

Shortreed Community Elementary School

Action Plan for Learning 2026-2027

<https://www.sd35.bc.ca/shortreed>



SCHOOL VISION/MISSION:

"You Belong Here"

At Shortreed, we are a caring and inclusive community where belonging and achievement go hand in hand. We work together to ensure every student feels known, valued, and supported to grow.

- Provide and advocate for a caring, safe, and inclusive learning environment for ALL students, staff, and families in our school.
- Honour each learner's identity and strengths while ensuring equitable opportunities to thrive.
- Teach, guide, and inspire our students to develop the knowledge and skills to become confident, independent, and self-regulated learners who can reflect on their progress and achieve personal success.

SCHOOL GOALS:

INTELLECTUAL DEVELOPMENT:



To strengthen literacy and numeracy achievement through inclusive, explicit, and systematic Tier 1 instruction, supported by timely, targeted interventions. Assessment-informed practices will guide instruction and support growth and equitable learning opportunities for every student.

HUMAN & SOCIAL DEVELOPMENT:



To strengthen students' sense of belonging, connection, and self-regulation, ensuring all learners, particularly those experiencing barriers, feel safe, valued, and ready to engage in learning.

CAREER DEVELOPMENT:



To develop confident, capable learners who recognize their strengths, have a voice in their learning, set meaningful goals, and reflect on their growth.

ADDITIONAL INFORMATION:

Shortreed Community Elementary is a K-5 school in Aldergrove (in the Langley School District) on the unceded, ancestral lands of the Máthxwi First Nation. With a mantra of "You Belong Here", being an inclusive, strengths-based, and collaborative culture is at the core of what we do. We are proud to have *community* in our name.

- Total Number of Students: 480
- Main languages spoken: English, Vietnamese, Punjabi

UNIFIED ACTIONS:

- Use prioritized learning standards, explicit instruction, and common assessments to strengthen Tier 1 literacy and numeracy instruction and provide targeted interventions based on student needs.
- Continue to focus on RTI and collaborative time to examine student evidence, identify the needs of priority learners, plan responsive instruction through UDL, and monitor student growth.
- Strengthen consistent self-regulation and co-regulation practices to help students develop strategies for managing emotions, building independence, and engaging in learning.
- Embed PEACEful Schools and our SEL Framework into daily practices to strengthen relationships, student belonging, and positive learning environments.
- Embed Indigenous perspectives and First Peoples Principles of Learning to strengthen belonging, honour diverse identities, and support students in recognizing their strengths and voice.



RESOURCES TO SUPPORT OUR WORK:

Frameworks & School/District Priorities

- Early Learning Framework, District Strategic Plan and FESL, Universal Design for Learning (UDL), Response to Intervention (RTI) and PLCs

Literacy & Assessment

- Early Literacy Screener, UFLI, Heggerty, Words Their Way, Writing Power and Powerful Understanding, Shortreed Writing Scope, Sequence, and Standards, Langley K-5 Literacy Scope and Sequence

Numeracy & Assessment

- Numeracy assessments and screeners, Explicit and systematic numeracy instruction, Number sense and computational fluency, Problem-solving and mathematical reasoning

Social-Emotional Learning & Well-Being

- Zones of Regulation, PEACEful Schools and PEACEful Homes, WITS, Open Parachute