



School: Eric Langton Elementary

Principal: Jenn Simon

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Goal 1: Literacy

How can we continue to inspire students to be engaged readers, both for school and pleasure and develop their critical reading skills to spark curiosity?

How can we provide our French Immersion students with opportunities to become interested in French reading?

How will authentic opportunities to engage with the writing process regularly impact student performance in writing?

B. Rationale

Reading and writing skills are foundational to growth in all other curricular areas.

We believe a continued school-wide focus is essential as reading and writing builds confidence and success which makes students feel empowered and included.

There are a number of students emerging in reading and writing.

A number of English Language Learners students have difficulty reading and comprehending group novel study.

We believe literacy inspires opportunities to explore cultural and personal identity through stories.

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

Continue to support students in developing agency as readers.

Find just right texts and complimentary writing and reading comprehension learning opportunities.

Ensure meaningful opportunities for growth and align with use of resources (continue to update classroom libraries, guided reading resources)

Support of daily reading for multiple purposes (enjoyment, cross curriculum) to support interests (birthday books, student leaders doing book talks, Indigenous author workshop, student author board, reading link, book fest) and create sustainable routine (monthly drop everything and read events, Story Workshop) .

Ensure continued and consistent support in reading for students who are emerging in reading and writing.

Support English Language Learners by creating an adaptive novel study that encourages language skills (reading, writing, listening and speaking)

Continue to weave in social emotional learning, cultural literacy (including Indigenous ways of knowing) through anchor texts

Staff professional development in reading and writing (JECIC- reading strategies and other professional development opportunities); collaborate with district helping teacher; staff model joy and purpose with reading and writing (Staff book sharing)

Continue to offer authentic reading and writing opportunities and experiences.

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

Use performance standards.

Students will have formative assessments on a regular basis and teachers will gauge success based on observations and discussions.

School-wide write (January and May)

Orange binder to share each student's literacy progress/assessments/portfolio

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

Social emotional well-being and school culture and climate:
How do we ensure student and staff well-being is at the forefront within the context of a pandemic?
How do we increase/build self-regulation within students so we can focus on learning?

B. Rationale

The Eric Langton community believes caring makes a difference and we show that we care by taking care of ourselves, others and this place. Although a strong sense of community amongst staff and students exists, we want to ensure that all students are positively connected to our school (Middle Years Development Instrument results) and that staff and student well-being is supported. Social Emotional Learning is strongly aligned with creating a healthy and caring learning community. Coming out of isolation and within the current context of the pandemic, students feel a level of disconnect, and are more dysregulated and anxious.

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

Starting in classrooms to set examples of what is kindness, how do we celebrate diversity, and how to care/respect for ourselves, others and the environment.
 Give students opportunities to be positive role models (bucket filler bandits, leadership at assemblies, on playground, in buddy classes); give older students the chance to be vulnerable with younger students
 Community building experiences and school spirit days (Diversity Day, Aboriginal games, student leadership)
 Use consistent language throughout school (taking care of self, others, the environment, using the problem solving strategy: Walk away Ignore Talk it out Seek help)
 Professional Development around trauma informed practice, SEL and connection; explore human and learning resources to support Social Emotional Learning (JECIC- Teachers These Days, Trauma Informed School Practice Learning Series)

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

Quantity and nature of office referrals
 Student attendance
 Observe student interactions
 Middle Years Development Instrument

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