

	SCHOOL DISTRICT NO. 35 LANGLEY Action Plan for Learning (APFL) James Hill Elementary 2024 -Year 4 “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 a residential area bounded by a green belt to the south and a large park/playing field complex just to the east. The school was built in 1995, and its population continues to grow. It presently has a population of approximately 380 students in grades Kindergarten through Grade 5. There is also a daycare/preschool 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 opportunities for students including student leadership, fine arts, technology initiatives, a music program, and strong athletic participation from students.

James Hill Elementary School Student Population (*Based on September 30th - 1701 data)	
Total Students	375
Aboriginal Students	28
Students with Diverse Needs	38
English Language Learners	49
Level 1-2	17
Level 3-4	32
Children in Care	1

Vision

At James Hill Elementary, we believe 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 92% 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. Our goal also expands beyond grade 3, to ALL our children, K-5 reading and writing at grade level in the 92nd percentile.

Our literacy goal includes building 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 barriers. We are committed to high-quality instruction (Tier 1) and universal screening of all children in our general education classroom. Our learners with barriers will be provided with daily/weekly interventions, at increasing levels of intensity (Tier 2 & 3) to accelerate their rate of learning through a variety of personnel supports, while their progress is closely monitored. This Tiered design, along with regular staff grade and cross-grade collaboration, will assist when making decisions for both general and special education, creating a well-intergraded system of instruction and intervention, which is guided by child outcome data. In using this systematic process, we aim to see a 10% increase in our Emerging and Developing reading level expectations in grades 1-5 by the end of 2024.

Our goal is to support all 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 and feedback, in order to ensure growth and the collection of 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 continue to focus on and offer all 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 use of Self-Regulation Studios/Zen Den Centres. The goal is to develop self-aware citizens in the classroom, who can respond and regulate themselves when dealing with a difficult situation, identify their feelings, utilize strategies to change 'zones' when if feeling dysregulated, and maintain optimal learning readiness supporting success for all of our learners.

New the 2023-24 year, we will be enhancing our practice as we dig into UDL (Universal Design for Learning) and feedback. The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for all student's strengths and needs. In addition, focusing on feedback after assessment, as effective feedback assists the learner to reflect on their learning and their learning strategies, so they can make adjustments to make better progress in their learning.

Team

At James Hill Elementary, all 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** -Parent Advisory Committee
- **Aboriginal Support Worker** -Tina Maphoso
- **Counselor** -Pal Bains
- **Youth Care Worker** -Lana Pylypiak
- **ELL** -Kimberley Macgregor & Lalcy Benjamin
- **Support & Teaching Staff**
- **Resource & LA** -Kevin Kochan, Carmen Scott, James Bruce, Kristie Rutquist
- **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:

- **Ensouling Our Schools** -Len Pierre
- **Centre for Child Development for Langley Schools**
- **District Coaches:** Literacy/Numeracy
- **Healthy Schools, Healthy Staff**
- **District Integration/Inclusion Teams**
- **Occupational Therapist**
- **Physical Therapist**
- **Registered Speech Language Pathologist**
- **Psychologist**

Other JHE teams that support our Action Plan for Learning:

- **RTI Guiding Coalition Team** -Kevin Kochan, James Bruce, Amanda Smith, Kimberly MacGregor, Lynn Fairley
- **CORE Team** Kevin Kochan, Carmen Scott, James Bruce, Tina Maphoso, Lana Pylypiak, Pal Bains & Lynn Fairley
- **Indigenous Perspective Committee** – Laura Haluk, Lana Pylypiak, Tina Maphoso, Kimberly MacGregor, Jenais Ludwar, Lynn Fairley
- **Diversity & Inclusion Team** -Tina Maphoso, Laura Baird, Sonya Bath, Lynn Fairley
- **SOGI representatives** – Laura Haluk, Jenais Ludwar
- **Tech Team** -Kristin Maki, Kevin Kochan
- **BLB Team** -Breakfast/Lunch/Backpack Program

Community

To support all of our learners, it is important that we clearly communicate and involve parents in our Action Plan for Learning, Vision, Mission, and Action goals with our school and community. It is essential that we do so in an ongoing fashion, therefore we have several communication systems and plans for action in place to keep stakeholders informed and involved.

- **Newsletters/Emails to Parents:** In our Newsletters/Emails, we are not only sharing the upcoming events in our school, but 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.
- **Principal’s 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. Aspects of the Response Tier Intervention, Early Learning Framework, 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 can 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.
- **School Digital Sign:** by posting current and upcoming school events on our easily visible digital sign as a one-to-many approach, we can 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.
- **Home & School as Partners in Reading Initiatives:**

DEAR -Drop Everything and Ready: This year once again we are offering 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.

Classroom Home Reading:

Studies have found that children that reading at home with their parents, perform better educationally and socially than those that do not. This is supported by the classroom teacher assigning 'Just Right' leveled texts, which students read, return & exchange, daily/weekly. Active students reading 20-30 minutes nightly means that students will read an additional 3600 minutes in a school year, or 60 whole school days, and an additional 1,800,000 words!

Parent Literacy Night: We are hoping to offer a free **Parent Literacy Night Series** that will run 3 evenings. The dates run every two weeks, for about an hour to an hour and a half, depending on the rich conversation, with each session building on the next. Our guest speaker, who has spent many years specializing in early literacy, Mrs. Cathy Gracie, will provide valuable information, structures, and ways to support our kids that can be practiced and unitized in the home in align with JHE Home Reading Program that last year's PAC invested so heavily to support.

One Book, One School: "One School, One Book", is designed to build community through inspiring the entire school community -including parents - in the joy of reading. Each family gets a copy of the selected book, provided to each family by JHE. Following a shared schedule, the

families read at home together. Students then answer simple comprehension questions -provided before-hand, and are entered into a daily/weekly draw at school for a possible prize selection. This data collection provides insight for participation tracking.

Year one: "Charlotte's Web"

Year two: "Lemonade Wars"

Year 3: "Ralph S. Mouse"

Year 4: "Frindle"

Environmental Design

Physical Environments to support APFL:

At James Hill Elementary, we understand the importance of literacy-rich environments to support student learning. We approach our instructional methods and environmental design through the systematic process of Response Tiered Intervention (RTI) and UDL (Universal Design for Learning) lenses while engaging in the First Peoples Principles of Learning connections. Some of the environmental classroom structures we encourage are (but are not limited to):

- First Peoples Principles of Learning Connections to Literacy:
 - Sharing stories/oral storytelling (through books, presentations, and with permissions)
 - Sharing Aboriginal literature through the reading and writing process
- WIN Time (Master Schedule) –"What I Need" (New redesign 2023-24)
- Small group (rotational) work -Daily 5/CAFÉ
- Student -created/reviewed/shared- Assessment rubrics
- Guided Reading group meetings
- Daily Word Work exploration
- 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
- Choice in reading and writing tasks
- Regular and ongoing Collaboration time -grade groups/split grade groups literacy activities (writing and reading) meeting weekly and biweekly
- Incorporating technology to support literacy in all classrooms
- Learning commons with a flexible seating learning environment
- Story Studio -time and space for UDL

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
- *How Big is Your Problem Poster*- to visually work through when students face difficulties. Recognition of where the challenge fits and the appropriate responses.
- *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/Zen Den* -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
- *Brain Gym (8:55-9:15 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. (Running 4 days weekly)
- *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 are essential to align instructional practices for consistency throughout the school and across grades. Our team has chosen

to focus our Literacy (Reading & Writing) and SEL practices around the following resources:

Reading/Writing:

- Responses Tiered Intervention -Guiding Coalition & Master Schedule – (year 4)
- Early Learning Framework -Langley School District – (New 2022-23)
- The Langley School District Balanced Literacy Guides (New 2022-23) - Kindergarten, Primary & Intermediate)
- Reading Power - Adrienne Gear
- Powerful Writing Structures -Adrienne Gear (2021)- *whole staff training*
- “Daily 5” & “CAFÉ” – Gail Boushey & Joan Moser – (*goal to have small group instruction K-5*)
- “Next Step Forward in Guided Reading” -Jan Richardson –(2021)
- Home Reading Program - (*Grades K-5 - \$1000 invested in 2021 & \$1000 invested in 2022 Indigenous H/R Books*)
- Heggerty/McCracken – (New 2022-23) Tier 1 in K&1 classes
- Orton-Gillingham – (New 2021-22) -grades 2-5 -Tier 3 -Resource/SEA team
- Word Works Daily – (New 2021) -every class Kindergarten (levels 1-4) & Grade 1 (levels 4-7)
- Words Their Way
- UFLi –(New 2023) *for all primary classroom*

SEL:

- Response Tiered Intervention
- W.I.T.S. -(year 4)
- “How Big is Your Problem?”
- “EASE” -Everyday Anxiety Strategies for Educators -(year 4)
- Zones of Regulation

Assessments: Well-designed assessment methods provide valuable information about student learning. They tell us what students learned, how well they learned it, and where they struggled. In addition, assessment feedback is critical to improve students’ performance. Feedback is the process of letting someone know which areas there are strengths or areas for improvement as it is part of the learning process, which is a focus area for us this year.

- Writing Rubric:
 - Staff collaboration created by grade group utilizing:
 - Adrienne Gear
 - BC Curriculum
 - multiple district examples
 - Student/Staff designed Rubrics
- Reading Assessment. -Fountas/Pinnell

- Student SEL -Office visits/Classroom breaks/Calls home

All assessment of the APFL goals include assessment for, as & of, is ongoing through varying modes such as observational, written, and verbal, cyclically throughout units/year.

This year we will be specifically targeting:

1. Identify specific areas of focus ie: prioritized outcomes
2. Develop common assessment
3. Make learning intentions clear to students so they can achieve success
4. Develop their capacity to act on their assessment through feedback
5. Build a plan for what to do if have/have-not learned the prioritized outcomes

Structures to Support our APFL

As a team, we know that implementing school-wide structures helps all students. We have additional ideas on how to implement in-school initiatives to inspire and support our students, which includes ways to support staff in their development of instruction:

- WIN Time (Master Schedule) –“What I Need” (New redesign 2023-24) -Tier 2
- School Improvement Day- Ukeru/Trauma Training (2023-24) -SEL
- Design & Assessment Days -Student Inclusive Conference training - Assessment
- Langley Picture Book of the Year and Langley Book of the Year -Learning Commons -Literacy
- Reader Leaders -Intermediate students reading with primary students to foster early decoding and comprehension skills (returned 2022-23) -Literacy
- School-Wide Reading Camp Out (return this year?) -Literacy
- Buddy Classes (returned 2022-23) -Literacy & SEL
- DEAR (Drop Everything and Read) -Family reading time in the whole school (monthly returned 2022-23) -Literacy
- Staff meetings -utilizing shared time to focus on assessment for literacy, SEL & Assessment instruction
- Staff Weekly Collaboration -using grade weekly/bi-weekly & cross-grade collaboration time to focus our attention on our APFL goals and create resources to support it
- 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. Research shows that parental involvement in their children’s learning positively affects the child’s performance at school.

We have collected and sorted through our school and district data to set our APFL goals for 2024. The data used includes teacher reading levels for the last few years, FSA (grade 4) results from the last few years and District Writing assessment (DWA) for grade 5, Numeracy Assessments (grade 3) and the MDI. We have revisited previous years data with some interruptions (2020-21 data was interrupted with Covid and assessments were not completed). We have also added a School-Wide Write 3x yearly (starting 2021-22) for all classes (Kindergarten 2x/yr) as part of our data collection for upcoming years as it gives us a street level data for our collection.

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.

Referencing the current data, we will continue to have reading and writing as our primary focus for our Action Plan for Learning, and we will be enriching our knowledge deepening our understanding and methodology supporting Reading and Writing through . 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.

Reading Data - PM/F&P

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%

Note:
Covid- Spring Sts. Out

**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%

Note:
Covid -Sept Startup

**2021 Sept. data:
Grade 1**

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

**2021 Sept. data:
Grade 3**

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

**2021 Sept. data:
Grade 5**

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

Writing Data

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%

2020 data:

- Not Available (Covid)

JHE SWW -New 2021-22

Term 1

Term 2

Term 3

FSA 2021-22 -Grade 4

Literacy

- EMG -11/42 -26%
- OT - 25/42 -60%
- EX - 4/42 -10%
- UND - 2/42 -5%

ELL -Level 1- Level 2-

CAT -12

AB -2

Numeracy

- EMG - 7/42 - 17%
- OT - 33/42 -79%
- EX -0/42
- UND -2/42 -5%

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

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

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:

- Fountas and Pinnell -Running Records - reading levels will be identified in December, March, and June
- Guided Reading Groups
- Leveled Literacy Intervention -LLI -Grade 1 (2021-22 focus was Grade 2)

- Reading Power strategies (connecting, questioning, visualizing, inferring, transforming)- taking students from remembering to creating (Blooms Taxonomy)
- Powerful Writing Structures rubric, aligned with BC curriculum Writing rubric =JHE grade Writing Rubrics
- District Write Assessment -DWA Grade 5
- JHE School Wide Write -(new 2021/22) Fall, Winter, Spring, writing assessment to guide practice

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 NYM & MM reading and writing levels for each grade, 1 through 5, by 10% by the end of June 2023.

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>
- Infusing Aboriginal Literature and First Peoples Principles of Learning into every classroom and within every subject
- Build UDL into everyday practice -Including Story Art Studio
- Provide opportunities/understanding for Story-Art Studio practice
- Determine Essential & Prioritized Outcomes for Reading & Writing for grades K-5
- Build common assessment and assessment practice across grades
- Identify where each child's Reading level is K-5
- Identify where each child's Writing level is 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 -Gr 2/5, and Heggerty/McCracken -K/1)

James Hill Elementary: *Where YOU Belong*

- Focus on making literacy joyful and engaging for all learners
- Providing regular weekly & bi-weekly collaboration time for teachers to develop coaching within the building to support Reading & Writing practices
- Focused small group literacy centers -Daily 5/CAFÉ, (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. & 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 embraces 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 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/Design & Assessment/School improvement Days are focuses on professional development to support APFL:

- APFL Reconstruct -Begin on School Improvement Day September
- Revisit & Rebuild JHE Literacy Non-Negotiables -Begin on School Improvement Day September
- RTI Master School Schedule -build in Tier 3 (Primary & Intermediate), Tier 2 (RT support), Tier 2 (SEA afterschool support -Grade 5) -(new 2021-22)
- Response Tiered Intervention development -Tier 1 & 2 classroom instruction -(year 3-revist as large staff shift in last 2 years)
- TARGET Time -ongoing meetings one-to-one with teachers & supporting RT to build student/classroom support - (Tier 1 & 2) -(year 3)
- EASE use suggestion - (ongoing implementational into classrooms) - (year 2)
- "Next Steps Forward in Guided Reading" - (year 2/3)
- Powerful Writing Structures -Adrienne Gear -(started June 2021)
- Reading Power -Adrienne Gear -reignite 2021 from previous Administrator

James Hill Elementary: *Where YOU Belong*

- W.I.T.S & Zones of Regulation Introduction: *ongoing revisit (WITS year 3)*
- Ross Taylor -Executive Functioning/Zones of Regulation/Self-Regulation spaces- *Oct 2021 w SEA's*
- APFL development and planning: *Review draft yearly -School Improvement Day*
- Future focal points for staff meetings:
 - Essential & Priority outcomes for Reading & Writing defined across grades
 - Further develop RTI Master Schedule
 - Develop Formative literacy assessment
 - Literacy interventions (Tier 1 & 2) for vulnerable readers

Workshops/District Coaches & Speakers to support professional learning:

- SLP -Faith Yuen -Re Heggerty -Tier 1
- Running Records -On Demand Learning -time given through district for teachers K-3
- Orton Gillingham Training -provided at JHE after school
- "Next Steps in Guided Reading" continued independent/group book study
- Literacy-based district workshops
- Staff Book Club - "What Happened To You" (Oprah Winfrey/)
- "Powerful Writing Structures" -with Adrienne Gear
- Integration/Inclusion Support Worker Team from District
- Trauma Informed Schools -A. Murphy/Chuck Geddes -Whole school training (2022-23)

Collaboration & Professional Learning Committees (PLC):

- Indigenous Perspectives Team
- RTI Guiding Coalition team meetings -monthly
- RTI Master Schedule to release staff to collaborate in grade groupings - weekly
- Admin to release staff to do side-by-side teaching or peer coaching - "Pineapple Chart"
- Staff Meeting collaboration time -bi-weekly
- Schoolwide Literacy Collaboration
- Next Steps in Guided Reading book study
- School Improvement & Design & Assessment Days

Financial Sustainability

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

- Purchasing "Reading Power" resources to support Adrienne Gear's Reading Power series -*completed October 2021*
- Purchase "Next Steps Forward in Guided Reading" for all divisions - *purchased 9 sets Oct 2020, purchased 7 sets Sept 2021*
- Powerful Writing Structures -Adrienne Gear Course -*paid for by school May 2021, refresher course and new staff school purchased for Oct 22, 2021, professional development day*
- Building up classroom libraries -*upcycle current books in school -in progress*
- PAC Sponsored \$7000.00 support for Home Reading Program -*June 2020 received -to be disbursed Oct 22, 2021 evenly among classes so every division now has HR Library*
- PAC Sponsored (cull & update) \$5000.00 for Guided Reading Book Room - *2021-22 year*
- Aboriginal Literature to support literacy initiative -*received June 2021, \$15,000 to build school Home Reading and Guided Reading resource so school is infused with Indigenous Literature -work with team this year for purchase*
- W.I.T.S literature and resources -*purchased Nov 2020 -restocked Sept 2021*
- Build EASE library (hardcopy & virtually) as resource for school use -*base completed May2021 -continue build if utilized this 2021-22*
- Zones of Regulation materials (in-class materials) -*continued supplies if need by divisions -ie. new division*
- Regulation space in classroom (Chill zones) -*in progress as new staffing arrives*
- Regulation Rooms/spaces, both inside and outside of school -*complete 2020*
- Story-Art Studio for UDL restock supplies -*put into budget as ongoing to keep fresh*
- Put in Budget for updating tech -*ongoing cycle (to replace COWS)*
 - *Sept 2021-Purchased 17 iPads, cases, & keyboards,*
 - June 22-Purchased 12 iPads, Cases, & keyboards*
 - Nov 22 -Purchased 12 iPads, Cases & Keyboards (5 to Resource)*