



Langdale Elementary School Development Plan 2021 - 2022

School	Langdale Elementary
Background	 <p>Langdale is a small family school with a vibrant community of students, staff and families. Typically, we have 100 students on average; this year we are just shy of this with 98 students. Langdale has a dedicated staff that is a mix of seasoned and new teachers, who all share a passion for collaboration, critical thinking and literacy development. Langdale parents continue to be very active and an integral part of the school fabric. The Langdale PAC is committed to providing experiential learning opportunities, such as the White Hatter, and will continue to seek out virtual opportunities for our students this year.</p> <p>Langdale Elementary epitomizes growth mindset and there is an indescribable family feeling that permeates the school. Every week is busy and eventful, given that students are provided with a variety of means to explore artistic, athletic and academic pursuits. Visitors often share positive feedback around how open and communicative students are with describing their learning, as well as how busy it is. Staff and parents work tirelessly to present all the offerings of a bigger school with the personalized support that comes from knowing everyone. There are significantly reduced extra-curricular opportunities this year still however we are making the best of the current global circumstances by doing what we can during BC's restart program including Tripleball, blended book fairs,</p> <p>Langdale has a number of annual fund-raising events, such as our Terry Fox Run, which are strongly supported by the Langdale community. We will continue to seek out these service opportunities. Connections to community...</p>

	<p>Communication comprises weekly newsletters and we will begin to update our school website. Langdale has embraced FreshGrade as a means of providing specific, real-time assessment for parents, relatives and guardians that provides another window into the school. All classes will be using this reporting tool this school year.</p>		
Data Summary	<ul style="list-style-type: none"> • School and classroom data: Fall Report Checklists • We currently do not have any students in care • There are 14 students at Langdale who have Indigenous ancestry (14%) • There are 14 students who have a ministry designation regarding specific learning needs and have an IEP outlining accommodations to meet those needs (14%) • 4 students receive ELL support (4%) <p>Data to Follow</p> <ul style="list-style-type: none"> • DART data for primary and intermediate grades • MDI data for Grades 4 and 7, as well as EDI for Kindergarten students • Reading for joy surveys 		
Data Analysis	<p>Based on the previous three year's school plans, it is increasingly evident that a high number of our primary students need targeted reading support. We will use LLI with three small groups working with our IST, as well as in class support to further our school literacy goals. We do have a number of reluctant readers and will be using an Adrienne Gear survey to tap into popular genres for reluctant readers.</p>		
Goal 1	Literacy		
Sub-goals	<ol style="list-style-type: none"> 1) To foster a love of reading at all grade levels 2) To promote and improve reading comprehension at all grade levels by strengthening the reading and writing connection 		
Targets	December 2021	March 2022	June 2022
	<p>Gather baseline data from the following sources for sub-goal 1:</p> <ul style="list-style-type: none"> • Reading enjoyment survey (January) • Identify reluctant readers with January survey <p>Gather baseline data from the following sources for sub-goal 2:</p> <ul style="list-style-type: none"> • LLI Benchmarks • EPRA (Primary) • DART (Intermediate) • FSAs (Grades 4 & 7) 	<p>Sub-Goal 1 Targets</p> <ul style="list-style-type: none"> • Identified reluctant readers report a greater enjoyment of reading <p>Sub-Goal 2 Targets</p> <ul style="list-style-type: none"> • LLI Benchmarks for Grade 1s and vulnerable students • School wide write for the spring • Classroom assessments for a different Gear strategy 	<p>EPRA, PM Benchmark, FSA, LLI and DART data will be collected and compared to our baseline data from the fall. The goal is to have 100% of primary students reading at grade level, which will be considered meeting expectations or above. This will also be used as an overall measure of how a love of reading, as well as a strong reading and writing</p>

	<ul style="list-style-type: none"> • Classroom assessments based on a Geer Strategy • Fall report checklists for reading • Fall School Wide Write based on a reading connection <p>Using the above data staff will determine a realistic and achievable goal regarding measuring progress. Literacy folders have been created for each student. Three pieces of reading data (EPRA, DART etc.) will be used as well as two school wide writes.</p>		connection, positively impact overall comprehension.
Progress on Target	Initiated and Ongoing. Intermediate data has been collected using DART, while primary classes are using bench marking.		
	Primary (November)	Intermediate (November)	
	To be added in January	To be added in January	
Strategy/ Action	<p>Reading:</p> <ol style="list-style-type: none"> 1) Conduct Reading Attitudes surveys with all students in the school. Highlight students whose reading habits and interests require further attention, as well as reluctant readers. We will continue to offer fun ways of celebrating reading through author visits, dress up as your favourite character days and other activities. Our literacy week in January is also an excellent vehicle for promoting the joy of reading, in addition to our popular book fairs. 2) Continue to offer pro-reading events, such as Family Literacy Week, home reading programs, school wide writes and school wide DEAR sessions. 3) Continue to develop our library as a literacy hub and learning commons. Teachers have already been provided with collaboration time with our Teacher Librarian, Ms. Beth Jay, to develop inquiry units and promote literacy. 4) Ultimately, the school has committed to promoting and teaching literacy using strategies from Adrienne Gear's books in our professional library. 		
Engaging Parents	The primary goal in the first term will be to share and model the reading experience in a fun, informal way and will involve all students. Based on		

	<p>anecdotal evidence a number of Langdale students do not read at home. We will also use literacy week in January to bring the community into the school to celebrate reading. We also heavily promote two book fairs a year.</p>		
Engaging Indigenous Education Team	<p>Teachers are cognizant of the need to read Indigenous stories, as well as use Indigenous texts in classrooms. Furthermore, our CARE team collaborates with our Indigenous Support Teacher (Desiree Harris) and will be using Adrienne Gear recommended texts to connect with First Principles of Learning, as well as other related content.</p>		
Connections to District Plans	<p>Our literacy goals align with the District’s Strategic Plan; specifically, that our students will: (d) “Our students will be literate. They will be effective communicators, critical thinkers and engaged citizens.”</p> <p>Two staff members are on the CARE Committee and one is an active member of the reading committee. Most of our teachers attend the after-school CARE workshops, which will again be led by Adrienne Geer. Their expertise continues to be shared with staff and we have a commitment to align CARE collaboration with our goal of supporting vulnerable learners. We have already created collaboration time for primary and intermediate teams to share out in terms of literacy strategies and assessment.</p>		
Goal 2	Social Emotional Learning		
Sub-goal	<p>1) To foster social emotional well-being amongst Langdale students 2) To identify students who are highly anxious and provide targeted supports so that they can identify specific strategies that work for them. The main goals will be to develop coping techniques and recognizing that anxiety has a place, but we need to know when it’s not helpful.</p>		
Targets	<p>December 2021 We will determine a baseline of students’ self-regulation abilities and identify students requiring extra support and/or specialized strategies. Our school counselor will gather data from monthly minute meetings, which will provide data for (1) how students are feeling, (2) identifying the challenges they are facing and (3) adults in the building with whom they are connected. MDI</p>	<p>March 2022 We will continue to track negative behaviours on the playground, counselor visits in an intervention capacity and office referrals. Staff will continue to model and teach Social Responsibility Competencies while connecting the skills to the Performance Standards. Furthermore, the goal is that students who exhibit a high degree of anxiety will be able to identify two or more strategies that help them personally overcome</p>	<p>June 2022 The goal is that 70% of students who require support for self-regulation will be meeting or exceeding expectations by year end. Students who exhibit a high degree of anxiety will be able to identify three or more strategies that enable them to successfully work through a difficult personal context.</p>

	<p>data will be collected at the Grade 5 and 7 levels. We will be able to compare last's year's Grade 4 results with this year's Grade 5 data. Teachers will assess all students using the social responsibility Performance Standards. Behaviour tracking data will be collected for students who require self-regulation support; particularly with anxiety. General trips to the office will also be monitored and reported.</p>	<p>anxiety in a challenging situation.</p>													
<p>Progress on Target</p>	<p>Awaiting December collation. This will be finalized in January.</p>														
<p>Strategy/ Action</p>	<p>1) Staff will continue to work collaboratively to develop a school-wide common language around self-regulation that aligns with our five key words and learner profiles. We will continue using the Zones of Regulation this year.</p> <p>2) Staff has agreed to work collaboratively to develop a curricular scope and sequence that harmonizes that many self-regulation programs on offer. Our school counselor Kathryn Gregory will play an integral role in facilitating this progression. Tentatively this has been planned as such:</p> <table border="1" data-bbox="469 1451 1448 1661"> <thead> <tr> <th>Division</th> <th>Social Emotional Curriculum</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Growth Mindset and Anxiety Education</td> </tr> <tr> <td>2</td> <td>Zones of Regulation, Growth Mindset</td> </tr> <tr> <td>3</td> <td>Zones of Regulation</td> </tr> <tr> <td>4</td> <td>Zones of Regulation</td> </tr> <tr> <td>5</td> <td>Zones of Regulation</td> </tr> </tbody> </table> <p>3) Supervisors will meet regularly to discuss and practice a standardized approach to conflict resolution on the playground. It will focus primarily on coaching and using the tenets, as well as the language of Positive Discipline.</p>			Division	Social Emotional Curriculum	1	Growth Mindset and Anxiety Education	2	Zones of Regulation, Growth Mindset	3	Zones of Regulation	4	Zones of Regulation	5	Zones of Regulation
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	4) The staff has committed to a whole school implementation of Positive Discipline with support from Sara Joseph and Sue Lamb.		
Engaging Parents	The school will continue to promote Positive Parenting, which is the home version of Positive Discipline. This will be shared at PAC meetings and the newsletter. The school newsletter will continue to be used as a means of sharing a common language around SEL strategies, as well as share community resources.		
Engaging Indigenous Ed Team	We will continue to co-plan units that involve Desiree Harris, as well as explore connections between the First Peoples Principles of Learning and social emotional well-being. For example, Division 2 went on a day trip to the local woods to explore the land and connect with Indigenous ways of knowing.		
Connections to District Plans	Our social emotional goal aligns with the District Strategic Plan in the following ways: (f) Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges and to manage their mental health. (g) "Our students will develop and apply skills and habits to support their physical health."		
Goal 3	Career Development and Exploration		
Sub-Goal	To provide students with opportunities to explore a variety of career paths while identifying the core competencies that will enable them to be successful in the twenty-first century.		
Targets	December 2021 Staff has committed to making the Social and Personal Core Competencies more visible throughout the school. The goal is that students will make a connection between their core competencies and the opportunities they will take advantage of in the future. Student self-reflections will be used heavily throughout the year to determine how meaningfully this connection has been made.	March 2022 90% of all students will be able to identify one or more competencies that would enable them to be successful in the future.	June 2022 All students will be able to identify two or more competencies that are related to career interests. We will use year-end core competency self-assessments to determine how many students were able to make the connection between their abilities and career interests. All students will be able to express an interest in at least one career field.
Progress on Target	TBD	TBD	TBD

Strategy/ Action	<ol style="list-style-type: none"> 1) Staff will continue to unpack the Core Competencies during Professional Development Days and staff meetings. We will continue to engage in dialogue about how to make the competencies visible, accessible and meaningful to all students. 2) We will continue a community engagement process to bring people from a range of careers into the school to share what they do and the skills required to be successful. This will be done primarily via Zoom. 3) The school will continue to offer an Innovators club throughout the year that provides students with STEM experiences that relate to Twenty First Century learning, as well as critical and creative thinking competencies. 4) We will continue to make the competencies visible through integrated, school activities. 				
Engaging Parents	We will be exploring a virtual career fair this year.				
Engaging Indigenous Ed Team	Students will continue to demonstrate their competencies during cultural events, such as Remembrance Day, and curricular activities that embed learning about Indigenous ways.				
Connections to District Plans	<p>Our Career goal aligns with the District Strategic Plan in the following way:</p> <p>(c) “Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the core competencies.”</p>				
Budget	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100%;">Professional Development</td> </tr> <tr> <td>School Development</td> </tr> <tr> <td>CARE</td> </tr> <tr> <td>TLC District Funds</td> </tr> </table>	Professional Development	School Development	CARE	TLC District Funds
Professional Development					
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Principal	Jenny Groves				
Team Members	All Langdale staff				
Consultation: who, when, how, what?	There has been less consultation this year due to the pandemic. Staff have been provided with updates at staff meetings and we have adopted the same goals from last year.				