



School: Ecole Eric Langton Elementary

Principal: Jennifer Simon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Goal 1: Literacy

How can we provide opportunities to support and inspire students to become curious and critical readers who enjoy reading and engage in reading regularly?

How can we ensure all students will be able to engage in the writing process regularly, so that by June 2021, an increased number of Eric Langton students will be able to write and publish a personal narrative that meets grade level expectations?

B. Rationale

- We believe reading and writing are foundational to learning. We are proud of the progress made, but we see a continued need for growth
- The pandemic has raised awareness around a noticeable decrease in students' engagement with reading and writing. Students continue to have difficulty generating and organizing their ideas; little written output and conventions are missing. For some students, reading is not a part of daily life outside of school
- Students are more engaged with technology than opportunities to read and write
- Start where students are and support them in making progress from there. Consider personal and individual needs in planning for intervention

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

- Support each student in developing agency as a reader so they have a reader identity
- Develop plans for readers in collaboration with literacy helping teachers; provide targeted intervention; read one-to-one
- Build-in regular daily meaningful opportunities to learn to read, to read to learn, and to read for enjoyment
- Co-teaching (in English and French) to support writer's workshop
- Story workshop carts adapted to Health and Safety protocols; update guided reading books
- Staff professional development in writing and reading intervention; staff model joy of reading
- Create authentic writing and reading opportunities: Student led book talks; school-wide DEAR; student leadership in school newsletters; pen pal opportunity with seniors in our community; continue to build rich classroom libraries with a variety of high interest; diverse and culturally sensitive books; media literacy; continue Mystery Home Reading; featured authors board to give students confidence and audience; book vending machine to celebrate readers
- Weave in SEL to literacy learning through anchor texts

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

- Formative and Summative Assessment
- School-wide write (January and May): Reshape how we do this to make is more authentic for students and aligned with the writing process
- Collaborative marking to create shared understanding of performance standards
- Orange binder to share student's past-year literacy-assessment information among teachers
- Student survey about attitudes towards writing

Principal:

Superintendent:

Board Chairperson:

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Goal 2: Social Emotional Learning and Personal and Cultural Identity

- How do we embed social emotional learning and ensure our school is healthy, safe, and comfortable for all?
- How do we continue to ensure our community has a culture of belonging, respect, and shared leadership?
- How do we engage all learners' strengths, personal, and cultural identities?

B. Rationale

- In an inclusive community, every individual belongs and feels valued for who they truly are, and we share in the responsibility and leadership for supporting each other in reaching our potential
- The composition of Eric Langton is changing. there is an increase in diversity, (ELL, Ab. Ed., and French Immersion).
- COVID-19 has increased vulnerability. In a cohort model, it's more challenging to have a sense of community
- During the pandemic, health (mental and physical), safety, and comfort need to be at the forefront
- More students are perpetually absent. Learning remotely for so many months has had a significant impact, especially with reading, writing, and SEL

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

- We will explore creative and safe ways to connect, develop healthy relationships, and foster a positive school culture and support shared leadership
- Recognize more cultures, languages, and countries, and include more Ab. Ed activities and resources
- We recognize there are differing abilities in all classrooms. Focus on individual and collective strengths and start where they are. What's the next most meaningful step forward?
- Staff SEL-trickle-down effect, feelings of isolation and stress; JECIC and professional development opportunities (such as: SELO with broad staff group)
- Value the individual and the community by creating space for diverse opportunities of growth
- Find creative ways to connect as a community (during pandemic); reach out to students who are absent, soft starts for students who are late; school-wide events/theme days to connect with remote students

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

How will we know?

- Anecdotal evidence based on observations, experiences, and shared leadership
- Office referrals for behavior
- Evidence of an improvement in culture with regards to a sense of belonging

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