



School: Ecole Laity View Elementary

Principal: Jenn Simon

Director/Assistant Superintendent Michael Scarcella

• Goal (one goal per page)

Literacy-Continued Goal: At Laity View, our goal is to strengthen literacy across all grade levels through a comprehensive and inclusive approach, supporting students to become confident readers, writers, listeners, and speakers. In English, students will grow in oral language, reading fluency, comprehension, and written expression through intentional, explicit, and responsive teaching that reflects their diverse strengths and needs. In French, we will focus on increasing student confidence, engagement, and proficiency in speaking, listening, reading, and writing, fostering both skill development and enjoyment of the language. At least 85% of students will demonstrate proficiency in English or French Language Arts on the Term 3 report card.

B. Rationale

Literacy is a gateway to full participation in school, society, and lifelong learning. A comprehensive and inclusive approach ensures all learners are supported to become critical thinkers, effective communicators, and engaged citizens. We continue to focus on structured literacy instruction that is systematic, explicit, engaging, and success-oriented.

44% of students in grades 1-7 are fully meeting or exceeding grade level expectations based on June 2025 assessment data. Many of our students, particularly in the primary grades, are in the emerging to developing range of the literacy proficiency scale and require support to strengthen foundational skills in structured literacy, reading comprehension, and writing. To address this, we will implement a comprehensive approach to literacy in both English and French, guided by the K-3 Literacy Guide, kindergarten screening tools, and K-4 learning progressions in English.

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

Provide all students with comprehensive literacy experiences in English, and for students learning French. Develop oral language, listening, phonological and print awareness, phonics, word recognition, reading fluency, comprehension, writing, spelling, composition, and conventions. As well as joyful, authentic and engaging literacy experiences such as drama and oral storytelling, creative writing, playful expression, shared reading and writing, engaging with genres of a text, playful provocations, songs, music, poetry, rhymes, rhythm, and movement.

Consult and collaborate with district literacy helping teachers and, where applicable, French district helping teachers to ensure evidence-based, responsive instruction, and create community learning opportunities for families to support literacy at home.

Implement core classroom, targeted small-group, and intensive individual instruction using an inclusive, evidence-based approach (e.g., Multi Layered Circles of Support) to meet the diverse needs of all learners in English and, for French learners, in French.

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

Literacy growth will be monitored using an inclusive evidence model, including observations, artifacts, and conversations. Early Literacy Screeners will be used in kindergarten, progress tracked through formative assessments, and student growth measured on the proficiency scale across Terms 1, 2, and 3.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

Social-Emotional Learning -Continued Goal: At Laity View, our goal is to strengthen students' ability to demonstrate pro-social behaviours - such as empathy, positive peer interactions, self-regulation, and conflict resolution - through intentional social emotional learning (SEL) instruction, co-regulation, and a school-wide culture of community, care, and safety. We will build on our strong sense of connection and belonging between adults and students by enhancing students' emotional regulation, coping skills, and overall well-being. Across all grade levels, staff will explicitly teach and model pro-social language, self-regulation strategies, and conflict resolution skills. We will also engage families to extend these well-being practices at home.

At Laity View, our goal is to strengthen students' self-regulation and peer connectedness to enhance overall well-being. By June 2026, we aim to:

Increase the percentage of Grade 5 students who report being able to self-regulate to **75%**, as measured by the Middle Years Development Instrument (MDI).

Increase the percentage of students who report a sense of peer belonging to **85%**.

Improve the percentage of students who are thriving in overall well-being to **70%**.

B. Rationale

Based on the 2024–25 MDI data for Grade 5 students, 41% are able to self-regulate, and 45% are thriving in overall well-being. However, 38% report that they often or always feel they don't belong with their peers. At Laity View, we will continue to emphasize experiential learning, where students actively practice pro-social behaviours in real-life situations and through explicit classroom and school-wide teaching. While students report strong connectedness with adults, optimism, and supportive relationships, we are observing an increase in dysregulation. The data highlights the need to further support emotional well-being, peer belonging, and healthy routines. Our focus will remain on fostering empathy, sharing, and conflict resolution through daily interactions and explicit, trauma-informed, experience-based instruction.

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

To achieve this, staff will explicitly teach and model pro-social behaviours - including empathy, positive peer interactions, self-regulation, and conflict resolution - through intentional SEL instruction, co-regulation, and a consistent school-wide culture of community, care, and safety. Families will also be engaged to reinforce these well-being practices at home.

Resource Selection: Explore and select evidence-based resources or programs that align with the school's pro-social behaviour and well-being goals.

Pro-Social Behaviour Committee: Establish a committee to lead and coordinate school-wide initiatives, ensuring alignment with SEL and trauma-informed practices.

Staff Collaboration: Dedicate time during staff meetings for collaboration, sharing strategies, and monitoring progress toward the goal.

School-Wide Teaching and Events: Host assemblies focused on empathy, self-regulation, and positive peer interactions. Implement consistent school-wide language and problem-solving strategies (e.g., WITS – Walk Away, Ignore, Talk it out, and Seek Help).

Model and reinforce pro-social expectations in common areas such as hallways, playgrounds, and transitions.

Student Voice and Reflection: Support students in engaging in reflective conversations to repair harm and take responsibility for their actions. Provide regular opportunities for class meetings, restorative circles, and reflection.

Community and Family Engagement: Collaborate with the PAC to support well-being initiatives and family education.

Engage families in extending pro-social and well-being practices at home.

Connection and Belonging: Use MDI and school-based data to identify and support students who may feel disconnected from the school community.

Expand acts of kindness and community service initiatives to promote care for self, others, and the environment.

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

Success will be shown through improved self-regulation, stronger peer relationships, and greater emotional well-being and sense of belonging, based on student and school data (Middle Years Development Instrument), staff observations, and student engagement.

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Date: