School Year 2023/2024





Langley Fine Arts School Action Plan for Learning - 2023/2024

LFAS is a K- 12 school with approximately 900 students. LFAS is committed to meeting the needs of all learners. We embrace diversity and create a supportive environment for the unique individuals that make up our student body.

Our vision is to provide a comprehensive education for students, while focusing on the development of aesthetic intelligence through programs in the Visual Arts, Literary Arts, Dance, Drama, and Music. We realize this vision by encouraging and enabling students to Explore, Create, and Inspire!

LFAS will focus on four goals areas in their School Action Plan for the 2023/2024 school year:

Our overarching goal this year is to promote resiliency in our students. This goal weaves its way through all the other goals and is a focal point for us as a school community. Our Resiliency Committee started meeting last year with the intention of developing systemic approaches to promoting resiliency. We have also had a "town hall" type meeting with parents and this goal seemed to really resonate with them. In general, our teachers are being intentional about creating classroom environments that encourage exploratory learning. Environments that allow students to learn from their mistakes and work through problems. We have collected data from staff in regards to foundational resiliency skills and strategies, and our goal this year is to build school-wide lessons and activities to teach these skills. We also try to include information and tips about resiliency in our Newsletters home. This is a difficult goal to measure but we are hoping to see a general increase in resiliency through qualitative evidence from staff, students, and parents (meetings, surveys etc.). We also feel that increased levels of resilience will positively impact the data we collect in regards to our literacy and numeracy goals.

Goal Area #1: Improving and sustaining literacy in K-12 through the use of our Learning Pathways and the development of common assessments to identify areas of needed growth for all learners.

Goal Area #2: Improving and sustaining numeracy in K-12 through the use of our Learning Pathways and the development of common assessments to identify areas of needed growth for

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all learners. We will specifically focus on the development of the problem solving skills in Math classes and across the curriculum.

Goal Area #3: To work towards a more inclusive and anti-racist school culture that is better able to disrupt unconscious bias and discrimination by actively reflecting on individual bias, teaching, instruction, school policies, and practices. We will specifically focus on a cross-curricular integration of the "First Peoples Principles of Learning" as we work towards a better understanding of Truth and Reconciliation.

Literacy Goal

Goal:

• Improving and sustaining literacy in K-12 through the use of our Learning Pathways and the continued development of common assessments to identify areas of needed growth for all learners.

Actions:

- Continue to implement our learning pathways for reading and writing K-7. This will
 facilitate horizontal and vertical alignment of assessment practices, and calibration of
 literacy standards across the grades and curriculum K-12. Frequent use of the pathway
 language with students and parents to work towards a common understanding (selfassessments, explaining pathways when communicating student learning, common use
 of language amongst teachers K-12)
- Continue to grow in our implementation of F&P for K-5 students. Early identification of struggling readers leading to appropriate interventions. Reading recovery teacher and other support teachers to work one on one with struggling students.
- Team has been built to implement the new District reading assessment at the Grade 6/7/8(Middle School) level. Pre-Tests in the fall and post-test in the late spring to gather data to help identify individual needs. This data will inform teaching practices in response to class trends and help to identify appropriate interventions for struggling readers.
- Humanities will continue with their goal to create a "culture of reading" at the secondary level. Will work with Teacher Librarian and classroom teachers to create initiatives and space for this goal.
- Departments and Pods will build and utilize common assessments to identify areas of growth for all learners. These common assessments (and assessment practices) will help identify vulnerable learners and allow for informed and targeted support. In this

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way we will be imbedding the second "First Peoples Principle of Learning" which states that learning is "holistic, reflective, reflexive, and relational."

- Common implementation of the LFAS "Pyramid of Interventions Flow Chart" to help educators identify and support struggling learners. While this pyramid is for all our learners, we feel it will be particularly beneficial for our vulnerable learners as it systematically lays out supports available in the school.
- Development of a new SBT referral model in "Forms" to help efficiently identify struggling learners and provide them with appropriate interventions.

Team:

- Teacher leadership team: Vanessa Goetzke, Jennifer Cameron, Suzanne Fengler, Kathleen Stoddart, Emilie Colbourne, Sarah Thorne, Kirsten Bailey, Penny Carnrite, Katie Everson
- Reading Recovery Teacher: Kirsten Bailey
- Literacy Prep Teacher: Penny Shaver
- Administrators: Adam Moore, Lorrie Burnham, Brian Leonard
- Teacher Librarian: purchasing, researching, curating, and promoting literature

Community:

- We will report out he Action Plan to the PAC.
- We will post the Action Plan on the school website and on Teams.
- We will invite parent involvement in reading in primary levels.
- We will continue to facilitate and encourage home reading programs.
- We plan to educate our parent community on the language of our pathways by sending educational materials home and being consistent in our usage of this language when communicating student learning.

Environmental Design:

- Response to Intervention Strategies
- Implementation of "Pyramid of Interventions Flow Chart." A hard copy has again been created and will be distributed to all staff.
- Departmental Meeting to operate as PLC Guiding Coalition guided by these 4 questions:
 - What do we want students to know and be able to do?
 - How do we know if students have learned?
 - How do we respond when students don't learn?
 - How do we respond when students have learned?

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- Intentional Reading Recovery
- In-class (push in) resource support
- Implementation of new expanded classroom libraries and resources: Kirsten Bailey working with K-5 teachers.
- Implementation of K-12 Learning pathways: Developed by Leadership team.
- Collaboration time to develop and refine pathways, and to mentor and assess together. Working to develop collaboration time during instructional time for K-5 teachers.
- Literacy Interventions for Struggling Readers and Writers: Reading Recovery.
- Audiobooks: Wishlist of books given into DLT (Devon Stokes-Bennet).

Financial Stability:

Resources and supports for our Literacy Goal will be prioritized in the budget. Library Budget has been increased to allow for more books and supports. PAC has been generous in supporting general reading supplies and initiatives.

Professional Learning:

- Department leaders are setting goals and leading PLCs to help colleagues align their work and grow together.
- Grade 6/7/8 teachers will learn how to best implement the new District Reading Assessment with their classes.
- All K-5 teachers have taken part in refining the reading pathways for their grade level in grade group meetings. All Language Arts Teachers are working with Pathways to align assessment practices and standards K-12. Teachers are currently using them to assess in almost every curricular area and apply the pathways to communicate student learning to parents.
- Time has been allotted to work with pathways and horizontal/vertical alignment on Design and Assessment Days.

Student Learning:

As literacy is an essential skill that goes beyond the classroom, LFAS is focusing on increasing student motivation, engagement and achievement in reading and writing. The APFL's goal is to emphasize individualized learning by creating learning pathways that show a student's progression in learning. Learning pathways provide consistency, transparency, scaffolding, and an entry point for all learners. This is helpful for students, parents and teachers to understand what the child is able to do in a particular snapshot of time and where they need to go next. Students will be encouraged to work in their Zone of Proximal Development. The Zone of Proximal Development identifies what a learner can do independently and what they can achieve with assistance and guidance.

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Measurement:

Student performance data will be used to help make revisions to the plan and continue to focus on improving students' literacy skills. Baseline reading scores were taken at the beginning of the year using Fountas and Pinnell in elementary. Snapshots will be taken throughout the year using Fountas and Pinnell and learning pathways. Teachers, parents and students will focus on moving students along the learning pathways, using the language of where they are now and where they need to go next. This will also be reported in their report cards with the new reporting using the CSL proficiency scales.

We have developed and are implementing a shared spreadsheet from K-5 to identify what supports are in place (or not yet in place) for students who are "Emerging," Minimally Meeting," or "Not yet Meeting" expectations in common literacy assessments. This will help us ensure that we are providing appropriate supports for our vulnerable student and meeting the diverse needs of all learners in our school.

In general, our goal is to become more unified and efficient at identifying students that are struggling and putting appropriate supports in place to meet their learning needs. Evidence of success in this area will be to see individual student scores increase in our grade-wide common assessments.

The distribution of marks or proficiency levels for elementary literacy assessments and secondary English/Humanities seems to follow the same trajectory for all students including our Indigenous Learners. This distribution shows that the majority of our students are in the proficient to extending range of all assessments and most students transition ready for the next grade level. Our goal last year was to build on the 20-25% of students that moved up the proficiency scale by using these tools to help identify learning needs and provide appropriate and individualized supports. We seem to have had some success in this area as indicated by the examples below. This has inspired us to continue with various elements of our literacy goal moving forward.

Here are two examples of this general data trend:

- 1. Approximately 83% of our current Grade 1-3 students were scored "Proficient" or "Extending" in their Fountas and Pinnell assessment. This is up from last year's average of 79%.
- 2. Approximately 85% of our current Grade 12 students received an "Extending" or "Proficient" on the Grade 10 Literacy Assessment and approximately 89% of 2022 graduates scored "Extending" or "Proficient" on the Grade 12 Literacy Assessment.

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Numeracy Goal

Goal:

• Improving and sustaining numeracy in K-12 through the use of our Learning Pathways and the development of common assessments to identify areas of needed growth for all learners. We will specifically focus on the development of the problem solving skills in Math classes and across the curriculum.

Action:

- Continue to implement our learning pathways for numeracy for K-5 to align with 6-12 pathways. This will provide consistency and transparency from grade to grade throughout the whole school community.
- Departments and Pods will utilize common assessments to identify areas of growth for all learners. These common assessments (and assessment practices) will help identify vulnerable learners and allow for informed and targeted support. In this way we will be imbedding the second "First Peoples Principle of Learning" which states that learning is "holistic, reflective, reflexive, and relational." Grade 6, 7, and 8 pre and post assessments are being designed and implemented this year to assist in data driven practices. Senior Math teachers are part of the common assessment design process so we identify what students need to know at different grade levels.
- Math help center is up and running and has already become a very popular avenue for extra support. Peer tutors have been identified and are helping with this intervention.
- Common implementation of the LFAS "Pyramid of Interventions Flow Chart" to help educators identify and support struggling learners. While this pyramid is for all our learners, we feel it will be particularly beneficial for our vulnerable learners as it systematically lays out supports available in the school.
- Development of a new SBT referral model in "Forms" to help efficiently identify struggling learners and provide them with appropriate interventions.
- Moving outward from the formal domain of Math to make connections to problem solving and numeracy in other areas of study in the school.

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Team:

- Teacher leadership team: Vanessa Goetzke, Bhavna Bhathella, Nicole Francis, Sarah Thorne, Suyun Kang
- Administrators: Adam Moore, Lorrie Burnham, Brian Leonard

Community:

- We will report out the Action Plan to the PAC.
- We will post the Action Plan on the school website.
- We plan to educate our parent community on the language of our pathways by sending educational materials home and being consistent in our usage of this language when communicating student learning.

Environmental Design:

- Response to Intervention Strategies
- Development and implementation of "Pyramid of Interventions Flow Chart"
- Departmental Meeting to operate as Professional Learning Committees guided by these
 4 questions:
 - What do we want students to know and be able to do?
 - How do we know if students have learned?
 - How do we respond when students don't learn?
 - How do we respond when students have learned?
- In-class (push in) resource support
- Secondary Math Help Center with teachers and peer tutors
- Learning pathways: Developed and Revised by Leadership team in collaboration with classroom teachers
- Collaboration time to develop and refine pathways, collaboration time to mentor and assess together
- Implementation of Learning Pathways for Numeracy for Grade 1-5 in collaboration with Team representative from each Pod
- In class support of instructional design and use of Learning Pathways and competencybased assessment and design through teacher mentorship

Student learning:

As numeracy is an essential skill that goes beyond the classroom and that students will need for future success in all life paths, LFAS is focusing on increasing student motivation, engagement and achievement in numeracy in math classrooms and beyond. The APFL's goal is to emphasize individualized learning by creating and using learning pathways that show a student's progression in learning in a transparent and understandable format for teachers, parents and students. Learning pathways provide consistency, transparency and scaffolding. This is helpful

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for students, parents, and teachers to understand what the child is able to do in a particular snapshot of time and where they need to go next. Students will be encouraged to work in their Zone of Proximal Development. The Zone of Proximal Development identifies what the learner can do independently and what they can achieve with assistance and guidance.

Financial Stability:

- Resources and supports for our Numeracy Goal will be prioritized in the budget.
- Focus on "hands on" resources manipulatives, visual aids. Technology etc.

Professional Learning:

- The majority of middle and secondary math teachers are using Learning Pathways as
 their primary assessment tool -this shifts assessment and therefore focus of activities,
 assignments and assessments to be on competencies that promote numeracy and
 problem solving this has been facilitated through teacher mentorship, Departmental
 and Staff meeting times being used to explore and support teachers in their transitions.
- Department leaders are setting goals and leading PLCs to help colleagues align their work and grow together.
- All K-5 teachers have taken part in refining Learning Pathways for their grade level in grade group meetings. All Math Teachers are working with Pathways to align assessment practices and standards K-12. Teachers are currently using them to assess in almost every curricular area and apply the pathways to communicate student learning to parents.
- Time has been allotted to work with pathways and horizontal/vertical alignment on Design and Assessment Days.
- These Pathways will further be used with the updated CSL in the district to help teachers make the connections between their assessment of math standards and how they facilitate numeracy as well as add clarity in the communication of skill development to both students and parents (informally and formally).
- Next steps moving outward from the formal domain of Math to make connections to problem solving and numeracy in other areas of study in the school.

Measurement:

- Formative and Summative Assessment: Learning Pathways
- Observation: student conversations, group discussions, group problem solving and sharing, individual solving and sharing
- Conferencing with students
- Journal writes with numeracy and competency-based topics/questions
- High Yield Routine activities as evidence in classes that have just begun using them
- Anecdotal teacher experiences shared in department and staff meetings

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Student performance data will be used to help make revisions to the plan and continue to focus on improving students' numeracy skills. Baseline numeracy scores will be taken at the beginning of the year and snapshots will be taken throughout the year using school developed common assessments and learning pathways (K-8). Teachers, parents and students will focus on moving students along the learning pathways, using the language of where they are now and where they need to go next. This will also be reported in their report cards with the new reporting using the CSL proficiency scales.

We plan to develop a shared spreadsheet from K-7 to identify what supports are in place (or not yet in place) for students who are "Emerging," Minimally Meeting," or "Not yet Meeting" expectations in common numeracy assessments. This will help us ensure that we are providing appropriate supports for our vulnerable student and meeting the diverse needs of all learners in our school.

In general, our goal is to become more unified and efficient at identifying students that are struggling and putting appropriate supports in place to meet their learning needs. Evidence of success in this area will be to see individual student scores increase in our grade-wide common assessments.

Inclusion and Anti-Racist Education Goal

Goal:

• To work towards a more inclusive and anti-racist school culture that is better able to disrupt unconscious bias and discrimination by actively reflecting on individual bias, teaching, instruction, school policies, and practices.

Action:

- We will continue to focus on a cross-curricular integration of the "First Peoples
 Principles of Learning" as we work towards a better understanding of Truth and
 Reconciliation.
- Building capacity and supporting educators in their journey to dismantle racist and colonialist paradigms in education. Examining curriculum content and identifying bias in our practice.
- School-wide, visible projects that support the work of Truth and Reconciliation, while acknowledging and honouring the Kwantlen people and their land.
- Support for the recommendations and work of the newly formed "All Our Relations"
 Committee. This group meets regularly to look at school-wide projects and also supports teachers in the curricular work they are doing to promote Indigenous World Views and Truth and Reconciliation in classrooms.

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- Massive "Door Project" is almost complete! The Atkins family from Kwantlen are painting the front doors of our school with original Coast Salish Art.
- We will start each staff meeting with a discussion around one of the Seven Sacred Truths. This will be led by a different department each time.
- We plan to follow through with our promise of refurbishing and re-placing Indigenous Art that has been mis-placed over the years.

Team:

- Administration: Adam Moore, Lorrie Burnham, Brian Leonard
- Inclusion and Anti-Racist Education Team Leaders: Penny Carnrite, Tara Helps, Melissa Lee, Kristen Bailey, Kylie Mantei
- "All My Relations" Committee.

Community:

- We will report out the Action Plan to the PAC.
- We will post the Action Plan on the school website.
- "All Our Relations Committee" will report out to staff
- Connection with Kwantlen (and beyond) Indigenous Artists to work and teach in our school.

Environmental Design:

- Many visible projects taking place to acknowledge and celebrate Indigenous art and ways of knowing. A special emphasis on the Kwantlen people and their land (see above).
- Main Library and classroom libraries are stocked with inclusive and diverse literature. We will continue to build these resources and support the implementation of them.
- Modelling equity, anti-racism, and inclusion in the school through educational structures like RTI and equitable assessment/instructional practices. Structures that support inclusion and support marginalized students.

Financial Stability

- Library allotted a portion of its funding to purchase authentic texts and books that include Canadian BIPOC voices.
- Resources have been purchased by the school to support Anti-Racism Literacy Circles for Social Justice 11/12.
- Private donor has been very supportive of school-wide Indigenous projects.

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Professional Learning:

- Professional Development Opportunities for "All My Relations Committee."
- Staff collaboration around literature and resources that support our Anti-Racism Goal (so many teachers have done great work in this area).
- Each Department has set goals around authentically implementing and applying the First Peoples Principles of Learning within their instructional practices.

Student Learning

- Humanities courses include units on systemic racism, privilege, and oppression in Canada
- Social Justice 11 and Social Justice 12 are participating in Lit Circles where they will be examining systemic racism, privilege and oppression.
- We are running 2 sections of English First Peoples 12, 2 sections of BC First Nations 12, and 2 sections of English First Peoples 10.
- Assembly and in-class learning during Truth and Reconciliation Week was powerful.
 Many more assemblies, artist in residence, and classroom sharing sessions are planned for the rest of the year.
- Witness blanket created by all classes and displayed in hallway.
- On-going integration of First Peoples Principles of Learning across the curriculum.

Measurement:

- Students voices and reflection will be captured through surveys and anecdotal conversations. It is important that we listen to our students and allow their experiences to inform our practices.
- Student work (e.g. Journal reflections, art projects, essays, etc.) will demonstrate growth in understanding of bias, privilege, and inclusion.
- School-wide projects and celebrations like the "Door Project" or the events and activities that take place during "Black History Month."
- Best measured in how we all treat each other inclusion, acceptance, care, and love will tell us how far we have come!