



School: Eric Langton Elementary _____
Principal: Ms. Brandy McIntyre _____
Director/Assistant Superintendent: Mr. Michael Scarcella _____

A. Goal (one goal per page)

Offer opportunities to focus on student voice and student connection (with each other and adults) to enhance their sense of belonging.

B. Rationale

We believe caring makes a difference at Eric Langton and our focus (motto) is: Take Care of Yourself, Take Care of Others and Take Care of This Place. A caring community and connections to peers and adults is essential in the well-being and success of students.

MDI (Winter 2021)

- Grade 4 (81%) and Grade 7 (65%) felt strongly that they care about the feelings of others.
- Grade 4 (61%) Grade 7 (56%) had a strong sense of belonging with peers.

Number of Important Adults at School:

- Grade 4: 2+ adults (80%), 1 adult (10%), none (10%) Grade 7: 2+ adults (55%), 1 adult (9%), none (36%)
- When students are sad or worried at school Gr 4 (46%), Gr 7 (23%) would seek out an adult.

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

1. Focus on our motto and what it means to students and staff
2. Include student voice in reflecting on school growth planning goals and plans for the year.
3. Activities that promote within grade and across grade community building (buddies, reading events with staff, community centres, small group assemblies on targeted school topics)
4. Whole school celebrations that are reflective of the student population (assemblies, spirit/theme days, special events, spirit wear, PAC events)
5. Staff professional development through JECIC, SELO and Indigenous education grants.
6. Conversations in SBT around connecting students with staff
7. Adult check-ins with students.

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

MDI for Grade 4 and 7
 School-wide pre- and post-survey on sense of belonging and school culture
 Street data: talking to students in leadership and classrooms about their feelings of sense of belonging, self-regulation, and their experience as a student at Eric Langton.

Principal:	Superintendent:	Board Chairperson:	Date:



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A. Goal (one goal per page)

Intentional teaching and practicing of high impact self-regulation strategies to increase student ability to apply them.

B. Rationale

When people are calm and regulated their brains and bodies are at a place where they are able to focus on learning, problem solving, and creating. The ability to understand when we are becoming dysregulated, how it feels, and most importantly the strategies and tools that can return us to a sense of calm have a significant impact on our well-being, success, interactions and environment. MDI data from last year’s report (Winter 2021)

- Ability to consistently self-regulate (short term) Grade 4 (51%) and Grade 7 (35%) of students.
- Ability to consistently self-regulate (long term) Grade 4 (50%) and Grade 7 (18%) of students.

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

1. Identify school/class SEL needs
2. Support student leadership, grade 6/7 peer modelling, intentional reteaching of WITS and implementation of researched SEL strategies and tools
3. Student lessons identifying ‘feelings’ of being dysregulated and tools that work for each individual
4. Identify adults with whom the child connects and can go to when dysregulated
5. Identify a known space in the school where the child can go and return to a state of calm.
6. Focus on Indigenous Ways of Knowing where, by working collaboratively with Indigenous community members, well-being is supported through drumming, singing and storytelling as well as connecting with nature and the land.

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

MDI (January 2023) Grade 4 and 7
 School-wide pre- and post-survey on short- and long-term ability to self-regulate.

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A. Goal (one goal per page)

Offer more joyful school-wide and classroom reading events in combination with teaching high-impact reading strategies to increase reading enjoyment and reading comprehension.

B. Rationale

Reading comprehension is critical in students being able to understand their world, connect to stories, build their imagination, and creativity. It is a foundation for other curricular areas. The enjoyment of reading motivates students to read more, which supports language learning and inspires opportunities to explore self and cultural identity. It has been noticed that students are needing more support in their reading skills and understanding of story since coming out of the pandemic.

- Primary students who are proficient or extending in reading comprehension (Grade 1 - 42%, Grade 2 – 63%, Grade 3 – 49%)
- Intermediate students who are proficient or extending in reading comprehension Grade 4 - 75%, Grade 5 – 73%, Grade 6 – 100%)

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

1. Sharing of high impact reading strategies/interventions currently in use (literature circles, primary literacy group meetings, support from helping teacher, intermediate reading interventions)
2. Find "just right" texts and complimentary writing/reading opportunities.
3. Add digital resources to libraries.
4. Ensure consistent reading support for emerging/developing readers
5. Purchase books/resources reflective of students in our school and community
6. Embed Indigenous Ways of Knowing such as the importance of story and storytelling
7. Support SEL through story
8. Joyful reading events (school-wide initiatives, reading theme days, buddy reading, read alouds by community members)

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

Create “kid-language” survey (joy of reading, seeing themselves as readers) ~ pre- and post-survey data from ministry proficiency scale.

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