

**Langdale Elementary School Development Plan  
2016-2017**

<b>School</b>	<b>Langdale Elementary</b>
<b>Background</b>	<p>Langdale is a small school that has maintained enrolment this year at 106 students, which is comparable to last year. It has a dedicated staff that is a mix of veteran and new teachers, who all share a passion for collaboration and literacy development. Langdale parents are very active and an integral part of the school fabric. Parents volunteer in classrooms, as well as for extracurricular programs, such as Glee on Fridays. The Langdale PAC is committed to providing experiential learning opportunities for all students through a variety of fundraising events.</p> <p>Langdale Elementary epitomizes the growth mindset and there is an indescribable vibrancy 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. The school has volleyball, basketball and track programs that enable all intermediate students to be part of a team. Langdale students are, in general, highly athletic and participate actively in all sports. Langdale has had weekly school-wide fitness runs during September, an annual Jump Rope for Heart campaign and a poignant Terry Fox Run given that the Langdale community has been profoundly impacted by cancer. Students raised \$2500 for the Terry Fox foundation this year!</p> <p>Division 1 takes part in “Me to We” initiatives over the course of the entire year. All Langdale Grade 6/7 students are actively engaged in the leadership program and regularly contribute service hours to the school as well as the larger community. We will have a student council starting in January.</p> <p>Parents volunteer to stock and serve a take-what-you-need breakfast program. Furthermore, our Hot Lunch program is aligned with a Farm-to-School partnership. Our Outdoor Learning Spaces Committee, which comprises a teacher, the principal, parents and student volunteers, is exploring ways to make meaningful connections between our land and what we eat, as well as create alternate learning areas that promote social, emotional well-being.</p> <p>Parents stay connected to the school by attending regular Coffee &amp; Conversation drop-ins with the principal, by participating in PAC activities and by supporting the school as classroom volunteers, parent drivers, lunch servers and field trip chaperones. Weekly newsletters, the school website and Twitter are used as the primary forms of communication to ensure that parents feel connected, as well as informed. Finally, 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 staff choose Option A as a means of communicating student learning and has worked collaboratively throughout the process.</p>
<b>Data Analysis</b>	Historically, the students who are not meeting expectations in reading in earlier grades meet expectations by the time they reach grade seven, even if they are not meeting expectations at the end of grade three.

Targets	December 2016	March 2017	June 2017
	<p><b>Reading:</b> Collect first term Language Arts assessments and reading performance ratings on first term report cards. Literacy tracking will begin in December whereby students who are struggling will be identified via EPRA / PM Benchmarks (Primary) or DART (Intermediate). This will form the basis for meeting in intermediate and primary literacy teams. Information will be shared with the principal, librarian, library assistant, aboriginal education teacher, EAs and special education teacher in order to identify reading foci, such as working on webbing or identifying the main idea, and create an action plan to determine how students who are Not Yet Meeting will be supported. We will use conferences to discuss with parents how they can support these students through a specific home reading programme, as well as use RAZ Kids Online to track, as well as engage reluctant or struggling readers. Our SST will ensure that all tracked students who are not meeting expectations will have been provided with direct reading instruction for Dolch Sight words.</p>	<p><b>Reading:</b> Complete a reading profile for every student. Profile includes: a listing of the student's favourite reads (including class read-alouds), preferred reading genres (e.g., fiction, nonfiction, graphic novels) and series; an observation of use of silent reading time over the course of a week; feedback on home reading frequency and attitudes; and updated reading assessment information. In February, we will review the progress of students identified as needing extra reading support using literacy tracking meetings. We will revise action plans, as needed and engage parents in the process to ensure home support. We will strategically invite these students to participate in a newly formed parent reader support team.</p> <p><b>Social-Emotional Learning:</b> We will review the list of students requiring support in terms of self-regulation and document growth in "green zone" type behaviour (calm, alert and ready to learn). We will consider new strategies for learners that still struggle with self-regulation, such as using the Zones of Regulation model that will be targeted to one small group. We will continue to track office</p>	<p><b>Reading:</b> Goal: 95% of all students will meet grade level expectations in reading on Final Term Summative Reports.</p> <p><b>Social-Emotional Learning:</b> All students will be self-regulated learners. All students will solve problems in peaceful ways. This will be measured through office visits and number of 3R (Responsibility, Reconcile and Re-solve) Reflection sheets completed each month. MDI data will also be used.</p> <p><b>Career Development</b> All students will be able to identify 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.</p>

	<p><b>Social-Emotional Learning:</b>  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) challenges and (3) adults in the building who are supporting them. Circle meetings will begin to be held at the intermediate level and we will ascertain how we can scaffold students with resolving conflict or developing mindful behaviour. Our counselor will also introduce the "Growth Mindset" to select classes. MDI data will be collected at the Grade 4 and 7 levels.</p> <p><b>Career Development</b>  Staff has planned out a school wide fair that will coincide with Earth Week in April. Each class will be given a specific design challenge, which is to come up with an invention or system that will help the environment. Students will begin to receive the core competency language as a whole school. The goal is that by exploring their strengths and abilities, students can identify their goals.</p>	<p>referrals, record the number of 3R reflections and hold circle discussions involving situations where problems were not solved peacefully or resolved. We will follow-up with students weekly and/or monthly, depending on seriousness of the situation.</p> <p><b>Career Development</b>  Community members who work in environmental fields, as well as in other careers, will be invited to the school to share their jobs. This will begin in January. Students will continue to be introduced to descriptors related to the core competencies and the Earth Week design challenge will begin in April. We will hold an evening fair to share out all designs. Students will have indicated the skills they needed to complete the task based on their developmental level.</p>	
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<p><b>Strategy/ Action</b></p>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1) Provide collaborative release time for classroom teachers to analyze EPRA and DART reading assessments in the spring. This time allows teachers to plan next steps in reading areas in which individuals and/or groups of students are struggling.</li> <li>2) Conduct Reading Attitudes surveys with all students in the school. Highlight students in the 25<sup>th</sup> %ile and lower as those whose reading habits and interests require further attention. How can we get them hooked on reading?</li> <li>3) Plan, as a staff, another Family Literacy Week, from January 24-31, schedule in order to boost reading excitement throughout the school. There will be a range of activities that include a kickoff assembly, a staff book display, school-wide Drop Everything And Read, Scholastic Book Fair guest readers and a family reading breakfast.</li> <li>4) Explore, as a staff, how to make the library space a “hub of literacy” for the times when there is no librarian. We will experiment with digital texts as well.</li> <li>5) Staff would like to work together to discuss how to support students in reading for information, particularly in reading instructions and in reading curricular texts, such as <i>Probe Science</i> or <i>Math Makes Sense</i>. We have begun discussion in staff meetings.</li> <li>6) Volunteer seminars will be offered to parents in January to help support readers in the classroom.</li> </ol> <p><b>Social-Emotional Learning:</b></p> <ol style="list-style-type: none"> <li>1) The school will continue to offer Circle Training to all interested staff. Circles will be used in some classes to support restorative practices.</li> <li>2) Staff will continue to incorporate MindUp practices, such as one-minute meditations and mindful sensory activities, into classroom routines. We will be offering regularly scheduled school-wide “Mindful Minutes” beginning in January, much as we have done with school-wide DEAR.</li> <li>3) Staff has expressed a keen interest in using Positive Discipline methods, which offer a complement to existing capacity around circles. Staff will share “bedrock” activities at staff meetings and learn new techniques each month.</li> <li>4) Staff will continue to work as a team to develop common language around self-regulation that aligns with our code of conduct, behaviour plans and learner profiles.</li> </ol> <p><b>Career Development</b></p> <ol style="list-style-type: none"> <li>1) Staff will be provided with some time to generate activities for the design challenge.</li> <li>2) Staff will continue to unpack the Core Competencies during Professional Development Days and Staff Meetings.</li> <li>3) We will begin a community engagement process to bring people from a range of careers into the school to share what it is they do.</li> </ol>
<p><b>Engaging Parents</b></p>	<p><b>Langdale Traditions</b></p> <p>The School Development Plan has been shared with parents through our open house in September, PAC meetings in September and November, as well as a Google Doc. Parents are informed about reading practices / events at PAC meetings and during Coffee &amp; Conversations, which have been held at a variety of times. A family reading breakfast will be continued during Family Literacy Week in January of 2017. The school website is constantly updated.</p> <p><b>Additions</b></p> <p>Langdale has begun a Twitter account to inform parents of school events and</p>

	celebrate learning.	
<b>Engaging Ab Ed Team</b>	Sheila MacPherson, our Aboriginal Education Teacher, is one of the staff members that attended Circle training. She regular teaches in circle and is an active member of school based teams, staff meetings and IEP debriefs. We have scheduled a whole-school trip to the long house in March.	
<b>Connections to District Plans</b>	<p>Our goals reflect a variety of the student learning goals outlined in the Strategic Plan; specifically, that our students will:</p> <p>b. “read at or beyond their grade level. They will discover joy in their reading!”</p> <p>d. “develop the social and emotional skills to successfully live, work and play together; they will have the resilience to deal with life’s challenges.”</p> <p>e. “be supported in learning skills and awareness to manage their mental and physical health.”</p> <p>h. “...explore and pursue interests, and develop core competencies, through experiential learning and personalized inquiry.”</p> <p>Two staff members are on the District Reading Committee, as well as the new CARE initiative, whereby teachers across the district collaborate to share strategies and research, as well as team-teach, to support our reading goals. Their expertise has been shared with staff and we have a commitment to align CARE collaboration with our goal of supporting readers who are below grade level.</p>	
<b>Budget</b>	Professional Development	CARE
	School Development	Positive Discipline
<b>Principal</b>	Duncan Knight	
<b>Team Members</b>		
<b>Consultation: who, when, how, what?</b>	All staff has been consulted through staff meetings, a Google Doc and templates posted in the staff room. The CARE team consisting of one primary and one intermediate teacher has had significant input with our reading goal. The majority of feedback has come through staff meetings.	