



School: Eric Langton Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: Research and implement high impact literacy strategies to increase students' reading confidence and reading skills (phonemic awareness and comprehension).

B. Rationale

Literacy skills, such as phonemic awareness and comprehension, are critical in students being able to understand and connect to their world as well as build confidence in themselves as successful learners. Not only is it foundational for all curricular areas, but in forming their identity as well. School staff have observed a decrease in students' skills in decoding, phonemic awareness and comprehension at each grade level from the literacy skills of students in past years.

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

1. Teachers, in conjunction with support and helping staff, discuss and plan together to implement high impact literacy strategies/frameworks (e.g., Reading Simplified, AIM, Read Well).
2. Teachers will be given the opportunity to observe colleagues teaching high impact literacy strategies.
3. Staff to offer engaging classroom & school-wide events to show importance of and joy in reading.
4. Education Assistants work with support teachers, speech-language pathologist (SLP) and helping teachers to learn strategies to assist vulnerable readers in and out of the classroom.
5. Embed 6 R's of Indigenous Learning into classroom discussions around texts presented.
6. Continue to bolster digital and print reading materials that reflect our diverse community.
7. Support students' individual social-emotional learning to build the foundation for literacy learning.

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

- Assessments from Reading Simplified in targeted classes
- Teacher observation
- Create "kid-language" survey: (confidence in reading, enjoyment of reading, reading successes and challenges) ~ November/June
- Data from Ministry Proficiency Scale



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Goal 2: Offer opportunities that deepen student connection (with each other and adults) and staff connection (with each other and students) to increase sense of belonging and enhance school culture.

B. Rationale

In the Middle Years Development Instrument (MDI) data (grades 4 and 7), and through conversations with teachers, we have much to celebrate in connecting students to their peers, adults and the school. Still, there remains a need to continue focusing on creating a safe, welcoming and caring learning environment that supports connection. Although students have a high sense of connection and belonging at all grade levels, this connection tends to decrease slightly as our students progress. We also notice that 1/3 of students completing the MDI in both grades 4 and 7 “worry that others may not like them.” As a school culture built on the importance of community, we strive to enhance our students' sense of belonging by continuing to implement ways of building positive and lasting connections with peers, adults and the school.

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

1. Focus on our motto, “Take Care of Yourself, Take Care of Others and Take Care of this Place,” and continue aligning with the First Peoples Principles of Learning and 6 R’s on Indigenous Learning (in-class discussions, during announcements, in small group/individual discussions with support staff and principal/vice-principal).
2. Create class Acts of Reconciliation from the learnings of the 6 R’s that enhance student voice and sense of belonging, thereby enhancing school community.
3. Provide opportunity for student and staff to share what is needed to create positive connections/sense of belonging (e.g., student leadership meetings, staff meetings, individual conversations)
4. Provide activities that promote multi-grade community building and whole school involvement.
5. Carve out time for sharing of learning (Joint Education Change Implementation Committee [JECIC], Social Emotional Learning Opportunities [SELO], social-emotional learning, Pro-D, student leadership) at meetings

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

- Compare MDI data from January 2023 with January 2024.
- School-wide survey based on 3 questions in MDI data noted in rationale ~ Nov 2023, June 2024