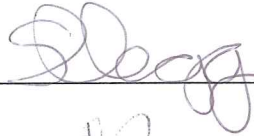




**Belmont Elementary**  
**Action Plan for Learning 2014 – 2015**  
**Langley School District #35**

**Names and Signatures of School Planning Council**

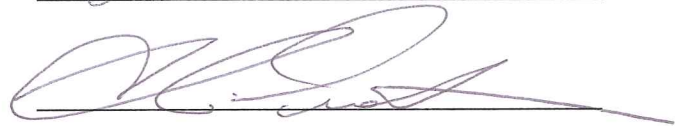
Parent: Sabrina Clegg

  
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Parent: Tammy Poirier

  
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Parent: Alison Trotman

  
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Vice Principal: Beth Cairnie

  
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Principal: Lisa Dolinski


  
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**Board Approval**

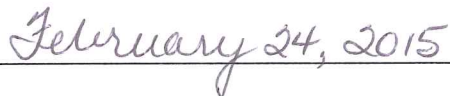
Suzanne Hoffman, Superintendent

  
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Board of Education Chair

  
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Date Approved

  
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SCHOOL DISTRICT NO. 35 (LANGLEY)  
**Action Plan for Learning**  
**École Élémentaire Belmont**  
**Elementary School**  
 At Belmont, we are One.



Sabrina Clegg  
 Alison Trotman  
 Tammy Poirier

Beth Cairnie  
 Lisa Dolinski

December 1, 2014

**School Context:**

École Élémentaire Belmont Elementary School is a dual-tract Neighbourhood and French Immersion School, located in the Township of Langley. The school is part of the Brookwood family of schools and is the largest feeder school to Brookwood Secondary School. Belmont's enrollment is 539 students in kindergarten through grade 7 for 2014-2015. In addition to being a dual-tract school, Belmont serves a diverse student population, including students of Aboriginal ancestry, international students, and Ministry-identified students. To meet the varied learning needs, Belmont has French and English Resource and Learning Assistance programs, eight Special Education Assistants, a full-time support of a Youth and Child Care Worker, a part-time counselor, and a part-time Aboriginal support Worker. Community partnerships, including a Go Girls, Game On, the In-school mentoring program, and a partnership with RBC, serve the students and community well.

Unifying our community is an on-going commitment. A comprehensive music program, including band and ukulele along with a full-scale musical every two years is vital in building togetherness. Sports teams, Grade 7 Leadership, House Teams, the Aboriginal Culture Club and Reading Link Challenge meet the interests of students, connecting them across programs and grades. Belmont benefits from active parental support, both in and out of the classroom, which strengthens student achievement and a sense of community.

École Élémentaire Belmont Elementary School Population (based on September 2014 1701 data)	
Total Students.....	539
Male	266
Female	273
Aboriginal Students.....	39
Male	21
Female	18
Special Education.....	35
Male	21
Female	14
English Language Learners.....	4
French Immersion.....	338
Male	147
Female	191
Neighbourhood Program.....	201
Male	119
Female	82

## ***Inquiry Question:***

How can École Élémentaire Belmont Elementary School improve the writing achievement of all students?

### ***Target:***

By 2016, 9 out of 10 students will be Fully Meeting (FME) or Exceeding (EE) expectations on their report card writing grades, school wide writing assessment or meeting the goals of their Individual Education Plan (IEP).

### ***Data Sources informing the school inquiry question:***

- Foundation Skills Assessment (FSA) Data 2011-2014
- District Writing Assessment (DWA) Data 2011-2014
- Teacher observations
- Grade and program representative writing sample analysis

### ***Rationale:***

The former Belmont Action Plan explored the inquiry question: If we increase students' exposure to rich vocabulary, will students' expressive language performance improve? The inquiry allowed a focus on rich vocabulary to not only enrich reading comprehension but more specifically improve students' oral and written communication. Increasing face-to-face conversations, explicit instruction of vocabulary, exposure to rich literary and information texts, and other learning activities were implemented.

The cyclical work of inquiry prompted reflections whether the efforts in expressive language impacted significantly the written work of students in classrooms. Through teacher anecdote, analysis of representative writing samples, district writing assessment scores and FSA results (Appendix A), staff revisited the goal with a lens toward student written achievement. Over the last few years, there are fewer students not yet meeting expectations and a growth in the number of students meeting minimum expectations. The current inquiry question allows for a deeper investigation into strategies that will support student achievement in writing, supporting students who are now minimally meeting expectations so that they will fully meet expectations.

### ***Connections to the District Achievement Contract:***

The current District Achievement Contract is a Focus on Literacy. The relationship between reading and writing has been well documented. Both are meaning-making activities, involving four essential, intertwined processes: content knowledge, procedural knowledge, knowledge of components of written language, and meta-cognition (Fitzgerald and Shanahan, 2000). A focus on writing skills at Belmont will address the current concerns while also strengthening reading skills.

### ***Actions:***

- *Develop and implement a scope and sequence of instruction to scaffold students writing achievement.*
  - Teachers collaborate to outline learning objectives at each grade level that incorporate Ministry documents, current practices in writing and the particular needs of the French and English programs
  - Teachers develop and adopt a common language to be used across the grades in both French and English (Writing Powers, Writing Process, “We are Learning to...” and “What I’m Looking For...”)
  
- *Promote a variety of authentic forums to foster meaningful writing and generate a sense of curricular relevance*
  - Concours d’art oratoire/Speech Festival
  - Class and school websites
  - Kidblog
  - Publishing ebooks
  - Display finished products
  - Journal writing as a life skill for personal reflection
  - School-Wide Writers’ Festival (a celebration in mixed groups wherein each child shares a favourite piece of writing)
  - Parents and grand-parents into the school to be an audience for written work
  
- *Utilize technology to provide support for the writing process*
  - COWS: accelerating the writing process through word processing and publishing programs
  - Websites: Accessing online helps in French and English to support the writing process
  - iPads: using APPs that will allow for the development and rehearsal of writing skills
  - Document Cameras and SMART boards: facilitating group conferencing and revision lessons
  
- *Increase support in the early years to establish a strong writing foundation*
  - Develop sensory bins to be used in K and grade 1 for fine motor development
  - Use of Handwriting without Tears
  - Use of technology (iPads) to develop self-expression
  
- *Identify students who require additional support*
  - Teacher-student writing conferences, including goal setting
  - Learning Assistance and Resource support provided
  - Use of a variety of technologies, to support written output struggles
  - Keyboarding without Tears
  - Additional support from the Aboriginal Support Worker and Special Education Assistants
  - Use APPs to target specific student needs (Dragon Dictation, Explain Everything, Show Me)

- *On-going assessment practices*
  - Teacher-student writing conferences
  - Teachers and students to work together to develop checklists and rubrics
  - Performance standards
  - Gather collections of student exemplars to share with students, parents and teachers
  - Use of the developed Scope and Sequence as an assessment guide
  - Peer editing and conferencing
  - Self-evaluation

### ***Measuring the school's success:***

The school will use both qualitative and quantitative sources of information to track student growth and success. These include

- School-wide writes in the spring and fall, based around a shared point of reference that is meaning and relevant to students
- The District Writing Assessment (grade 5)
- The Foundation Skills Assessment (grade 4, grade 7)
- Student writing portfolios: an elementary portfolio of student writing to be created. Students would choose 1-3 pieces of writing each year to add to the portfolio. This will follow the student throughout their elementary career and be a parting gift in grade 7.
- Teacher observation and anecdotal evidence
- Student Self-evaluation and attitudinal surveys

### ***Resources and Collaboration:***

The following resources may be used across the grades and programs at Belmont:

- Reading Power and Writing Power resources and associated picture books
- Writing tools for early developmental support (pencil grips, whiteboards, sensory bins, letter tiles, wikki stix, word walls, etc.)
- Scope and sequence that is developed by the staff as a planning and assessment tool
- Developing a binder of writing strands, performance standards and exemplars
- Handwriting without Tears and Mat Man
- Write Traits
- Nelson Literacy
- Littératie en Action
- Lessons that Change Writers
- Daily 5

Time will be devoted at staff meetings to allow for collaboration to develop teacher capacity in the instruction and assessment of writing. Collaboration mornings will also be used as another opportunity to discuss student writing achievement for those who are inquiring about their instructional practice in writing.

### ***Parents as Partners:***

Parents will be encouraged to be actively engaged in the learning of their child. Some ways they can be involved as partners in the Action Plan include:

- inviting parents to school as audience members for student writing, both in the classroom and in school-wide events such as Speech Fest and Assemblies
- support the reading and writing processes at home through reading together, including a joint event for Family Literacy Day to support parents as partners
- being a writing coach and encouraging authentic writing experiences, such as lists, letters, and e-mails
- using letter-logs, home-school “back and forth” journal or log for communicating with parents (weekly or monthly)
- Providing parents with specific examples and samples so that they better understand the goals and direction of the classroom learning
- On-going communication with parents in regards to the school Action Plan will occur through school and classroom newsletters and PAC meetings.

## **Appendix A - Data**

Explanation of Indicators:

NYM - Not yet meeting expectations for grade level. This student requires on-going support.

MME - Minimally meeting expectations for grade level.

FME - Fully meeting expectations for grade level.

EE - Exceeding expectations for grade level.

### **Grade 4 FSA Writing Results**

All Belmont students write these in English. French Immersion students begin receiving English Instruction in Grade 3.

	# Assessed	Undetermined	NYM	MME	FME	EE
March 2010	56	4	14	24	10	4
March 2011	70	11	10	33	15	1
March 2012	63	4	18	29	9	3
March 2013	64	8	12	33	11	0
March 2014	80	6	3	43	26	2

### **Grade 5 District Writing Assessment**

Grade 5 French Immersion students complete this assessment in French, while students in the Neighbourhood Program at Belmont complete this in English.

	# Assessed	Undetermined	NYM	MME	FME	EE
May 2010	58	2	9	29	17	1
May 2011	62	3	8	37	14	0
May 2012	72	9	6	36	21	0
May 2013	59	6	2	30	21	0
May 2014	69	n/a	4	23	29	3

### **Grade 7 FSA Writing**

All Belmont students complete this assessment in English. French Immersion students have been receiving English Instruction since grade 3.

	# Assessed	Undetermined	NYM	MME	FME	EE
March 2010	64	4	14	24	10	4
March 2011	53	4	17	21	10	1
March 2012	56	5	8	23	19	1
March 2013	58	6	8	31	11	2
March 2014	67	2	2	39	23	1