



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

To improve student literacy, focusing on the enjoyment of reading. The goal is to build engagement, motivation and joy in reading, using ideas from our librarian, WCE Literacy Committee, district helping teacher for elementary literacy and current literacy research.

B. Rationale

The Literacy Committee at WCE has reviewed the research from Faye Brownlie that states that engagement in reading in a fun and interactive way is correlated with literacy and academic success. Reviewing our year-end performance standards data and the results from doing the Early Primary Reading Assessment and the Intermediate Reading Assessment, we have students we need to focus on to support further development of their literacy skills.

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

This year, the WCE Literacy Committee is focusing on engaging students in reading. The committee has compiled interesting, fun and engaging activities for our students including fort reading, read with a pet, using technology to engage in reading, flashlight reading, buddy reading and 'Guess Who's Reading at WCE?'. The staff would like to connect Indigenous Learning, namely the principle of learning that states that learning takes patience and time.

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

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Student self reflections
- Teacher observational data

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

Social Emotional Learning (SEL) - to help students build knowledge and skills to understand and improve their well-being.

B. Rationale

Positive mental health impacts how we think, what we feel, how we handle stress, and how we relate to others and make choices. By building knowledge and skills around well-being, students will be better equipped to handle the many challenges they face at school. This connects with Indigenous Learning as seen in the principle of learning that suggests that learning supports the well-being of the self, the community, the land, the spirits, and the ancestors.

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

Staff and students will learn about the Zones of Regulation (naming our emotions and zones), and will explore activities related to the zones of regulation. To assist with self-regulation, staff will explore the focused attention practices from our school counsellor, emotional ABC's, overcoming obstacles, and Project 11, as we weave in Indigenous Ways of Knowing including the principle of learning that states, "learning ultimately supports the well-being of the self, the community, the land, the spirits, and the ancestors." Our PEAK program consisting of multi-aged students from kindergarten to Grade 7. Our peak groups will meet twice a month to focus on the above SEL and related activities. We will have the Family Education Centre come in to do presentations in class on empathy, resilience, conflict resolution.

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

-Comparing the 2023 WCE MDI data of 'Happiness', 'Self Esteem' and percentage of students who are 'Thriving' with last year's 2022 WCE MDI data and the district average.
-Anecdotal surveys with staff, students and parents.

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