



JHE Elementary Action Plan for Learning 2024-2025

Principal: Ms. Lynn Fairley

School Vision/Mission

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”.

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.

School Goals

Our goal is to support all our Readers & Writers improving 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, 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.

UDL/Feedback

We will be enhancing our practice as we further dig into Universal Design for Learning -UDL 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, as effective feedback assists the learner to reflect on their learning and their learning strategies, so they can adjust to make progress in their learning.

Social/Emotional

We aim to continue to focus on and offer all our learners Social-Emotional Learning (SEL) supports to create classroom environments that are conducive to student learning and personal success. This will include explicit instruction and support with all students surrounding resource, EASE, W.I.T.S, Zones of Regulation, Open Parachute programs, and use of classroom Chill Spaces, Self-Regulation Studio & Zen Den Centres. The end 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 our learners.

Numeracy

Finally, we have added a numeracy nudge forward by diverging our focus to UDL access through Math Games to support classroom instruction.

“Where YOU belong”

We respectfully acknowledge that we work and learn on the unceded traditional territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations



JHE Elementary Action Plan for Learning 2024-2025

Principal: Ms. Lynn Fairley

Measurement

We have collected and sorted through our school, district and ministry data to set our APFL goals for 2025. The data used includes teacher reading levels for the last few years, FSA (grade 4) results, District Writing Assessment (DWA) for grade 5, District Numeracy Assessment (DNA) for grade 3, and the MDI.

We have also added a School-Wide Write 3x yearly (beginning 2021-22) for all classes (and Kindergarten 2x/yr.) as part of our data collection for upcoming years, as it gives us additional 'street level' data for our collection.

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 developing our skills with Assessment and Feedback. 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, as these skills are interconnected.

Resources to Support APFL

Shared learning and 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), Numeracy, SEL, and Assessment professional development and resources.

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 another focus area for us this year.

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.

"Where YOU belong"

We respectfully acknowledge that we work and learn on the unceded traditional territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations