



School: École Eric Langton

Principal: Kyla Cameron

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Literacy (Continued): To reduce the number of students reading at an emerging level and improve achievement and confidence in literacy (reading and writing) in both English and French Immersion by developing strong skills in decoding, phonological awareness, comprehension, and oral language across all grade levels.

B. Rationale

- September 2025 classroom screening showed high numbers of students requiring intervention in literacy (reading and writing)
- June summative assessment data, available on the Parent Portal, indicate that a significant number of students are at the *emerging* level in reading across both English and French programs: Grade 3 – 26% of students, Grade 4 – 23% of students, and Grade 5 – 23% of students.
- Teachers consistently identified literacy as a top area of need during fall class reviews.
- French Immersion teachers all expressed that oral French proficiency directly impacts reading and writing fluency.
- Strengthening early literacy will support equity of access, student confidence, and overall academic success.

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

1. Literacy Screening and Progress Monitoring

- Implement the new Kindergarten literacy screener each term.
- Use common literacy screeners (DIBELS, CBE) to track growth and guide instruction.

2. Instructional Framework and Professional Learning

- Embed strategies from the district literacy framework and Active View of Reading.
- Provide professional development on phonemic awareness, decoding, and structured literacy (Heggerty, UFLI, Read Well, Explode the Code).
- Continue building capacity through monthly literacy team meetings to prioritize focus areas (e.g., comprehension, vocabulary, oral fluency).

3. Instructional Practices and Resources

- Ensure common literacy resources across grade teams (Read Well, Heggerty, Jolly Phonics, UFLI, AIM, Explode the Code).
- Increase access to decodable texts in classrooms to enrich, not replace, classroom libraries.
- Build identity and representation in print materials to reflect the diversity of our school community.

4. Collaboration and Equity

- Create grade-alike teams (K–2, 3–5, 6–7) to share strategies and align interventions.
- Work with Indigenous Education and ELL teams to ensure literacy supports are culturally responsive and accessible.

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

- Kindergarten Screener Completion: 100% of students screened each term.
- Literacy Growth Data: Increased percentage of students meeting or exceeding expectations on DIBELS, CBE, and BC Performance Standards.
- Teacher Observation and Student Work: Less time required for basic decoding instruction; increased time for comprehension and content-based learning.
- French Immersion Consistency: Common French visuals and oral routines evident in all classrooms.
- Equity of Access: All classrooms equipped with culturally inclusive literacy materials.

Principal:

Superintendent:

Board Chairperson:

Date: