



Alex Hope Elementary
Action Plan for Learning 2014 – 2015
Langley School District #35

Names and Signatures of School Planning Council

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Parent: Kristin Brown

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Student: Maki Lee

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Principal: Kelly Paddock

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Board Approval

Suzanne Hoffman, Superintendent


S Hoffman

Board of Education Chair

[Signature]

Date Approved

February 24, 2015

	SCHOOL DISTRICT NO. 35 (LANGLEY) Action Plan for Learning Alex Hope 2014-15	
	Kristin Brown (SPC) Thomas Sun (SPC) Maki Lee (Student)	Karen Moore (PAC President) Paul Chesterton (PAC VP) Kelly Paddock (Principal) Tim Bonnar (Vice-Principal)

School Context:

Alex Hope Elementary is a dual track Late French Immersion school located in Walnut Grove, in the Township of Langley, B.C. The school serves a population of 555 students from Kindergarten to Grade 7. Alex Hope has a District Multi-Categorical Special Education class that supports students from throughout School District #35 (Langley). Alex Hope has a number of International Students enrolled and a healthy ELL population, making the school a multi-cultural learning environment. The school has strong community support and a hard-working Parent Advisory Council.

Demographics (October 2014 statistics):

Aboriginal Students: 21 students
 English Language Learners: 48 students
 International Students: 20
 Special Education Students: 54

Teachers: 33
 SEAs: 12 (11 FTE)
 Other Staff: 6

Inquiry Question(s):

2014-15 will be the second year of our current Action Plan For Learning in which teachers were given the opportunity to inquire into an area that they wanted to pursue with their students. In the second year, we would like to continue with a broad question that allows teachers to choose an area to improve student achievement that is a need within the group of students or is an area that the teacher would like to improve his/her practice. This inquiry will be the focus for both the Action Plan for Learning and the Collaboration Sessions.

When examining the data from the 2014 FSAs for Grade 4 and 7, it is apparent that our students scored very well overall.

Grade 4 (65 students):

Reading Total: NYM – 3 students, MME – 12, FME – 27, EE - 18
Writing Total: NYM - 0 students, MME – 13, FME – 29, EE - 17
Numeracy Total: NYM - 2 students, MME – 2, FME – 18, EE - 38

Grade 7 (86 students)

Reading Total: NYM - 6 students, MME – 21, FME – 30, EE - 21
Writing Total: NYM - 4 students, MME – 24, FME – 37, EE - 12
Numeracy: NYM - 8 students, MME – 22, FME – 31, EE - 21

Staff will have the opportunity to review this information, along with the DNA, the DWA and Reading Levels to help determine a direction for their inquiry.

The Inquiry Question for 2014-15 focuses on student achievement and views student engagement in their learning as an indicator of success. As a result, the question from 2013-14 has been revised to say:

What effect will the implementation of (a strategy or program) be on increasing student achievement in that area?

Example: What effect will the implementation of Literature Circles have on increasing the higher level reading comprehension in my Grade 6 class?

Actions:

- The Action Plan presentation for 2013-14 will be reviewed with staff to celebrate our achievements and guide our discussion for the upcoming year.
- We will revisit the Spiral of Inquiry on the first Collaboration Morning (Oct. 27th)
- Teachers will work in interest groups to discuss their inquiry for this year.
- Student Achievement data from FSAs, the DNA and the DWA and the Reading Assessments will be reviewed by administration and teachers to determine areas of need at each grade level
- Success will be measured both qualitatively and quantitatively through anecdotes, interviews, surveys etc.
- Resources will be provided for teachers and students as needed and available.
- Teacher leaders will be encouraged to share their expertise in the inquiry process.
- Teachers will use Collaboration days to work together in interest and grade groups to further develop their inquiry.
- There will be regular updates with parents at PAC meetings
- We will showcase the learning of or students and teachers in Newsletters and on our website.
- We will survey parents in our school community to determine expertise in various fields of study and work. We will make a bank of Alex Hope “Experts” for teachers to draw upon for guest speakers, field trips etc. These areas may or may not be tied to our Action Plan, but will increase the collaborative model within our greater school community.

- Deanna Lightbody attended our November staff meeting to discuss the support she can offer teachers.
- Ms. Lightbody was invited by a Grade 3-4 Teacher to assist in the development of her Math program and many other interested teachers joined the session. She will be returning to Alex Hope Elementary on December 5th to work with another teacher.
- We are hoping to offer in-service for interested teachers during school time by providing TTOCs for teacher coverage in a joint funding proposal from the District Office and from school-based funds.

Evidence:

- Provincial assessments (FSAs) and District Assessments (DNA & DWA) will be examined to determine progress in all areas of academics
- Individual teachers may use quantitative data to determine success
- Qualitative data will be used. This may include interviews with staff and students, video documentation, surveys etc.

Reflections:

- We learned that engagement in learning is a critical factor in increasing student achievement. Engagement itself is not the goal, but an indicator of success.
- Although our 2013-14 School- Wide Inquiry Question included student engagement, teachers did not naturally include engagement in their inquiry question and focused on student achievement in a number of areas (math, reading, writing, music)
- Teachers at Alex Hope appreciated choosing their own inquiry versus a school-wide question.
- All teachers were involved in the inquiry process, including our Music Teacher, whereas in years past they didn't need to become involved in academic-only goals.
- As a result of the work of a few primary teachers who had an interest in improving their practice in teaching Math, the Intermediate teachers got on board and a large percentage of teachers became involved in examining practice in Math. It is anticipated that Math will become a focus for teacher inquiry next year for a majority of teachers at the school.
- Allowing teachers to lead the inquiry was critical to its success in its first year. The process needs to be organic and from the ranks of teachers, not top down.
- After one year in the process, trust will have increased amongst staff and we anticipate (and hope) that there will be greater involvement from teachers in the second and third year.
- Collaboration days will be a great asset to the inquiry process next year and will increase collaboration among colleagues. These sessions will allow teachers to work and share their strategies, resources and findings on a regular basis.
- Making teacher learning visible would help to enhance understanding of teacher inquiry and practice in individual classrooms. We hope to start a bulletin board with examples of teacher inquiry and success in the next year. We anticipate that this will increase the professional collaborative dialogue amongst staff. It will also showcase the work that teachers are doing to our parent community.
- The evidence tells us that teachers, overall, appreciated investigating their own area of interest to improve practice and investigate new strategies. Students at Alex Hope thrive when they are motivated and engaged. Teachers at Alex Hope are very results driven and want to see their students achieve.

- Students did make strides in their learning and in their personal engagement in learning at an emotional and intellectual level.
- This year's Action Plan has opened up dialogue amongst teachers about practice and has moved the school forward in making Alex Hope a true community of learners and improved its collaborative culture.
- We intend to expand upon the successes of this year and continue to promote teacher leadership in moving the learning forward in the next two years.

Examples of Teacher Inquiry Questions:

Teachers at Alex Hope Elementary are focusing on the following broad areas to develop their inquiry questions:

- Math
- Reading
- Writing
- Assessment
- Self-Regulation
- Music

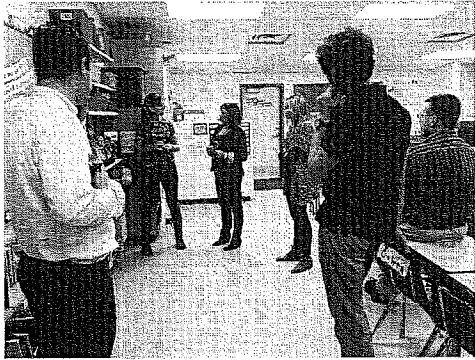
The following are some inquiry questions that teachers have submitted as part of the Collaboration Mornings and the Action Plan For Learning:

- Will providing a variety of reading material, including e-books, increase the reading levels of our Grade One and Two students? (Gr. 1-2 Teachers)
-these teachers have provided families with Razz-Kids, an on-line leveled book sight for a home reading program.
-they have surveyed parents early about their opinions and preferences when reading to their children at home (books vs e-books), about how much reading they do with their children at home, about how much the parents themselves read and finally, if the parents feel Razz Kids is helpful to their child's development in reading.
- Will using Orff-based rhythmic speaking patterns enhance the gaining of rhythm repertoire and enhance the understanding of the language and rhythm through layering ostinato and repetition? (Music Teacher who is collaborating with another district Music Teacher)
- How can statistical analysis of an area of interest (eg: sports, pop culture) be used to build numeracy skills in the Intermediate Math class? (Gr. 6-7 Teacher)
- How can the use of Literature Circles in combination with Adrienne Gear's Reading Power improve reading comprehension in intermediate classrooms? (Six teachers Gr. 3-7)
- What effect will the implementation of self-regulation strategies, such as self-talk and calming/relaxation strategies, have on student work/academic performance?

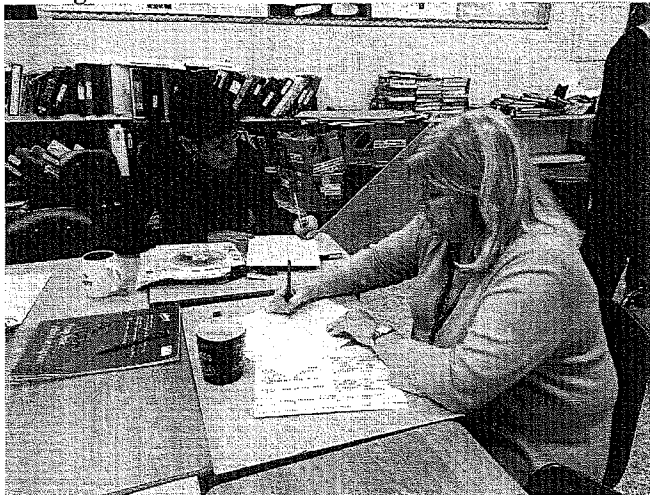
(Special Education Teacher who is collaborating with others working on a similar question-see below)

- What effect will The Zones of Regulation have on student work/behaviour in the Resource Room (LA/Resource Teachers)
- How can I increase my student's engagement with more meaningful Math activities and games that meet their individual levels? (Gr. 3 Teacher working in collaboration of a number of Primary Teachers on inquiry in Math).

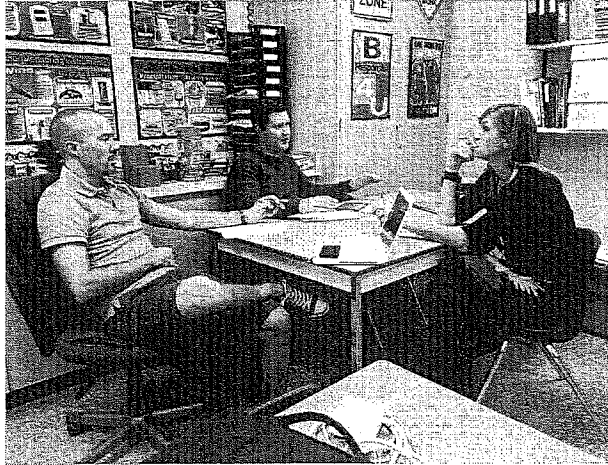
** These are the questions that have been submitted at the time of this writing. We will be receiving more in the next few weeks.



Deanna Lightbody working with a group of teachers talking about effective Math strategies.



Grade One and Two Teachers developing a plan for the implementation of providing a variety of reading materials, including e-books into their programs. (November Collaboration Morning)



Grade 3-4 Teachers and a student teacher discussing how to include more authentic and meaningful assessment strategies to support development in writing.