access to

TARGETED ACTIONS FOR PRIORITY LEARNERS:

- **LITERACY:**
- **Differentiated Instruction:** Use UDL strategies and scaffolded supports to meet diverse learning needs.
- **Literacy Focus:** Small group reading, phonological awareness, and oral language development.
- **Social-Emotional Support:** PEACEful Schools practices, regular check-ins, and access to counseling.
- **Culturally Responsive Teaching:** Embed Indigenous perspectives and celebrate student identities.
- **Data-Informed Planning:** Use assessments and learning plans to guide personalized interventions.
- **Family Engagement:** Build strong school-home connections through inclusive events and communication.

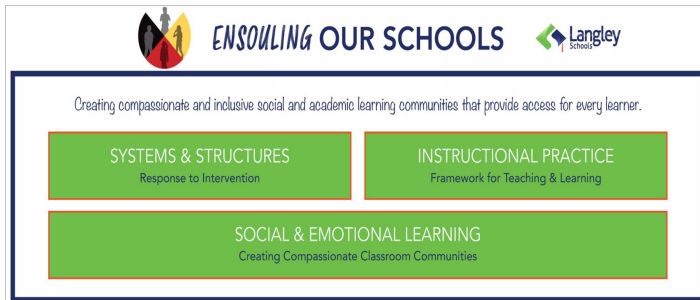
FINANCIAL SUSTAINABILITY:

School Budget Allocation: Dedicate a portion of the annual school budget to support literacy, SEL, and collaboration initiatives. **PAC Funding Support:** Allocate yearly PAC funds for resources, events, and student supports. **Use Existing school funding** for initiatives or resources. **Strategic Release Time:** Use internal coverage or shared prep blocks or collaboration time to minimize costs. **Weekly Collaboration:** Embed grade group planning onto existing schedules. **Evaluate for Impact:** Monitor effectiveness to ensure efficient use of resources. **Advocate for support:** Align with district and BCTF funding priorities.

INTELLECTUAL DEVELOPMENT



Targeted Actions: In-Depth



Aspects of Literacy learning can be found in all three blocks of the Ensouling our School Model.

In particular, the essential skills for Literacy are learned within the Instructional Practice block, through rich, inclusive instruction and assessment as guided by the Framework for Teaching and Learning.



Collaboration & Team

Staff collaborate through regular co-planning and PLCs to design inclusive literacy strategies and share effective practices for early learners, ELLs, and Indigenous students. They analyze assessment data together to guide instruction and work across roles—classroom teachers, support staff, and cultural educators—to provide coordinated support. Joint professional development and shared resources like story kits and visual aids help ensure consistency and responsiveness across classrooms.

Targeted Actions that will be maintained:

- LITERACY: Instruction & Support Priorities:**
- Differentiation: Apply UDL and scaffolding to support diverse learners.
 - Literacy: Focus on small group reading, phonological awareness, and oral language.
 - Social-Emotional: Use PEACEful Schools, regular check-ins, and counseling access.
 - Cultural Responsiveness: Integrate Indigenous perspectives and honor student identities.
 - Data-Driven: Use assessments to guide personalized learning plans.
 - Family Engagement: Foster strong school-home connections through inclusive events and communication.

Existing or Emerging Areas of Growth; Why this action was chosen:

Why It Matters:

- Differentiation: Supports all learners by removing barriers.
- Literacy: Builds strong foundations for lifelong learning.
- Social-Emotional: Fosters safety, connection, and resilience.
- Cultural Responsiveness: Affirms identity and promotes inclusion.
- Data-Informed Planning: Targets support where it's needed most.
- Family Engagement: Strengthens trust and shared responsibility.

Adjustments/Adaptations to Actions for 2025-26:

- Early Learners: Use play-based centers and developmental assessments to build oral language and phonological awareness.
- ELLs: Support with visuals, sentence frames, and culturally relevant texts; emphasize oral language through storytelling and guided reading.
- Indigenous Students: Embed Indigenous stories and perspectives; co-create learning with ASW and cultural educators.
- All Groups: Use screeners to guide instruction; offer PD on inclusive, responsive literacy practices.

Targeted Learner Impact:

Indigenous Learners: Through culturally embedded literacy practices and collaboration with ASW.

Children & Youth in Care: Via personalized, trauma-informed literacy support and relationship-based instruction.

Diverse Learners: Including ELLs and early learners, supported through differentiated, inclusive, and developmentally appropriate strategies.



Executive
Summary

INTELLECTUAL DEVELOPMENT

Numeracy

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

All students will meet or exceed numeracy expectations for each grade level or individual IEP or AIP goals.

NUMERACY GOAL:

At James Hill, we view math as a practical life skill that helps students confidently engage with the world. By connecting math to everyday experiences, we make learning meaningful and accessible. Rooted in the K–5 BC Math Curriculum, our focus on number sense, pattern recognition, spatial reasoning, and data analysis builds strong foundations in problem-solving and mathematical thinking. Aligned with the Langley School District's FESL, we prioritize equity, inclusion, and continuous growth—ensuring all learners, including Indigenous students, children in care, and those with diverse abilities, are supported to thrive. Together, these guide our mission to help students grow into confident, curious, and capable contributors to society.

MEASUREMENT DATA:

Our recent data shows student performance across key numeracy levels: Emerging, Developing, Proficient, and Extending. This helps us: Identify learning gaps and target supports for priority learners. Monitor growth over time and adjust instruction accordingly. Inform planning for small-group interventions and resource allocation. Guide professional learning focused on inclusive, data-informed strategies. This data reinforces our commitment to equity, contextualized learning, and empowering all students to thrive in numeracy.

RESOURCES TO SUPPORT:

We empower students through inclusive, personalized, and purposeful math learning: Contextualized instruction: Real-life math applications that connect to students' goals and interests. Tailored supports: Data-informed teaching, early screening, and flexible groupings. Inclusive practices: Visuals, co-teaching, and culturally responsive strategies. Flexible environments: Adaptable learning spaces and time allocation for small-group instruction. Data systems: Tools to monitor progress and guide interventions. Cultural & motivational resources: Indigenous perspectives, identity-affirming content, and career connections. Professional learning: Ongoing staff development in equity and inclusive numeracy. These supports help every learner feel valued, capable, and ready to thrive.

FINANCIAL SUSTAINABILITY:

Use targeted funding: Access inclusive education grants and district foundation support. Maximize resources: Invest in flexible spaces, shared materials, and efficient scheduling. Leverage data systems: Monitor progress to guide resource allocation and interventions. Build partnerships: Collaborate with community groups for shared programming and support. Invest in staff development: Focus PD on equity, inclusive instruction, and retention.

TARGETED ACTIONS FOR PRIORITY LEARNERS:

NUMERACY:

- We support Indigenous students, children in care, and those with diverse abilities through inclusive, meaningful, and personalized learning experiences in numeracy:
- Contextualized learning: Embedding math in real-life situations to make learning relevant and engaging. Tailored instruction: Using data and student profiles to adapt teaching to individual needs. Empowerment through purpose: Connecting math to students' personal goals, interests, and future careers. Inclusive practices: Supporting diverse learners with visuals, co-teaching, adapted materials, and culturally responsive strategies. Early identification: Using screening tools to provide timely, personalized supports. Community connections: Expanding access to resources and opportunities beyond the classroom. Ongoing staff development: Strengthening equity and inclusion through professional learning.
- These actions ensure every learner feels valued, supported, and empowered to succeed in math and in life.

PROFESSIONAL LEARNING:

Balanced Numeracy (SD35): Core strategies for inclusive, data-informed math instruction. Think Langley Pro–D: Work shops on equity, inclusion and flexible learning. Math First Peoples Guide: Culturally responsive teaching with Indigenous perspectives. BC Numeracy Network/Math Up: Inquiry-based math resources and planning tools. Data Literacy PD: Use student data to guide equitable instruction. Flexible Learning Design: Create adaptable spaces and schedules to support diverse needs.

INTELLECTUAL DEVELOPMENT



Targeted Actions: In-Depth



Aspects of Numeracy learning can be found in all three blocks of the Ensouling our School Model.

In particular, the essential skills for Numeracy are learned within the Instructional Practice block, through rich, inclusive instruction and assessment as guided by the Framework for Teaching and Learning.



Collaboration & Team

Staff work together through regular planning sessions, data reviews, and professional learning communities to design inclusive numeracy instruction. Collaboration across roles—including classroom teachers, support staff, and Indigenous educators—ensures personalized strategies for priority learners. Teams co-develop resources, share effective practices, and engage in ongoing professional development focused on equity, cultural responsiveness, and early intervention. This collective approach strengthens consistency and impact across classrooms.

Targeted Actions that will be maintained:

Numeracy
We support Indigenous learners, children in care, and students with diverse abilities through inclusive and personalized numeracy instruction. Learning is made meaningful by embedding math in real-life contexts and connecting it to students' goals and interests. Instruction is tailored using data and student profiles, with supports like visuals, co-teaching, adapted materials, and culturally responsive strategies. Early screening tools help identify needs and guide timely interventions. Staff collaborate to expand access to community resources and engage in ongoing professional learning focused on equity and inclusion. These actions ensure every learner feels valued, supported, and empowered in math and beyond.

Existing or Emerging Areas of Growth; Why this action was chosen:

Why This Numeracy Focus Matters:

- School and classroom data show that Indigenous learners, children in care, and students with diverse abilities often face barriers in accessing math learning that feels relevant and empowering. Assessment results highlight gaps in foundational skills, while student voice and educator observations point to a need for more contextualized, culturally responsive, and personalized instruction. Stories from staff and families emphasize the importance of connecting math to real-life experiences, personal goals, and identity. These insights drive our commitment to inclusive practices, early intervention, and ongoing professional learning—ensuring every student feels capable, seen, and supported in their numeracy journey.

Adjustments/Adaptations to Actions for 2025-26:

Adjusted Targeted Actions – Numeracy Focus (2025–26):

- Emerging Area of Growth:
- Data shows gaps in foundational math skills among Indigenous learners, children in care, and diverse learners, along with a need for more culturally relevant and engaging instruction.
- Targeted Actions:
- Embed math in real-life, meaningful contexts to increase engagement.
- Use student profiles and assessment data to personalize instruction.
- Incorporate Indigenous knowledge and culturally responsive strategies.
- Provide early screening and timely interventions.
- Strengthen collaboration across roles (classroom, support, cultural educators).
- Expand access to community-based math resources.
- Offer ongoing professional learning focused on equity and inclusion.

Targeted Learner Impact:

Priority Learners Supported

Indigenous Learners: Benefit from culturally responsive math instruction and connections to community knowledge. Children & Youth in Care: Receive personalized, trauma-informed support that builds confidence and engagement in numeracy. Diverse Learners: Including students with disabilities and ELLs, supported through adapted materials, visuals, and differentiated instruction.



Executive
Summary

HUMAN & SOCIAL DEVELOPMENT

Social Emotional Learning

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

Every school will continue to develop strategies for developing compassionate learning communities that nurture the gifts of all students.

SOCIAL EMOTIONAL LEARNING GOAL:

Developing strong communication skills and learning to manage emotions helps students build and maintain healthy relationships—key to their overall well-being and success. This goal aligns with the BC Physical and Health Education curriculum, which emphasizes personal and social responsibility, the Langley School District's FESL focus on inclusive and supportive learning environments, and James Hill Elementary's commitment to social-emotional learning through mindfulness, emotional regulation, and positive interactions.

MEASUREMENT DATA:

At James Hill Elementary, communication and emotional regulation are supported through BC's curriculum and Langley's FESL. Student progress is measured using self-assessments, performance tasks, district surveys, and EDI data. The school also tracks the number of dysregulated students through daily observations, helping guide targeted support and SEL strategies like mindfulness and positive interactions.

RESOURCES TO SUPPORT:

James Hill Elementary supports K–5 students in developing communication and emotional regulation through BC's curriculum, Langley's FESL, and school-based initiatives. Key tools include student self-assessments, performance tasks, EDI data, and observational tracking of dysregulation. The school also uses programs like Second Step, Zones of Regulation, MindUP, EASE (Everyday Anxiety Strategies for Educators), and W.I.T.S. (Walk Away, Ignore, Talk it Out, Seek Help) to teach emotional awareness and conflict resolution. A School Behaviour Matrix is being developed to guide consistent expectations and reinforce positive interactions across all settings.

PROFESSIONAL LEARNING:

Professional learning opportunities to support SEL, communication, and emotional regulation at James Hill Elementary: Zones of Regulation – Online and in-person training for teaching emotional regulation. EASE (Everyday Anxiety Strategies for Educators) – Free BC Ministry training to support students with anxiety. W.I.T.S. Program – Educator guides and training for conflict resolution strategies. School Behaviour Matrix – Can be developed through district SEL coaches or collaborative PD. Yearly Book Studies -Trauma Informed

TARGETED ACTIONS FOR PRIORITY LEARNERS:

To support the goal of helping students build healthy relationships through strong communication and emotional regulation, we focus on: Building foundational skills using visuals, sentence starters, and assistive tools to support communication. Teaching emotional awareness and regulation through daily check-ins, personalized calming strategies, and co-regulation with trusted adults. Fostering healthy relationships via structured peer interactions, empathy-building activities, and recognition of positive social behavior. Aligning with Langley FESL by embedding SEL in IEPs, collaborating with families, and monitoring progress through SEL-focused observations.

FINANCIAL SUSTAINABILITY:

To build financial sustainability into James Hill Elementary's SEL initiatives, focus on these key strategies:

- Use free and already purchased programs like W.I.T.S., EASE, Second Step, and Zones of Regulation.
- Embed SEL into daily routines and curriculum to reduce extra costs.
- Apply for grants and district PD funding for staff training.
- Partner with community organizations for shared resources and workshops.
- Engage PAC and families for support and fundraising.
- Track impact through observational data to strengthen future funding proposals and targets.

HUMAN & SOCIAL DEVELOPMENT



Targeted Actions: In-Depth

Human and Social Development (HSD) aligns with all three blocks of the 3 Block Model of Ensouling our Schools. It is a critical area of focus that aims to foster well-being and equitable outcomes for all students.

The Social & Emotional block encompasses Human & Social Development strategies that are intentional, effective, and aligned with District priorities to support the holistic growth of each learner.



ENSOULING OUR SCHOOLS



Creating compassionate and inclusive social and academic learning communities that provide access for every learner.

SYSTEMS & STRUCTURES

Response to Intervention

INSTRUCTIONAL PRACTICE

Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING

Creating Compassionate Classroom Communities



Collaboration
&
Team

Staff collaborate through regular planning meetings, professional learning communities (PLCs), and shared SEL initiatives to support student well-being. Teachers, support staff, and Indigenous educators work together to implement consistent strategies such as mindfulness, emotional check-ins, and restorative practices. Staff also engage in joint professional development focused on trauma-informed approaches and inclusive communication, ensuring a unified and responsive approach to SEL across the school.

Targeted Actions that will be Maintained:

Building strong communication and emotional regulation skills helps students form healthy relationships—essential for their well-being and success. This goal aligns with the BC Physical and Health Education curriculum's focus on personal and social responsibility, supports the Langley School District's FESL priority of inclusive learning environments, and reflects James Hill Elementary's commitment to social-emotional learning through mindfulness, emotional awareness, and positive interactions.

Existing or Emerging Areas of Growth; Why this action was chosen:

- Why This SEL Focus Matters
- School data and classroom observations show that many students—especially those from priority groups—struggle with emotional regulation, peer relationships, and communication. Increased incidents of dysregulation and social conflict highlight the need for intentional SEL instruction. Staff have shared stories of students who thrive when given tools like mindfulness, check-ins, and emotion language. Families have expressed appreciation for the school's focus on creating safe, supportive environments. These insights reinforce the importance of teaching communication and emotional skills to help students build healthy relationships and succeed both in and beyond school.

Adjustments/Adaptations to Actions for 2025-26:

Adjusted Targeted Actions – Social-Emotional Learning (2025–26):

- Emerging Area of Growth:
- Data and observations show increased emotional dysregulation, peer conflict, and a need for stronger communication skills among students, especially those in priority groups.

Targeted Actions:

- Implement regular SEL lessons focused on emotional regulation, communication, and relationship-building.
- Use daily check-ins and mindfulness practices to support self-awareness and emotional safety.
- Integrate trauma-informed strategies and inclusive language across classrooms.
- Provide staff with ongoing professional development in SEL, restorative practices, and culturally responsive approaches.
- Collaborate with families and community partners to reinforce SEL beyond the classroom.

Targeted Learner Impact:

Priority Learners Supported

Indigenous Learners: Benefit from culturally grounded SEL practices that promote identity, connection, and emotional well-being.
Children & Youth in Care: Receive trauma-informed support that fosters trust, emotional regulation, and positive relationships.
Diverse Learners: Including students with disabilities, neurodiverse learners, and ELLs, supported through inclusive strategies that build communication and self-awareness.



Executive
Summary

CAREER DEVELOPMENT

Empowering ALL Learners

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

All students will successfully transition from Langley Schools with an understanding of personal skills and strengths so they can navigate meaningful future pathways for themselves.

CAREER DEVELOPMENT GOAL:

At James Hill Elementary, we help students grow in a fun, inclusive, and supportive environment. Through our Action Plan for Learning and Langley's Framework for Enhancing Student Learning, We guide students to build life skills, explore careers, understand financial literacy, set goals, connect with mentors, and take safe risks. Our focus is on developing the whole child—academically, socially, and emotionally—so every learner can thrive in a supportive environment.

MEASUREMENT DATA:

Belonging & Relationships: Student surveys, attendance, behavior logs. Personalized Support: IEP/ILP progress, academic benchmarks, support tracking. Family Engagement: Parent surveys, event participation, referrals. Data-Informed Decisions: Early warning indicators, growth tracking, RTI data. SEL & Safe Spaces: SEL checklists, PEACEful Schools, calm space usage, teacher observations. Cultural Responsiveness: Student voice feedback, family input.

RESOURCES TO SUPPORT:

BC Inclusive Education – Guidelines for IEPs, diverse learning needs, and equity supports. Langley Inclusion Support Team – Staff consultation, IEP help, and PD opportunities. Think Langley PD Hub – Workshops on SEL, equity, trauma-informed practice, and UDL. District Learning Commons – Access to inclusive teaching tools and mentorship programs. Provincial Outreach Programs – POPARD, POPFASD, SET-BC, PRCVI for specialized support. Community Partnerships – Mental health, food security, and mentorship services.

FNANCIAL SUSTAINABILITY:

Use Existing Staff & Supports: Maximize current resources like EAs, counselors, and district programs. Seek funding through equity, SEL, or mental health initiatives. Partner with Community: Access free or low-cost services from local organizations. Share PD Opportunities: Collaborate across schools to reduce training costs. Prioritize with Data: Focus spending on high-impact, evidence-based actions. Use Volunteers & Free Tools: Engage mentors and use cost-effective digital platforms.

TARGETED ACTIONS FOR PRIORITY LEARNERS:

- Build Relationships: Use mentorships, daily check-ins, and inclusive practices to foster belonging.
- Personalized Support: Create ILPs, use small group instruction, and apply UDL strategies.
- Engage Families: Strengthen home-school communication and connect families with community supports.
- Use Data Wisely: Identify needs early, monitor progress, and adjust interventions.
- Teach SEL Skills: Embed social-emotional learning and provide safe spaces for regulation.
- Be Culturally Responsive: Reflect diverse identities in curriculum and elevate student voice.

PROFESSIONAL LEARNING:

To support actions for vulnerable learners, professional development should focus on building staff capacity in key areas. Training in trauma-informed practices helps educators respond with empathy and safety, while Universal Design for Learning (UDL) supports inclusive lesson planning. Social-emotional learning (SEL) workshops build skills for teaching and modeling emotional regulation. Culturally responsive teaching promotes inclusive curriculum and student voice. Data-informed instruction helps staff use assessments to guide interventions, and family engagement strategies strengthen home-school connections. Mental health literacy ensures staff can recognize and respond to student needs. These PD opportunities align with school and district goals and directly support student success.



CAREER DEVELOPMENT

Targeted Actions: In-Depth



ENSOU'LING OUR SCHOOLS



Creating compassionate and inclusive social and academic learning communities that provide access for every learner.

SYSTEMS & STRUCTURES

Response to Intervention

INSTRUCTIONAL PRACTICE

Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING

Creating Compassionate Classroom Communities

Career Development focuses on the empowerment of students through their Pre-K-12 educational journey. Connecting all three blocks of the Ensoul'ing our Schools model, Career Development ensures all students understand their unique strengths and are empowered with the skills to confidently navigate meaningful future pathways.



Collaboration
&
Team

Staff collaborate through cross-grade planning, sharing resources, and integrating career-related themes into classroom learning. Teachers work with support staff, Indigenous educators, and community partners to provide mentorship opportunities and real-world learning experiences. Professional development sessions focus on goal-setting, financial literacy, and inclusive career education strategies. This teamwork ensures that all students—especially priority learners—have access to meaningful, future-focused learning.

Targeted Actions that will be Maintained:

At James Hill Elementary, we foster student growth in a fun, inclusive, and supportive environment. Guided by our Action Plan for Learning and Langley's Framework for Enhancing Student Learning, we help students develop essential life skills, explore career pathways, understand financial literacy, set personal goals, connect with mentors, and take safe risks. Our focus is on nurturing the whole child—academically, socially, and emotionally—so every learner can thrive.

Existing or Emerging Areas of Growth; Why this action was chosen:

- Career exploration helps students see the relevance of their learning and envision a future where they can thrive. Data shows that when students engage in goal-setting, financial literacy, and mentorship, they develop stronger motivation, self-regulation, and confidence. Stories from classrooms highlight how students light up when connecting their interests to real-world possibilities—whether through guest speakers, hands-on projects, or career-themed activities. These experiences build purpose and resilience, especially for priority learners, by helping them see themselves as capable contributors to their communities and future workplaces.

Adjustments/Adaptations to Actions for 2025-26:

- Targeted Career Education Actions – 2025–26
- Goal-Setting & Self-Awareness: Support students in identifying strengths, interests, and future aspirations through classroom activities and reflection tools.
- Financial Literacy: Integrate age-appropriate financial concepts into learning to build real-world skills.
- Mentorship & Role Models: Connect students with community members, staff, and older peers to explore career pathways and build confidence.
- Real-World Learning: Embed career-related themes into projects and inquiry-based learning to increase relevance and engagement.
- Inclusive Access: Ensure priority learners (Indigenous students, children in care, diverse learners) have equitable opportunities to explore careers and build future readiness.

Targeted Learner Impact:

Priority Learners Supported: Indigenous Learners: Gain access to culturally relevant career exploration and mentorship opportunities that affirm identity and future potential. Children & Youth in Care: Benefit from goal-setting, financial literacy, and mentorship that build confidence, stability, and a sense of direction. Diverse Learners: Including students with disabilities, neurodiverse learners, and ELLs, supported through inclusive, hands-on, and personalized career learning experiences.