



School: Webster's Corners Elementary  
Ramin Mehrassa  
 Principal: \_\_\_\_\_  
David Vandergugten  
 Director/Assistant Superintendent: \_\_\_\_\_

**A. Goal (One goal per page)**

To continue our literacy goals while continuing to live through the pandemic. Our literacy goal is to entrench the love of reading as part of our school culture.

**B. Rationale**

- We had started doing whole school literacy activities and we will aim to get back to those in a safe COVID-19 friendly way.
- As the pandemic persists, we will continue our practices that helped establish effective literacy practices in our school.

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

- Continue to update our library with books that engage our students
- Use our staff expertise to action our growth plan (our librarian (literacy), our ASW is knowledgeable and full of strategies that teachers can use to incorporate the First Peoples Principles of Learning, our support teacher has significant experience working with at-risk kids on their literacy skills and our teachers are more and more confident teaching literacy as a whole)
- Continue to further our staff learning by working with the district-literacy team

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

- The EPRA and the IRA have been tremendously useful in helping teachers focus on what areas of literacy they need to work on with their students
- Use the portal performance standards literacy data to pull out specific student names and what areas we need to work with them to improve their literacy
- Student surveys about the effectiveness of our literacy activities (hallway reading, book tastings, fort reading)

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Board Chairperson:

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## A. Goal (One goal per page)

Work on our Social Emotional Learning (SEL) goal, while continuing to live through the pandemic. We are focusing on integrating SEL teachings in our primary classrooms as many of our younger students have not had the typical experiences young children might have had in “normal” times. We will also be reinforcing the SEL strategies we’ve already been working with the school population in general.

## B. Rationale

- Our community continues to be affected by the pandemic and we have to take care of each other to rebuild connections that may have been weakened as a result of pandemic isolation.
- We’ve noticed our primary students need help with the social aspects of building community — specifically how to be with each other and how to solve conflicts.

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

- Use the expertise in our staff to action our growth plan (our counselor has extensive SEL teaching experience, our librarian is deeply passionate about literacy and how to connect students and teachers with appropriate reading materials, our ASW is knowledgeable on incorporating the First Peoples Principles of Learning). All of these subject-matter experts will be sharing their knowledge with our staff.
- Restart our PEAK program, which is based on teaching our students to serve our community while working in multi-age (K-7) groups.

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

- Use the Grade 4 and 7 MDI data to help our school to focus in on specific areas of SEL
- School data about student involvement in serving our community (eg. lunch monitors, big buddy readers, student council membership)
- Feedback from TTOCs and floats about how they feel about working in our school

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