

SCHOOL IMPROVEMENT PLAN

LITERACY PLAN

2009 – 2010

SCHOOL:	Eric Langton Elementary
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SCHOOL PRIORITIES (Describe the context of your school – important demographics, social responsibility and school culture, growth planning discussions, and other areas of focus)
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Eric Langton is a dual track inner city school with a highly diverse student population. It is located within Maple Ridge’s downtown core and is a community focal point for many students and families in the area.

Approximately 60% of the school’s student population participates in a thriving French Immersion program. The student demographics for these French Immersion classrooms are fairly consistent with what would be found at other local middle class elementary schools. Students within the English track represent the other 40% of the school’s population and require more support to be successful. A number of the students within the English track come from more impoverished family circumstances and benefit from additional programming such as: breakfast club, lunch program, fulltime CCW programming (including recess/lunch drop-in programs), Big Brothers/Big Sisters In-School Mentoring, and additional counselling services. We have a relative modest Aboriginal student population consisting of 25 students.

In the past two years, Eric Langton has continued to evolve into more of a community school with the development of a “community hub” in the east wing. The development of this community space is the result of a partnership between the school district, community agencies, and parents. This community space officially opens this September but it already houses a number of programs connected to the school such as a daily after school Parks and Recreation program called the Active Kids Club, a Strong Start program for parents and tots (0-5years old), a weekly parent discussion group, a weekly Mother Goose toddler literacy program, some french immersion activities and clubs, and programming for gifted students. In the coming school year a preschool/ daycare portable will also be added beside this community space to further support families in the community.

This year, school staff will continue to work on developing and refining initiatives that will further improve the school's programming, culture, and resources. These goal areas fall into the following categories: reading (literacy), social responsibility, and technology. In all these areas we have been examining how we can maintain or improve school systems that will enhance student success in these areas. A brief summary of each is listed below and more detailed plans of each goal area are attached.

Goal 1 - To continue to develop reading strategies, structures, and resources that improve students' reading success with particular emphasis upon the development of reader profile board.

This past school year school staff worked to create a school wide reader profile board to better monitor students' reading progress in a coordinated manner. We are looking forward to refining these approaches in the coming school year to better monitor students' reading progress and adjust instruction. We are also continuing to use Reading Power/ Smart Reading instructional strategies to maximize students' reading progress. Within the primary classrooms, there is a well developed levelled reading program with a number of classroom supports and incentives. In the lower grades we use the Reading Benchmarks, and other assessments to identify our struggle readers at regular reporting intervals. Classroom teachers and support meet to discuss how best to support these struggling readers and decide upon how to best cluster students of comparable reading ability. Students identified as being "at risk" through this school based assessment process are provided with additional intensive reading instruction by support staff, S.E.A.'s, and volunteers to ensure they receive multiple exposures to appropriate text daily.

Our school's parent group is a valuable partner in developing literacy initiatives at Eric Langton. In the past school year, our parents have continued to focus their efforts on supporting literacy through grant applications, bringing in authors, reading with struggling students, purchasing and books for the classrooms. They are tremendously supportive of our school's reading and literacy initiatives. To visibly support this reading goal the PAC has even developed a weekly "Reading Power Award" at assemblies where students can receive free books to read.

Goal 2 - To continue to promote the importance of a respectful and caring school community with students.

Student social responsibility continues to be a significant focus at Eric Langton. We have seen tremendous improvements in our students' beliefs and behaviour related to social responsibility in recent years. Our school has clear behavioural expectations and good supports for students in crisis (i.e. CCW programming, counselling, After School Learning Centre). We have seen a 25-35% drop in office referrals and the Ministry of Education Satisfaction Survey results indicate that our students view school as a very safe and caring environment. When compared to district and provincial averages our students consistently rated Eric Langton 10-30% better on all satisfaction measures (see appendix for full details).

In the coming year, we will continue to explicitly promote this social responsibility goal by emphasizing the use of respectful language and teaching social problem solving skills. We will again explicitly teach school wide social skills, beliefs, and expectations at assemblies and in the classrooms on topics such as: "What we believe at Eric Langton",

reinforcing the WITS problem solving strategy, and teaching what respectful behaviour looks like, sounds like and feels like. Some other school programs that will continue visibly support this social responsibility goal are weekly “Gold Book” certificates, the “Golden Ticket” for targeted positive behaviours, Rick Hansen Awards, and the intermediate Principal’s List for academic or leadership.

One significant reason for the school’s increasingly respectful and caring tone is the time and energy Eric Langton’s staff have put into planning and implementing initiatives that better support **all** of our learners. In the coming school year, a number of staff will continue to examine how we can further refine our school wide support systems. These types of systems and structures benefit all students but are particularly important for “at risk” students who struggle to cope in a typical classroom all day. The supports we implemented to date have had a significant impact upon student behaviour and learning. The use of a tiered support framework that includes programming/ adaptations within the classroom, use of buddy classrooms, and access to additional assistance as required has been very effective. These structures have helped us to better differentiate between which students need more learning supports from those who need more behavioural interventions.

Goal 3 – To continuing to integrate technology into instructional practice to enhance student motivation and learning.

There are a number of technology related initiatives currently underway at Eric Langton to further integrate technology into students’ daily learning such as: Smartboards, classroom web pages, laptop project based learning, digital photography, and slide shows. Last year the school PAC purchased four Smartboards to help improve student engagement and learning. This year the school will receive two more Smartboards when two staff become district teacher mentors for this exciting new technology. Many teachers at Eric Langton have participated in a JECIC grant in the past year to further learn how to better use Smartboards and other technology. This year one of our French Immersion intermediate classrooms will also be taking part in the district’s one to one laptop program.