



.... an exceptional learning place....

**Halfmoon Bay Elementary  
Community School**

**School Development Plan  
2021-2022**

**October 2021**

**Report to:** Kate Kerr - Superintendent

**Submitted by:** Glen Smith – Principal

## Halfmoon Bay Elementary School Development Plan 2021-22

<b><u>Goal No. 1</u></b>	<b>LITERACY - READING</b>
By the end of the school year, at least 95% of all students will meet or exceed expectations in the area of Reading (Proficient or Extending).	

<b>School</b>	<b>Halfmoon Bay Elementary Community School</b>																			
<b>Background</b>	School enrollment: 203 students in K-7 (as of October 2021) 45 Aboriginal Students 36 Students with IEP's																			
<b>Data Summary</b>	<p><b>Primary Data Sources will include:</b></p> <ul style="list-style-type: none"> <li>• Classroom-based Reading assessment as reported on FreshGrade, Report Cards &amp; Annual Report (using Performance Standards)</li> <li>• Classroom-based Reading assessment using program specific assessment tools (including: PM Benchmark/EPRA at primary level, Fountas &amp; Pinnell Benchmarks/DART/Kamloops at intermediate)</li> <li>• District Kindergarten Screen - fall and spring showing pre-school readiness and growth in Phonemic Awareness &amp; Literacy skills</li> <li>• Year End Snapshot—performance standards collected in individual travelling portfolios</li> <li>• Foundation Skills Assessment (FSA) Reading data for students in grades four and seven for the past seven school years</li> <li>• Aboriginal Student Success - individual tracking</li> </ul>																			
<b>Reading Data Analysis</b>	Kindergarten survey in October 2021 & May 2022 Primary— grouping for reading instruction, 30 min 4 times a week; flexible groupings; LLI Intervention; reading Benchmark levels Intermediate—F & P Benchmarks, DART, Kamloops, Lit Circles, Non-Fiction Text; FSA results																			
<b>Reading Targets</b>	<b>December 2021</b>	<b>March 2022</b>	<b>June 2022</b>																	
	75% K-3 Proficient or Extending  <b>Benchmarks:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 50%;">Gr 1</td><td style="width: 50%;">Level 5-6</td></tr> <tr><td>Gr 2</td><td>Level 17-18</td></tr> <tr><td>Gr 3</td><td>Level 22</td></tr> </table> 75% of 4-7's grade of C+ or better in Language Arts, (Proficient or Extending)	Gr 1	Level 5-6	Gr 2	Level 17-18	Gr 3	Level 22	85% K-3 Proficient or Extending  <b>Benchmarks:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 50%;">Gr 1</td><td style="width: 50%;">Level 7-8</td></tr> <tr><td>Gr 2</td><td>Level 19-20</td></tr> <tr><td>Gr 3</td><td>Level 23</td></tr> </table> 85% of 4-7's grade of C+ or better in Language Arts; (Proficient or Extending)	Gr 1	Level 7-8	Gr 2	Level 19-20	Gr 3	Level 23	95% K-3 Proficient or Extending  <b>Benchmarks:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="width: 50%;">Gr 1</td><td style="width: 50%;">Level 13-14</td></tr> <tr><td>Gr 2</td><td>Level 21-22</td></tr> <tr><td>Gr 3</td><td>Level 24</td></tr> </table> 95% 4-7's grade of C+ or better in Language Arts; (Proficient or Extending)	Gr 1	Level 13-14	Gr 2	Level 21-22	Gr 3
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<p><b>Progress on Reading Targets</b></p>	<p><u>June 2021 Literacy Performance Standard Summary for K-3.</u> Meeting or Exceeding (Proficient/Extending) <b>76%</b></p> <p><u>Summary for Gr. 4-7</u> Meeting or Exceeding (Proficient/Extending) <b>62%</b></p> <p>K – Screening Results for Incoming K’s in Nov. ‘21: <u>Literacy Scores:</u> <b>0-49: 50%</b> <b>50-74: 29%</b> <b>75-100: 21%</b></p> <p><u>Primary PM Benchmarks</u> <b>48%</b> Proficient or Extending</p> <p>As of Dec. 2021 Report Cards &amp; Freshgrade: Performance Standard K-3: (Proficient/Extending) ____%</p> <p>Report Cards &amp; Freshgrade: (Proficient/Extending) Intermediate: (C, C+,B, A) ____%</p> <p><b>DART/Kamloops Assess:</b> (Proficient/Extending) ____%</p>	<p>As of March 2022 Report Cards &amp; Freshgrade: Performance Standard K-3: (Proficient/Extending) ____%</p> <p>Report Cards &amp; Freshgrade: (Proficient/Extending) Intermediate: (C, C+,B, A) ____%</p> <p>FSA 4: ____% of students On Track or Extending</p> <p>FSA 7: ____% of students On Track or Extending</p>	<p>K – Screening Results for Kindergarten: Literacy Scores: <b>0-50: %</b> <b>50-75: %</b> <b>75-100: %</b></p> <p>As of June 2022 Report Cards &amp; Freshgrade: Performance Standard K-3: (Proficient/Extending) ____%</p> <p>Report Cards &amp; Freshgrade: (Proficient/Extending) Intermediate: (C, C+,B, A) ____%</p> <p><b>DART/Kamloops Assess:</b> (Proficient/Extending) ____%</p>
<p><b>LITERACY Strategy/ Action</b></p>	<p><b>READING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>▪ CARE project continues this year with School Team meeting and collaborating to focus on reading strategies and creating common language across the grades</li> <li>▪ Revise and implement Literacy Plan for the year (assessment tools, strategies, resources)</li> <li>▪ DART/Kamloops Rdg. Assessment done twice a year in the Intermediate classrooms: Fall and Spring – staff to do the assessment with support of Librarian, Principal, and SST. Classroom teacher to read with most vulnerable students.</li> <li>▪ Expand the implementation of Fountas &amp; Pinnell Benchmark system in primary and intermediate classes</li> <li>▪ Implement the Levelled Literacy Intervention (LLI) kits with our most vulnerable readers</li> <li>▪ Analyze DART/ Kamloops Rdg. results (in the fall teachers will be given time to meet with their grade equivalents to discuss what they have seen and how they’re moving forward)</li> <li>▪ Benchmark all grade 1-3 students in September/October</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Benchmark all new students to the school</li> <li>▪ Grouping for instruction (direct reading instruction and guided reading) for primary; Lit Circles in Intermediate</li> <li>▪ Blitzing letter recognition and sounds for vulnerable Kindergarten students (in class with an EA as well as time with the Inclusion Support Teacher &amp; Teacher-Librarian)</li> <li>▪ All primary classrooms using the Heggarty Phonemic Awareness program (build literacy foundation skills)</li> <li>▪ Complete PM Benchmarks on most vulnerable grade 1-3 students at each term end. Every time a student is benchmarked will update the Record of Reading Progress found in student portfolios.</li> <li>▪ Maintain home reading support (15 minutes/night); volunteer readers = TBD due to Covid</li> <li>▪ Continue the conversation around reading instruction and best practice</li> <li>▪ Review reading resources and library books and update. Principal met with the Librarian in September to discuss library resources, options, and a vision moving forward.</li> <li>▪ Emphasize catching vulnerable readers and focus on intervention strategies and tracking progress using LLI</li> <li>▪ Primary Team Collaboration: meet monthly to update class libraries, home-rdg. materials</li> <li>▪ Intermediate Team meet every other month to review novel sets and purchase new titles (Lit Circle sets), discuss strategies, share student strengths and areas of concern</li> <li>▪ Use of Raz-kids, Epic Books, and Read Theory for home reading and school where appropriate</li> <li>▪ Encourage the use of Dragon Dictation, and Read &amp; Write for learners who need technology support or for any student who would benefit from this tool</li> <li>▪ Continue to compile assessments in a Student Travelling Portfolio (Benchmarks, EPRA, DART/Kamloops Rdg., Writing, Social Responsibility Standards, Year End Snapshot)</li> </ul>
<b>Engaging Parents</b>	<ul style="list-style-type: none"> <li>▪ The school newsletter, school website and our Facebook page will be used to suggest ways to support literacy learning at home and to promote community events</li> <li>▪ Celebrate Family Literacy Week (week-long events)</li> <li>▪ Upcoming events will be posted on District/School Website</li> <li>▪ Annually communicate our goals to all parents. (Nov. PAC meeting and email home)</li> <li>▪ Communicate to parents how they can help</li> <li>▪ Community School Coordinator link to parents – many feel very comfortable talking to her and this allows for additional resources, and support where it is needed.</li> </ul>
<b>Engaging Indigenous Learning Team</b>	<ul style="list-style-type: none"> <li>▪ Work collaboratively with the Indigenous Education Teacher to support our Indigenous students in a holistic manner while understanding how overall health, place in the community, self-confidence and experience are key to literacy acquisition and academic success.</li> <li>▪ Work with individual and small groups of vulnerable learners</li> <li>▪ Participate in IEP and SBT meetings; follow up meetings with parents</li> </ul>
<b>Connections to District Plans</b>	<p>Halfmoon Bay’s goals are directly linked to the District’s strategic plan.</p> <p>1d. Our students will be literate. They will be effective communicators, critical thinkers, and engaged citizens.</p> <p>2b. Our staff will be fully supported for the work that we ask of them and that they ask of themselves through research-based professional development. To support students with Aboriginal heritage, the district Indigenous Learning Support team will be included in planning and a collaborative approach to support Aboriginal students.</p>

<b>Budget</b>	Professional Development	Give some time on Pro-D days throughout the year to work as a staff on this goal Scheduled Primary and Intermediate team meetings throughout the year (after school sessions) Int. and Prim. Team to use TLC for collaboration \$500 per teacher (\$5000)
	Primary Team Collaboration	
	Intermediate Team Collaboration	
	Resources Heggerty Lesson Videos	Class Library Updates: \$250/teacher (\$2500) \$200
	Additional Literacy Support Teacher	Using our Teacher-Librarian to lead additional literacy support for our “at-risk readers”
	EPRA/DART Release Time for collaboration or Benchmarking	10 x 0.5 Release=\$4000 (October & May)
<b>Principal</b>	Glen Smith	

**Goal No. 2 PERSONAL & SOCIAL COMPETENCY \*new goal in 2019-2020 school year**

Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purpose in the world.

Personal Awareness & Responsibility: Wellness (facet)

Positive Personal & Cultural Identity: Recognizing personal values and choices (facet)

Social Awareness & Responsibility: Building Relationships (facet)

<b>Background</b>	<p>From past discussions, since September 2019, staff have confirmed that students need <i>positive relationships</i> with the adults and each other, in order for learning to occur. During our first Pro-D session in September, we were introduced to the “Ensouling our Schools” video presentation and books provided by SD 46. This will be our on-going focus this year at staff meetings and during TLC times. <u>Guiding Question</u>: What are we <i>really</i> doing to “Ensoul our Schools” and build strong connections with our students and parents? We value building community and this will be our on-going focusing moving forward. As a school we will continue to focus on developing the whole child by strengthening relationships, guiding students to discover their values and supporting different strategies to improve wellness. We want our students to be successful. We will soon be implementing “Explore Your Passion” blocks/days for all students in HMB !</p>		
<b>Data Summary</b>	<ul style="list-style-type: none"> <li>• BC Performance Standards:             <ul style="list-style-type: none"> <li>○ 2020-21 Year End results for Social Responsibility using Performance Standards</li> </ul> </li> <li>• MDI             <ul style="list-style-type: none"> <li>○ 2020/21 Grade 4 &amp; 7: Number of Important Adults at School</li> </ul> </li> <li>• classroom data (communicating student learning)</li> <li>• create a “Core Competency” Poster (targets each CC)</li> <li>• report on specific facets each term for tracking progress</li> </ul>		
<b>Data Analysis</b>	<p><b>2020-21 Results for Social Responsibility based on Year End Snapshot Information</b>            Grades K-3      95% of students were minimally, fully or exceeding expectations            Grades 4-7      90% of students were minimally, fully or exceeding expectations</p> <p><b>MDI 2020-2021: Number of Important Adults at School</b>  <b>68%</b> of Grade 5’s had 2+ Adults at School  <b>41%</b> of Grade 7’s had 2+ Adults at School</p>		
<b>Targets</b>	<p><b>December 2021</b></p> <p>85% of K-7 shall be minimally meeting to exceeding (Developing to Extending) on Social Responsibility Performance Standard</p>	<p><b>March 2022</b></p> <p>90% of K-7 shall be minimally meeting to exceeding (Developing to Extending) on Social Responsibility Performance Standard</p>	<p><b>June 2022</b></p> <p>95% of K-7 shall be minimally meeting to exceeding (Developing to Extending) on Social Responsibility Performance Standard  <b>**new versions coming</b></p>

<b>Progress on Target</b>	Performance Standard K-3: 4-7 *To be determined by Dec	Performance Standard K-3: 4-7 *To be determined by Mar.	Performance Standard K-3: 4-7 *To be determined by June Analysis of MDI results to come
<b>Strategy/ Action</b>	<ul style="list-style-type: none"> <li>• Community School Coordinator—key to supporting vulnerable students/families</li> <li>• Collaboration and Team Teaching between Librarian and Counsellor—"Ourselves, Our Community, Our World"</li> <li>• Student council to promote "being the change" in our community and beyond.</li> <li>• Volunteer Readers, Passion Block leaders, volunteers and volunteer tea (outside in spring due to Covid). These support our intergenerational relationships</li> <li>• Acknowledging and celebrating different days such as Truth &amp; Reconciliation Week, Orange Shirt Day, Black History Month, Pink Shirt Day, Kindness Month, and Indigenous Peoples' Day where we bring into focus differences and acceptance</li> <li>• Family Book Club—organized through Community School and librarian, families are given the opportunity to explore themes such as "diversity" and "inclusion" through a variety of titles</li> <li>• To encourage students to take pride in our school – being good ambassadors for the school when out on field trips, connecting with the community and our environment. Being a Good <i>Earthkeeper</i> by taking care of the land and creatures on it. (a different way of looking at litter, ecosystems, sustainability, and wildlife preservation)</li> <li>• House Colour Teams—sense of belonging, inclusion, cross-grade activities where safe</li> <li>• Social Responsibility Snapshot in each student's Traveling Portfolio to show growth from year to year</li> <li>• Focus on Core Competencies teaching in classrooms and self-reflection from students</li> <li>• Random Acts of Kindness months - classes take on a week where they focus on doing random acts of kindness.</li> <li>• Will focus this year on creative, Covid safe school-wide ways of monitoring, and acknowledging/celebrating what is happening (ie. Terry Fox celebration and the outdoor Halloween "Window Walk" Parade)</li> <li>• Work with School Counsellor on circles, wellness, social responsibility; Zones of Regulation in classrooms, Mindfulness</li> <li>• School Wide Indigenous Celebration and weekly teachings in all classrooms; outdoor learning</li> <li>• Integration of Indigenous resources into curriculum</li> <li>• Assemblies to support our direct teaching of school wide focus skills (kindness, dealing with difficult situations, etc,)</li> <li>• Use of A. Gear book titles to connect Indigenous life with Social Studies curriculum</li> <li>• Building relationships with families—greetings, communication, celebrations</li> <li>• Participate in school-wide celebrations - Crazy Hat Day, Dress Ups, On-going Theme Days, Colour groups etc.</li> <li>• School-Wide Friday Runs</li> <li>• Encourage Student Voice—student participation in IEP; Student Council, Community Circles in classrooms</li> <li>• Connect vulnerable students with different teachers; safe place to go</li> <li>• School Wide Themes &amp; Passion Blocks: to promote school connection and joy</li> </ul>		

	<ul style="list-style-type: none"> <li>• Open classrooms some mornings—invitation for siblings to come in</li> <li>• Breakfast Club / Soft Landing to support morning arrivals for students in need</li> <li>• Eye contact, greetings, questions when we see students in the hall and outside</li> </ul>				
<b>Engaging Parents</b>	<p>Parent and family involvement will be supported to build new connections with our families and enhance a sense of belonging to our community. Invite parents to outdoor celebrations like the Kindergarten Orientation and Halloween parade whenever possible. This is in conjunction with our community school. Our Community School Coordinator is an active liaison between home and school.</p> <p>Ongoing communication with parents through newsletters, School Messenger, Facebook, email, phone calls, student planners, FreshGrade &amp; PAC.</p>				
<b>Engaging Indigenous Team</b>	<ul style="list-style-type: none"> <li>• Work with vulnerable learners and their families</li> <li>• School Wide Aboriginal celebration (honoring indigenous traditions)</li> <li>• Regular teachings/stories/activities in classrooms</li> </ul>				
<b>Connections to District Plans</b>	<p>Halfmoon Bay's goals are directly linked to the District's strategic plan.</p> <p>1c. Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the Core Competencies.</p> <p>1f. 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.</p> <p>2e. Our staff will engage in positive relationships with students and their families.</p>				
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