



**School:** Eric Langton Elementary  
**Principal:** Jennifer Simon  
**Assistant Superintendent:** Jovo Bikic

## A. Goal

### Goal 1: Literacy

How can we provide opportunities to engage and inspire students to become better writers who want to write?

## B. Rationale

Writing: Students face challenges at all grade levels; have difficulty generating ideas; little written output and conventions are missing.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Inspire students to write and improve their writing; co-teaching through writer's workshop; teachers use Google doc to collaborate; work with bilingual artist-in-residence to create traveling library and give each student the experience of publishing and sharing their book. Continue to utilize performance standards to guide instruction. Create Joint Education Change Implementation Committee (JECIC) around writing resources. Explore a variety of ways to demonstrate writing, including the following: use *story workshop* carts to support ideation; provide common sound chart posters for all French classes to support writing; use writing exemplars; create a writing continuum/rubric with specific expectations for each grade; create writing folders; provide efficient feedback/student conferencing for writing; ongoing assessment; unpack with students, "What do good writers do?"

## D. Evidence / Data (How will you measure success?)

- School Wide Write in January and May;
- Assess using continuum and performance standards;
- Gather student reflections about their confidence and interest in writing and how they see themselves as writers.

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## A. Goal

Goal 2: Social Emotional Learning (SEL)

How can we further embed SEL into our daily practice? How can we strengthen and build community? How can we create a consistent, safe and caring community for all to take risks in their learning?

## B. Rationale

- To explore how to incorporate SEL by using common language and resources, such as SEL Framework, 6 Cedars, Mind Up or Everyday Anxiety Strategies for Educators (EASE).
- To promote an inclusive and safe school environment by building social skills and connections between all school members. We noticed multi-age groupings for back to school rotation was positive for making meaningful connections. Consistency in rules provides boundaries and sets expectations for students. Consistent academic/behavioural standards reduces anxiety and increases productivity. This improves self-confidence and builds community.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Choose resources to facilitate with collaboration from child care worker, counsellor, Aboriginal Education support and staff; strengthen and build community by providing opportunities for family groupings and using consistent and clear expectations; create connections between all grades, as well as the French and English; embed SEL into daily practice through explicit instruction, trauma-informed practice and community building.
- Develop greater depth of understanding around SEL competencies.
- Class to write and produce skits around conflict resolution to share with school community within similar age groupings and appropriate subject matter/situations within library.
- Schedule spirit/cultural events.
- Encourage development of social skills through leadership opportunities - older kids running teaching games with reminders from older students.
- Work collaboratively to develop common language around respect and deepen understanding of school motto: *Take care of yourself. Take care of others. Take care of this place.* Teachers using 'language' when redirecting/praising students of expectations with younger students.

## D. Evidence / Data (How will you measure success?)

- Observe the number of students actively participating in these events, their level of enthusiasm and social interactions during unstructured times. Survey students on what they enjoyed most.
- Monitor the use of common language in reporting of SEL.
- Determine whether there has been a decrease in the number of referrals of student to office/counsellor for SEL challenges.

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## A. Goal

### Goal 3: Student Learning

Differentiation/Reaching all learners: What would student engagement look like if each student was able to have their needs met? How do we support some/all/few students in their learning? How do we create the space to honour each student's strengths and personal and cultural identity?

## B. Rationale

Eric Langton is a diverse student population where we strive to support all learners in reaching their potential. We want to explore ways to ensure learning is culturally sensitive, inclusive, and honours diversity of needs while balancing resources.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Continue to embed inquiry around reaching all learners through exploration of our school goals at monthly staff meetings. We want to collaborate and be creative about our practice. Continue to explore books/resources in a variety of ways (lunch and learn, staff meeting, book clubs, collaboration time, Pro-D/conferences) connected to school growth plan (Social Emotional Learning and Literacy).

## D. Evidence / Data (How will you measure success?)

Consider using a survey to involve all stakeholders (students, parents, and staff) around how they see themselves as learners and if they feel their needs are being met. Additionally, examine data from Middle Years Development Instrument, Early Development Instrument and Student Learning Survey.

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